Status Report Form
for Remedial/Developmental ARRA Projects

One report should be completed for each project.

A. Campus: Kapi'olani Community College

B. Project Title: UHCC Developmental Education Peer Support Collaborative Conference

C. Project Completion Date: Fall 2011

D. Project Description (from approved proposal, abbreviated)

Series of inter-campus conferences for coordinators of peer support (tutoring and mentoring) services for students enrolled in Developmental Education (DevEd) courses on the UHCC campuses.

Spring 2010: face-to-face conference at Kapi'olani Community College
Fall 2010: video or online conference
Spring 2011: face-to-face conference at Leeward Community College
Fall 2011: video or online conference

E. Activities Planned/Completed (Add/Delete lines as necessary)

<table>
<thead>
<tr>
<th>Activities Planned (from proposal)</th>
<th>Completed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2010: face-to-face conference at Kapi'olani Community College</td>
<td>Yes</td>
</tr>
<tr>
<td>—Held on April 9, 2010.</td>
<td></td>
</tr>
<tr>
<td>—Thirty-one participants: all of the UHCC campuses represented and one representative from UHWO.</td>
<td></td>
</tr>
<tr>
<td>Fall 2010: video or online conference</td>
<td>No</td>
</tr>
<tr>
<td>Spring 2011: face-to-face conference at Leeward Community College</td>
<td>No</td>
</tr>
<tr>
<td>Fall 2011: video or online conference</td>
<td>No</td>
</tr>
</tbody>
</table>

If some activities in the plan were not completed, the campus should provide a brief explanation of why (e.g., after x recruitments a qualified counselor could not be found, delays in hiring, delays in purchasing, etc.)

The Fall 2010 and 2011 activities have not been completed since they are planned for future semesters.

F. Performance Indicators Addressed, Effectiveness Measures, and Expected Outcomes

Promote inter-campus communication and collaboration amongst peer support service programs serving DevEd students:

<table>
<thead>
<tr>
<th>Performance Indicators, Effectiveness Measures, Expected Outcomes (from proposal)</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To create a &quot;community&quot; of peer support colleagues working together to share ideas, strategies, and resources</td>
<td>Please see feedback survey results below.</td>
</tr>
<tr>
<td>a. Produce a written update of &quot;white paper group&quot; inventory of campus peer support services.</td>
<td>Please refer to inventory update submitted separately.</td>
</tr>
<tr>
<td>b. Enhance system-wide program review of DevEd peer support services with information exchanged at conference and gathered for inventory.</td>
<td>Discussions begun at conference. Session summary submitted separately.</td>
</tr>
<tr>
<td>c. Begin discussion of possible plans for sharing</td>
<td>Discussions begun at conference.</td>
</tr>
</tbody>
</table>
resources, such as research materials, tutoring and mentoring services, and tutor and mentor training.

2. To develop "best practices" to more effectively, efficiently, and consistently meet DevEd student needs at all the UHCC campuses

   Discussions begun at conference.

   a. Identify "best practices" based on existing models at UHCC campuses as well as relevant research in related fields.

   Discussions begun at conference. Session summary submitted separately.

   b. Produce a follow-up survey or report on planned and/or implemented changes based on “best practices” in areas, such content training, mentoring/tutoring strategies, and data collection and analysis.

   Continued discussions needed.

If the results were less than expected or something other than expected, e.g., a key piece of equipment or software is no longer available, not enough students opted to utilize the service/program, etc.)

G. Impact (qualitative and quantitative)

Participants were asked to complete a feedback survey at the end of the conference. (Please see attached for sample form.) We received 13 surveys, and the responses are below.

1. I gained information or insight that will directly help me provide more effective support for students in developmental education courses from the following:

   a. Learning Support Services Inventory (large group discussion in morning): selected by 12 respondents.

   b. Focus Group I by Subject Area: selected by 10 respondents.

   c. Focus Group II by Topic: selected by 8 respondents.

   d. None: not selected by any respondents.

   e. N/A: selected by 1 respondent (who noted “I do not provide support for students in developmental education courses”).

   NOTE: Not all participants were able to stay for the entire day so some respondents may not have been able to attend, and so were not able to comment upon, some sessions. In subsequent surveys, we should include an option for respondents to tell us what sessions they attended and ask they provide feedback on those sessions. We also should find a more effective way of gathering responses: the feedback surveys were included in the conference materials; many participants left without turning in the surveys; and our follow-up e-mail request for completed surveys was not successful.

2. Briefly describe what you found most valuable at this conference.

   • Comparing with others in the subject area. Comparing/Contrast of ideas of working with DevEd students.

   • I enjoyed the focus group 1 the most. The morning session was helpful, but a bit overwhelming. The focus group 2, I felt was less applicable because it was further from what I want to do with my classes, maybe it was too late in the day because my brain was full. 😊

   • Networking with other colleagues and hearing what others are doing at their campuses. Sharing best practices, concerns, solutions and innovative ideas…

   • Conversations that produced sharing specific strategies/material that can be implemented now on my campus. Practical stuff can directly affect tutors/students.
• It was valuable to hear what each campus is doing, and it has given me ideas, i.e., Mālama ʻĀina days w/faculty and students working together; working with students who are on probation (possibly in a cohort), and mandatory NSO. Also, sharing ideas of interviewing tutors to see how their people skills are before having them is a great idea. Finally, the focus group or peer support for NH students reaffirmed what I do and added more ideas for me to consider.
• Just finding out what’s working or not working on campuses.
• Hearing what other campuses are doing.
• Seeing the scope of academic support available throughout the system. Breaking up by subject area was valuable. I think we could do even more “Best practices” sharing by content area.
• I really value the opportunity to hear about learning support from the tutor/coordinators perspective.
• Scavenger hunt to lab. Credit for going to the lab. Office hours in the lab.
• I enjoyed networking with other campuses about things we are thinking of doing at our campus.
• I like how Laurie’s focus group kept the concentration centered on what we can do (ideas/problems = action). I’m leaving with solid, realistic ideas that can be experimented with immediately. Very useful and valuable, thank you.

3. At next year’s conference, I would like to have the opportunity to:
   a. Meet with others in my subject area: 10
   b. Discuss tutor training: 8
   c. Learn about new technologies for delivering learning support: 7
   d. Discuss assessment and data collection: 6
   e. Discuss course-based or integrated learning support: 6
   f. Review/update learning support services inventory: 5
   g. Meet with others working with Native Hawaiian students: 4
   h. Discuss learning support for distance education: 3

Additional Comments/Suggestions:
• Program review of learning support.
• Session on students with disabilities/disabilities support
• Learning community infrastructure.
• First-year experience infrastructure.
• “Talk story” session with equal numbers of instructional A.S. faculty.
• Updates/specifics on “new” initiatives, perhaps with time to mix and mingle to ask more in-depth students [sic] one on one.
• Discuss compass prep/brush up.

4. Please share any other comments or suggestions you have for next year’s conference.
• Guest speaker on student support/tutoring.
• Continue on with the ideas and suggestions presented at this conference. This was a great start on getting together to share and support each other in what we do to support our students, faculty, lecturers, and staff at the college.
• It would help me if speakers also had visual aids because I am a very visual learner.
• This is a very useful endeavor, good idea to incorporate faculty as champions.
• Students indicate they are afraid of taking tests. Need to provide tutoring/practice of taking exams.
• Perhaps inviting student services folks, e.g. counseling.

FOR COORDINATORS:

5. My program serves:
   a. All students on campus: 5
   b. Only students in DevEd courses: 1
   c. Only students in DevEd and first-year students: 1

6. My program is
   a. Developing additional peer support services for students in developmental education courses. (4 responses; 3 with comments)
      • Provide in-class students for rem/dev. NH students in AtD (Achieving the Dream) program.
      • Peer mentoring that includes assistance in Math, Reading and Writing tutoring, financial aid and course advising and technical support.
      • Support for students working with My Math Lab and ALEKS.
   b. Developing additional learning support (other than peer support) services for students in developmental education courses. (3 responses)
      • Reading tutors coordination.
      • Reading/Math development project: strategies, materials, and training on reading skills for math.
      • In-class tutoring, cohorts for at risk or first-year experience students.
   c. Unable or limited in developing additional support services because of funding issues. No responses were recorded.
H. Expenditure Report  *(Suggestion: use original budget spreadsheet and add a column to show actual expenses and total). Be sure to highlight or notate changes from original budget plan.*

<table>
<thead>
<tr>
<th></th>
<th>Amount Budgeted Per Year</th>
<th>Amount Expended in SPRING 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Personnel</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Clerical Support (SECE)</td>
<td>$100 per year $200 total</td>
<td>$256.03</td>
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<tr>
<td><strong>B. Other Current Expenses</strong></td>
<td></td>
<td></td>
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<tr>
<td>Airfare for Neighbor Island Participants</td>
<td>$1800 per year $3600 total</td>
<td>$349.62</td>
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<tr>
<td>Car Rental for Neighbor Island Participants</td>
<td>$150 per year $300 total</td>
<td>$93.00</td>
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<tr>
<td>Materials &amp; Supplies</td>
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<td><strong>C. Equipment</strong></td>
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<td>N/A</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>$2150 per year $4300 total</td>
<td>$788.71</td>
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<tr>
<td><strong>BALANCE REMAINING for 2010</strong></td>
<td>$1361.29</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL FUNDS REMAINING**  
2010 funds: $1361.29  
2011 funds: $2150.00  
TOTAL: $3511.29

**Personnel Costs for Spring 2010 Conference:** Amounts expended exceeded budgeted amounts at the discretion of the former project manager.

**Airfare and Car Rental Expenses:** We anticipated funding two (2) participants per Neighbor Island campus (6 total). However, only two (2) participants took advantage of the funding as others already had their airfare paid by attending the Reading Summit, which was scheduled for the day following our conference, held at Leeward Community College. In addition, we also anticipated funding three (3) car rentals (one per neighbor island campus), but only two (2) participants (Kaua‘i CC and Hawai‘i CC) requested car rentals.
Mahalo nui lōa for your participation in the
First Annual UHCC DevEd Peer/Learning Support Conference!

Please take a few minutes to help us assess today's conference and plan for next year's conference.
We appreciate your candid responses.
For multiple response questions, please check all that apply. Mahalo!

1. I gained information or insight that will directly help me provide more effective support for students in developmental education courses from the following:
   - Learning support services inventory sharing (morning session).
   - Focus Group I by Subject Area.
   - Focus Group II by Topic.
   - None.
   - NA-- I do not provide support for students in developmental education courses.

2. Briefly describe what you found most valuable at this conference.

3. At next year's conference, I would like to have the opportunity to:
   - Review/update learning support services inventory.
   - Meet with others in my subject area.
   - Meet with others working with (special populations)

   - Discuss assessment & data collection.
   - Discuss learning support for distance education.
   - Learn about new technologies for delivering learning support.
   - Discuss course-based or integrated learning support.
   - Discuss tutor training.

   -
   -

4. Please share any other comments you have or suggestions for next year's conference.
FOR COORDINATORS:

5. My program serves
   □ only students in developmental education courses.
   □ students in both developmental education courses and other first-year courses.
   □ all students on my campus.

6. My program is
   □ developing additional peer support services for students in developmental education courses.
     Please briefly describe: ____________________________________________________________
     ____________________________________________________________
     ____________________________________________________________

   □ developing additional learning support (other than peer support) services for students in developmental education courses.
     Please briefly describe: ____________________________________________________________
     ____________________________________________________________
     ____________________________________________________________

   □ unable or limited in developing additional support services because of funding issues.
<table>
<thead>
<tr>
<th>Participant Last Name</th>
<th>First Name</th>
<th>Campus</th>
<th>Discipline</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kimura</td>
<td>Gwen</td>
<td>HawCC</td>
<td>English (now Learning Center)</td>
<td><a href="mailto:gwenk@hawaii.edu">gwenk@hawaii.edu</a></td>
</tr>
<tr>
<td>Maeda</td>
<td>Annie</td>
<td>HawCC</td>
<td>Math</td>
<td><a href="mailto:amaeda@hawaii.edu">amaeda@hawaii.edu</a></td>
</tr>
<tr>
<td>Naguwa</td>
<td>Caroline</td>
<td>HawCC</td>
<td>English</td>
<td><a href="mailto:cnaguwa@hawaii.edu">cnaguwa@hawaii.edu</a></td>
</tr>
<tr>
<td>Ryan</td>
<td>Jeanne</td>
<td>HawCC</td>
<td>English</td>
<td><a href="mailto:jlryan@hawaii.edu">jlryan@hawaii.edu</a></td>
</tr>
<tr>
<td>Bulseco</td>
<td>Brett</td>
<td>HonCC</td>
<td>College Skills Center</td>
<td><a href="mailto:bbulseco@hawaii.edu">bbulseco@hawaii.edu</a></td>
</tr>
<tr>
<td>Casamina</td>
<td>Brad</td>
<td>HonCC</td>
<td>Peer Mentor (Kupu Ka Wai)</td>
<td><a href="mailto:bcasamina@gmail.com">bcasamina@gmail.com</a></td>
</tr>
<tr>
<td>Chang</td>
<td>Nicholas</td>
<td>HonCC</td>
<td>Peer Mentor (Kupu Ka Wai)</td>
<td><a href="mailto:nick_mystah@yahoo.com">nick_mystah@yahoo.com</a></td>
</tr>
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<td>Cooks</td>
<td>Kuulei</td>
<td>HonCC</td>
<td>Peer Mentor (Kupu Ka Wai)</td>
<td><a href="mailto:kuuleicooks@aol.com">kuuleicooks@aol.com</a></td>
</tr>
<tr>
<td>Florendo</td>
<td>Leon</td>
<td>HonCC</td>
<td>Kupu Ka Wai</td>
<td><a href="mailto:leon.florendo@hawaii.edu">leon.florendo@hawaii.edu</a></td>
</tr>
<tr>
<td>Kaakimaka</td>
<td>Hanwell</td>
<td>HonCC</td>
<td>College Skills Center</td>
<td><a href="mailto:hanwell@hawaii.edu">hanwell@hawaii.edu</a></td>
</tr>
<tr>
<td>Lee</td>
<td>Femar</td>
<td>HonCC</td>
<td>Math/College Skills Center</td>
<td><a href="mailto:femar@hawaii.edu">femar@hawaii.edu</a></td>
</tr>
<tr>
<td>Miller</td>
<td>Charles</td>
<td>HonCC</td>
<td>College Skills Center</td>
<td><a href="mailto:chmiller@hawaii.edu">chmiller@hawaii.edu</a></td>
</tr>
<tr>
<td>Miller-Cabasug</td>
<td>Ina</td>
<td>HonCC</td>
<td>FYE Coordinator</td>
<td><a href="mailto:inamc@hawaii.edu">inamc@hawaii.edu</a></td>
</tr>
<tr>
<td>Nagamine</td>
<td>Jason</td>
<td>HonCC</td>
<td>Peer Mentor (Kupu Ka Wai)</td>
<td><a href="mailto:inagamill@hawaii.edu">inagamill@hawaii.edu</a></td>
</tr>
<tr>
<td>Participant Name</td>
<td>Last Name</td>
<td>First Name</td>
<td>Campus</td>
<td>Discipline</td>
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<tr>
<td>14</td>
<td>Nakahara</td>
<td>Earl</td>
<td>HonCC</td>
<td>English/College Skills Center</td>
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<td>Sakata</td>
<td>Blake</td>
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<tr>
<td>18</td>
<td>Wong</td>
<td>Jonathan</td>
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<td>21</td>
<td>Pagotto</td>
<td>Louise</td>
<td>KapCC</td>
<td>Vice Chancellor of Academic Affairs</td>
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<tr>
<td>22</td>
<td>Clark</td>
<td>Kahelelani</td>
<td>KauCC</td>
<td>The Learning Center</td>
</tr>
<tr>
<td>23</td>
<td>Char</td>
<td>Amy</td>
<td>LeeCC</td>
<td>Writing Consultant (Learning Resource Center)</td>
</tr>
<tr>
<td>24</td>
<td>Kaneshiro</td>
<td>Emi</td>
<td>LeeCC</td>
<td>LCCW Learning Resource Center</td>
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<tr>
<td>25</td>
<td>Kuribayashi</td>
<td>Lauri</td>
<td>LeeCC</td>
<td>Learning Resource Center</td>
</tr>
<tr>
<td>26</td>
<td>Ogg</td>
<td>Jim</td>
<td>LeeCC</td>
<td>Math Lab</td>
</tr>
<tr>
<td>27</td>
<td>Watanabe</td>
<td>Rae</td>
<td>LeeCC</td>
<td>English</td>
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<tr>
<td>Participant No.</td>
<td>Participant Name</td>
<td>First Name</td>
<td>Campus</td>
<td>Discipline</td>
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<tr>
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<td>Andaluz</td>
<td>Morgan</td>
<td>MauiCC</td>
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<td>29</td>
<td>Baker</td>
<td>Matthew Kanani</td>
<td>WCC</td>
<td>TRIO project</td>
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<td>30</td>
<td>Oshiro</td>
<td>Janine</td>
<td>WCC</td>
<td>Language Arts</td>
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<tr>
<td>31</td>
<td>Nye</td>
<td>Emily</td>
<td>UH WestOahu</td>
<td>Writing, Math, and Academic Skills Center</td>
</tr>
<tr>
<td>Name of Program</td>
<td>Campus</td>
<td>Tutoring Area(s)</td>
<td>Types of Delivery</td>
<td>Hours of Operation</td>
</tr>
<tr>
<td>-------------------------------</td>
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</tr>
<tr>
<td>The Learning Center (TLC)</td>
<td>HawCC</td>
<td>Writing, Reading</td>
<td>Face-to-face, Peer Tutors, Faculty/Professional Tutors</td>
<td>before 9:00am, after 2:00pm</td>
</tr>
<tr>
<td>College Skills Center Tutoring Services</td>
<td>HonCC</td>
<td>Writing, Math</td>
<td>Face-to-face, Peer Tutors, Faculty/Professional Tutors</td>
<td>9:00-2:00, after 5:00pm</td>
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<td>Writing, Reading</td>
<td>Synchronous, Asynchronous, Face-to-face, Peer Tutors, Online, Outsourced, e.g. Smarthinking</td>
<td>9:00-2:00, after 2:00pm</td>
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<td>KauCC</td>
<td>Writing, Reading</td>
<td>Synchronous, Face-to-face, Peer Tutors, Faculty/Professional Tutors</td>
<td>before 9:00am, 9:00-2:00, after 5:00pm</td>
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<tr>
<td>Name of Program</td>
<td>Campus</td>
<td>Tutoring Area(s)</td>
<td>Types of Delivery</td>
<td>Hours of Operation</td>
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<tr>
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</tr>
<tr>
<td>Leeward CC Writing Consultants</td>
<td>LeeCC</td>
<td>Writing, Reading, College Skills</td>
<td>Synchronous, Asynchronous, Face-to-face, Peer Tutors, Faculty/Professional Tutors, Phone, Online, Outsourced, e.g. Smarthinking</td>
<td>before 9:00am, after 5:00pm</td>
</tr>
<tr>
<td>Math Lab</td>
<td>LeeCC</td>
<td>Math</td>
<td>Face-to-face, Peer Tutors, Faculty/Professional Tutors, Phone, Outsourced, e.g. Smarthinking</td>
<td>before 9:00am, after 5:00pm</td>
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<tr>
<td>Leeward CC-Wa‘inaue</td>
<td>LeeCC</td>
<td>Writing, Reading, Math</td>
<td>Synchronous, Asynchronous, Face-to-face, Peer Tutors, Faculty/Professional Tutors, Phone, Outsourced, e.g. Smarthinking</td>
<td>before 9:00am, 9:00-2:00, after 2:00pm, after 5:00pm, weekends</td>
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<tr>
<td>TRL SSS</td>
<td>WCC</td>
<td>Writing, Reading, Math, College Skills</td>
<td>Peer Tutors, Faculty/Professional Tutors</td>
<td>before 9:00am, after 5:00pm</td>
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<tr>
<td>Name of Program</td>
<td>Campus</td>
<td>Tutoring Area(s)</td>
<td>Unduplicated Students per Semester</td>
<td>Total Sessions per Semester</td>
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<tr>
<td>---------------------------------</td>
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<td>The Learning Center (TLC)</td>
<td>HawCC</td>
<td>Writing, Reading, Math, College Skills</td>
<td>DevEd: 1297 Total: 1951</td>
<td>Total: 9882 contacts</td>
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<td>4485</td>
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<td>S09 Math: 189 English: 128</td>
<td>S09 Math: 934 English: 1280</td>
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<td>F09: 409</td>
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<td>Total Sessions per Semester</td>
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<td>LeeCC</td>
<td>Writing, Reading, Math</td>
<td>n/a</td>
<td>n/a</td>
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<th>Name of Program</th>
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<th>Tutor/Mentor Handbook</th>
<th>Textbooks incl Instr Ed</th>
<th>Content Area Textbooks</th>
<th>Solution Manuals</th>
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SESSION SUMMARY

PEER LEARNING SUPPORT PROGRAMS:
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PEER LEARNING SUPPORT PROGRAMS:
INVENTORY UPDATE: GENERAL SESSION

1. HAWAII COMMUNITY COLLEGE (SPEAKER: ANNIE AND CARoline)
   A. In-class tutors.
      i. Remedial classes.
      ii. Hawaiian studies.
   B. Hui Makamae.
      i. Targets first-time college students and at-risk students.
      ii. Works with students on their progress.
      iii. Key factor is to meet with faculty every week.
      iv. Faculty works together to use reading skills to help students with Math.

2. HONOLULU COMMUNITY COLLEGE (SPEAKERS: EARL, FEMAR, BLAKE, HANWELL, AND BRETT)
   A. Learning Center.
      i. Provides campus-wide tutoring in Math and English (primarily English 20).
      ii. Uses student assistants (primarily UH and UH West Oahu students who have completed English 100).
      iii. Offers primarily drop-in tutoring services.
   B. Native Hawaiian Center.
      i. Targets Native Hawaiian students at risk or on probation, with goal to involve them in the learning community.
      ii. Uses mentors to provide services.
         a. Mentors participate in and encourage student participation in activities like Mālama ʻĀina.
         b. Mentors go through training and become CRLA-certified.
      iii. Provides tutoring to students in wide variety of subjects (e.g., Psychology 100, Speech 151, and Philosophy 110 (one of the most widely requested subjects)).
      iv. Offers workshops for students on a variety of topics (e.g., study skills, History, note taking).
      v. Advertises services at mandatory new student registration.
      vi. Plans to use Elluminate in the future.

3. KAPIOLANI COMMUNITY COLLEGE (SPEAKER: MEREDITH)
   A. Kahikoluamea Center.
      i. Provides tutoring in wide variety of subjects.
         a. Writing Mentors: Developmental English classes and other courses (e.g., Business, Speech, Linguistics, and History).
         b. Math Mentors: Math and technical support as well as group studying.
      ii. Offers services face-to-face and online via SKYPE.
4. **KAUAI COMMUNITY COLLEGE (SPEAKER: KAHELE)**

   A. College Success Learning Center.
      i. Services.
         a. Hawaiian Language Lab.
         b. Tutoring in content areas, ESL/ELI, and writing.
         c. Mentor Program (being launched).
         d. In-Class Tutoring (discontinued).
      ii. Staffing.
         a. Volunteer faculty mentors.
            1) Work directly with student on subject.
            2) Students sign up on a list with faculty mentor profiles.
         b. Paid super tutors who have degree in English.

5. **LEEWARD COMMUNITY COLLEGE (PEARL CITY) (SPEAKERS: JIM AND LAURIE)**

   A. Math Lab.
      i. Services offered.
         a. Walk-in tutoring for math at any level.
         b. Calculator and textbooks for students to use.
         c. Make-up tests.
      ii. Space layout.
         a. Tutoring and study room
         b. Computer Lab.
      iii. Future plans: appointment tutoring, online tutoring, and expanded tutor training.

   B. Writing Center.
      i. Areas of assistance.
         a. Writing.
            2) Scholarship essays.
            3) Resumes.
         b. Success skills (note taking, time management, reading, organization).
      ii. Modes of delivery.
         a. Tutoring.
            1) Face-to-face: drop-in and by appointment.
            2) Phone: drop-in and by appointment.
            3) Online (via SKYPE): by appointment (including same-day appointments)
            4) In-class workshops.
         b. Online materials: website and YouTube videos.
         c. Handouts.
         d. Campus workshops.

6. **LEEWARD COMMUNITY COLLEGE WAIANAE (SPEAKER: EMI)**

   A. Tutoring.
      i. Target is the unprepared students.
      ii. Areas: English, Math, ICS, and some content areas.

   B. COMPASS orientation.
i. Show students what it looks like.
ii. Expectations.

C. Outreach.
i. Career Days.
ii. Organizations.

D. Ramp Up.
i. English/Reading and Hawaiian Studies component (no credit).
ii. MAO Farm students are experiments.
iii. Starting Science, Math, and Hawaiian Studies.
iv. Hope to get students familiar with college.

E. Kalama.
i. Non-credit classes for students.
ii. Supports students going to school to be teachers.
iii. Target is non-traditional students.

7. MAUI COMMUNITY COLLEGE (SPEAKER: MORGAN)
   A. Learning Center.
i. Peer support while students study.
ii. Online tutoring via Smarthinking.

   B. Writing Center.
i. Walk-in and appointments.
ii. Some content.

8. WINDWARD COMMUNITY COLLEGE (SPEAKER: KANANI)
   A. Center.
i. Procedure for providing assistance.
   a. Fill out application.
   b. Meet with a counselor to discuss needs.
   c. Meet with the tutoring coordinator who matches student to mentor that took the same class from the same teacher.
   d. Meet with mentor (students are assigned the same mentor throughout the year).

ii. Information about mentors.
   a. Selection based upon interview and instructor recommendation.
   b. Paid or volunteer.
   c. Must have taken class in order to tutor students taking that class.

iii. Other procedures.
   a. SARS tracks hours students use the Center.
   b. Children can come with parent.
   c. Face-to-face tutoring only.
   d. Free printing and internet.

9. UNIVERSITY OF HAWAII WEST OAHU (SPEAKER: EMILY)
   A. Services.
i. Math and Writing.
ii. Nothing below 100-level.
iii. Face-to-face tutoring.
iv. Online tutoring via e-mail.
v. COMPASS preparation.
B. Workshops.
   i. Success and writing skills topics.
   ii. Specialized topics per faculty requests.

CHALLENGES IDENTIFIED AND CURRENT PRACTICES

1. HOW TO GET STUDENTS TO USE SERVICES.
   a. Mandatory use.
      i. Course requirement.
      ii. First visit only.
   b. Alternative means.
      i. Scavenger hunt.
      ii. Interviews for papers.
      iii. Orientation visits and tours.

2. HOW TO ESTABLISH FACULTY RELATIONSHIPS.
   a. Consultation reports after session.
   b. Feedback forms for teachers to respond.
   c. Office hours in center.

3. DIFFERENT WAYS TO PROVIDE SERVICES.
   a. Luncheon to bring students.
   b. Community-based outreach.
      i. Connect to high schools with workshops and presentations.
      ii. Offer open houses with open invitations to family as well students and prospective students.
FOCUS GROUP SESSIONS

MATH

CHALLENGES IDENTIFIED

1. NEED TO STRENGTHEN RELATIONSHIPS WITH FACULTY
   a. Mentoring/tutoring not always viewed positively by math faculty.
   b. Goal: better working relationship with faculty in regards to students working with mentors.

2. MORE INFORMATION NEEDED REGARDING STUDENTS SEEKING MATH TUTORING
   a. Math tutoring has almost twice as many students coming in than English. Why?
   b. Do people need to repeat math classes more often than English? If so, why?
   c. In what areas are students in need of the most help?

3. DEALING WITH TEST ANXIETY AND MATH ANXIETY
   a. In the module-style DevEd math courses, tests are administered in lab/tutoring center.
      i. Can't administer tests in class because not everyone is at the same level.
      ii. Students prefer (feel more comfortable) taking tests in class rather than the lab/tutoring center. Why?
          1. Cameras in the lab (according to one student).
          2. Other reasons?
   b. Do remedial math students need more “hand-holding” when it comes to tests?
   c. Students who do not know what they want may require more pushing. It seems that students who have little motivation like real-world problems, rather than just crunching numbers.

4. GETTING STUDENTS TO COME TO CLASS & TUTORING CENTER
   a. Impact of MyMathLab at Leeward CC.
      i. Increased use of Math Lab and math tutors.
      ii. Created more of a collaborative environment as both tutors and students work together with program.
      iii. Increased number of DevEd students.
   b. Information about math software.
      i. ALEKS and My Math Lab are both popular at most campuses.
      ii. MyMathLab is used at KCC mostly for DevEd math classes.
      iii. Programs are supplemental, they are not used to teach the classes.
   iv. Student responses.
      1. Some like the impersonal experience and immediate feedback.
      2. Some get more frustrated.
         a. Not always able to understand “why” an answer or equation is right or wrong.
         b. Cannot work through the process with a person.
      3. Most students in (24/25) really like it.
4. Good for working at home when teachers are not available.
5. Older, more motivated students seem to prefer MyMathLab.

5. MEETING STUDENTS' DIFFERENT NEEDS AND STYLES
   a. Manipulatives—make math more visible.
      i. Scales for algebra.
      ii. Number tiles for divisibility rules.
      iii. One instructor likes to do about two to three visual activities per session.
   b. Technology
      i. Sympodium.
         1. Overhead machine similar to a giant writing pad or a smart board.
         2. Saves information.
         3. Not like a chalkboard: allows instructor to face students.
      ii. PowerPoint presentations.
         1. Student reaction positive.
         2. Convenient when instructors provide copies of the presentations to the students.
      iii. "Clickers": not very popular with instructors.
   iv. MY MATHLAB/ALEKS/Other software.
      1. What are the age ranges and cultural ranges with students?
      2. How can we cater to different needs/tastes?
      3. How can we address concerns such as anxiety, comfort, self-confidence.

6. RANGE OF STUDENT LEVELS WITHIN SAME COURSE
   a. Cluster students based on placement exam results?
      i. Methods.
         1. Divide course into sections by placement scores.
         2. Divide class into sections: tutor/teacher in each section.
      ii. Results.
         3. Prevents more capable students from becoming bored.
         4. Helps students work on their own and receive instruction.
         5. Helps build relationships with tutors. (Ideal — one peer mentor for each math lab?)
         6. Similar to what is occurring in PCM at KCC — pass rates have increased.
   b. Brush-Up classes: increased placement scores at KCC, although not enough to move up levels.

7. TUTORING STAFF TURNOVER AND HIRING CRITERIA
   a. Turnover.
      1. Loss of relationship with students with turnover.
      2. Supervisors should not overly rely on lead mentors/tutors, so they are not lost when lead mentors/tutors leave.
   b. Hiring criteria: GPA.
      1. High GPA or success in math: may not have necessary interpersonal skills.
      2. Low GPA: may be excellent mentors.
CURRENT PRACTICES

1. MATH BRUSH-UPS
   a. Kapiolani CC: program in operation.
      1. CD format: students can work through what they need to cover.
      2. Brush-Ups were free, but in summer 2010, there will be a small charge.
      3. Placement tests can be retaken immediately if student pays $25.
   b. Honolulu CC (Native Hawaiian Center): will be piloting.
      1. Free summer program with one college credit offered.
         a. Meet every day for 3 hours.
         b. Help students who have block courses throughout the regular semester and no time to take the math class.
         c. Provide extra time and help over the summer.
         d. Include work with tutors and a mandatory study hall — so not everything is done on a computer.
      2. Help remove the frustration of just missing the mark for the next range on the placement tests.
      3. Not focused on those who placed low at the bottom of the range to get a higher level but be lost in the class.

2. MĀLAMA ʻÅINA PROGRAM (HCC NATIVE HAWAIIAN CENTER)
   a. Also tied with Mālama ʻÅina Program.
      1. Opportunities to go out and appreciate the land, other students, teachers—not only about work.
      2. Learn to help each other to build responsibility, a sense of family, a feeling of comfort.
   b. Environment.
      1. Open environments in classrooms: ok to bring kids, etc.
      2. Supportive environment for learning.
         a. Responsibility for teachers to create.
         b. Tutors: can create a sense of relationship and family with the students.

3. LEEWARD CC HALĀU PROGRAM.
   a. Helps get students involved with their studies and each other.

NOTE: Many of these models can be costly, and they require good management.
WRITING/READING

CHALLENGES IDENTIFIED AND CURRENT/SUGGESTED PRACTICES

ISSUE: How can we best support students taking developmental (below-100) writing and reading courses?

1. CONNECT BETTER WITH FACULTY AND STUDENTS.
   a. Develop relationships with faculty.
      i. Encourage faculty to "require" contact early in the semester via orientation visits/tours, scavenger hunts, or other activities.
      ii. Provide feedback about sessions.
      iii. Invite faculty to hold office hours in center.
      iv. Look at the ways teachers inform students to seek help: rather than referrals only after student "fails" or as a last resort after failure, can we be introduced at the start of the semester or be included in assignments as part of the writing process?
   b. Look for ways to reach students.
      i. Participate in new student orientation and other campus events.
      ii. Hold "open house" or luncheons.
      iii. Present workshops.
      iv. Use flyers, handouts, website announcements/presence.
      v. Develop community (high school) outreach.

2. TUTORING STRATEGIES.
   a. Use alternate modes of delivery to increase access and availability.
      i. Face-to-face individual; face-to-face small groups; online; phone.
      ii. Walk-in and appointment availability.
   b. Be aware of different learning styles.
      i. Use multi-faceted approach: write down (or have student write down) discussion points; use colored pens or other ways to identify parts of paper; use online as well as paper resources.
      ii. Provide tutor training in these areas.
   c. Establish rapport.
      i. Student talking to student--talk story at start to help them feel comfortable, share stories of own experiences (even show the folders/notes from own backpack).
      ii. Make center a welcoming, comfortable place to meet and work.
   d. Build confidence.
      i. NOTE: these students have been told, by their placement in the DevEd class, that they are "not college-ready" which often translates in students' minds to equal "not good".
      ii. Reinforce and build upon what student knows or understands.
      iii. Ask student to be "the expert" and give background info about assignment, about what he/she thinks should be worked on, what he/she wants to work on.
      iv. Provide positive feedback as well as constructive suggestions.
   e. Provide support for study skills.
      i. Note: some DevEd classes have incorporated study skills SLO in their curriculum.
      ii. Sponsor/present campus workshops on study skills.
      iii. Develop resources (handouts/online).
   f. Provide resources.
i. Computers and printing.
ii. Handouts.
iii. Websites.
iv. COMPASS brush-up courses.

3. RECRUITMENT, PREPARATION, AND SUPPORT.
   a. Recruitment.
      i. Contact instructors (via flyers, e-mail, phone, in person) to ask for recommendations.
      ii. Difficult to find students that have the academic and interpersonal skills needed to tutor/mentor.
   b. Preparation.
      i. Need training to provide effective support.
      ii. Funds are needed for training time and materials.
      iii. Training techniques/strategies.
          1. Use of role-playing in training to develop empathy with and understanding of perspective of the student seeking help.
          2. Use of Laulima and other online resources in training.
      iv. CRLA certification required for mentors at HCC's Native Hawaiian Center
   c. Support.
      i. Have resources (textbooks, handbooks, tutor guides) available.
      ii. Respond to student staff concerns.

4. WHAT ARE WE DOING TO HELP STUDENTS WITH READING CLASSES/SKILLS?
   a. Tutoring in reading is not available on as many campuses as tutoring in writing is available.
   b. Some issues noted about reading:
      i. Students have difficulty identifying the main idea and analyzing the support for this main idea.
      ii. Reading is an internal process: unlike writing, there is not always a "product" to discuss.
      iii. Patience is essential because reading takes time.
      iv. Support staff would sometimes need to be familiar (have read) the materials to be able to discuss and help develop reading comprehension.
      v. Support staff should model good reading strategies.
   c. At HawCC, faculty work together to use reading skills to help students with math.
DATA COLLECTION & ASSESSMENT

CHALLENGES IDENTIFIED

1. MOST CENTERS USE DIFFERENT SYSTEMS OF DATA COLLECTION:
   a. Do we all want to be on same system?
   b. Do we need to be on same system?

CURRENT PRACTICES

SARS: SCHEDULING AND REPORTING SYSTEM
SYSTEM-WIDE, EVERY CAMPUS HAS IT.

1. SARS TRAK
   a. Can track general reasons for visit, codes, and duration.
   b. Possible to match reason codes to courses.
      i. More frequent Banner uploads needed.
      ii. Banner cross-reference show student's current classes.
   c. Can be used to track resource supplies.
      i. KapCC does not use SARS to track resource supplies (uses paper logs
         administered by the front desk uses).
      ii. Resource supplies could be added to the reason codes.
   d. Cannot track specific resource (e.g., which calculator) -- if need this info, maybe SARS
      Grid should be used.

2. SARS GRID
   a. Has a scheduling component.
      i. Useful for appointments.
      ii. Online scheduling capabilities
      i. Means more responsibility for coordinator.
      ii. Also possible conflict: if a student makes appointment f2f with a mentor at the
         same time someone else made an appointment over email, times could overlap.

3. OTHER SARS NOTES:
   a. SARS Principals.
      i. Very responsive to comments.
      ii. Can help create incentive to have it on all campuses with their little tweaks.
   b. Available on all campuses, yet not being used by all.
      i. Viewed as not quite as personalized as paper logs.
      ii. Tutors need SARS training before they can help students with SARS.
   c. Counts.
      i. Remain logged in once checked in even if not actively working with tutor: contact
         hours may not be accurate reflection of actual tutor contact time.
      ii. Check-in/out may not be accurate unless students are checked in and out
         consistently/accurately (same issue with TutorTrac, see below).
      iii. SARS can create an Unduplicated Count of Students Report. This will show how
         many students (no repeats) have come in. All UH campuses, have SARS Grid,
there is also SARS Trak and SARS Alert available. These can be purchased as a
suite or individually.

d. Procedure.
i. Use student ID numbers and can also require identification of visit reason.
ii. Can work with scanner.
iii. Can upload Banner info.
v. Can create Usage Report by Time of Day: shows peak usage times.
vi. Difficult to convert reports to excel spreadsheets.
vii. Does not do "grades" (FERPA difficulties).
viii. There are various levels of SARS access levels

e. Campus-wide/system-wide use.
i. Ability to do cross referrals, view notes, cross-reference counselors, tutoring, etc.
ii. Banner upload may not allow way to tell which courses are associated with which
campus: Kap CC generally tutors on KapCC students.
iii. Possible to log in non-UH students (including Brush-Up students who are not yet
enrolled) via use of a dummy account number.
iv. Particular about wireless connections.
v. Not perfect, so it is not yet recommended to be used campus- or system-wide?
f. Track retention.
i. Can be done with SARS with access to Banner.
ii. Helps track individual students: if counting the number of people in classes, it is
possible to see if class retention went up but not individual students.
iii. Can create reports by linking up reason codes.

OTHER REPORTING SYSTEMS

1. TUTORTRAC
a. Can make appointments online.
b. Can search for who is available at different times or days.
c. User-friendly reports.
i. Possible to have reports for number of sessions, the number of students who see
particular tutors, etc. (SARS unable to do this).
ii. Useful information for tutor training; supervisors can see if certain tutors are more
popular.
d. Uses student ID numbers to track.
e. Used at Leeward for over five years.
f. Owned by Red Rock Corporation: lag in support because of size, volume of demand,
and location on mainland (different time zone).

Note: Campuses system-wide may be asked to go to SARS.

2. FILEMAKER PRO
a. Data sheets for tutoring, resource loans.
b. At the end of every day, or the beginning, can input log-in info for the entire day in about
twenty minutes.
c. Data includes access to how many contacts, time, which tutors seen.
d. No student records (only teacher and class information) taken so cannot create a report
of how students do using the resources.

3. OTHER/CUSTOM DATABASE SYSTEM
a. UH Hilo/HawCC.
i. Uses unique system designed specifically for them.
ii. Based on banner code: scanned when enter and exit.
iii. Used for about five years.
iv. Can be redefined by different classes.
b. West Oahu.
i. Uses manual spreadsheets.
ii. Keeps track of student ID #’s and at the end of each semester inputs them into STAR.

4. DATA COLLECTION OF OTHER SERVICES
a. Can count activity such as borrowing calculator, etc.
b. Cannot do that easily with SARS system—too much checking in and checking out on the computer.
c. How to handle rush of students? Would students have to line up to sign in?
d. Where to position check-in system? Space is a premium.

________________________________________________________________________

STUDENT SATISFACTION SURVEYS

1. WEST OAHU—SURVEY MONKEY
a. Campus likes to do faculty surveys—such as, the pros and cons of tutoring.
b. Uses email.

2. UH Hilo
a. Poor response rate from faculty.
b. Also a good idea to interview or survey tutors themselves.

3. KAPCC—GOOGLE DOCS
a. Has a survey on Google Docs with information input into spreadsheet.
b. Problem is low response.
c. Spring 2010: survey will be done with paper in the center.

4. LEECC
a. Has extensive semester satisfaction survey.
i. Asks questions such as “Have you noticed a difference in the level of your grade since you began using our services?”
ii. Problem with low response.
iii. Responses vary from either extreme.
b. Some students feel self-conscious completing survey in the same room tutors.

5. UH Hilo/HAWCC
a. Uses unique system designed specifically for them.
b. Based on banner code: scanned when enter and exit.
c. Used for about five years.
d. Can be redefined by different classes.
e. UH Hilo.
i. More success when done with paper and pencil.
ii. Some like personal interviews which can be more qualitative than quantitative.
COURSE-BASED LEARNING SUPPORT

OVERVIEW OF SOME TYPES OF COURSE-BASED LEARNING SUPPORT.

Direct integration between specific course/curriculum and support: degrees of integration range from tutors in classroom assisting with specific projects to learning support facility replacing classroom instruction.

1. EMPORIUM MODEL.
   HTTP://WWW.THEENCAT.ORG/PLANRES/R2R_MODELEMPEMT.HTM
   a. Use of learning support facility in lieu of lecture/class meetings.
   b. Use of online/software resources.
   c. Individualized pacing.
   d. Model being used for developmental math course redesign at MCC, LeeCC, and KapCC.

2. SUPPLEMENTAL INSTRUCTION.
   HTTP://WWW.UMKC.EDUCAD/SI/OVERVIEW.SHTML
   a. Dedicated tutor for the class: attends all classes and conducts supplemental study sessions each week.
   b. Excellent success rate, but very expensive.
      i. Class attendance helps establish rapport with students and instructor.
      ii. Supplemental study sessions provide vehicle for questions/discussion and more student engagement.
   c. LeeCC had SI for non-developmental courses, but no longer does.
   d. LeeCC Wa’anae had plans to start SI, and Emi Kaneshiro attended the SI training.
   e. WCC and KapCC have SI via grant funding.

3. IN-CLASS WORKSHOPS.
   a. Peers go into classroom for certain assignments or activities. (For example, LeeCC writing consultants facilitate small-group discussions for peer review sessions).
   b. Direct support of instruction requires collaboration with instructors and training/preparation for peers.
   c. Students experience working with peers, so may be more likely to seek help outside of classroom.
PEER SUPPORT FOR NATIVE HAWAIIAN STUDENTS

HONCC

1. PEER SUPPORT PROGRAM.
   a. On-campus Native Hawaiian student center achieved with first grant.
   b. All about relationships and genuineness; provide a “place” for N.H. student population.
   c. Moving toward national certification (CRL) for tutoring program.
   d. Peer tutoring for English and math.
   e. Goal to help Native Hawaiian students maintain GPA and cultivate their talents and gifts.
   f. Native Hawaiian center initiative.

2. HIRING MENTORS
   a. Also referred from instructors.
   b. Look at how to relate to students when hiring but not all students have to be Native Hawaiian.
   c. “Outside of the classroom” experience to reach students in non-traditional approaches found most effective working with Native Hawaiian students.
   d. Emphasis on relationships.
   e. Balance w/ “tough love.”
   f. Effective accountability.

3. TRACKING PROGRESS
   a. Instant gratification vs. innate/relate gratification.
   b. Emphasis on follow-up, not to just let it go, showing genuine.
   c. Recommend written policy/agreement with tutor; include student ID number.
   d. Confirm meeting, consequences when fail to show up.
   e. Still need improvement on follow-up; how students did in classes for which they received tutoring.
   f. Track through student ID number who passes classes.

4. PROGRAMS
   a. Multi-model.
   b. Textile and visual.
   c. Goes back to Native Hawaiian culture.
   d. Received approval for use of Vark.
   e. Also use “Tutor Toolbox.”
   f. Different learning strategies (i.e. if visual pull out flashcards).
   g. Tools tutors use with students.

5. REACHING OUT TO STUDENTS
   a. First is to create environment of student access.
   b. “Sense of place” to establish relationship with students.
   c. Foundation of Native Hawaiian culture.
   d. Target 3.0-3.5 GPA students.
   e. Kua’aina model.
   f. “Older brother/sister” relationship.
   g. Check on students, who’s going to class.
   h. Supplement academic portion w/ social, family environment.
   i. Summer bridge program.”
   j. Identify students excel in program and those who exemplify values of program; offer them a job at center at end of summer program.
1. HOW TO TRACK STUDENTS?
   a. Use SARS just to input students but use Student Access to follow-up.
   b. Go through each transcript and see who passes, call students to see what classes
      signing up for, set up meeting with counselor.
   c. Group students vs. one on one.

2. HOW DO GET NATIVE HAWAIIAN STUDENTS TO COME IN?
   a. First build comfort and confidence, makes it fun for students.
   b. Reference to Hawaiian initiative, how to educate those not connected in program?
      Educate others about it and expand across campus within curriculum?
   c. Do we have a plan? Strategy?

HAWCC

1. MENTORS
   a. Follow-up through counselor.
   b. Actually calling to show care for students works vs. “they’re grown-ups, they can handle.”
   c. Type learning styles of Native Hawaiian students tutors focus on?
   d. For writing, send students to write on board and help each other as a class: builds
      comfort and unity vs. sitting down and lecturing.
   e. When teaching, always learning as well.
   f. Just how to work with students, not necessarily just Native Hawaiian students.

2. FACULTY
   a. Recommend doing professional development staff workshop on campus.
   b. Instilling passion in teachers.
   c. Combining resources with Native Hawaiian faculty staff to bring in keynote speakers.

HONCC

A. KEEPING TRACK OF TUTORING
   a. Keep binder of student info, students fill out sheet when meet w/ tutor.
   b. Tutoring log.
   c. All students tutors log who they tutor.
   d. Call to check up on students, see how they're doing.
   e. Take learning style inventory.
   f. The “VARK” program?
   g. Use data for tutoring, how to accommodate to each student.

b. REACHING OUT TO STUDENTS
   a. Auditory or visual etc.
   b. From a student perspective—good to do activities not just sitting
   c. Experience as a student who became student tutor at Native Hawaiian center:
      i. Attended summer program as first year student to college, successfully passed; now
         helping tutor other students
      ii. “Support system was there...felt safe, secure...the support was there”
      iii. Wanted to get more involved, find satisfaction tutoring
      iv. Now graduating, first generation of family college degree
      v. Rewarding relationship with faculty, teachers: “Makes it hard to leave.”
   d. Jason (HCC) experience as student tutor at Native Hawaiian center.
      i. First semester working at Native Hawaiian center.
ii. Was referred by teacher.
iii. Rewarding experience: "Just been three months but enjoying 'malama'aina' days."
iv. Family environment: "Wish I knew about this stuff earlier when I went to school."

KAUCC

1. KEEPING TRACK OF STUDENTS
   a. Use SARS program.

2. REACHING OUT TO STUDENTS
   a. Connect to students via common relationships.
CONFERENCE WRAP-UP

1. WHAT WAS HELPFUL? WHAT SHOULD BE REPEATED?
   a. Expand on different initiatives that are taking place on different campuses.
   b. Recap on new programs; successes/fails.
   d. Reading and Writing are okay to be overlapped? Yes.

2. GETTING TO KNOW VARIOUS TUTORING CENTERS
   a. Virtual Tour of various centers?
   b. See Title III grant results in Kahikoluamea Center.
      i. Faculty offices in center-fosters relationship building environment.
      ii. Open scheme for offices: all sounds carry (confidentiality of students).
      iii. Open scheme of walls: can be good for monitoring tutors
      iv. more student interaction (a more welcoming environment).

3. FOR NEXT TIME
   a. Participant list with phone numbers and email to stay in touch.
   b. Broaden the conversation to include students/mentors and more instructional faculty.
   c. Possible topics.
      i. Tutor training.
      ii. Use of technology; different types of technology.
      iii. Learning styles: inventory and use in tutoring/mentoring.
      iv. Native Hawaiian programs: directions and goals.
      v. Students with disabilities.
General Session

Registration Table staffed by a Kapi'olani CC Writing Mentor, Lee Anne Unciano

Conference coordinators, Laurie Kurihara, Leeward CC, and Meredith Lee, Kapi'olani CC, with Louise Pagotto, Vice Chancellor for Academic Affairs, Kapi'olani CC

Louise Pagotto, Vice Chancellor for Academic Affairs, Kapi'olani CC, welcome remarks to open the conference.
Kapi'olani CC participant, Honolulu CC participant, and Hawaii CC participant

Honolulu CC participants (left)

Leeward CC participant (right)

Honolulu CC participant (peer mentor) and Windward CC participant
FOCUS GROUPS I

MATH

WRITING/READING
FOCUS GROUPS II

ASSESSMENT AND DATA COLLECTION

PEER SUPPORT FOR NATIVE HAWAIIAN STUDENTS

COURSE-BASED LEARNING SUPPORT