June 5, 2014

To: Kristine Korey-Smith, Director, Learning Center
   UH Maui College

From: John Morton, Vice President for Community Colleges

Subject: FY2015 Developmental Education Initiatives

The UHCC system is pleased to support the project, “TLC Tutor Training Program”, in the amount of $28,754.00. This project is funding the development of tutor training curriculum to improve tutor effectiveness and to qualify for College Reading and Learning Association’s International Tutor Training Program Certification.

The project funding is subject to the following requirements:
1. Implementation will occur in AY 2014-15.
2. All funds must be expended, not just encumbered, by June 30, 2015.
3. The project final report (in the form attached) must be submitted in electronic form to Gayle Ishii (gayle@hawaii.edu) with a copy to Suzette Robinson (suzetter@hawaii.edu) and to Laurie Kurbayashi (laurieak@hawaii.edu) not later than September 30, 2015.


Tuition and Fee Special funds will be transferred to your campus for this project after July 1, 2014.

Based on the information provided in your final report, funds may be re-purposed. The project proposal and reports will be published on the UHCC website.

Thank you for your work in developing innovations to increase student success in developmental education. We look forward to working with you as the project unfolds.

cc: Clyde Sakamoto, Chancellor
    Peter Quigley, AVPAA
    Jonathan McKee, VCAA
    David Tamanaha, VCAS
    Cindy Yamamoto, Fiscal Officer
    Suzette Robinson, Director for Academic Programs
    Gayle Ishii, Academic Support
    Lisa Tsuhako, Budget Specialist
    Laurie Kurbayashi, Developmental Education Committee Chair

Att: Final Report template
# FY 2015 UHCC Project Proposal Form

- ATD  
- Developmental Education  
- Financial Aid  
- Part Time Student Initiative

**SCAN AND SUBMIT PROPOSAL WITH REQUIRED SIGNATURES BY:** March 18, 2014

**Date:** 3/13/14  
**REVISION DATE:**

**Project Title:** TLC Tutor Training Program

**Budget Request:** $28,754.00

**College:** University of Hawaii Maui College

**Proposer's Name:** Kristine Korey-Smith

**Proposer's Email Address:** ksmith@hawaii.edu

## PART 1 PROPOSAL

<table>
<thead>
<tr>
<th>Proposal</th>
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<th>Narrative</th>
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| 1. Project Summary  
*Guidelines:* Concise description of project, including the following:  
- Actions to be taken and resources needed  
- Data supporting need for project (no attachments)  
- Explanation of how project reduces time to certificate or degree  
- Prior year's outcomes for continuation projects  

The Learning Center (TLC) provides tutoring, learning strategy workshops, supplemental instruction, technological resources, and a study area for UHMC students. In 2012-2013, 2,431 students (unduplicated) utilized the services in the TLC. 54% of those students were enrolled in below 100 level math and/or English courses (TLC ARPD, 2013).

Since the incarnation of the TLC, the peer tutoring program has been one of the primary functions. The TLC offers tutoring for subject areas that have low success and high withdrawal rates. A large percentage of the TLC tutoring budget funds tutors for below 100 level writing and math courses\(^1\). The 2013 Annual Review of Program Data (ARPD) indicates a 38% success rate for Math 18, 46% success rate for Math 82, 61% success rate ENG 22, 75% success rate for ENG 19, and 75% success rate for ENG 15.

In fall 2012, in an effort to increase the success of students enrolled in developmental math and English courses, the campus provided in-class and in-lab tutors who assisted students during class or lab time. Many of the math and writing faculty modified their instruction to provide a “workshop” environment where tutors worked with students one on one or in small groups. This model of in-class and in-lab tutoring is currently being used on the UHMC campus and has greatly impacted the number of students enrolled in developmental education that are benefitting from tutoring services. As of fall 2013, 64.4% of students who regularly engaged with their in-class or in-lab tutor perceived the tutoring sessions as helping them to improve their math and writing skills.

On the 2012 CCSSE, 78% of respondents indicated that tutoring was an important service that the College provides. 27% indicated that they frequently used tutoring services, and

\(^1\) In 2012-2013, TLC provided 2,334 hours of tutoring, 1,161 of those hours were for students enrolled in under 100 level courses.
41% indicated they were satisfied with the tutoring services. The TLC and developmental education faculty hope to improve tutoring services by developing a more organized and consistent approach to training, and by expanding the training to provide tutors and lab monitors with effective strategies and techniques to work with a diverse student population.

The proposed project is twofold. First, the TLC will focus on modifying the curriculum for its tutor training program, and second, the TLC will apply for the College Reading and Learning Association’s International Tutor Training Program Certification (CRLA-ITTPC). The certification guidelines will guide the development of a training curriculum and evaluation plan. All TLC tutors including those assigned to developmental education math and English courses/labs will be required to attend pre and in-service training sessions. In 1995, NADE expanded its definition of developmental education to include all postsecondary learners, even those in college-level courses, because almost all learners can benefit from tutoring and other learning assistance programs. As such, the TLC will require all of its tutors to participate in training and certification.

For fall 2014, the College is offering 28 sections of below 100 writing courses and 23 sections of below 100 math courses. Each section is paired with an in-class tutor. The TLC also provides tutors for the math lab which developmental math students are required to attend a couple of hours per week. Additionally, the TLC provides tutoring for upper level math and writing courses, accounting, business, information and computer science, philosophy, psychology, communication, and, nursing courses, as well as research papers assigned in a variety of courses.

As part of the tutor training redesign, the TLC tutor coordinator would participate in a National Tutor Association (NTA) online train the trainer program which provides a research based, practitioner focused curriculum. Additionally, each train the trainer participant is paired with a one on one mentor that is certified by the NTA, and supports the development of a training curriculum and evaluation plan. As part of the proposed project, once the training program is revised, the TLC will apply for CRLA-ITTPC designation. As a CRLA-ITTPC certified program, the TLC may certify its tutors at one of three levels depending on the tutors’ training and experience. The proposed project also requests funding for tutors to participate in both pre and in-service training, and tutoring hours to apply concepts learned in the training. Specifically, the TLC is requesting funds to train 25 tutors. The training program will include 10 hours of pre service training, 30 hours of in-service training, and 2 hours per week for 30 weeks for tutors to apply training concepts in tutor/tutee setting. Some of the tutor/tutee(s) sessions will be videotaped and used in subsequent trainings and student employee/supervisor conferences. Likewise, in-class tutors will be videotaped to strengthen the in-class tutoring program by developing effective and consistent practices across sections and instructors.

### 2. Effectiveness Indicators/Outcomes and Benchmarks

**Guidelines: Specific explanation of how project’s**

- Increase motivation and confidence of tutors and lab monitors by 10% points (pre-post survey);
- Increase # of students enrolled in developmental courses utilizing tutoring services from 1,161 to 1,500 (SARS and Excel tracking systems);
- Increase students’ satisfaction of tutoring services from 41%\(^2\) to 75% (CCSSE and TLC survey);

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\(^2\) Lab monitors serve as lab supervisors and professional tutors

\(^3\) 41% is from 2012 UHMC CCSSE data.
3. Background Research Guidelines: Concise explanation of background research (with citation information) for project

| Effectiveness will be assessed, including the following: | • Increase students’ perception of tutors’ impact on course grades and improvement of math and writing skills from 64.4% to 80% (TLC Survey); |
| Effectiveness indicators/outcomes | • Increase student success rates in courses tutored: |
| Benchmarks (numeric and percentage) |   o Math 18 from 38% to 45% |
| |   o Math 82 from 46% to 51% |
| |   o ENG 15 from 75% to 80% |
| |   o ENG 19 from 75% to 80% |
| |   o ENG 22 from 61% to 66% |

In a national study, tutoring was found to significantly improve persistence and graduation rates, final course grades in the course tutored, higher completion rates in the course tutored, and higher interest by students in the academic content matter where they were tutored (Boylan, Bonham, Bliss & Saxon, 1995). Research also indicates that the most important aspect of successful tutoring is tutor training. The delivery of tutoring by well-trained tutors as opposed to untrained or marginally trained tutors, is what separates successful programs from mediocre tutoring programs (Boylan, 2002; Boylan, Bliss & Bonham, 1997; Casazza & Silverman, 1996; Maxwell, 1997).

Casazza and Silverman (1996) indicated that successful training programs included learning theory, metacognition, building motivation, group dynamics, socratic method, ESL, learning strategies, and communication strategies; whereas, The National Study of Developmental Education (Boylan, Bonham, Claxton, & Bliss, 1992) suggested that record keeping and program procedures were the topics most emphasized in typical tutor training programs. Boylan (2002), suggested that the most effective way to improve tutor training is to pursue the CRLA–ITTCP certification.

As a CRLA–ITTCP certified program, the TLC would join 1,000 other colleges and universities that have CRLA–ITTCP certification. The Colleges featured on the CRLA website have measured gains in tutors’ confidence and motivation, an increase in quality of the tutoring sessions, and an increase in the number of students utilizing tutoring services (http://www.crla.net/ittcp/benefits.htm).

CRLA’s ITTCP has been endorsed by the National Association for Developmental Education, the American Council of Developmental Education Associations and the National Tutoring Association.

References:


4. Relationship to Campus & UHCC Strategic Plans
Guidelines: Discussion of project’s relationship to campus & UHCC strategic plans, including the following:
- Specific references to and copies of applicable sections of plans
- Brief explanation of relationship between project and referenced sections

By helping students to succeed in developmental course work, the proposal addresses the UHCC 2008-2015 strategic plan, Outcome B: Increase the number and percent of students enrolled in a developmental intervention who successfully complete at least one course in the developmental sequence within their first academic year thus making progress towards degree applicable instruction. It also addresses the Maui College Strategic Plan Objective 1: Achieve a shared institutional culture that makes student learning and success the responsibility of all by utilizing The Learning Center and its resources to advance students.

5. Scalability
Guidelines: Discussion of project’s scalability (on campus and/or to other campuses)

Once the training is modified and the TLC/DevEd tutor training program is certified, the TLC will offer the training and certification to all tutors on the UHMC campus and outreach centers. UHMC currently has tutors working in the Ka Lama Lab, Pal Ka Mana, Kalao, Mu‘o A‘e, Ku‘ina, and Upward Bound Programs. With the help of UHMC’s instructional design team, the training can be delivered online, so the TLC can provide training to its outreach centers in Lahaina, Hana, Molokai, and Lanai. Training materials can also be shared with other campuses.

6. Sustainability
Guidelines: Discussion of project’s sustainability (after UHCC project funding ends)

If the training program is successful, the campus will add 1 student to each developmental education class to cover the cost of in-class/lab tutoring. The College may also offer the tutor training as a for online credit course so students would receive credits in lieu of money for attending training. UHMC’s instructional designers can assist the TLC in creating the online course once the training is modified. Additionally, research suggests that effective peer support programs lead to higher success rates, and in turn, reduce overall tuition costs and time to degree/certificate completion which represents a permanent cost savings to both the student and the College.

| TOTAL |

**PART 2: BUDGET**

Instructions: Complete the following, inserting and/or deleting rows as needed.

General guidelines: Funds may be used for faculty and staff assigned time; for pilot projects; for consultants; for financial aid audits; for related equipment, software, or curriculum materials; or similar one-time expenses. Funds may not be used to hire new full-time faculty or staff.

For projects involving more than one campus, budget must include a breakdown of costs by campus in addition to a total project budget. Single requests over $2,500 require Superquote.

The relationship between the requested expenditures and the project’s effectiveness indicators/outcomes and benchmarks must be addressed specifically in the project proposal.

Any change of more than ten percent (10%) of any cost item or $500 (whichever is less) in an approved budget will require the proposer to email a request for the change, prior to expenditure of funds, to the committee chair and Suzette Robinson with the following: (1) reason for the change (including the relationship between the requested change and the project’s effectiveness indicators/outcomes and benchmarks); and (2) original and proposed revised budget. Committee will support, or not, the budget change request.

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<tr>
<th>DESCRIPTION</th>
<th>BUDGET</th>
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<td>PERSONNEL <strong>(Personnel costs include, but are not limited to, faculty or staff overload, student</strong></td>
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<tr>
<td>A1</td>
<td>Tutors: $10.00<em>100hrs</em>25 tutors (pays for training 10 hrs of pre training, 30 hours of in-service training, and 2 hours of application in tutor setting for 30 weeks for 25 tutors)</td>
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<td>A3</td>
<td>Fringe student help (.52%)</td>
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<td><strong>TOTAL PERSONNEL</strong></td>
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<td>B1</td>
<td>Online NTA Train the Trainer Program</td>
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<td>B2</td>
<td>CRLA –ITTPC Certification (Includes three levels of certification)</td>
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<td>B3</td>
<td>Training materials including training manuals for tutors</td>
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<td><strong>TOTAL SUPPLIES</strong></td>
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<td>C1</td>
<td><strong>EQUIPMENT</strong> (Equipment is defined as any one item costing $5,000 or more.)</td>
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<td><strong>TOTAL EQUIPMENT</strong></td>
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<td><strong>TOTAL BUDGET REQUEST</strong></td>
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**PART 3 SIGNATURE PAGE**
SCAN AND SUBMIT PROPOSAL WITH REQUIRED SIGNATURES

**Certification by Proposer**

I certify that I have consulted with and submitted this proposal in a timely manner to the appropriate (A) institutional research office, (B) business office, and (C) human resources office for review of all assessment, budget, and resource commitments. Outcomes have been reviewed and are appropriate for the proposal. I understand I will have primary responsibility for monitoring any funds awarded and agree to maintain accurate and current records of expenditures consistent with the budget.

Signature: __________________________ Date: 3/12/14

Name: Kristine Korey-Smith
Title: Director, The Learning Center

**Confirmation of Support by Vice Chancellor Academic Affairs (VCAA) or Vice Chancellor Student Affairs (VCSA)**

I have reviewed and support this proposal.

Signature: __________________________ Date: 3/14/14
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| TOTAL BUDGET REQUEST | $60,942.20 |

**PART 3 SIGNATURE PAGE**

SCAN AND SUBMIT PROPOSAL WITH REQUIRED SIGNATURES

**Certification by Proposer**

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Signature: [Signature]

Date: 3/12/14

Name: Kristine Korey-Smith
Title: Director, The Learning Center

**Confirmation of Support by Vice Chancellor Academic Affairs (VCAA) or Vice Chancellor Student Affairs (VCSA)**

I have reviewed and support this proposal.

Signature: [Signature]

Date: 3/14/14

PRINT Name: John McKee

Title: ☐ Vice Chancellor Academic Affairs (VCAA) OR ☐ Vice Chancellor Student Affairs/DOSS (VCSA/DOSS)

**Confirmation of Campus Approval by Chancellor**
The campus approves the proposal and is committed to advance the amounts, if any, described in the proposal as being funded by the campus and is committed to sustaining the project if evidence of its success is warranted and funding is available.

Signature: _______________________________ Date: ___3/18/14_________

Print Name: Clyde Sakamoto _____________________________

Title: Chancellor
MEMORANDUM

TO: Clyde Sakamoto
    Chancellor

FROM: John McKee
      Vice Chancellor of Academic Affairs

DATE: March 12, 2014

SUBJECT: Authorization to Sign

I will be Attending the 2nd Annual Hawai‘i Sustainability in Higher Education Summit on Thursday, March 13, 2014 from 8:15am-8pm and again on Friday, March 14, 2014 from 8am-5pm at Windward Community College. During my absence, Interim Assistant Dean of Instruction, David Grooms, is authorized to sign on my behalf with full signing authority to include all extramurally funded programs under my P.I. authority.

cc: David Tamanaha
    Cathy Bio
    David Grooms
    Cindy Yamamoto
    Debbi Brown
    Diane Meyer
    Lori Teragawachi
    Karen Hanada
    Kristine Korey-Smith
    Juli Patao
    Department Chairs