

Kilohana: The Academic Success Center
A Comprehensive Report
For Vice Chancellor Matthew Platz

Submitted by

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Executive Summary

Kilohana: The Academic Success Center began operations from the first floor of Mookini Library in fall 2009 assuming oversight of the pre-existing Math Lab (now known as the Kilohana Math Center in College Hall 5) and the UH Hilo Writing Center (now known as the Kilohana Writing Center located on the first floor of the Mookini Library). Student tutors were also hired to provide services to Chemistry, Biology, Computer Science, and Marine Science students and worked out of the library location. In January 2012 the Kilohana Science Center located in STB 117 became the third Kilohana location on campus.

Beginning in spring 2008, before Kilohana became operational, the Kilohana Advisory Committee members approved allocating funds to faculty members and departments who agreed to use the Supplemental Instruction (SI) approach for academic support. Since then, the focus of Kilohana efforts has shifted to the current peer-to-peer model of tutoring. All Centers operate on a drop in basis and provide a range of day and evening hours. Additionally, all three locations are equipped with a number of textbooks, other resources, and desktops with discipline specific software for use by students whenever each Center is open.

Student visitors and usage of the Kilohana Centers for tutoring and other resources has gradually increased as students became aware of the Centers and faculty and staff promoted the services. Marketing and publicity for Kilohana is an ongoing activity and Kilohana is represented at all regularly scheduled resource fairs throughout the year. Additionally, brochures and other marketing materials are regularly distributed to students each semester via Orientation activities, classroom visits, and class visits to the library location. Kilohana also maintains a Facebook site and a Kilohana newsletter is emailed to the UH Hilo community twice a year.

Kilohana's professional staffing situation experienced challenges beginning with previous Kilohana Director Amelia Shapiro's unexpected resignation in August 2012. Following her resignation, I assumed her duties and have functioned as both the Kilohana Director and Writing Tutorial Coordinator since August 2012. I have been capably assisted by three temporary employees who handled a number of supervisory and office administrative duties after I assumed my dual roles. Currently there are only two full-time staff members attached to Kilohana, myself and a temporary Coordinator I assigned to supervise the Science and Math Centers. A re-organization request for Kilohana has been approved by Chancellor Straney and should result in the hiring of a permanent APT Natural Sciences Coordinator to assist me with supervision of the three locations.

There have been other challenges this year which required consultation with the Dean of Students, Director of Security, and Vice Chancellor of Administrative Affairs in order to ensure a safe working environment for Kilohana visitors and employees. The concerns raised by these incidents need a continuing dialogue on how to appropriately respond to situations like those which occurred during the 2013-2014 academic year in more than one Kilohana location, especially since Kilohana maintains evening hours.

Kilohana provides a range of academic services in addition to face to face tutoring intended to help all UH Hilo students achieve their academic goals while they are enrolled on this campus. The number of students visiting each Center, the number of visits, and the length of visits are all indicators that Kilohana's services and resources are perceived as valuable to students. Student comments from surveys collected also indicate students who use Kilohana services value and appreciate Kilohana and the work carried out by the student staff at each Center. The report which follows provides more details about Kilohana and the work being carried out there.

History

Kilohana was created as the result of an approved 2007 Program Change Request (PCR) to develop a Learning Support Center that would be accessible by all UH Hilo students. The PCR originally included three faculty specialist positions -- a Director of Academic Support, Writing Tutorial Coordinator, and Science Tutorial Coordinator. Additionally, there was a \$75,000.00 award for Casual Hires.

Kilohana's main location is on the first floor of the Mookini Library. Space on the first floor was renovated to create this Center. Two offices on the same floor were dedicated for Kilohana use, eventually becoming the offices for the Director and Writing Tutorial Coordinator. The Kilohana locations expanded over time and now include the Writing Center in the Mookini Library, the Science Center in STB 117, and the Math Center in CH 5. See Appendix A for a map of the three locations.

While face to face tutoring by peers is the primary service provided through Kilohana, there are other academic services and activities carried out throughout the year by Kilohana staff. More details about the full range of Kilohana services and activities will be discussed in a separate section of this report.

Professional staffing for Kilohana began with two permanent hires. Director Amelia Shapiro and Writing Coordinator Karla Hayashi assumed duties in 2009 as tenure-track Jr. Specialists.

An Advisory Committee initially began operations on behalf of Kilohana in spring 2008 before either Kilohana staff member was hired. The committee members approved allocating funds to support the Supplemental Instruction (SI) model to interested faculty and departments. The SI approach was eventually phased out as each of the three Center's began operations.

Following the Director's hiring, she and the Advisory Committee developed a Kilohana Mission statement with identified goals. See Appendix B for a copy of the Vision and Mission statement. Some of the items mentioned in the Mission statement are no longer part of Kilohana activities or have never been undertaken as a result of changes in staffing. The Mission statement and suggested revisions to it will be discussed in a separate section of this report.

Kilohana Vision, Mission, and Objectives

In 2009 Kilohana Director Amelia Shapiro worked with the Kilohana Advisory Committee members to develop a Vision, Mission, and Goals statement.

The Vision statement reads:

Kilohana will serve as a hub for activities and resources for students and faculty leading to the strengthening of student learning and student engagement. Through its activities, Kilohana will

change the campus culture so that all students, not just those having difficulty in their courses, will actively seek out academic enrichment and so that all faculty members, not just new faculty, will actively seek out new ideas and resources to improve their teaching. Students who use the services of Kilohana will become active, self-motivated, independent learners, and will model these characteristics for others.

The Mission statement reads:

Kilohana's mission is to support the learning and retention of all UH Hilo students by fostering the development of independent, self-motivated learners through subject-specific support and academic skills development and by building a network with other units on campus so that faculty and the other members of the campus community are aware of, and utilize effectively, the full spectrum of services that support student success.

There have been several significant changes occurring to Kilohana since this document was crafted in 2009 which have been described earlier in this report. As a result, I reviewed the original document and identified activities in the document which Kilohana does not engage in either because the initiative was never undertaken or because the responsibility for the initiative has shifted to another campus unit. In consultation with Assessment Specialist Dr. Monica Stitt-Berg (UH Manoa's Assessment Office) I also identified Objectives which need reassessing and revision. See Appendix B for a copy of the original statement with my comments (in red) indicating the current status of items in question.

While there have been some changes to what Kilohana was envisioned as undertaking for the campus, Kilohana has stayed true to its primary mission of “supporting the learning and retention of all UH Hilo students by fostering the development of independent, self-motivated learners through subject-specific support and academic skills development...”

Through three campus locations Kilohana provides all UH Hilo students access to a number of academic resources intended to assist them in achieving their academic goals. These resources are:

- Peer to peer tutoring (individual and small group)
- Workshops and presentations (*Writing Café* and *Student Success* series)
- Desktops at all Centers with various discipline specific software available for students whenever each Center is open
- Text resources in all Centers
- Wireless access in all Centers
- Study areas for students who do not request tutoring assistance
- Day and evening access to Writing, Science, and Math tutors from week two through week 14 of each regular semester
- Study areas in each Center during final exam week for a few hours during the day Monday through Thursday
- Placement Assessment information and assistance (Writing, Chemistry, and Math only)

Student visits to each Center are tracked through the Tutortrac software which is synchronized with Banner SIS. Student data collected through Tutortrac includes:

- Student name
- Service requested
- Course alpha and number the requested service is in connection with
- Length of visit
- Frequency of visits by a student
- Grades earned in each course the student completes

Because of the comprehensive and confidential nature of the data available through Tutortrac, only currently employed Center Coordinator(s) and the Director have access to these pages of information. As Kilohana staff members left employment with UH Hilo, their access to Tutortrac data was terminated. The annual renewal fee for Tutortrac is paid for by Kilohana.

Other campus units (Kipuka, SSSP, etc.) also use Tutortrac so designated personnel from those units have limited Administrator privileges to that unit's data only. Requests to make changes to Administrators and Administrator privileges must come to the Kilohana Director for review and approval.

NOTE: Kilohana student staff have authority to check student visitors in and out of each Center. They only view the student's name, ID number (needed to log a student in), and the student's current semester course load. They are not able to look up any information on any student after that log in transaction is completed. The student ID number does not remain visible once a student is successfully logged in.

Academic Subjects Supported Through Kilohana

The range of academic subjects supported by student tutors has changed over time since Kilohana began operations in 2009. As stated earlier Kilohana assumed oversight for the existing UH Hilo Writing Center and Math Lab beginning in 2009 and 2010 respectively. There were other department sponsored tutors employed previously, but not always consistently and dependent on availability of funds through various colleges.

Kilohana began, however, with a core group of academic subjects to support. These were courses previously identified as experiencing high rates of Ds, Fs, and Withdrawals (DFW). These courses were:

- Biology 176
- Chemistry 124 and 125
- Math 103, 104, 104F, 104G, and 205

UH Hilo Writing Center's outreach to students enrolled in English 100T, Writing Intensive (WI) courses, and all students who desired tutorial assistance with any writing assignment continued.

Director Shapiro engaged in discussions with faculty throughout campus and also hired student tutors in other disciplines including:

- Geography
- Marine Science
- Physics
- Computer Science

Since assuming the Director's role, the Center Coordinators and I have regularly reviewed Tutortrac data to determine where resources are best applied based on usage patterns. Academic subjects which showed little to no demand were dropped, such as Computer Science, and student staff increased as needed as in response to demand for Chemistry tutoring. The current complement of courses supported are:

- Astronomy
- Biology
- Chemistry*
- Marine Science
- Math**
- Physics
- Statistics
- Writing

*All Chemistry tutors must also tutor Biology

**The Math department faculty requested that Kiloohana provide tutorial support for all Math courses (100- through 400-level).

Whenever appropriate, I also ask tutors if they are comfortable tutoring in more than one academic discipline in an effort to support additional academic subjects. These multiple subject tutors in some semesters included:

- Math and Accounting
- Writing and Statistics
- Writing and Geology
- Writing and History
- Writing and Philosophy

I will continue to encourage currently employed tutors who are qualified and interested to consider adding a subject discipline to their repertoire to provide additional subject tutoring when possible.

Promoting Kilohana

Promoting Kilohana and Kilohana services is an ongoing activity.

Traditional marketing tools include a brochure which is given to students at various campus resource fairs, through classroom visits throughout the academic year, and through site tours with individual classes. See Appendix A for a copy of the current brochure.

The *Kilohana Newsletter* was initiated in fall 2013 and is emailed to the campus community at least once a semester. Through the newsletter the Coordinator(s) and I provide information about Kilohana's mission, activities, and services. We also introduce our tutors to the campus community through the newsletter, sharing information about their numerous academic accolades and activities which enhance their ability to carry out their tutorial duties.

Kilohana web pages are another means to communicate what happens in Kilohana. I regularly maintain and revise these sites in collaboration with Center Coordinator(s). Kilohana's main website is located at <http://hilo.hawaii.edu/kilohana/>. From this site, quick links take visitors to other Kilohana pages for information about placement assessments, tutoring, other resources, and a separate website for each of the three Centers. Kilohana's Facebook page is also updated regularly as another medium for posting announcements about activities and presentations.

I also make invited visits to various classes, typically at the beginning of the semester, to encourage students to come and use the Kilohana services. The Coordinator(s) and I also communicate regularly with the faculty members whose students come to the various Centers. We also encourage faculty to let us know if they have study materials they would like us to share with their students and the conditions under which students may use those materials while in the Center.

Our best marketing tools, however, are our student staff and the students who visit the Centers. Our student staff encourage their classmates to come to the various Kilohana Centers to make use of the services and resources available throughout the academic year. This message shared between peers is often the best way to get student visitors to make that initial visit. That initial visit is often followed up with subsequent visits. The student visitors in turn encourage their friends and classmates to also visit Kilohana.

Student Employee Training and Handbook

As one of her top priorities Ms. Shapiro developed a 10 hour tutor training program. Following Ms. Shapiro's resignation, I revised the tutor training program and expanded it to a 16 hour program. In part I did this because comments from previous student staff indicated the original reliance on role playing scenarios seemed excessive.

I retained some of the role playing scenarios, but expanded the scope of the training to include more discussion about appropriate and inappropriate tutor/tutee interactions, differences in learning styles and how that impacts interactions between tutor/tutee, and campus resources among other topics. I also invited representatives from other campus units to share their knowledge about different student population groups with the tutors so student staff can make appropriate choices about how to initiate and maintain interactions rather than rely on a single approach. One approach does not fit all student visitors. See Appendix C for a list of the training units.

Kilohana also had no guide for student employees to help them understand and practice the desirable soft skills employers value. In collaboration with the Coordinators, I created the current *Kilohana Student Employee Handbook*. The Handbook covers a range of topics intended to familiarize each student staff member with operational procedures, reinforce student staff training, and provide information about various UH student employment issues.

The Handbook will undergo revision as the Coordinator(s) and I observe student staff response to information in the Handbook. We have already identified new elements which need to be added and items which might be eliminated. I see this document as one which will be regularly reviewed and revised as situations and people undergo change over time.

In an effort to contain costs, I made the decision to issue an electronic copy of the Handbook to each student staff member. Beginning academic year 2014 - 2015, all student employees will receive a printed copy. This document will also continue to play a critical role in student staff training.

Tutor Training Certification

As stated earlier, one of Ms. Shapiro's top priorities was to develop a 10 hour tutor training program. This was necessary in order to submit an application for the nationally recognized Tutor Training certification through the College Reading and Learning Association (CRLA), the professional association for academic success/learning center units.

Ms. Shapiro's application on behalf of Kilohana was approved and Kilohana received Level I certification for its tutor training program from May 1, 2010 through May 31, 2011. The certification renewal was unintentionally allowed to lapse in 2011. Following Ms. Shapiro's resignation, I revised the tutor training program and expanded it to a 16 hour program. I subsequently submitted a request to CRLA to re-apply for Level I certification for Kilohana's current tutor training program. The request for recertification was submitted in April 2014. It will take approximately six months before I am informed about the status of Kilohana's application.

Kilohana Staffing

Permanent Staff

Kilohana was originally approved to hire three Jr. Specialist faculty members to carry out various duties and responsibilities. The three positions included a Director, a Writing Tutorial Coordinator, and a Science Tutorial Coordinator. The Director and Writing Tutorial Coordinator positions were filled in 2009.

The Science Tutorial Coordinator position was staffed by a series of temporary employees beginning in 2009. In 2011, the previous Director received approval from Interim Vice Chancellor of Academic Affairs Kenith Simmons to hire a full-time, temporary Coordinator for the Science and Math Centers. Two qualified candidates emerged and the Director instead hired two part-time, temporary Coordinators and assigned each to one of the two Centers. Each half-time Coordinator began work January 2012. Mrs. Lindsay Heller assumed supervision of the Science Center and Mrs. Zinat Rahman assumed supervision of the Math Center. Their assignments continued until August 2012.

In August 2012 Amelia Shapiro unexpectedly submitted her resignation and left two weeks later. I assumed her duties and responsibilities in addition to my Writing Tutorial Coordinator duties. Shortly after Amelia left, I was informed by UH Hilo Human Resources Director Claire Shigeoka that Mrs. Rahman could not continue as the part-time Math Coordinator because she was simultaneously hired to teach a 12-credit course load for the Math department in fall 2012. I was informed that Mrs. Rahman could not carry out both sets of duties.

Interim VCAA Simmons gave me authorization to increase Mrs. Lindsay Heller's hours to 40 so she could assume supervision of both the Science and Math Center. I also received authorization to hire post-graduate student Ms. Haley Bufil to work as an office coordinator and assist me with fiscal and administrative duties. Following a serious medical diagnosis in fall 2012, Mrs. Heller needed to reduce her weekly hours to 15. I received authorization to hire a third temporary employee, Mrs. Ashley Yugawa, who I assigned to the Math Center while I assumed oversight of the Science and Writing Centers. This arrangement continued until July 2013.

In July 2013 Mrs. Heller resumed a 40 hour work week, Mrs. Yugawa continued as a half-time employee assigned to the Math Center, and Ms. Bufil left for a teaching position with the DOE.

In May 2014 Mrs. Yugawa's contract was terminated. Currently, Mrs. Heller and I are the only staff members in Kilohana.

Student Staff

Student staff numbers vary from year to year depending on the number of employees who leave as a result of graduation or other reasons. Most of the currently employed student staff have been working for Kilohana at least two semesters. The majority of the student staff stay with Kilohana until they graduate. There are currently 20 student staff members employed throughout the three Kilohana locations. New hires are anticipated to fill positions in Chemistry, Math, and Writing as a result of nine departures due to study abroad commitments or graduation.

All student staff are required to participate in training which occurs at the beginning of the new academic year during the first week of classes and on at least two weekends following. More details about the training and other student employee matters will be discussed later in this report. When necessary, additional training occurs in the spring for the occasional new hire(s).

Kilohana Reorganization

As a result of the personnel changes experienced in Kilohana relative to the permanent staff, I initiated a request to reorganize the unit. Following consultation with Vice Chancellor of Academic Affairs Matthew Platz and UH Hilo Human Resources staff, I submitted a reorganization request in spring 2014.

The request has been approved by Chancellor Straney. The reorganized unit will consist of a tenured faculty Jr. Specialist and one APT staff member.

Approval to proceed with a search to fill the new APT position is pending with VCAA Platz.

Assessing Kilohana Services

Assessment of Kilohana services began taking place in a consistent manner beginning in fall 2013. The measures discussed in this report are Student Satisfaction surveys, data depicting usage of Kilohana services over time, and comparison of grades earned between students who visited the Centers versus those students who did not visit for selected courses for one semester.

Student Satisfaction Survey Results

The Coordinators and I developed a student satisfaction survey for student visitors. The survey was given to students as they were logged in at all Centers. Students were invited to complete the survey so Kilohana staff could assess the services visitors received as well as how visitors viewed their tutorial experience. Students were invited to complete the survey after their tutorial session ended and drop off the completed survey at the Center's reception desk before exiting.

The following depict the data from student satisfaction surveys which were completed and returned following tutorial sessions in the different Centers. Each Center had varying numbers of returned surveys.

Math Center*

Total Number of Completed Surveys Returned - 56

How helpful was the tutorial session?

Very Helpful - 50
Somewhat Helpful - 3
Not Helpful - 0

*Returned surveys indicated 89% of the respondents rated the helpfulness of the tutorial session as “very helpful.”

On a five point scale (with 5 representing Strongly Agree and 1 Strongly Disagree), visitors were asked to rate their response to the following items:

	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
<i>The tutor was friendly and welcoming -</i>	47	6	1	2	1
<i>The tutor was patient and understanding -</i>	50	3	0	0	0
<i>I felt comfortable asking questions -</i>	47	5	0	0	0
<i>The tutor was knowledgeable of the subject material -</i>	49	5	0	0	0
<i>I feel I have a stronger understanding of the material -</i>	44	6	5	0	0
<i>I would work with the tutor again -</i>	44	5	2	1	0
<i>I attempted to understand the material before I came in -</i>	42	7	5	0	0
<i>This visit helped me become a more independent learner -</i>	39	9	5	0	0

There was a relatively high level of agreement for each item they were asked to rate relative to their overall experience working with the tutors. They also indicated a desire to work again with the tutors.

A majority self-assessed that they believe they were more likely to improve in their ability to become an independent learner as a result of the tutorial session(s).

Science Center*

Total Number of Completed Surveys Returned - 118

How helpful was the tutorial session?

Very Helpful - 96
Somewhat Helpful - 17
Not Helpful - 4

*Returned surveys indicated 81% of the respondents rated the helpfulness of the tutorial session as “very helpful.”

On a five point scale (with 5 representing Strongly Agree and 1 Strongly Disagree), visitors were asked to rate their response to the following items:

	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
<i>The tutor was friendly and welcoming -</i>	103	6	5	1	1
<i>The tutor was patient and understanding -</i>	105	4	4	2	1
<i>I felt comfortable asking questions -</i>	103	4	4	4	0
<i>The tutor was knowledgeable of the subject material -</i>	107	10	0	1	0
<i>I feel I have a stronger understanding of the material -</i>	82	19	7	5	5
<i>I would work with the tutor again -</i>	95	12	8	0	1
<i>I attempted to understand the material before I came in -</i>	80	25	8	4	0
<i>This visit helped me become a more independent learner -</i>	74	26	8	4	3

There was a relatively high level of agreement for each item they were asked to rate relative to their overall experience working with the tutors. They also indicated a desire to work again with the tutors.

More students surveyed indicated they believed they were more likely to improve in their ability to become an independent learner, but several indicated less confidence in that ability.

Writing Center*

Total Number of Completed Surveys Returned - 291

How helpful was the tutorial session?

Very Helpful - 283
Somewhat Helpful - 13
Not Helpful - 0

*Returned surveys indicated 97% of the respondents rated the helpfulness of the tutorial session as “very helpful.”

On a five point scale (with 5 representing Strongly Agree and 1 Strongly Disagree), visitors were asked to rate their response to the following items:

	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
<i>The tutor was friendly and welcoming -</i>	276	20	0	0	0
<i>The tutor was patient and understanding -</i>	281	14	0	0	0
<i>I felt comfortable asking questions -</i>	266	24	6	0	0
<i>The tutor was knowledgeable of the subject material -</i>	259	32	5	0	0
<i>I feel I have a stronger understanding of the material -</i>	241	41	12	0	1
<i>I would work with the tutor again -</i>	267	22	4	2	1
<i>I attempted to understand the material before I came in -</i>	211	62	18	3	2
<i>This visit helped me become a more independent learner -</i>	224	51	16	3	1

There was a high level of agreement for each item they were asked to rate relative to their overall experience working with the tutors. They also indicated a strong desire to work again with the tutors. This is not unusual as student visitors often identify a tutor they like working with and will return to work the same tutor throughout the semester or even longer.

The majority of students surveyed indicated they believed they were more likely to improve in their ability to become an independent learner.

Center Usage Over Time

Another method of assessment of Kilohana relies on comes from data about how often services are used.

Through Tutortrac, which is synchronized with Banner SIS, each time a student is logged in at one of the Centers, the software collects pertinent information about each student including name, ID, and current semester course schedule.

Collecting data from the program has allowed Kilohana staff to review activities at each Center over time. Figures 1 through 3 depict use over time data beginning in fall 2009 through spring 2014. Each chart depicts one Center's data for the total number of:

- Individual students who visited each Center
- Number of visits logged in each Center
- Hours students spent in each Center

Kilohana Centers Change Over Time Charts

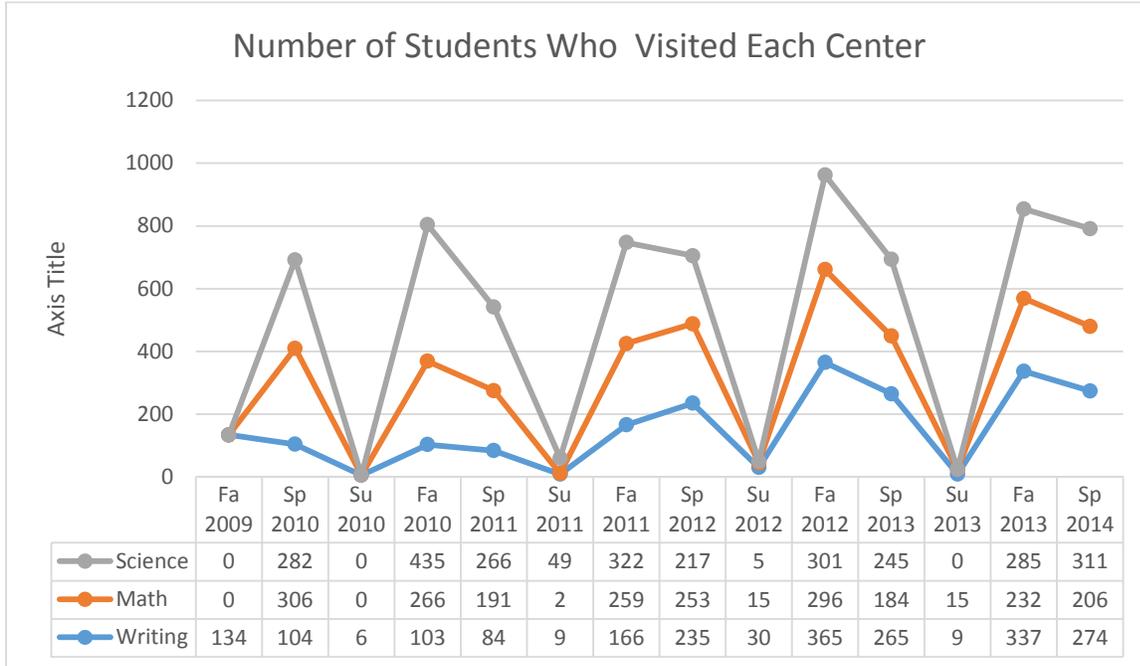


Fig. 1

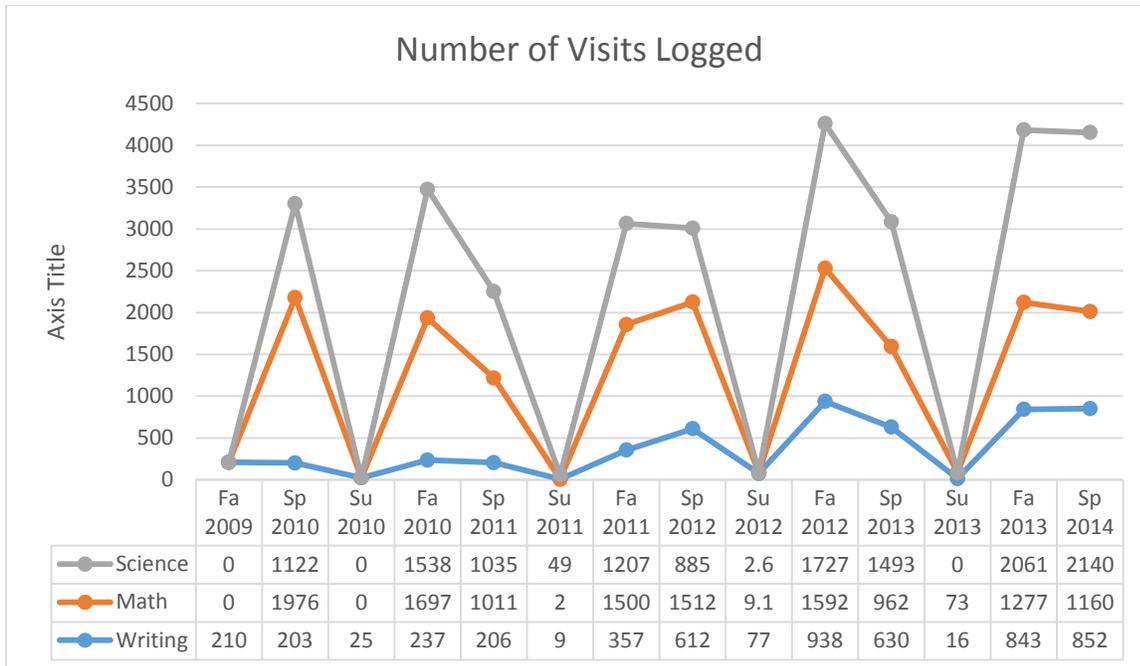


Fig. 2

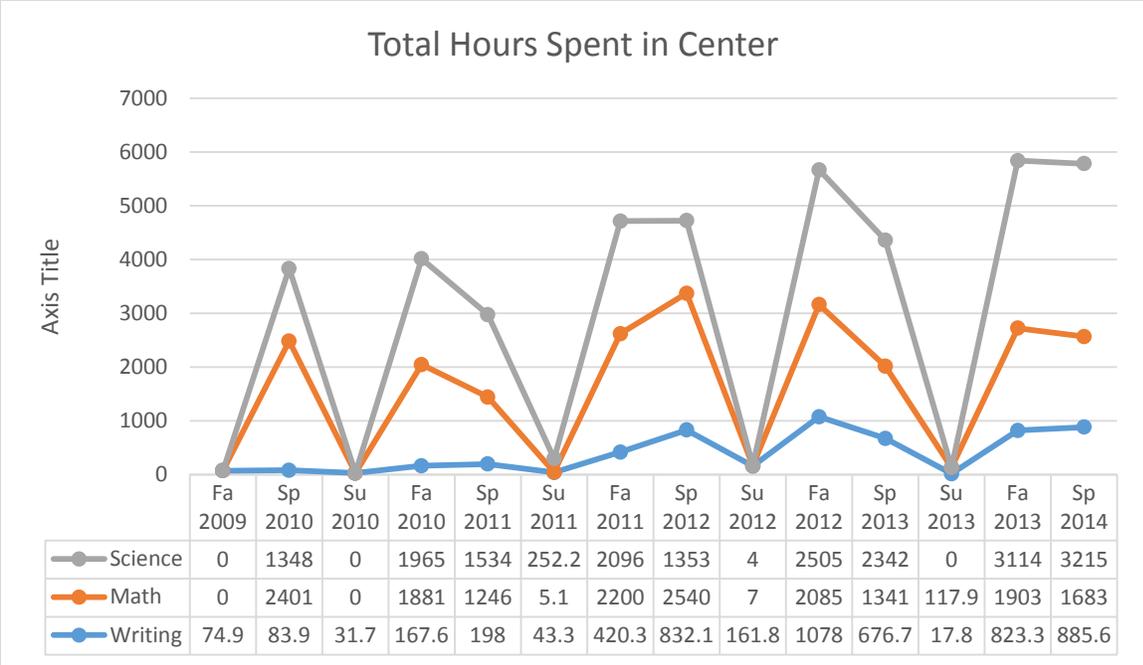


Fig. 3

Figs. 4 through 6 depict the usage data over time by individual Center.

Kilohana Writing Center

	No. of Students	No. of Visits	Total Hrs. Spent in Center
Fall 2009	134	210	74.9
Spring 2010	104	203	83.8
Summer 2010	6	25	31.7
Fall 2010	103	237	167.6
Spring 2011	84	206	198
Summer 2011	9	9	43.3
Fall 2011	166	357	420.3
Spring 2012	235	612	832.1
Summer 2012	30	77	161.8
Fall 2012	365	938	1078
Spring 2013	265	630	676.7
Summer 2013	9	16	17.8
Fall 2013	337	843	823.3
Spring 2014	274	852	885.6
TOTAL	2,121	5,215	5,494

Fig. 4

The Writing Center data indicates lowest numbers in comparison to the other Centers. Usage data indicates, however, steady growth in the number of students coming in, number of visits, and total hours spent in the Center.

Generally, greater numbers of individual students do come to the Writing Center but log fewer visits and fewer hours. This may be due to a number of factors, some I mention here:

A common misperception that some visitors have is that the Writing Center is a place to drop off a paper then come to pick it up later. The other common misperception is that the Writing tutors are editors who will identify and correct all errors in the paper. Marketing materials, announcements, and website text for the Writing Center are used to explain the type of work that actually occurs in this Center.

Tutorial sessions in the Writing Center also require more interaction with the student visitor as tutor and tutee engage in dialogue about the paper's topic, coherence, development, and correct assimilation of primary and secondary reference information.

Another factor impacting the number of visits is students are able to go to other locations for writing assistance. Student participants in other programs (Kipuka, SSSP, MAPS/PALS) attend tutorial sessions with those programs' tutors. Students also can obtain tutorial assistance through Hawai'i Community College's Learning Center as well.

Kilohana Math Center

	No. of Students	No. of Visits	Total Hrs. Spent in Center
Fall 2009*	0	0	0
Spring 2010	306	1976	2401
Summer 2010**	0	0	0
Fall 2010	266	1697	1881
Spring 2011	191	1011	1246
Summer 2011	2	2	5.1
Fall 2011	259	1500	2200
Spring 2012	253	1512	2540
Summer 2012	15	9.1	7
Fall 2012	296	1592	2085
Spring 2013	184	962	1341
Summer 2013	15	73	117.9
Fall 2013	232	1277	1903
Spring 2014	206	1160	1683
TOTAL	2,225	12,771	17,410

Fig. 5

*Visits were not attributed specifically to the Math Center until spring 2010 semester.

**No summer data for the Math Center exists in Tutortrac for this period of time.

The Math Center (CH 5) number of visits logged has declined since January 2010. The lowest point was in spring 2013, but rebounded in AY 2013-2014. This decline might be impacted by the Math department's undergraduate Teaching Assistants who are assigned at least one or more classes of students to tutor throughout the semester they work as TAs.

Anecdotal evidence from student visitor comments also indicate mixed responses to the location and condition of this Center. This Center is close to the Math faculty offices, but not necessarily near the classroom locations of the various math courses.

Some verbal comments also indicate the general appearance and configuration of the room create a less than welcoming atmosphere. Students also commented on the dirty floors. In response I instructed the Math Center Coordinator to keep a log of how often the janitor assigned to this location swept and mopped the floor as required. I shared that information with Auxiliary Services staff. They spoke with that Janitor and I continue to monitor this situation.

Kilohana Science Center

	No. of Students	No. of Visits	Total Hrs. Spent in Center
Fall 2009*	0	0	0
Spring 2010	282	1122	1348
Summer 2010**	0	0	0
Fall 2010	435	1538	1965
Spring 2011	266	1035	1534
Summer 2011	49	49	252.2
Fall 2011	322	1207	2096
Spring 2012	217	885	1353
Summer 2012	5	2.6	4
Fall 2012	301	1727	2505
Spring 2013	245	1493	2342
Summer 2013**	0	0	0
Fall 2013	285	2061	3114
Spring 2014	311	2140	3215
TOTAL	2,718	13,259.6	19,728.2

Fig. 6

*No data in Tutortrac because the Science Center was incorporated into a generic Kilohana report which included visits from students in the natural and social sciences.

**No summer data for the Science Center exists in Tutortrac for this period of time

The Science Center (STB 117) depicts increasing numbers overall. This may be the result of the number of different science disciplines represented in this location. Tutors work with students enrolled in Astronomy, Biology, Chemistry, Marine Science, and Physics courses.

Location may play a pivotal role in the growth in numbers as the courses supported by Kilohana take place in the building this Center is housed in. Encouragement to use this Center also regularly comes from faculty, especially in the Chemistry and Biology departments.

Students also visit this location often during the evening hours, especially after Chemistry labs end in the early evening.

Some patterns are discernable when viewing the data:

Usage is typically slightly higher in the fall semester, then drops in the spring semester.

Overall, summer participation appears to be trending down. This may be attributed to a combination of an increasing shift to on-line summer courses and/or possible declining enrollment in summer courses overall.

The data indicates students are familiar with Kilohana services and using these services increasingly over time.

Grades Earned: A Comparison Between Students Who Visit and Those Who Do Not

Through Tutortrac data Kilohana staff are able to provide snapshots of grades earned by students who visited Kilohana compared with students who did not seek out Kilohana resources. The following charts reflect data obtained from spring 2014* for those courses previously identified as having high rates of DFW.

A comparison between the two student groups for all the courses selected indicate students who visited out-performed students who did not visit the Center during the semester in question. The most significant difference occurred in English 100T with 76% of the students who came for tutoring earning a C or higher versus 51% of the students who did not come for tutoring. The difference was less for the other courses, but in each case the students who came for tutoring experienced a higher percentage of C or higher grades in each of the courses examined.

*A more comprehensive review of this data over time needs to be completed. Lindsay and I are working on that task this summer.

Chemistry 124 /General Chemistry I

Students Enrolled - 124
% of Students Who Visited - 25%
of Visits - 185
Hours Spent Visiting - 278.7

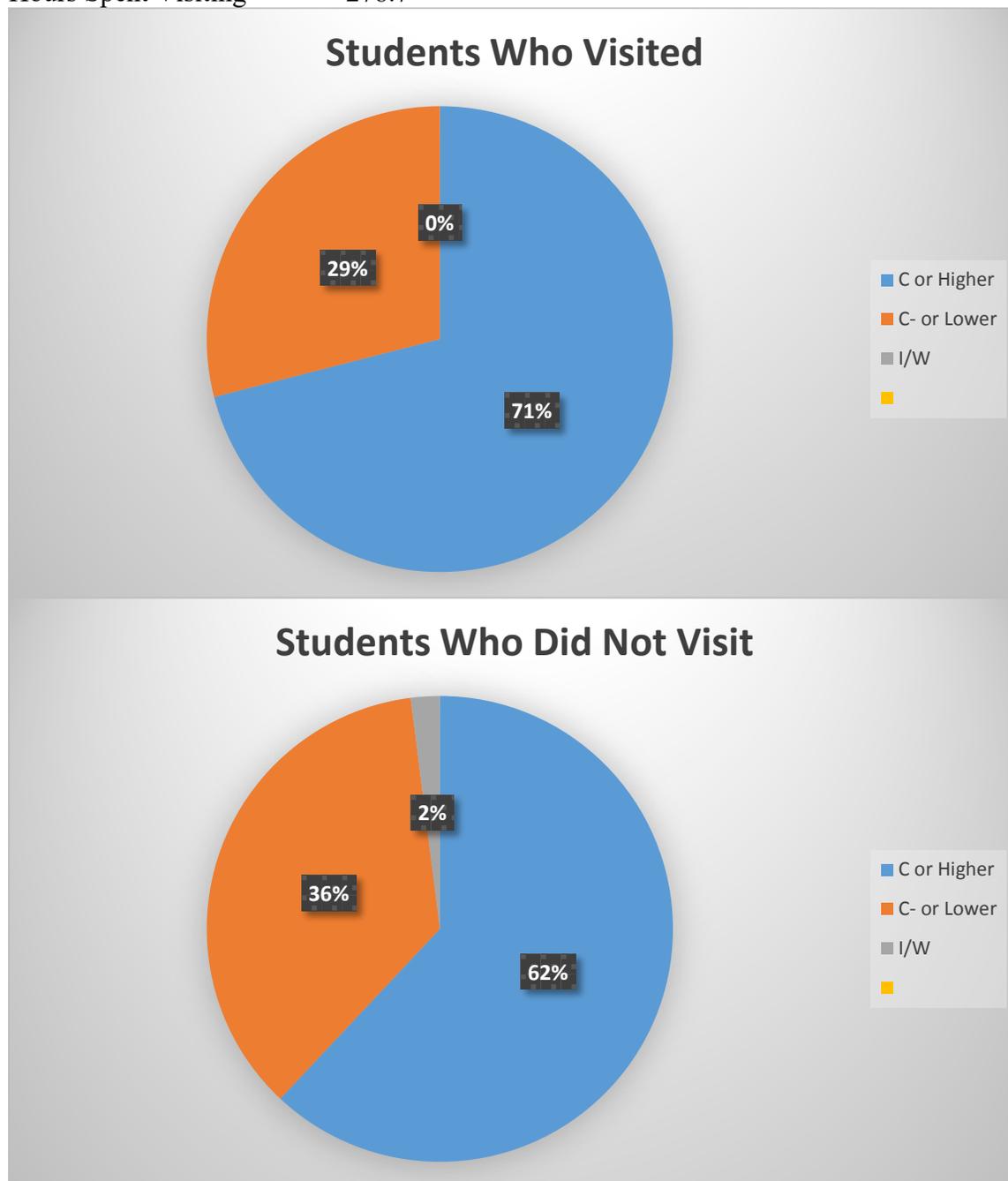


Fig. 7

Chemistry 125/General Chemistry II

Students Enrolled - 139
% of Students Who Visited - 46%
of Visits - 702
Hours Spent Visiting - 1272.8

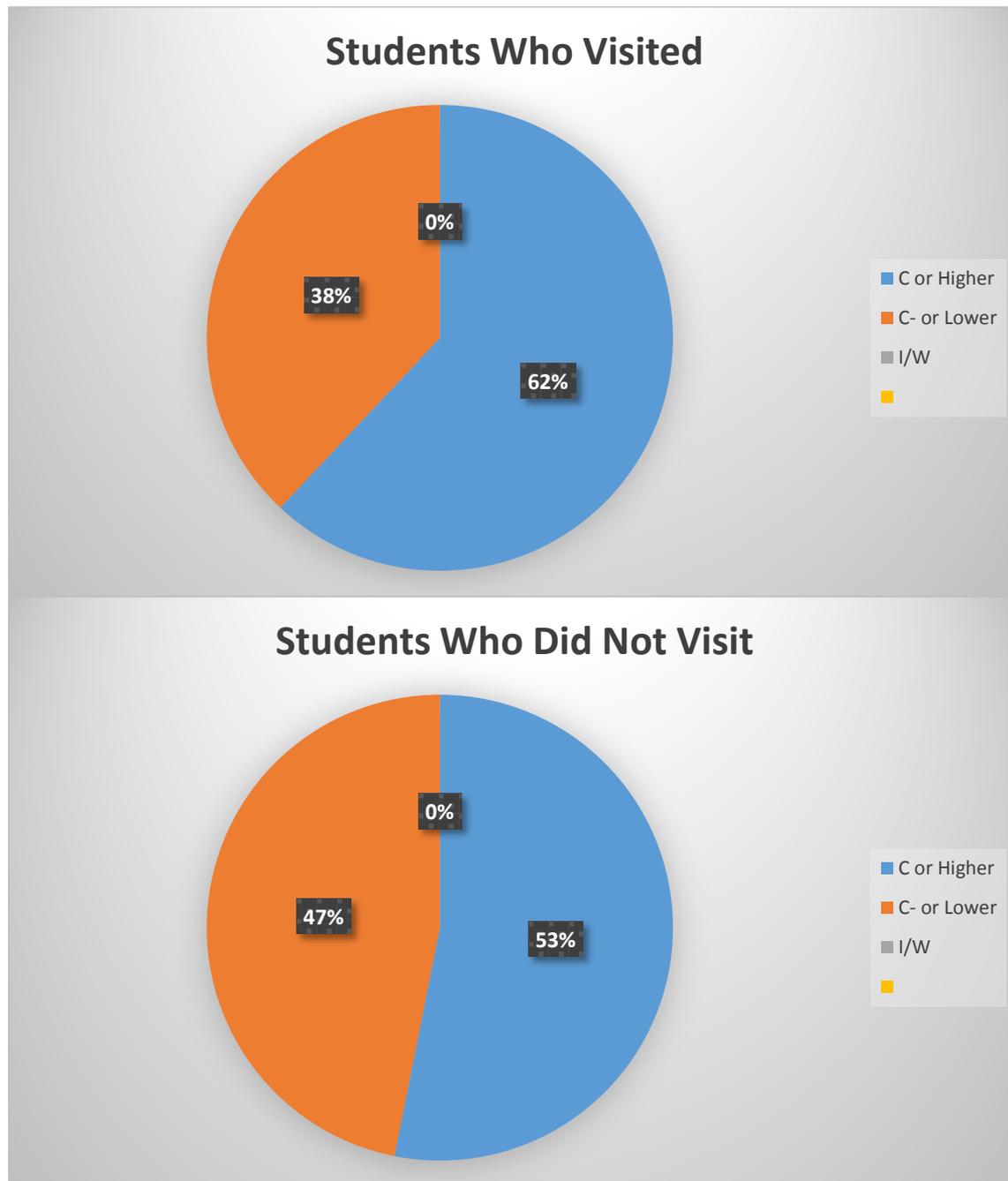


Fig. 8

English 100T/Composition I (Students are required to obtain regular tutorial assistance.)

Students Enrolled - 130
% of Students Who Visited - 54.6%
of Visits - 228
Hours Spent Visiting - 165.3

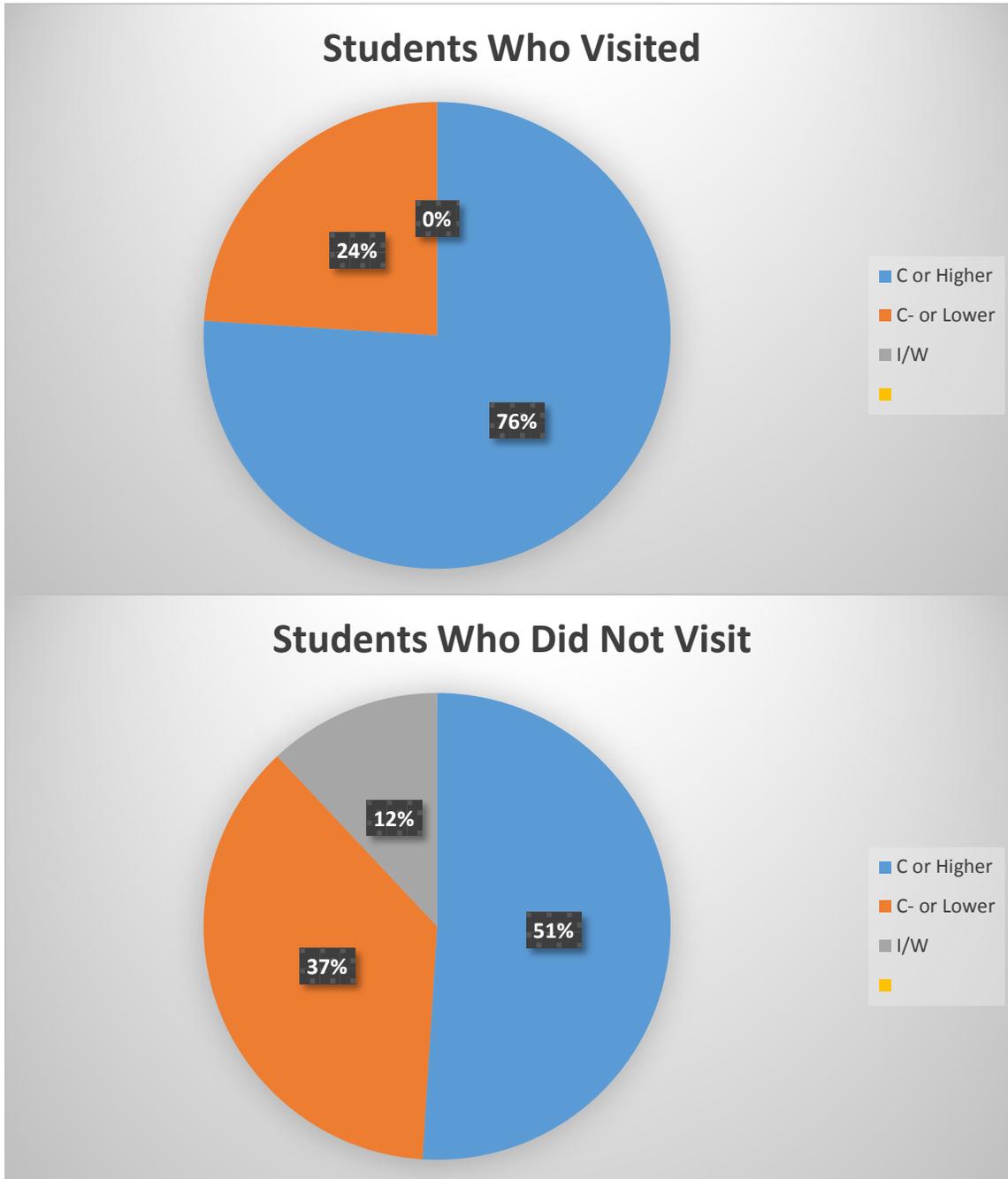


Fig. 9

Math 205/Calculus I

Students Enrolled - 98
% of Students Who Visited - 63.3%
of Visits - 374
Hours Spent Visiting - 475.9

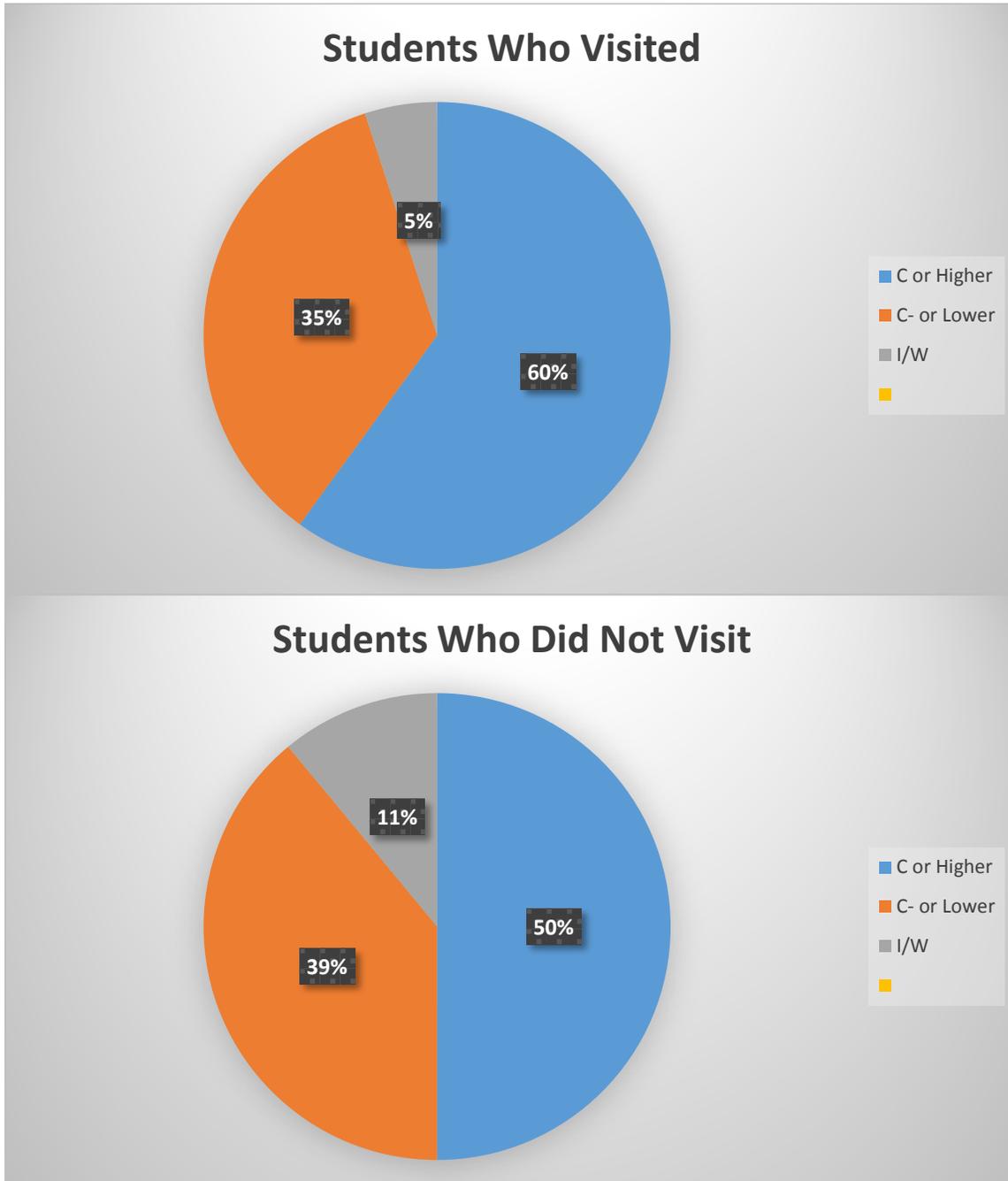


Fig. 10

Math 206/Calculus II

Students Enrolled - 88
% of Students Who Visited - 56.8%
of Visits - 412
Hours Spent Visiting - 712.9

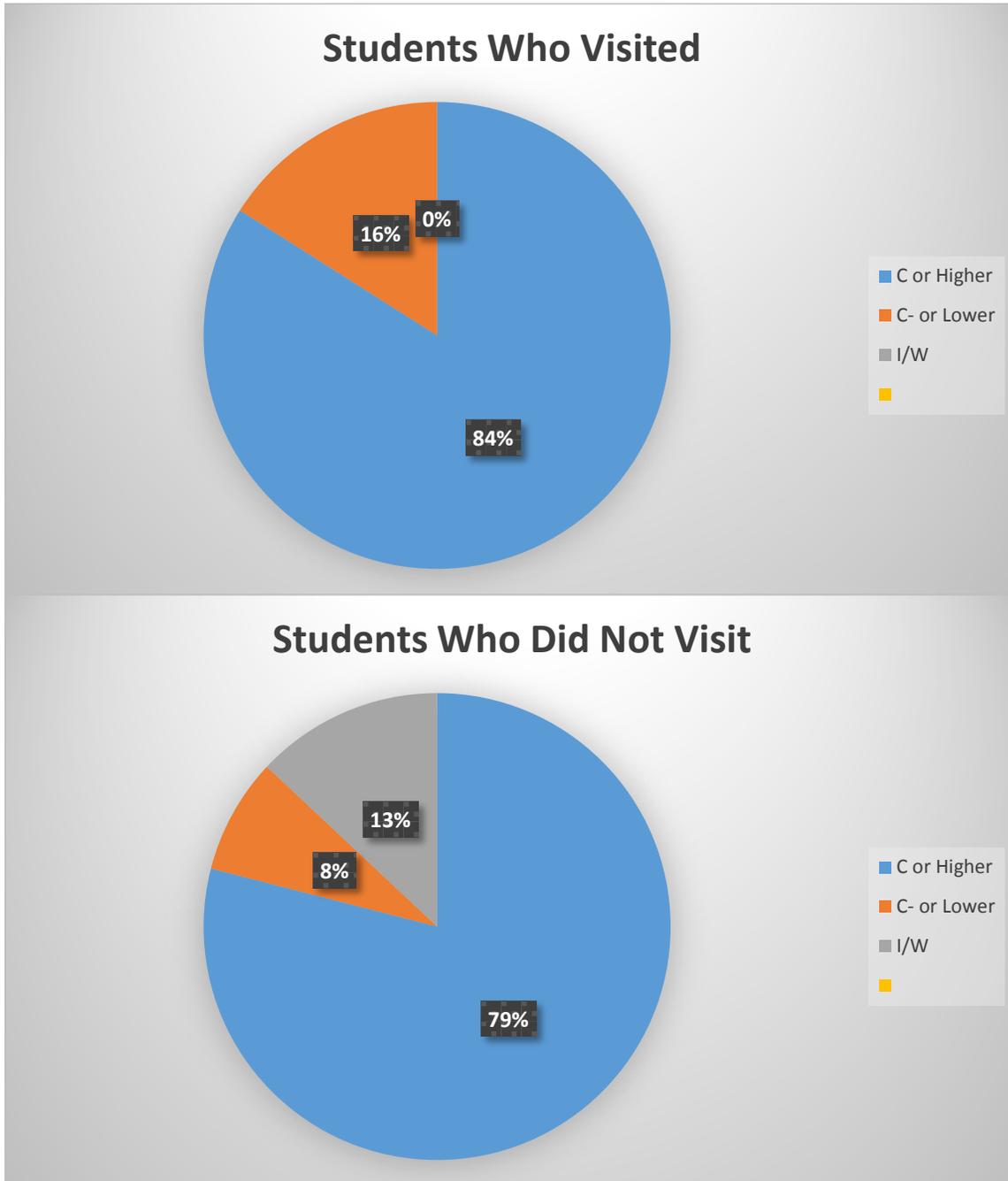


Fig. 11

Disruptive Incidents

As with any unit, Kilohana has experienced a number of challenges over time. In this section I will provide a summary of two different types of incidents which occurred in different Kilohana Centers during the AY 2013-2014 and the response to these incidents. To maintain confidentiality, student names and gender will not be identified.

As mentioned in the Executive Summary, there were some incidents which occurred in more than one Kilohana Center which required consultation with the Dean of Students and Director of Security. One incident raised serious concerns about the safety of student visitors and Kilohana employees. Following each of the situations described, Kilohana response and protocols were reviewed. As necessary, changes were initiated. The more serious incidents which raised concerns for the safety of Kilohana visitors and employees requires a continuing dialogue with and a collective response from a number of campus units including Kilohana/Academic Affairs, Campus Security/Administrative Affairs, and the Dean of Students/Student Affairs.

Academic Dishonesty Incident

During spring 2014, student employees informed the Science Center Coordinator they witnessed behavior by a student visitor which violated the campus Academic Dishonesty policy. The Coordinator contacted me and I asked each of the student staff who witnessed the behavior for a written description of the incident.

After collecting all the witness statements, I contacted the Dean of Students and arranged for a meeting between the Dean, the Science Coordinator, and me. During the meeting, we shared the details of the incident which involved the student visitor telling other students in the Center how they could obtain answers to their on-line exam in a manner which violated the classroom rules.

After verifying with the Dean my planned response was appropriate, I arranged to meet privately with the student. I described the behavior witnessed and explained why the behavior violated the UH Hilo Student Conduct Code regarding academic dishonesty. The student was asked to voluntarily refrain from coming to the Science Center for two weeks. The student did not dispute the incident and agreed voluntarily to not come to the Center for the time period specified.

Following that meeting, I made copies of the UH Hilo Student Conduct Code and posted it in various locations in each Kilohana Center. The Science Coordinator also created a simple no cheating sign which was also posted throughout each Center.

In further response to this incident, I updated all of the Kilohana marketing materials (brochures, web pages, etc.) to include a statement about academic dishonesty which states:

As a member of the university community, students are obligated to abide by the campus Student Conduct Code when visiting any Kilohana location or event.

I continue to explore other opportunities and materials which communicate what appropriate behavior is expected of all Kilohana visitors and employees.

Disruptive and Threatening Student Incidents

A series of serious incidents involving one student began in fall 2013. This student visitor apparently became angry at having to wait to see a Writing tutor and made a verbal comment which threatened student safety. Upon being informed about the threat, I verified the student who made the threat had already left the Center. I then contacted the Security Office and the Dean of Students to report what happened. Information was collected in writing from each of the Kilohana student employees on duty who witnessed the incident and shared with these offices.

Following a review of the incident and a meeting between the Dean of Students and the student in question, s/he voluntarily agreed to stop coming to the Writing Center. This incident triggered a series of actions involving the student and the Counseling staff. Eventually, the student was allowed back in to the Writing Center in spring 2014 but under specific conditions including coming in only when accompanied by a counseling student intern assigned to said student. The student complied and visits to the Writing Center resumed without incident.

A few weeks later in the Math Center this same student berated one of the Math tutors who was working with him/her. The incident was brought to my attention and included a written statement from another student visitor who witnessed the incident. This student visitor expressed that s/he felt threatened by the student's behavior and was concerned for the safety of everyone in the Center.

Following that incident in the Math Center, I immediately initiated another report to the Dean of Students and asked that the student not be allowed back in to the Math Center unless accompanied by the student's counseling intern. The request was granted and the student did not return to either Center.

This student is currently not enrolled during the summer and I have been told I will be notified if this student returns next fall.

A second incident occurred at the start of this summer session involving a former student who had a TRO filed against him by a UH Hilo employee. Said student came in to the Science Center after the Center had closed for service. The Coordinator directed the student to leave because the Center was closed for the day. She then contacted me and I immediately contacted the Dean of Students and the Director of Security. Following their instructions, I provided the student staff with the student's name and photograph (provided by the Security Director) and instructed them to contact the Security Office immediately if this student attempted to access any of the Kilohana locations currently open this summer.

This student has not attempted to visit either Center since that incident in May but I continue to be vigilant.

Continuing Concerns

In December 2013 the Coordinators and I met with the Vice Chancellor of Administrative Affairs to request her assistance in finding ways to provide increased security for all locations, especially for the Writing and Science Centers which maintain evening hours until 8:00 p. m. Monday through Thursdays. She agreed to look into the situation. I will continue to pursue discussions with the VC Administrative Affairs, Director of Security, and Dean of Students to address concerns about how to reduce risk for Kilohana visitors and employees.

Everyone who visits and works at Kilohana should be assured of a safe environment. If incidents do occur, visitors and employees should expect a timely and appropriate response to those incidents and be assured that appropriate measures are in place to reduce future risk.

Upcoming Projects

Supervising Kilohana Centers will continue to be my primary focus, but I have identified some activities I plan to work on this year which are in keeping with Kilohana's overall Vision/Mission to promote ways to improve and achieve academic success. Following is a brief description of plans currently underway.

Reading Across Disciplines

As a result of Lexile reading scores identified by the English department in AY 2013-2014, I am working with Professors Caroline Naguwa and Misty Carmichael of Hawai'i Community College to arrange for development and delivery of workshops to UH Hilo faculty and staff which will focus on how they can encourage and help their students address reading deficiencies which may be negatively impacting their ability to learn course material.

Professor Naguwa and her colleagues teach a range of reading courses, developmental through college-level. They are excellent resources who regularly teach reading and reading strategies nationally recognized as best practices which should be easily integrated into an instructor's current approach to teaching.

I will also be working with Professor Naguwa to identify other tools for student use, including self-paced software and/or reading programs, which I can purchase and/or install on the Kilohana desktops throughout campus. These tools could be used to supplement instruction in a range of disciplines across campus and colleges.

Professor Naguwa was the State of Hawai'i's representative to the national Common Core/Smarter Balanced End of Course Exam for Expository Writing meeting. She helped develop the actual exam that will be used to assess all 11th grade students in the state of Hawai'i. Her colleague Professor Misty Carmichael will also be consulted. Professor Carmichael brings to this collaboration knowledge about developmental reading and writing. As part of a grant project she initiated, Professor Seri Luangphinit and I were invited to work on her project to identify how to develop alignment between writing courses at our respective campuses. The group's major accomplishment was the creation of a Developmental Writing Rubric for English 22 that is mapped to UH Hilo's GE Rubrics for Information Literacy and Written Communication. The rubric this group created was later adopted by the HCC English department.

Promoting Campus Wide Literacy and Reading

In keeping with this attention to reading and literacy, I am working with one of the Writing tutors, librarians, and interested faculty and staff to put together a Ray Bradbury reading fest currently scheduled for late September through Halloween week. Our plan is to promote reading, discussion, and related presentations around four works by Ray Bradbury. The first book will be *Fahrenheit 451* which will kick off the series as well as help lead a discussion about censorship during the annual Banned Books week. I am working with the librarians to identify how we can bring more attention to the issue of censorship and book banning activities which still regularly take place here and abroad.

This will be followed by *Martian Chronicles* and *The Illustrated Man* during which I hope to engage other campus and/or community members in possible discussions about related topics such as space exploration and issues related to tattoos including cultural significance and stigmas.

The last work to be featured will be *Something Wicked This Way Comes* which will precede a planned Edgar Allen Poe event during Halloween week. For the last two readings I will be working with Professor Kirsten Mollegaard who will be teaching an Edgar Allen Poe class this coming fall semester.

Following a brief conversation with the librarians about these plans, they have already arranged to bring in additional copies of each of the four Bradbury titles for the fall semester. They will be working with us to come up with activities and events to encourage the campus community to be part of this celebration of reading. My hope is that I will be able to make this an annual event for Kilohana.

I plan to invite and encourage participation from both UH Hilo and HCC campuses.

Summary

Since Kilohana began operations, each Center has provided service to over 2000 students. The number of visits logged in each Center range from 5000 to 13,000. The amount of time student visitors spent in individual Centers ranges from 5500 to 19,800 hours. This is a significant accomplishment for a unit which is beginning its fifth full year of operations.

Kilohana has experienced a number of changes and challenges since it began operations in spring 2009. Through it all, however, the personnel assigned to this unit have continued to provide UH Hilo students access to services and resources in keeping with the spirit of Kilohana's Vision and Mission statement. Some services that were envisioned have ceased or been transferred to other campus units. This is not unexpected in light of the reduced number of full-time personnel assigned to this unit.

The core of Kilohana's mission continues to be providing high quality face-to-face, peer-to-peer tutoring. The data from the first attempt to consistently survey student visitors to gauge their level of satisfaction indicates a high level of satisfaction. It is also apparent from the data that the rate of return of surveys is not consistent amongst the Centers. More needs to be done to try to identify what factors might be influencing such different rates of participation by students who visit the different Centers. I will also continue to explore other methods to assess Kilohana in addition to the current methods described previously in the report body.

While the focus continues to be on maintaining and improving Kilohana's primary activity of peer tutoring, I intend to carry out other activities to promote additional and/or alternative approaches to help students improve their ability to succeed academically and reach their goals. I will also continue to explore ideas and collaborate with others to implement activities to reach more students over time.

The current staffing situation and our ability to supervise three locations during the day and evening hours is a concern as it relates to creating and maintaining a safe environment for everyone who visits or works at Kilohana. I am hopeful that a continuing dialogue between personnel from a number of campus units will be able to identify and implement appropriate procedures to address these concerns.

Kilohana has achieved a level of familiarity amongst the campus community and demonstrated its usefulness. There will continue to be challenges as students and circumstances change over time, but Kilohana personnel will meet those challenges and adapt to those changes. Kilohana possesses a solid foundation and I will continue to build upon that foundation with help from Kilohana's student visitors, employees, and the larger campus community as I work to improve and expand the services, resources, and activities available to any interested UH Hilo student.

Appendix A

GET IN TOUCH WITH...

Writing (LRC 123)

Karla Hayashi, *Kilohana Director*
Writing Center: (808) 932-7291
Office: (808) 932-7287
karlah@hawaii.edu

Science (STB 117)

Lindsay Heller, *Science Coordinator*
Science Center: (808) 932-7184
Office: (808) 932-7294
hellerl@hawaii.edu

Math (CH 5)

Ashley Yugawa, *Math Coordinator*
Math Center: (808) 932-7531
Office: (808) 932-7294
ahayes@hawaii.edu

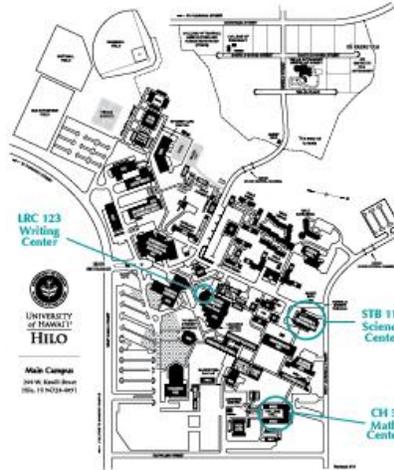
Fax:

(808) 932-7292

Website:

hilo.hawaii.edu/kilohana

WHERE WE'RE LOCATED



Our Centers are in the Mookini Library,
the Science & Technology Building,
and College Hall.



Find us on
Facebook

www.facebook.com/Kilohana.UHH

Hours:

See the Google Calendar on each of our Center Websites for daily hours. Weekend hours are occasionally scheduled during some semesters. Please check the Google Calendars for day and hour information.

FOR TUTORING IN
WRITING, SCIENCE, AND MATH

OUR MISSION

Kilohana's mission is to support the learning and retention of all UH Hilo students by fostering the development of independent, self-motivated learners through subject-specific support and academic skills development. This is accomplished by building a network with other units on campus so the faculty and the other members of the campus community are aware of and utilize effectively the full spectrum of services that support success.

Hawai'i Community College students are also welcome at any of the Centers.

WHO WE ARE

Our tutors are current UH students who are selected for their excellent skills and are trained to help students with problems that they encounter with a particular topic.

Our tutors help students learn how to solve problems. They are focused and committed to helping their fellow peers gain the skills and confidence needed to be successful, independent learners.

Be sure to check in with a tutor or receptionist when you first arrive and provide your student ID number.



WRITING CENTER

The Writing Center offers tutoring to ENG 100T students and to all other students who desire assistance with writing assignments throughout their academic career at UH Hilo. Tutors work one to one with students to:

- Identify topics
- Critique thesis statements
- Generate information to support and develop the thesis statement
- Organize notes and other details
- Review drafts and provide feedback
- Address questions about style, tone, and format

Writing tutors can address a range of writing assignments including essays, research papers, reports, and other assignment documents.



SCIENCE CENTER

The Science Center currently* offers tutoring in Biology, Chemistry, Geology, Marine Science, and Physics/Astronomy. *Subjects can vary by semester.



MATH CENTER

The Math Center offers tutoring in 100-200 level math courses. Tutoring for upper division courses may also be available depending on tutor availability.

ADDITIONAL SERVICES

Each Center also has various resources available for student use. If you would like to use one of the resources, please have your ID present. We will hold onto your ID while you use the resources.

Each center is open to students simply looking for a quiet place to study, work independently, or use Center desktops and study materials.

WHAT WE VALUE:

You can expect our tutors to be...

- Professional and confidential
- Knowledgeable
- Punctual and reliable
- Helpful
- Respectful

Tutors will expect you to be...

- Respectful
- Prepared
- Engaged
- Motivated
- Flexible

Tutors are here to support you in your effort to become a successful and independent learner. Ultimately, it is your hard work, not theirs, that will help you achieve this goal.



Appendix B
Kilohana Vision and Mission Statement*
Drafted March 29, 2010

*Document was written following discussions between the Kilohana Advisory Committee and previous Director Amelia Shapiro.

Vision

Kilohana will serve as a hub for activities and resources for students and faculty leading to the strengthening of student learning and student engagement. Through its activities, Kilohana will change the campus culture so that all students, not just those who are having difficulty in their courses, will actively seek out academic enrichment and so that all faculty members, not just new faculty, will actively seek out new ideas and resources to improve their teaching. Students who use the services of Kilohana will become active, self-motivated, independent learners, and will model these characteristics for others. (This statement should be reassessed to determine if changing the “campus culture” is achievable and measurable.)

Mission

Kilohana’s mission is to support the learning and retention of all UH Hilo students by fostering the development of independent, self-motivated learners through subject-specific support and academic skills development and by building a network with other units on campus so that faculty and the other members of the campus community are aware of, and utilize effectively, the full spectrum of services that support student success.

The Writing Center (Because the Writing Center was the only Center at the time this document was crafted, it is appropriate to ask if similar Objectives should be developed for each of the other two Centers.)

The Writing Center will provide peer tutoring and resources that develop students’ independent learning through familiarity with the academic writing process.

Objective I: Student surveys will reflect a high level of satisfaction with Writing Center services. (Addressing through reliance on student evaluations as a first step.)

Objective II: The Writing Center will be marketed in such a way that a high level (80%) of students are aware of the Center’s services, location, and primary mission. (Will have to review whether this Objective can be accomplished then develop an evaluation tool to determine if it is possible to meet standard stated.)

Objective III: The average grade of students who make use of the Writing Center will be .25 points higher than average course grade and .25 points higher than general population average. (Am working with assessment specialist from UH Manoa to identify other appropriate measures of student improvement.)

Objective IV: Students successfully completing English 100T will perform as well or better than student successfully completing English 100 in subsequent Writing Intensive courses. (See previous note for Objective III.)

Subject Area Tutoring

Kilohana will provide peer tutoring in subjects with high enrollment and/or below average student success rates, with special attention to subjects that support STEM majors.

Objective I: Students with tutoring will have 25% fewer WDF grades than historic WDF rates. (Working with assessment specialist to address this objective.)

Objective II: Over 90% of the tutors will complete the training requirements for CRLA Level I certification. (Student records are being kept to monitor how many training sessions each Kilohana student employee attended beginning AY 2013-2014.)

Objective III: Student surveys will demonstrate a high (80%) level of awareness of available services (among students) and very high (90%) satisfaction with tutoring (of those who access tutoring). (I have initiated a student satisfaction survey and the Coordinators and I are building a record of student visitor responses, including comments. Each Center's data is collected and collated. This initiative began September 5, 2013. Results will be shared with student employees individually and collectively.)

Objective IV: Faculty surveys will demonstrate a high (95%) level of awareness of services and high satisfaction (80%) with tutoring (of those who respond to surveys). (Will review this Objective and determine how to address.)

Supplemental Instruction (Kilohana no longer provides this form tutorial support.)

Kilohana will offer Supplemental Instruction in high-risk (>30% W, D, F grades), high enrollment courses with a special emphasis on courses that support STEM degrees.

Objective I: Courses with SI will see a 14% drop in W, D, F grades and a 15% increase in A or B grades compared to earlier (Pre-SI) semesters.

Objective II: The majority of students will have an opportunity to take placement exams before Orientation, Advising, and Registration Week.

Objective III: Placement exams during Orientation week will be scheduled to minimize impact on Orientation activities.

Objective IV: Kilohana will coordinate with the English Language Institute, Ka Haka 'Ula, and CoBE to disseminate accurate, consistent, information about all placement exams as well as to avoid scheduling conflicts for students requiring multiple placement

Self-Paced Learning (Kilohana has not initiated this form of instruction. Beginning this year I plan to identify possible literacy related initiatives in collaboration with colleagues from UH Hilo and HCC. The original Objectives listed will have to be reevaluated depending on what I am able to develop and implement.)

Kilohana will offer self-paced, non-credit courses for UH Hilo students who do not place into gateway courses in chemistry, English, or math and for all students who wish to strengthen their academic reading ability and efficiency.

Objective I: Students who complete self-paced units will improve their placement score by 25%.

Objective II: Students who complete self-paced units will perform as well or better than students who place directly into targeted gateway courses.

Objective III: Student who complete self-pace units will report improved ability and confidence in content or academic reading skills.

Objective IV: Students who complete self-paced reading units will perform as well or better in historically reading-intensive courses than students who do not.

Student Success Workshops (SSW) (This has been partially addressed through the *Writing Café* series and will now be accompanied by the *Student Success* series of workshops and presentations which begin fall 2013.)

In partnerships with academic and student affairs units, Kilohana will offer a variety of diverse selection of workshops to inform students of resources, responsibilities, tools, and strategies that will enhance their academic experience and success. (I created both workshops series and invite collaboration with colleagues from across campus when possible.)

Objective I: Admissions will include a schedule of student success workshops as part of the newly admitted student information packet. (This is a continuing challenge as most sessions cannot be scheduled this far in advance. What I can do is develop some marketing materials for each series of workshops and provide the Admissions staff with materials or links to Kilohana websites which could contain explanatory text and a list of previous session titles.)

Objective II: Student surveys will reflect a high level of satisfaction with SSWs and workshop attendance will average above 10. (I have been collecting surveys of student satisfaction.)

Academic Warning/Probation/Readmission (Kilohana was previously involved in this process, but since the departure of the previous Director, involvement ceased. Associate CAS Dean Susan Brown maintains oversight for this for CAS.)

To be reviewed in fall 2010 (Current low-impact Service):

- ❖ Kilohana sends e-mail at start of term to students on Academic Warning and Academic Probation; letter encourages students to make use of academic and student support resources
- ❖ Readmits are referred to Kilohana for planning session

Early Warning Program (No information about this type of initiative is available or nothing which appears to involve Kilohana at this time.)

To be reviewed in spring 2011. Important questions:

- How should we define high risk students?
- How/when do we identify high risk students?
- What services would most likely help these students remain in good academic standing?
- How can these students be targeted with being stigmatized or labeled?

Outreach (Currently only my work in English Language Arts addresses this item. That work focuses on curriculum alignment and does not involve exit standards following the DOE adoption of the Common Core State Standards.)

To be reviewed in fall 2011

To provide leadership for P-16 (nka P-20) initiatives such that UH Hilo's entrance standards for basic skills courses are aligned with high schools' exit standards and to maintain periodic direct contact with high schools to provide feedback on their graduates' success, and for the purpose of assisting in curriculum and pedagogical revisions at all levels (from original draft mission and objective).

Goals reflect the Center's current priorities and will be regularly reviewed and revised to reflect changing student and institutional needs.

Appendix C

Tutor Training Schedule for Fall 2013 Kilohana: The Academic Success Center

Training for the week of August 26-29 is scheduled to take place in Kilohana The Writing Center, Library room 123

Monday, August 26, 2013

Topic: **Definition of Tutoring and Tutor Responsibilities**

Presenter(s): Kilohana Director and Center Coordinators

Time: 4:00 to 5:00 p. m.

Materials:

- CRLA Checklist
- Record of Training
- Tutor Performance Review
- Kilohana Employment Performance Review
- Kilohana Student Employee Handbook
- UH SECE Employment information

Topic: **Tutoring Guidelines**

Presenter(s): Kilohana Director and Center Coordinators

Time: 5:00 to 6:00 p. m.

Materials:

- Role Play Scenario 1
- Kilohana Student Employee Handbook

Topic: **Ethical Considerations**

Presenter(s): Kilohana Director and Center Coordinators

Time: 6:00 to 7:00 p. m.

Materials:

- NTA Code of Ethics
- FERPA
- UH Hilo Academic Honesty Policy
- UH Hilo Student Conduct Code
- UH Sexual Harassment Policy
- UH Disabilities Policy
- UH Discrimination Policy
- Kilohana Student Employee Handbook

Tuesday, August 27, 2013

Topic: **Raising Awareness: Students of Concern**

Presenter(s): Dr. Kelly Oaks, Dean of Students

Time: 4:00 to 5:00 p. m.

Materials: (Presenter to provide plus)

- Role Play Scenarios 3, 4, and 9

Topic: **Raising Cultural Awareness: Native Hawaiian Students**

Presenter(s): Kipuka, Native Hawaiian Student Center Staff and Students

Time: 5:00 to 6:00 p. m.

Materials: (Presenter to provide)

Topic: **Raising Cultural Awareness: Pacific Islander Students**

Presenter(s): Pacific Islander Student Center Staff and Students

Time: 6:00 to 7:00 p. m.

Materials: (Presenter to provide)

Wednesday, August 28, 2013

Topic: **Raising Awareness: ESL Students**

Presenter: Ms. Julie Mowrer, Interim Director of the English Language Institute

Time: 4:00 to 5:00 p. m.

Materials: (Presenter to provide)

Topic: **Raising Awareness: Students with Disabilities**

Presenter: Ms. Susan Shirachi, Director of Disability Services

Time: 5:00 to 6:00 p. m.

Materials: (Presenter to provide)

Thursday, August 29, 2013

Topic: **Raising Awareness: Effective Customer Service**

Presenter(s): Mr. Robert Yamane, Hawai'i Community College Business Education
Ms. Anne Chung, Hawai'i Community College Business Education

Time: 4:00 to 5:00 p. m.

Materials: (Presenters to provide)

Topic: **Raising Awareness: First Generation College Students and Under
Represented Minority Students**

Presenter(s): Ms. Janis Shirai, Student Support Services Program (TRIO)
Ms. Ginger Hamilton, Minority Access Program

Time: 5:00 to 6:00 p. m.

Materials: (Presenters to provide)

Saturday training sessions will take place in UCB 115

Saturday, September 7, 2013

Topic: **The Tutoring Cycle: Beginning/Ending a Tutor Session**

Presenter(s): Kilohana Director and Center Coordinators

Time: 9:00 to 10:00 a. m.

Materials:

- The Tutoring Cycle from *The Master Tutor: A Guidebook for More Effective Tutoring* by Ross B. MacDonald, Ph. D.
- Role Play Scenarios 2 and 3

Topic: **The Tutoring Cycle: Setting Goals/Planning**

Presenter(s): Kilohana Director and Center Coordinators

Time: 10:00 to 11:00 a. m.

Materials:

- Role Play Scenarios 2, 3, and 4
- The Tutoring Cycle

Topic: **When Tutees Need More Than a Tutorial Session**

Presenter(s): Kilohana Director and Center Coordinators

Time: 11:00 a. m. to 12:00 p. m.

Materials:

- List of UH Hilo Campus Resources
- Role Play Scenarios 6, 7, and 8

Saturday, September 14, 2013

Topic: **Learning Styles**

Presenter(s): Kilohana Director and Center Coordinators

Time: 9:00 to 10:00 a. m.

Materials:

- Learning Styles Inventory
- Implications for Approaches to Tutoring

Topic: **Study Skills**

Presenter(s): Kilohana Director and Center Coordinators

Time: 10:00 a. m. to 12:00 p. m.

Materials:

- Tutor Resource List
- Results of Learning Style Inventory
- Role Play Scenarios 5 and 11