University of Hawaii West O`ahu
Division of Student Affairs

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NO`EAU CENTER 2013-2014 ASSESSMENT REPORT

MISSION

The No`eau Center provides academic support for all UHWO students and community members through testing services that include placement testing, retesting, and proctoring ; one-on-one, group, and online tutoring in all course subjects by specially trained UHWO students; and academic success workshops covering topics such as time management skills, study tips, and scholarly and career writing. We offer innovative, best practice student services to increase access, retention, and academic success for UHWO students, especially Native Hawaiian, Filipino, Pacific Islander and other underserved student populations. The Center promotes life-long learning by assisting students at all levels of ability to gain the skills necessary to learn effectively, confidently and independently in a collaborative learning environment.

GOALS

- Provide quality student centered support services.
- Provide appropriate placement for coursework.
- Provide test proctoring for online and in-person testing.
- Provide accurate and timely accommodations for students with disabilities.
- Improve UHWO course retention with subject tutoring.
- Improve persistence and graduation success of UHWO students.
- Train, mentor, develop No`eau student leaders to best serve No`eau clientele and to foster skills that transfer to academic and career success.

DASHBOARD DATA

Program Data
- 835 students used the testing center in Summer 2013. Of those, 695 students used the walk-in testing lab.
- 522 students completed the math COMPASS placement in Summer 2013. Of those students, 36% placed at Math 100 and above and 64% placed below the 100 level. 170 students retook the math placement.
- 394 students completed the English COMPASS placement in Summer 2013. Of those students, 58% placed at ENG 100 and 42% placed below 100. 95 students retook the English placement.
- 1715 tutor sessions were conducted in fall 2013 providing service for 609 students, 26% of the current student body. 1360 sessions were conducted in spring 2014 providing service for 888 students, 41% of the current student body.
- 12 academic success workshops were offered in fall 2013 and 22 workshops were offered in spring 2014 with an average of 8 students attending each session.
- 20 tutors were hired, trained, and continue to be mentored as leaders and facilitators of learning at the Center.

- More than five-fold increase in square footage of the No'eau Center's physical space from 450 sq. ft. to 2424 sq. ft. due to move from the Pearl City campus to the Kapolei campus.
- Fall 2010 to Fall 2013 data show that Users of the No'eau Center have (statistically) significant higher cumulative GPAs than Non-Users. The difference in high school GPAs of the two groups was insignificant.
- Fall 2010 to Fall 2013 data indicate promise of lower drop, higher retention, and higher graduation rates of Users of the No'eau Center than Non-Users respectively, (drop=27% vs. 33%; retention=19% vs. 16%; and graduation-=54% vs. 52%).
- For the first time in Summer 2013 the Center provided placement testing for over 200 high schools early admit students.
- Developed partnerships with faculty and Student Affairs staff that helped to increase awareness of No'eau Center services.
- Successful grant proposals: Title III Extension Funds - $72,000 for tutors; ARRA-BTOP – 28 computers for open use; UHWO Student Activity Board - $2,200 for program events.

ASSESSMENT ACTIVITIES 2013-2014

Program Objective 1

By Spring 2014, at least 90% of all students who use the No`eau Center services will have received quality student centered support services.

Methods and Measures

- Provide sign-in sheets for students to track use to the Center services.
- Encourage students who use No'eau Center services to take the online satisfaction survey.
- Administer and collect surveys after each workshop presentation.
- Analyze the data from the online surveys and workshop surveys.

Findings

Fall 2013
- 1918 students signed in for No`eau Center services.
- Of the 1918,   1064 students received tutoring (79% in-person, 21% online)
                  274 used the center for studying
                  227 were testers
                  40 attended a workshop
                  15 attended a meeting
                  114 used the Center to hang out
                  184 left the column blank

- 372 students completed the online satisfaction survey. (Attachment B)
- Students requested help with:

Writing	181	49%
Math	39	10%
Statistics	26	7%
Accounting	16	4%
Economics	10	3%
Other	100	27%

- Responses from the online survey include:

  84% Strongly Agreed – The tutor was approachable and easy to talk to.
  81% Strongly Agreed – The tutor explained concepts clearly.
  82% Strongly Agreed – The tutor provided adequate feedback and constructive criticism.
  83% Strongly Agreed - The tutor used our time effectively.
  84% Strongly Agreed – Overall, the tutor gave me good advice about my work.
  83% Strongly Agreed – I plan to return for another tutoring appointment.

Spring 2014
- 2430 students signed in for No`eau Center services.
- Of the 2430,   1360 students received tutoring (71% in-person, 29% online)

Subjects included:	Writing	881	65%
	Math	374	28%
	Statistics	58	4%
	Accounting	24	2%
	Economics	18	1%

- 305 students completed the online satisfaction survey.

Conclusions /Status

Overwhelmingly, students shared that their Center experience was positive and effective. Based on the Fall 2013 results, the Center did not meet the program objective that 90% of all students will have received quality services; however we have created a process on how to track students and collect their thoughts on the services.

While analyzing the Fall 2013 online survey responses, we realized that questions were geared specifically to writing and math tutoring services and did not include other subject tutoring, testing, workshops, or the general Center services. We updated the survey for the Spring 2014 semester to include questions on the other services and will create a separate survey for the success workshops. At the end of the Spring 2014 semester, we realized that we had a decrease in the number of students who completed the survey and need to work on encouraging survey completion.

From the survey results, we learned that improvement is needed in tutor training on:
 Summarizing important points in a tutor session.
 Providing and encouraging opportunities for asking questions and making comments.

Although we have seen a 50% increase in student use of the Center from Fall 2012 (965) to Fall 2013 (1918) and a 54% increase in use from Spring 2013 (303) to Spring 2014 (888), improvement is needed with the check-in process at the front desk and staffing of the Center. Currently, students sign-in on

their own and a staff member logs the information into an excel file. Challenges have included incomplete lists of names, username, and purpose for visit as well as having a full-time staff member greet guests at the front door to encourage sign-in. We believe that there were more students who used the Center services than listed.

In November 2013, an administrative office assistant was reassigned to the No`eau Center to assist with managing the front desk and main office areas. She helped with scheduling tutor appointments, referring students to specific services, and providing a warm welcome to the Center. The position ended in June 2014. The Center needs a position and funding for a full-time office manager.

Through Title III grant funding, the campus invested in GradesFirst, an online student tracking system. We built the tutor site that functions as a referral site for academic advisors and faculty as well as it allows students to swipe their student id card for quick sign-in and scheduling tutor appointments. Our hope is this system will create a more accurate tracking of student use of the Center services.

Program Objective 2

By Spring 2014, at least 90% of all students who use the No`eau Center testing services will have appropriate placement for coursework.

Methods and Measures

- Administer the COMPASS placement tests to students.
- Score the tests and report placement.
- Follow up to verify course completion.

Findings

Summer 2013 COMPASS PLACEMENT
- Total tests taken 916 – 522 math, 394 writing

- 25 (4.97%) students placed into Math 241
  20 (3.8%) students placed into Math 140
  4 (0.7%) students placed into Math 135
  54 (10.3%) students placed into Math 103
  85 (16.2%) students placed into Math 100
  206 (39.4%) students placed into Math 82
  128 (24.5%) students placed into Math 18

- 229 (58.1%) students placed into ENG 100
  120 (30.4%) students placed into ENG 22
  25 (6.3%) students placed into ENG 19
  20 (5.0%) students placed into ENG 8

- June 2013 Cohort of Testers:

  Of the 118 students who took the Math placement in June 2013, 40 students placed in Math 100 and above. Of those, 17 enrolled in a math course in Fall 2013. 16 (94%) of those students who enrolled received a C grade or better in their appropriate course.

Of the 112 students who took the writing placement in June 2013, 56 students placed in ENG 100. Of those, 50 enrolled in ENG 100 in Fall 2013. 45 (90%) of those students who enrolled received a C grade or better in English 100.

Conclusions / Status

In summer 2013, we had an overwhelming demand for COMPASS Placement requests due to the increase of new students into the university. We found with the large number of testers that the COMPASS test is a valid test for placement in Math and English coursework.

From the June 2013 cohort of testers, 94% of the students had appropriate placement for their Math coursework and 90% of the students for their English coursework due to their completion and passing grade for the appropriate course. Other factors that may have had impact on student success include the faculty, teaching styles, learning styles, familiarity with the subject area, or tutoring.

Something to note on placement is that 40% of the students who took the writing placement, placed below English 100 and 60% of the students who took the Math placement, placed below Math 100. This is a critical issue on student readiness and the college has made efforts to respond with COMPASS prep workshops, Supplemental Instruction, and the design of a combined developmental Eng22 with Eng 100 course and a developmental Math 82 with Math 103. The success of the Fall 2013 and Spring 2014 courses has shown positive success and is currently being assessed.

Another note is of the 40 students who placed into Math 100 and above, 17 enrolled in Fall 2013. Reasons for the low enrollment may be that students who placed into Math 100, needed to retest for Math 103, their degree requirement, or that math courses were not available in Fall. More research is needed in this area.

We also learned that testing of 916 students during the summer requires tremendous resources in staffing, computer use, COMPASS test units, and COMPASS prep workshops. A fulltime staff member is necessary to managing the detailed demands of testing. The Center had a fulltime casual hire that ended in December 2013 due to funding and lack of a position. The testing duties are now shared by the Director, part-time casual hire staff, and student tutors. Another recommendation is to apply a $25.00 fee after taking the first COMPASS tests to help defer costs and be consistent with the UH system testing policies. Currently, UHWO students are allowed to take the placement test two times before payment. Another consideration is to update the current ACT placement exception for English and Math scores to reflect the national ACT scores. This would allow more incoming high school students to use their current ACT scores for course placement. Both recommendations have been proposed to the Hawaii Graduation Initiative committee, Student Affairs management team, and campus administration.

Program Objective 3

By Spring 2014, at least 90% of all students with disabilities who use the No`eau Center testing services will be provided with appropriate and timely accommodations.

Methods and Measures

- Provide requested service(s) from faculty and students to accommodate disabled students.
- Analyze Center's usage logs to check if faculty and student requests for testing services for disabled students were fulfilled.

- Analyze data from student satisfaction survey filled out by disabled student who use the testing services.

Findings

There were 30 students in Fall 2013 who were eligible for extended testing time. Of the 30, 9 students requested use of the Center for testing services. The students varied in their amount of times needed for services from 1 to 20 times.

Conclusions / Status

All students with disabilities who requested services received appropriate and timely accommodations. When a student called in for an appointment, the times requested were met and the testing room was saved for individual use. We did not collect data on the satisfaction of services for Fall 2013 but included a question in the Spring 2014 online survey. The struggle continues to be having students complete the survey after taking their test.

Individual comments from students on the testing services include the need for a sound proof room, an open table for paper testing, updated Dragon Speak software, and an ADA desk that can be raised or lowered. They noted that they appreciated the separate room for testing. In Fall 2013, we were able to improve the testing resources with the support of the UH System BTOP grant. We purchased 6 desk top computers and monitors, 1 scanner, 2 JAWS 140 Licenses, 1 Kurzwell 3000 Scan to Speech Licenses, and 2 Zoom Text keyboards. In Spring 2014, we were able to add 6 new desks, an ADA desk, and 3 white noise machines.

Program Objective 4

By Spring 2014, at least 80% of all students who use the No`eau Center tutoring services will receive a passing grade, D or better in coursework that they received tutoring in.

Methods and Measures

- Keep record of all the students who receive tutoring in Spring 2014. (Tutor Notes – student, what subject, how many tutor sessions, tutor, how long each session.)
- At the end of the semester verify students' grades in the courses they were tutored in. Use Course Completion (STAR batch report).

Findings

In Fall 2013, 1715 tutor sessions were conducted helping 609 students, 26% of the student body. In Spring 2014, 1360 tutor sessions were conducted assisting 888 students, 41% of the student body. Due to the large number, a cohort of students was used to assess this objective.

101 students enrolled in a Sociology course received tutoring in October 2013. Of those, 60 (59%) passed the class with a C or better; 90 (89%) students passed the class with a D or better and 11 (11%) received a D-, F or dropped from the course.

Conclusions / Status

In Fall 2013, the No`eau Center saw a 94% increase in use of tutoring services. The 20 student tutors conducted 1715 sessions helping a total of 609 students, 26% of the UHWO enrolled students (2361).

For the Sociology students who received tutoring, 89% received a passing grade of D or better in their Sociology course. We use the D grade as the baseline since it is considered a passing grade. Other factor that may have contributed to their course success is their interest in the subject area, personal study skills, personal motivation, or faculty teaching style.

The next step is to assess a full semester cohort. Assistance is needed to input the student sign in data, search students' grades, and list the data in an excel file. Currently the director and tutors have inputted the data as time allows. In Spring 2014, we implemented an online check-in built through goggle docs.

Program Objective 5

By Spring 2014, at least 70% of all students who use the No`eau Center tutoring services will have higher persistence and graduation rates than students who have not used No'eau Center tutoring services.

Methods and Measures

- Request data on retention and graduation rates of Users and Non-Users of No'eau Center from the Institutional Research Office.
- STAR batch reports

Findings

Fall 2010 No`eau Center users and non-users. The full table can be found in Attachment C.

	Users	Non-users
Institutional GPA	3.1	2.9
Semester GPA	3.1	2.9
Dropped %	8.5	58.0
Still enrolled %	27.3	6.0

Conclusions / Status

Doing the comparison of fall 2010 No`eau Center users and non-users was an excellent exercise on the understanding the process of requesting data and working with Sreang Heak, UHWO Institutional analyst, on the findings. The results included:
- Users of No`eau Center have significant higher institutional GPA and semester GPA than non-users.
- Users of No`eau Center were less likely to drop and more likely to graduate and enroll.

We can use this process to assess current student users and non-users as data is collected.

Student Learning Outcome 1

By Spring 2014, at least 90% of all No`eau student leaders will be trained and mentored to best serve No`eau clientele and to foster skills that transfer toward their academic and career success.

Methods and Measures

- Conduct training for No'eau student leader participants.
- Develop and administer training evaluation surveys to measure effectiveness of training.
- Analyze the training evaluation surveys.
- Retrieve data on No'eau student leader participants' GPA and persistence rates.

Findings

Fall 2013:
19 student peer leaders were hired in Fall 2013, 15 student peer leaders continued through Spring 2014
13 (68%) attended two-day training in August 2013 and January 2014
No paper evaluation was administered; leaders shared their thoughts as part of the closing

10 bi-monthly tutor meetings were held during the Fall and Spring semester for ongoing training, mentoring, and support.

End of the semester meeting was held on December 13, 2013 and May 9, 2014.
17 (89%) student peer leaders attended both meetings
Paper thought sheets were provided and 17 were collected and analyzed.

Of the 19 leaders in Fall 2013, 14 (73%) have 3.6 and higher cumulative GPA, 5 (27%) have 3.0-3.5 cumulative GPA.

Of the 19 leaders, 8 graduated, 9 are enrolled for Fall 2014, 2 stopped out.

Conclusions / Status

We did not meet our goal that 90% of No`eau student leaders would be trained, mentored, and be academically successful. We found that the student leaders were traveling, working, or had other commitments and were not able to attend the summer training or the end of the semester debriefing.

Those who did attend had overwhelmingly shared that the summer training was helpful and insightful. Leaders felt they learned skills and strategies for working with students, empowered to be part of building the tutor program, and involved in their personal leadership development. An area for improvement is to extend the training to several days to allow for more practicing of skills.

Ongoing bi-weekly tutor staff meetings were held during the semester to share current office management, upcoming workshops or events, and/or to offer mini training on specific topics or to share a tutor situation. Tutors shared that they appreciate the staff meetings that keep them current on the office activities and allow for discussions on tutee management and strategies.

At the end of the semester meeting, leaders were able to evaluate their tutor experience and share ideas for the Center. Tutors commented on the need for more full-time staff and student peer tutors, improvements to student check-in procedures, and improvements to managing the tutor load. A more detailed listed of notes can be found in Attachment D.

Overall, 100% of the student leaders of the Center have a 3.0 cumulative GPA and higher. They are doing well academically, and either graduated or most enrolled for the spring 2014 semester. However, two leaders took a break for the spring to focus on family and health matters.

The next step is to determine a clearer correlation on student leadership training and success. There are numerous factors that contribute to success outside of training that include self-motivation, self-awareness, determination, engagement, and social integration.

PLANS FOR THE UPCOMING YEAR

- Assemble committee to study and advocate for No'eau Center resource needs – personnel, space, equipment, etc.
- Modify current testing policies and procedures.
- Expand tutor training opportunities for student tutors. This may include a one credit leadership training course.
- Include a pre and post assessment of tutors experience before tutor training.
- Compile needs assessment data to support grants proposal writing for No'eau Center.
- Continue to review and assess the efficiency and efficacy of No'eau Center services.

ATTACHMENTS

No'eau Center Attachment A: Semester Report on Tutoring and Workshops, Fall 2013
No'eau Center Attachment B: Semester Report on Tutoring and Workshops, Spring 2014
No'eau Center Attachment C: Student Satisfaction Survey, Fall 2013
No'eau Center Attachment D: Comparison of No`eau Users and Non-users, Fall 2010
No`eau Center Attachment E: Leader Debriefing Notes, Fall 2013
No`eau Center Attachment F: Leader Debriefing Notes, Spring 2014

NO`EAU CENTER
SEMESTER REPORT ON TUTORING AND WORKSHOPS
FALL 2013

STAFF

Kenolio, Ellen Lokelani	*Director*
Dang, Jasmine	*Testing Coordinator*
Gorospe, Aaron	*Tutor Coordinator*
Moleta, Zelda	*Administrative Assistant*

STUDENT LEADERS

Agustin, Deion	*Math*	**Miller, William**	*Writing*
Carino, Rebecca	*Writing*	**Nago, Heidi**	*Accounting*
Chuck, Jordyn	*Writing*	**Nunes, Veronica**	*Writing, Accounting*
Cribb, Sandra	*Writing*	**Paulino, Gino**	*Statistics*
Eichner, Natalie	*Writing*	**Rogers, Michael**	*Accounting*
Gorospe, Alika*	*Math (Kealaikahiki)*	**Scully-Skinner, Ana Liza**	*Writing, Psychology*
Gowen Micah	*Writing, Math*	**Ilac, Aimee**	*Writing*
Kistler, Sheila*	*Writing*	**VanWinkle, Landon**	*Writing, Economics*
Kim, Maika'i	*Math (Kealaikahiki)*	**Walker, Mitchell**	*Math*
Labiano, Kristen	*Writing*	**Young Alyssa**	*Math*

*Leaders for Supplemental Instruction

SEMESTER REPORT

The Noʻeau Center experienced a large increase in student usage during Fall 2013. The center tracked over 2000 students coming through the center during the term; at its peak, the traffic through the center reached upwards of 135 students using services on a given day. (Note: These numbers refer to students physically present in the center, and do not include online correspondence.)

This term, the Noʻeau Center operated with its director and three full-time staff members. Student staff consisted of 20 tutors, two of whom were funded by Kealaikahiki, the UHWO Native Hawaiian Program. The tutoring staff included 12 tutors for Writing, six (6) tutors for Math, three (3) tutors for Accounting, one (1) tutor for Statistics, and one (1) tutor for Psychology. (Note: Many tutors worked with more than one content or skill area, so these numbers overlap).

Aside from testing and tutoring, the center acquired laptops, desktops, and printers for student usage in the Noʻeau Center, offering yet another valuable service to UHWO students. The Noʻeau Center hosted twelve (12) student success workshops and three separate dates for the center's Final Exams event, Cram Jam.

TUTORING

The Noʻeau Center saw a 94 percent increase in use of tutoring services during the Fall 2013 semester as compared with Spring 2013. The student tutors conducted 1,715 sessions and helped a total of 593 students, which represents 25 percent of the current UHWO student body (2,361 students). If including the 223 sessions from Cram Jam, the total number of sessions rises to 1,938 sessions. In-person tutoring accounted for 79 percent of sessions, while online tutoring accounted for 21 percent.

During the Fall 2013 term, the Noʻeau Center entered a partnership with the Sociology department in which students in Sociology courses were required to submit their papers two times during the semester in an promote student success. Tutors assisted students in conceptualizing and executing the literature review assignments for each class. This pilot study accounted for 352 sessions during the term, which was about 21% of total sessions.

Figure 1. Semester Comparisons

	Number of Students	*Percent of Student Body*	*Number of Sessions*
FALL 2012	294	15%	671
SPRING 2013	303[a]	16%	885[c]
FALL 2013	**607[b]**	**26%**	**1,715[d]**

[a] Represents a 3 percent increase from Fall 2012 to Spring 2013.
[b] Represents a 101% percent increase from Fall 2012 to Spring 2013.
[c] Represents a 32 percent increase from Fall 2012 to Spring 2013.
[d] Represents a 94 percent increase from Fall 2012 to Spring 2013; a 155 percent increase from Fall 2012 to Fall 2013.

Figure 2. Session Types

General Subject Area	Number of Sessions	Percent of Tutoring Services
Total	1,715	100%
Live	1,358	79%
Online	357	21%
Writing	1,084	63%
Live (Writing)	729	67%[a]
Online (Writing)	355	33%[b]
Math	460	27%
Statistics	110	6%
Accounting	32	2%
Economics	10	0.5%
Finance	1	0.05%
Psychology	14	0.8%
Chemistry	4	0.1%
COMPASS[c]	44	2.6%
GRE[d]	6	0.4%

[a, b] Percentages based on total number of Writing sessions.
[c,d] Counted as part of Math tutoring. Sessions were not counted twice in total.

Figure 3. Breakdown by Classes

Class	Number of Sessions	Percent of Tutoring Services
Total	**1,715**	100%
Business (BUSA)	**101**	6%
Accounting (ACC)	15	
Finance (FIN)	8	

Management (MGT)	17	
CENT	**2**	
Chemistry (CHEM)	**4**	
Education (EDEE, SPED)	**10**	
Humanities	**325**	19%
English (ENG)	247	
Hawaii-Pacific Studies (HPST)	5	
History (HIST)	13	
Humanities (HUM)	26	
Music (MUS)	23	
Philosophy (PHIL)	11	
Math	**462**	27%
Pre-Algebra (82)	3	
College Algebra (103)	301	
Pre-Calculus (135)	5	
Hybrid (196)	48	
Calculus (241+)	42	
COMPASS	44	
GRE	6	
Public Administration (PUBA)	**115**	7%
Social Sciences (SSCI)	**662**	39%
Anthropology (ANTH)	44	
Economics (ECON)	30	
Political Science (POLS)	10	
Psychology (PSY)	88	
Social Sciences (SSCI)	128	
Sociology (SOC)	*352*	*21%*
Women Studies (WS)	10	

WORKSHOPS

A total of twelve (12) workshops were offered during Fall 2013, with a total of 36 attendees. All workshops were run by either student tutors or No'eau Center staff. In October 2013, workshops were no longer offered because full-time and student staff turned their attention to meeting the needs of tutoring services.

Figure 4. Workshops & Attendance

Workshop Title	Date	Time	Attendees
Time Management	September 10, 2013	11:00 AM – 12:00 PM	4
Study Smarter	September 10, 2013	12:30 PM – 1:30 PM	4
Study Smarter	September 11, 2013	11:00 AM – 12:00 PM	2
Time Management	September 11, 2013	12:30 PM – 1:30 PM	2
Improve Your Reading	September 17, 2013	11:00 AM – 12:00 PM	9
Improve Your Reading	September 17, 2013	12:30 PM – 1:30 PM	0
How To Write an "A" Paper	September 24, 2013	11:00 AM – 12:00 PM	2
How To Write an Research Paper	September 24, 2013	12:30 PM – 1:30 PM	3
How To Write an Research Paper	September 25, 2013	11:00 AM – 12:00 PM	1
How To Write an "A" Paper	September 25, 2013	12:30 PM – 1:30 PM	5

APA Style	October 15, 2013	11:00 AM – 12:00 PM	1
APA Style	October 16, 2013	12:30 PM – 1:30 PM	1
Stress Management	October 22, 2013	11:00 AM – 12:00 PM	1
Math Anxiety	October 29, 2013	11:00 AM – 12:00 PM	1

CRAM JAM (*see Cram Jam Report*)

The Noʻeau Center's second semester night event, Cram Jam, was held on three different dates: November 20th, December 4th, and December 5th from 5:00 PM – 10:00 PM. For the event, the No ʻeau Center partnered with the UHWO Library, Kealaikahiki, the Student Fee Board, and UHWO Facilities. Attendance over the three days included 161 individual students; raw attendance numbers, not accounting for repeat visits, were 44 students attending November 20th, and 179 students attending the December dates.

November Total: 44 students
December Total: 179 students
Unique Student Total: 161 students (accounts for students who attended repeated events)

EQUIPMENT USAGE

The Noʻeau Center acquired laptops (10 Dell laptops, 5 Mac laptops), desktops (10 dell desktops), and printers to provide a more comprehensive and welcoming learning environment for students. Technology was available beginning in September 2013, and over the course of the semester, approximately 290 students used technology in the center (Note: This figure only includes borrowing of items, meaning usage of desktops is not included).

STUDENT FEEDBACK

Student feedback was collected through a computer survey that students were asked to complete at the end of their tutoring sessions. For Fall 2013, 372 surveys were completed by students after in-person appointments. Overall, comments were very positive, centering on how students found the tutors very helpful and proficient, as well as commenting positively on the quality of the center's services as a whole.

In terms of suggestions, the following themes arose from students:

- **Expanded Hours.** Multiple students, especially those who are working and going to school, requested that the center be open for night and weekend hours.
- **Time Extension.** Students felt that sessions could be longer, for both individual and group sessions.
- **Space.** Students felt that the space sometimes seemed too small for amount of students in the center at a given time, and felt that more tables were needed. Another student also commented that quiet rooms for 1-on-1 tutoring would be helpful.
- **Staffing.** Students felt that there needed to be more tutoring staff to meet their needs. One student also requested that two tutors be available for group sessions so that there would be more dialogue and interaction during the session.

- **Scheduling System.** Several students commented that the scheduling system could be improved. A few appointments were not made in the system or were miscommunicated, resulting in confusion at the front desk.
- **Snacks.** Multiple students requested better snacks be offered at the snack bar.

STAFF FEEDBACK

Tutor feedback was collected during a debrief meeting on December 13, 2013. Below are the improvements suggested by staff.

- **Testing.** Overall, comments revolved around the helpfulness of the instructions and protocol sheets in maintaining a smooth process. A few suggestions included: (1) including a step-by-step checklist (whether on paper or white board) that is easily visible and (2) mock sessions of administering a test.
- **Tutoring.** Tutors gave positive feedback regarding the online scheduling system and the support and sample essays used to help them in sessions, as well as the positive / team mentality of the staff. Some suggestions included: (1) shortening appointment times, (2) working better with faculty to manage submissions (i.e., creating process, knowing deadlines), (3) standardization regarding how to approach online papers as well as how to approach tutoring for literature reviews, (4) scheduling time to work on online papers.
- **Workshop & Events.** Overall, students and tutors agreed that Cram Jam was enjoyable and a success. Suggestions for improvement included: (1) better advertising, (2) revisiting workshop schedule (working on timing), (3) mid-semester class visits to keep up PR, (3) expanding number of and topics for workshops, (4) expanding Cram Jam as an event, and (4) block scheduling for groups during Cram Jam.
- **Center Needs.** Tutors were very positive about the availability of the technology (computers, laptops, and printers), as well as the use of white boards and scratch pads. Generally, tutors agreed more space is needed for the services the center provides (both testing and tutoring), including better supporting the use of technology in the center (more data jacks, outlets, power strips). Tutors also requested more tutoring supplies, such as whiteboard markers and erasers.

STAFF SESSION BREAKDOWN

Figure 5. Tutor Sessions by Tutor, Live and Online

Tutor Name	Tutor Number	Live Sessions	Online Sessions	TOTAL Sessions
Agustin, Deion	101	68	0	68
Carino, Rebecca	102	9	2	11
Chuck, Jordyn	103	38	3	41
Cribb, Sandra	104	23	2	25
Eichner, Natalie	105	198	86	284
Gowen, Micah	106	75	73	148
Kistler, Sheila	107	0	2	2
Labiano, Kristen	108	71	8	79
Miller, William	109	28	10	38
Nago, Heidi	110	8	6	14
Nunes, Veronica	111	67	16	83
Paulino, Gino	112	75	0	75
Rogers, Michael	113		2	34
Scully-Skinner,	114	129	34	163

Ana Liza Takaki, Aimee	115	46	15	51
Van Winkle, Landon	116	49	16	65
Walker, Mitchell	117	84	0	84
Young, Alyssa	118	49	2	51
Gorospe, Alika	119	180	0	180
Kim, Maikai	120	97	0	97
Gorospe, Aaron	-	43	83	126

NO`EAU CENTER
SEMESTER REPORT ON TUTORING AND WORKSHOPS
SPRING 2014

Office Location: Library B203
Phone: (808)689-2755

STAFF

Kenolio, Ellen Lokelani	*Director*
Moleta, Zelda	*Administrative Assistant*
Eichner, Natalie	*Tutor Consultant*
Paulino, Gino	*Tutor Consultant*

STUDENT LEADERS

Agustin, Deion	*Math*	**Lillis, Ana**	*Writing*
Carino, Rebecca	*Writing*	**Miller, William**	*Writing*
Chuck, Jordyn	*Writing*	**Nago, Heidi**	*Accounting*
Elerick, Deanna	*Writing*	**Rogers, Michael**	*Accounting*
Gorospe, Alika*	*Math (Kealaikahiki)*	**Scully-Skinner, Ana Liza**	*Writing, Psychology*
Kistler, Sheila*	*Writing*	**VanWinkle, Landon**	*Writing, Economics*
Kim, Maika'i	*Math (Kealaikahiki)*	**Young, Alyssa**	*Math*
Labiano, Kristen	*Writing*		

*Leaders for Supplemental Instruction

SEMESTER REPORT

The Noʻeau Center experienced a large amount of student usage during Spring 2014. The center tracked over 2,000 students coming through the center during the term; at its peak, the traffic through the center reached upwards of 140 students using services on a given day. (Note: These numbers refer to students physically present in the center, and do not include online correspondence.)

This term, the Noʻeau Center operated with its director and three full-time staff members. Student staff consisted of 15 tutors, two of whom were funded by Kealaikahiki, the UHWO Native Hawaiian Program. The tutoring staff included eleven (11) tutors for Writing, four (4) tutors for Math, two (2) tutors for Accounting, one (1) tutor for Statistics, and one (1) tutor for Psychology. (Note: Many tutors worked with more than one content or skill area, so these numbers overlap).

Aside from testing and tutoring, the center acquired laptops, desktops, and printers for student usage in the Noʻeau Center, offering yet another valuable service to UHWO students. The Noʻeau Center hosted twenty-two (22) student success workshops and two separate dates for the center's Final Exams event, Cram Jam.

TUTORING

The Noʻeau Center saw a 21 percent decrease in use of tutoring services during the Spring 2014 semester as compared with Fall 2013. However, the Noʻeau Center saw a 54 percent increase in use of tutoring services during the Spring 2014 semester as compared with the Spring 2013 semester. The student tutors conducted 1,360 sessions and helped a total of 888[a] students, which represents 41 percent of the current

UHWO student body (2,179 students). If including the 128 sessions from Cram Jam, the total number of sessions rises to 1,488 sessions. In-person tutoring accounted for 71 percent of sessions, while online tutoring accounted for 29 percent.

[a] Including repeated visits, 2,430 is the total number of recorded check-ins to our center. Not including repeat visits, 888 is the total number of students who used our center.

During the Spring 2014 term, the Noʻeau Center continued their partnership with the Sociology department in which students in Sociology courses were required to submit their papers two times during the semester in an promote student success. Tutors assisted students in conceptualizing and executing the literature review assignments for each class. This semester accounted for 465 sessions during the term, which was about 34% of total sessions.

Figure 1. Semester Comparisons

	Number of Students	*Percent of Student Body*	*Number of Sessions*
SPRING 2013	303	16%	885
FALL 2013	607[a]	26%	1,715[d]
SPRING 2014	**888** [b][c]	**41%**	**1,360** [e]

[a] Represents a 50 percent increase from Spring 2013 to Fall 2013.
[b] Represents a 68 percent increase from Fall 2013 to Spring 2014.
[c] Data does not include large events such as: Cram Jam or workshops.
[d] Represents a 155 % increase from Spring 2013 to Fall 2013.
[e] Represents a 54 percent increase from Spring 2013 to Spring 2014.

Figure 2. Session Types

General Subject Area	Number of Sessions	Percent of Tutoring Services
Total	1,360	100%
Live	962	71%
Online	398	29%
Writing	881	65%
Live[a] (Writing)	483	55%
Online[b] (Writing)	398	45%
Math	374	28%
Statistics	58	4%
Accounting	24	2%
Economics	18	1%
Finance	4	0.3%
Philosophy	6	0.4%
PRAXIS/GRE[c]	4	0.3%
COMPASS[d]	32	2%

[a, b] Percentages based on total number of Writing sessions.
[c] Counted as part of Writing tutoring. Sessions were not counted twice in total.
[d] Counted as part of Math tutoring. Sessions were not counted twice in total.

Figure 3. Breakdown by Classes

Class	Number of Sessions	Percent of Tutoring Services
Total	1,360	100%
Business (BUSA)	**89**	**7%**
Accounting (ACC)	24	27%
Finance (FIN)	5	6%
Management (MGT)	21	24%

CENT	**1**	**0.07%**
Education (EDEE, SPED)	**5**	**0.4%**
Humanities	**175**	**13%**
English (ENG)	114	65%
Hawaii-Pacific Studies (HPST)	15	9%
History (HIST)	32	18%
Religion (REL)	2	1%
Philosophy (PHIL)	10	6%
Math	**374**	**28%**
Pre-Algebra (82)	4	1%
College Algebra (103)	278	74%
Pre-Calculus (140)	5	1%
Hybrid (196)	37	10%
Calculus (241+)	8	2%
COMPASS	32	9%
Public Administration (PUBA)	**63**	**5%**
Social Sciences (SSCI)	**603**	**44%**
Anthropology (ANTH)	15	2%
Economics (ECON)	18	3%
Political Science (POLS)	22	4%
Psychology (PSY)	82	14%
Social Sciences (SSCI)	154	26%
Sociology (SOC)	312	52%
PRAXIS/GRE	**4**	**0.3%**
Personal Letter	**14**	**1%**

WORKSHOPS

A total of twenty-two (22) workshops were offered during Spring 2014, with a total of 63 attendees. All workshops were run by either student tutors or Noʻeau Center staff. At the end of April 2014, workshops were no longer offered because full-time and student staff turned their attention to meeting the needs of tutoring services, including our Cram Jam event in preparation of finals week.

Figure 4. Workshops & Attendance

Workshop Title	Date	Time	Attendees
APA Style	February 4, 2014	12:30 PM – 1:30 PM	3
	February 5, 2014	11:00 AM – 12:00 PM	1
How To Write an "A" Paper	February 11, 2014	11:00 AM – 12:00 PM	4
	February 12, 2014	12:30 PM – 1:30 PM	0
Improve Your Reading & Grammar Review	February 11, 2014	12:30 PM – 1:30 PM	4
	February 12, 2014	11:00 AM – 12:00 PM	0
Avoiding Plagiarism	February 18, 2014	11:00 AM – 12:00 PM	0
How to Write a Literature Review	February 4, 2014	11:00 AM – 12:00 PM	5
	February 18, 2014	12:30 PM – 1:30 PM	1
Math Anxiety	February 25, 2014	12:30 PM – 1:30 PM	1
APA Style	February 26, 2014	12:30 PM – 1:30 PM	5
ASA Style	March 11, 2014	12:30 PM – 1:30 PM	2
	March 12, 2014	11:00 AM – 12:00 PM	3
Resume/Interview Workshop	March 11, 2014	11:00 AM – 12:00 PM	1
	March 12, 2014	12:30 PM – 1:30 PM	1

ASA Style	March 14, 2014	11:00 AM – 12:00 PM	3
APA Style	April 1, 2014	11:00 AM – 12:00 PM	5
How To Write an "A" Paper	April 2, 1014	11:00 AM – 12:00 PM	2
ASA Style	April 8, 2014	11:00 AM – 12:00 PM	2
GRE	April 15, 2014	11:00 AM – 12:30 PM	9
	April 16, 2014	11:00 AM – 12:30 PM	11

CRAM JAM (*see Cram Jam Report*)

The Noʻeau Center's second semester night event, Cram Jam, was held on two different dates: Tuesday, April 29th and Wednesday, April 30th from 5:00 PM – 9:00 PM. For the event, the No ʻeau Center partnered with the UHWO Library, Kealaikahiki, the Student Fee Board, and UHWO Facilities. Attendance over the two days included 128 individual students; raw attendance numbers, not accounting for repeat visits.

EQUIPMENT USAGE

The Noʻeau Center acquired laptops (10 Dell laptops, 5 Mac laptops, 20 iPads [a]), desktops (10 dell desktops), and printers to provide a more comprehensive and welcoming learning environment for students. Technology was available beginning in September 2013, and over the course of the Spring 2014 semester, approximately 184 students used technology in the center (Note: This figure only includes borrowing of items, meaning usage of desktops is not included).
[a]12 iPads are issued to tutors for assistance in tutor sessions. 8 iPads are available for loan to students.

STUDENT FEEDBACK

Student feedback was collected through a computer survey that students were asked to complete at the end of their tutoring sessions. For Spring 2014, 305 surveys were completed by students after in-person appointments. Overall, comments were very positive, centering on how students found the tutors very helpful and proficient, as well as commenting positively on the quality of the center's services as a whole.

In terms of suggestions, the following themes arose from students:

- **Expanded Hours.** Multiple students, especially those who are working and going to school, requested that the center be open for night and weekend hours.
- **Space.** Students felt that the space sometimes seemed too small for amount of students in the center at a given time, and felt that more tables were needed. Another student also commented that quiet rooms for 1-on-1 tutoring would be helpful.
- **Staffing.** Students felt that there needed to be more tutoring staff to meet their needs.
- **Scheduling System.** Several students commented that the scheduling system could be improved. A few appointments were not made in the system or were miscommunicated, resulting in confusion at the front desk.

STAFF FEEDBACK

Tutor feedback was collected during a debrief meeting on May 9, 2014. Below are the improvements suggested by staff.

- **Testing.** Overall, comments revolved around the helpfulness of the instructions and protocol sheets in maintaining a smooth process. A few suggestions included: (1) needing more space (including ADA accommodation space) (2) streamlining forms (possibly making them PDF fillable) (3) establishing a step-by-step protocol for all staff.
- **Tutoring.** Tutors gave positive feedback regarding the online scheduling system and the support and sample essays used to help them in sessions, as well as the positive / team mentality of the staff. Some suggestions included: (1) shortening appointment times, (2) working better with faculty to manage submissions (i.e., creating process, knowing deadlines), (3) standardization regarding how to approach online papers as well as how to approach tutoring for literature reviews, (4) scheduling time to work on online papers and extending turnover time, and (5) expanding subject tutoring for applied sciences.
- **Workshop & Events.** Overall, students and tutors agreed that Cram Jam was enjoyable and a success. Suggestions for improvement included: (1) better advertising, (2) revisiting workshop schedule (working on timing and creating new workshops), (3) early and mid-semester class visits to keep up PR, and (4) expanding number of and topics for workshops.
- **Center Needs.** Tutors were very positive about the availability of the technology (computers, laptops, and printers), as well as the use of white boards and scratch pads. Generally, tutors agreed more space is needed for the services the center provides (both testing and tutoring), including better supporting the use of technology in the center (more data jacks, outlets, fans, power strips). Tutors also requested more tutoring supplies, such as whiteboard markers and erasers.

STAFF SESSION BREAKDOWN

Figure 5. Tutor Sessions by Tutor, Live and Online

Tutor Name	Tutor Number	Live Sessions	Online Sessions	TOTAL Sessions
Agustin, Deion	101	93	0	93
Carino, Rebecca	102	26	19	45
Chuck, Jordyn	103	80	18	98
Elerick, Deanna	104	9	2	11
Gowen, Micah*	105	0	0	0
Kistler, Sheila	106	20	24	44
Lillis, Ana	107	0	1	1
Labiano, Kristen	108	31	18	49
Miller, William	109	95	29	124
Nago, Heidi	110	38	4	42
Rogers, Michael	111	5	0	5
Scully-Skinner, Ana Liza	112	142	27	169
Van Winkle, Landon	113	54	22	76
Young, Alyssa	114	72	0	72
Gorospe, Alika	115	163	3	166
Kim, Maikai	116	55	0	55
Shiroma, Nicole	117	0	0	0
Davis, Chris**	-	5	0	5
Eichner, Natalie	-	32	191	223
Paulino, Gino	-	41	41	82

*Student is on staff, but studied abroad during the Spring 2014 semester.
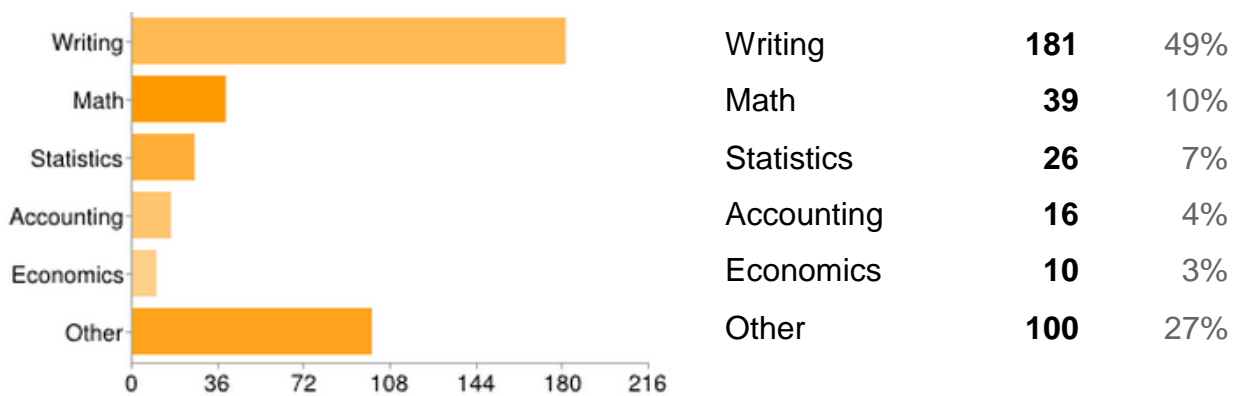** Student is part of Peer Assistance Learning (PAL).

NO`EAU CENTER
Fall 2013 Student Satisfaction Survey

Office Location: Library B203
Phone: (808)689-2755

Summary FALL 2013 – No`eau Center

What is your class standing?

Freshman	**68**	18%
Sophomore	**64**	17%
Junior	**144**	39%
Senior	**80**	22%
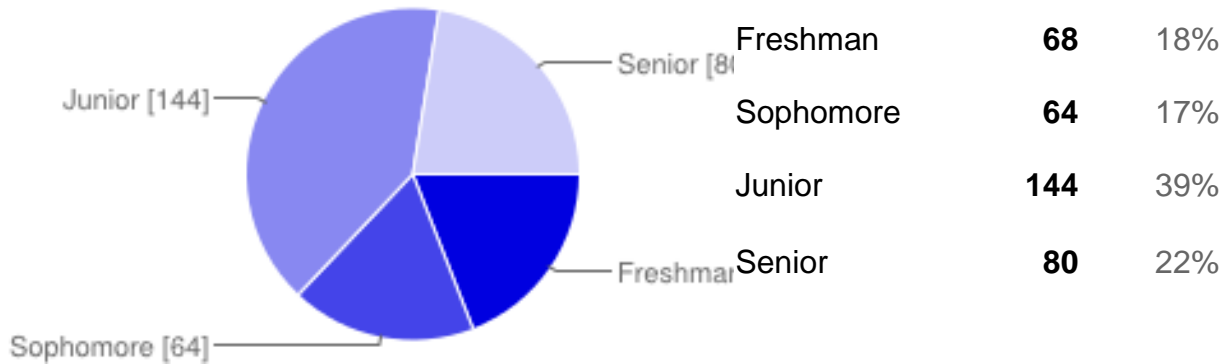
Today, I came in for help with...

Writing	**181**	49%
Math	**39**	10%
Statistics	**26**	7%
Accounting	**16**	4%
Economics	**10**	3%
Other	**100**	27%

Please choose your level of agreement for the following statements: - The tutor helped me form a thesis.

1 - Strongly Disagree	**8**	2%
2	**2**	1%
3 - Neutral	**16**	4%
4	**24**	6%
5 - Strongly Agree	**130**	35%
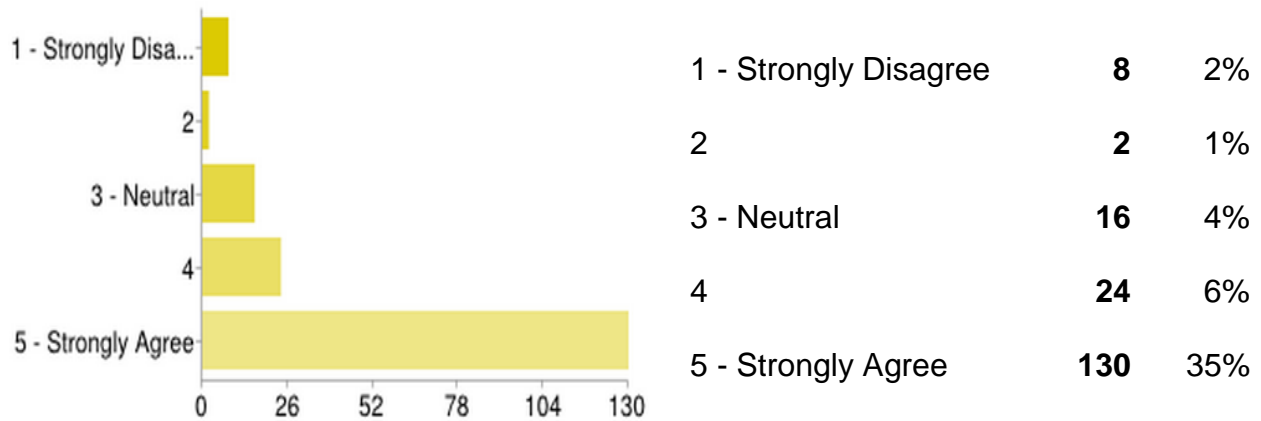
Please choose your level of agreement for the following statements: - The tutor helped me organize my ideas.

gly Disagree	7	2%
	0	0%
al	5	1%
	19	5%
gly Agree	149	40%
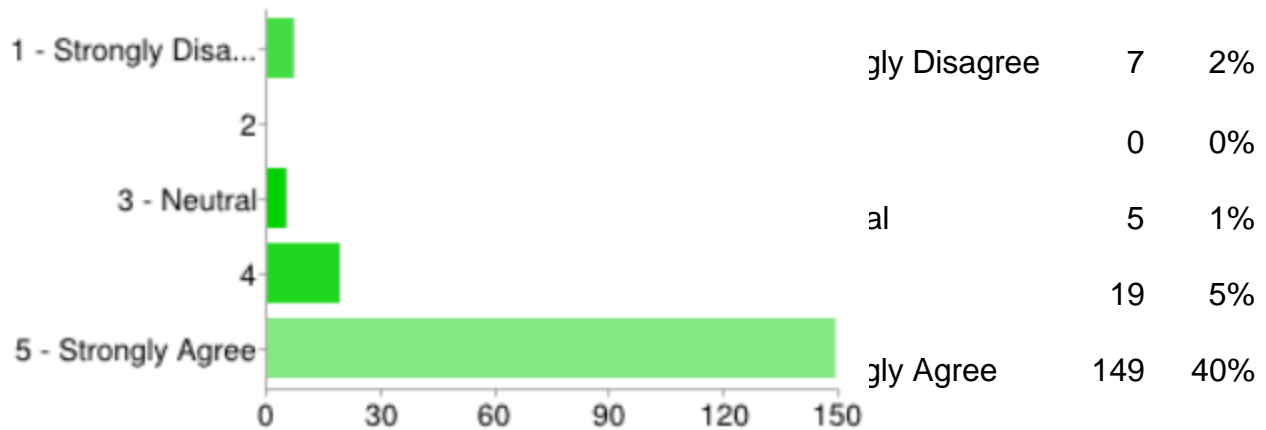
Please choose your level of agreement for the following statements: - The tutor guided me with grammar and punctuation.

1 - Strongly Disagree	7	2%
2	3	1%
3 - Neutral	25	7%
4	18	5%
5 - Strongly Agree	127	34%
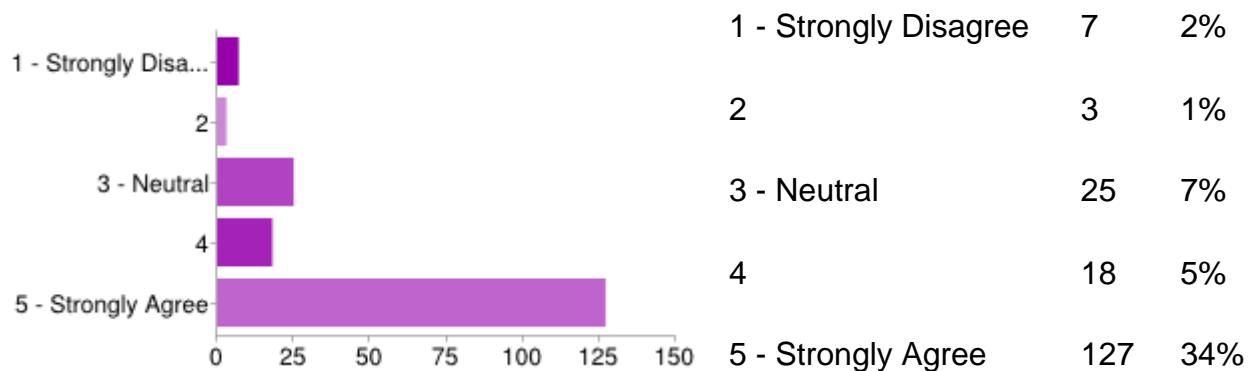
Please choose your level of agreement for the following statements: - My paper improved as a result of my tutoring session.

1 - Strongly Disagree	6	2%
2	0	0%
3 - Neutral	11	3%
4	17	5%
5 - Strongly Agree	146	39%
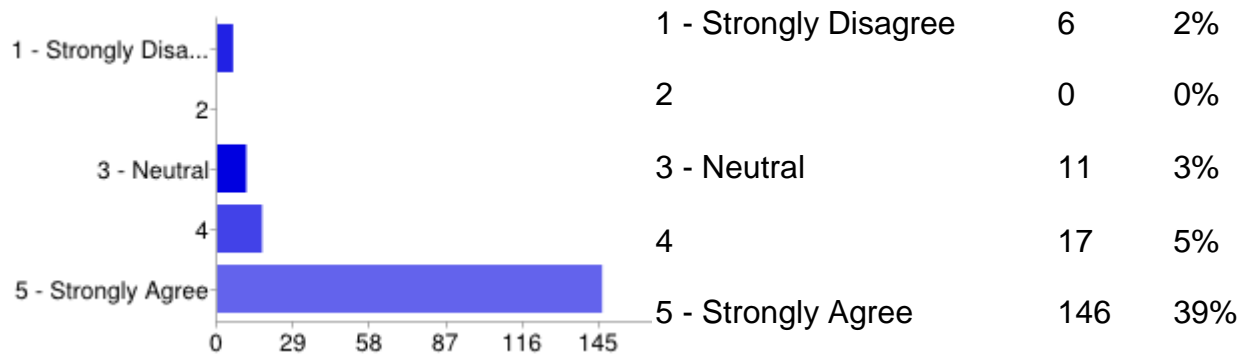
Math/Statistics/Accounting/Economics:

Please choose your level of agreement for the following statements: - The tutor summarized/highlighted important points.

1 - Strongly Disagree	4	1%
2	0	0%
3 - Neutral	3	1%
4	5	1%
5 - Strongly Agree	81	22%
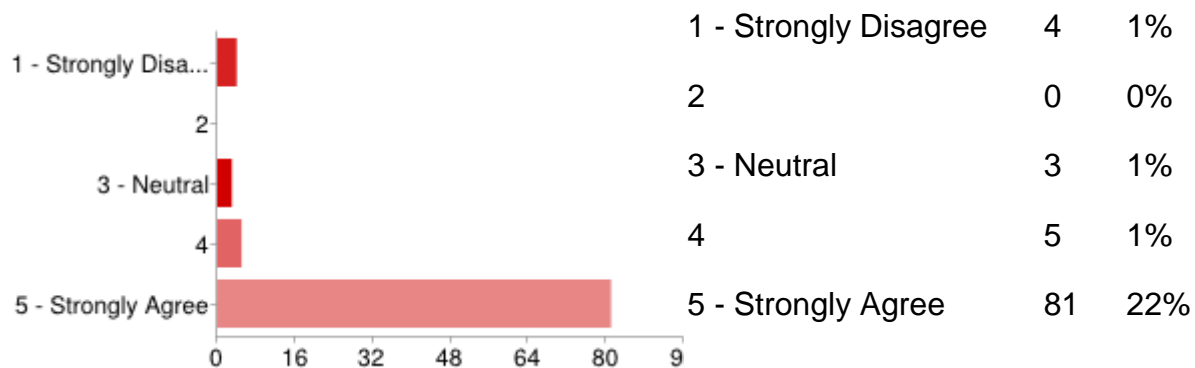
Please choose your level of agreement for the following statements: - The tutor helped me understand the concepts I'm learning in class.

1 - Strongly Disagree	4	1%
2	1	0%
3 - Neutral	2	1%
4	4	1%
5 - Strongly Agree	82	22%
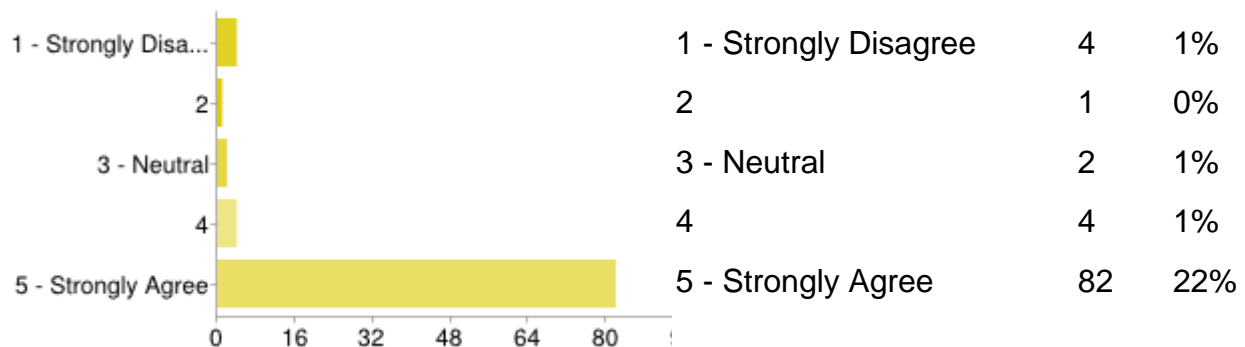
Please choose your level of agreement for the following statements: - The tutor provided opportunities for me to ask questions and make comments.

Strongly Disagree	4	1%
	0	0%
Neutral	2	1%
	3	1%
Strongly Agree	84	23%
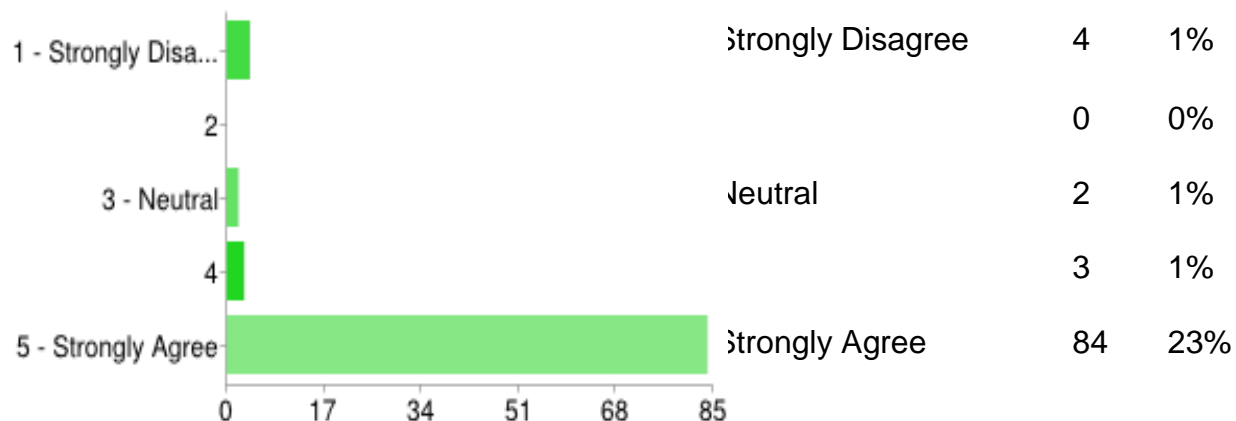
Final Questions

Please choose your level of agreement for the following statements: - The tutor was approachable and easy to talk to.

1 - Strongly Disagree	12	3%
2	1	0%
3 - Neutral	4	1%
4	25	7%
5 - Strongly Agree	312	84%
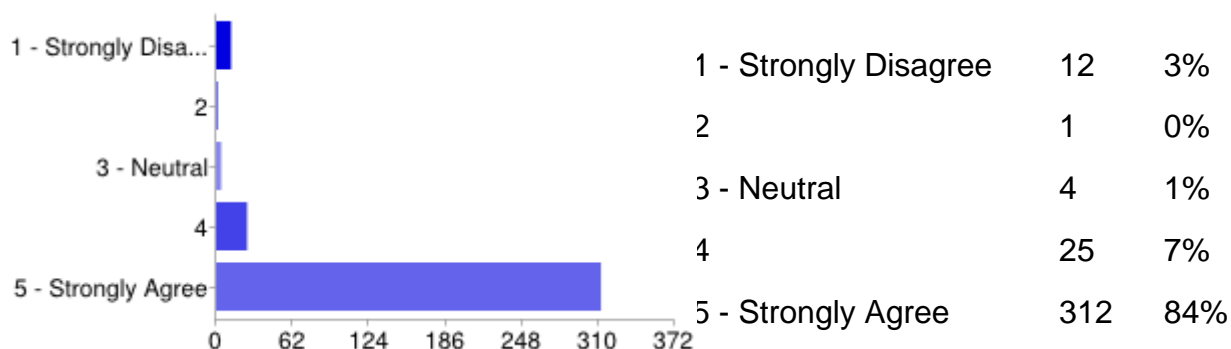
Please choose your level of agreement for the following statements: - The tutor explained concepts clearly.
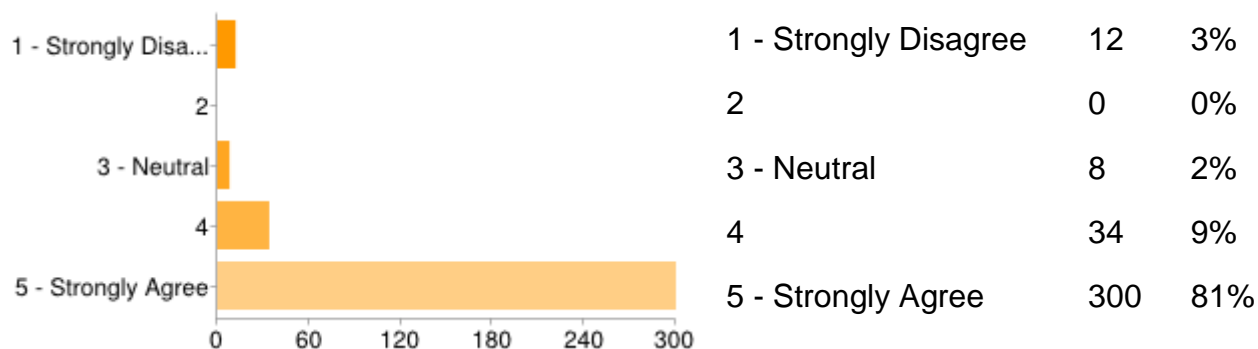
1 - Strongly Disagree	12	3%
2	0	0%
3 - Neutral	8	2%
4	34	9%
5 - Strongly Agree	300	81%

Please choose your level of agreement for the following statements: - The tutor provided adequate feedback and constructive criticism.

1 - Strongly Disagree	10	3%
2	2	1%
3 - Neutral	7	2%
4	29	8%
5 - Strongly Agree	306	82%
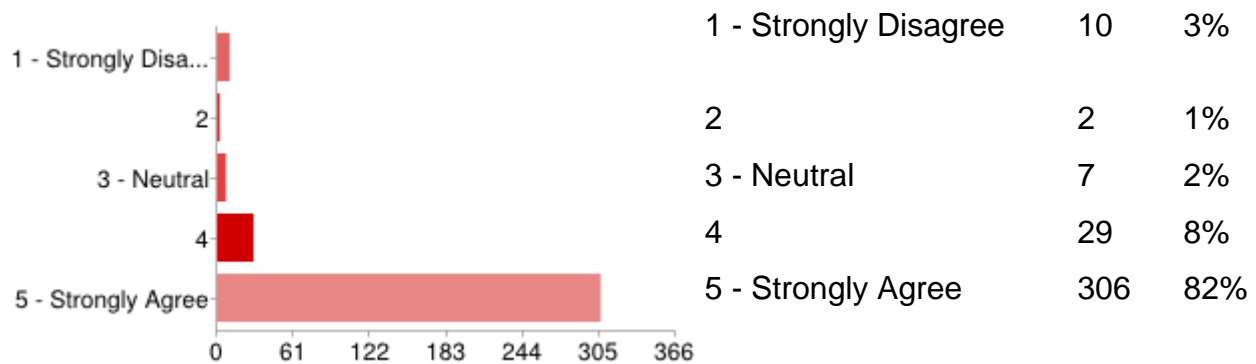
Please choose your level of agreement for the following statements: - The tutor used our time effectively.

1 - Strongly Disagree	12	3%
2	1	0%
3 - Neutral	6	2%
4	27	7%
5 - Strongly Agree	308	83%
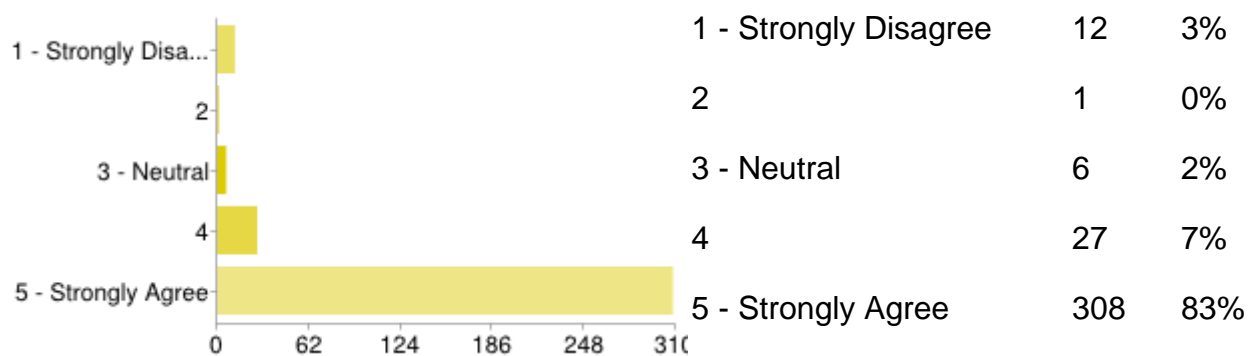
Please choose your level of agreement for the following statements: - Overall, the tutor gave me good advice about my work.

1 - Strongly Disagree	11	3%
2	2	1%
3 - Neutral	2	1%
4	25	7%
5 - Strongly Agree	314	84%
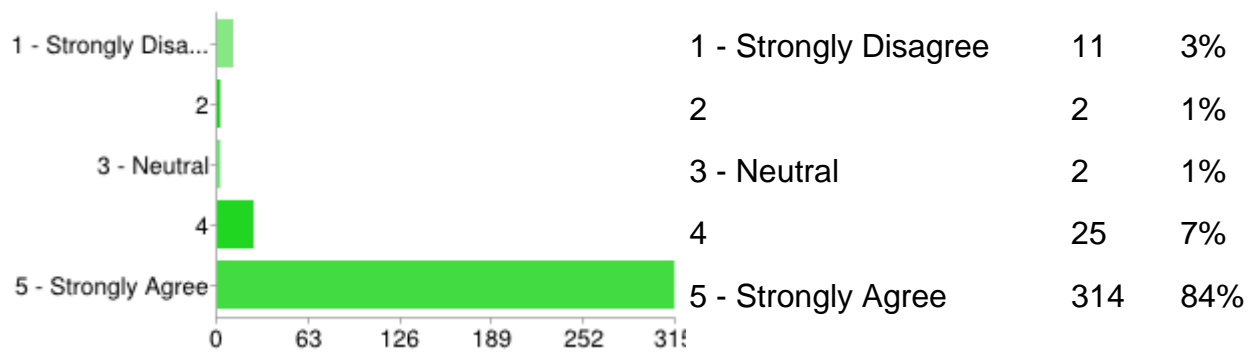
Please choose your level of agreement for the following statements: - I plan to return for another tutoring appointment.

1 - Strongly Disagree	12	3%
2	1	0%
3 - Neutral	8	2%
4	24	6%
5 - Strongly Agree	309	83%
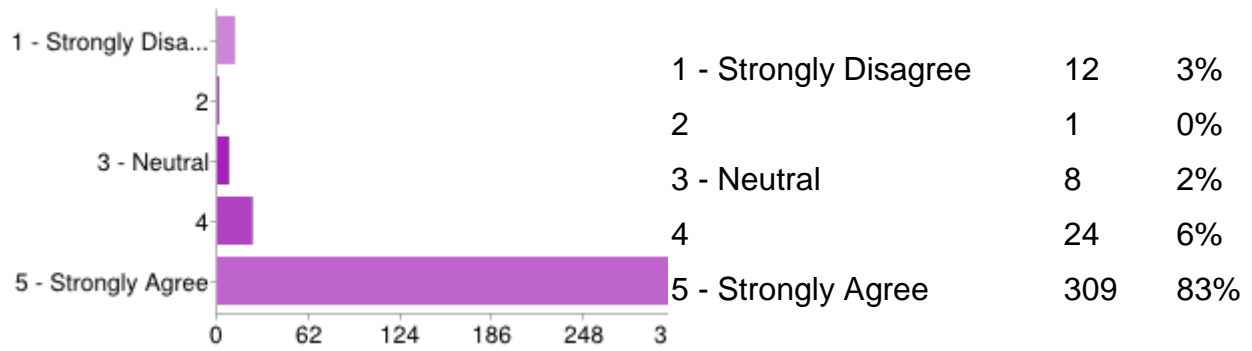
NO`EAU CENTER Comparison of Users and Non-Users
Fall 2010
Assessment by Sreang Heak, October 18, 2013

Treatment of data

- Data were extracted from IRO website for Fall 2010. The data shows that there were 1471 total number of students at UHWO for Fall 2010.

- Data from STAR (Academic Logic DB) were extracted for Fall 2010. This data only showed 1456 total number of students at UHWO for Fall 2010.

- Both of the data sets were merged together. However, 15 students have missing data on key variables and therefore were not included. As a result, only 1456 students remained in this analysis.

- Variables from both of the data set were used for the analysis.

- Number of students who were the users of No-Eau center (223 out of 1456) was later included together with all other variables in the final data set.

Table 1: Comparison of No-Eau users and non-users for Fall 2010 at UHWO

	All		Non-Users		Users		Sig.
	Mean/N	SD/%	Mean/N	SD/%	Mean/N	SD/%	
All	1456	100.0	1233	100.0	223	100.0	
Age	29.7	10.7	29.7	10.5	30.0	11.9	0.70
High school GPA	2.4	0.9	2.4	1.0	2.5	0.9	0.60
SAT-C	949.2	155.1	951.8	156.8	935.1	145.7	0.40
SAT-M	485.4	92.0	486.6	93.5	478.8	83.8	0.50
SAT-R	463.9	80.7	465.2	81.4	456.9	77.3	0.43
Institutional GPA	2.9	0.8	2.9	0.9	3.1	0.7	**0.001**
Semester GPA	2.9	1.1	2.9	1.1	3.1	0.9	**0.0002**
Department							**0.02**
All others	1025	70.4	883	71.6	142	63.7	
Social Science	431	29.6	350	28.4	81	36.3	
First time freshmen student							**<.0001**
No	1351	92.8	1160	94.1	191	85.7	
Yes	105	7.2	73	5.9	32	14.3	
Full-time or part-time system status							**0.0001**
Full time	787	54.1	640	51.9	147	65.9	
Part time	669	45.9	593	48.1	76	34.1	
GENDER							0.31
Female	1029	70.7	865	70.2	164	73.5	
Male	427	29.3	368	29.8	59	26.5	
Hawaiian ethnicity							0.19
No	1089	74.8	930	75.4	159	71.3	
Yes	367	25.2	303	24.6	64	28.7	
Receive Pell financial aid							**0.004**
No	1006	69.1	870	70.6	136	61.0	
Yes	450	30.9	363	29.4	87	39.0	
Residency status							**0.005**
Non-Resident	136	9.3	104	8.4	32	14.3	
Resident	1320	90.7	1129	91.6	191	85.7	
Present status							**0.16**
Dropped	466	32.0	406	32.9	60	26.9	
Graduate	757	52.0	636	51.6	121	54.3	
Still enrolled	233	16.0	191	15.5	42	18.8	

Results

- No significant differences in age, high school GPA, and SAT scores
- Users of No-eau center have significant higher institutional GPA and semester GPA
- Social science department students used the service more than other departments (28.4% vs 36.3%).
- First time freshmen students used the service more than other students (5.9% vs 14.3%).
- No differences were found in gender and Hawaiian ethnicity.
- Students who received Pell financial aid used the service more (29.4% vs 39.0%).
- Non-resident students used more services than resident students (8.4% vs 14.3%).
- No significant differences in student status. Center users were less likely to drop and more likely to graduate and enroll.

The following table excludes those graduated (N=699).

	Non-Users	**Users**	**Total**	**Sig.**
Dropped	406	60	466	**0.07**
Percent	58.08	8.58	66.67	
Row Percent	87.12	12.88		
Column Percent	68.01	58.82		
Still enrolled	191	42	233	
Percent	27.32	6.01	33.33	
Row Percent	81.97	18.03		
Column Percent	31.99	41.18		
Total	597	102	699	
	85.41	14.59	100%	

- Barely significant that center users were more likely to continue to enroll and less likely to drop.

NO`EAU CENTER
Staff Debriefing Meeting, FALL 2013
Friday, December 13th, 2013

Office Location: Library B203
Phone: (808)689-2755

Attendees: Lokelani Kenolio, Aaron Gorospe, Jasmine Dang, Alika Gorospe, Maikai Kim, Deion Agustin, Rebecca Carino, Jordyn Chuck, Sandra Cribb, Natalie Eichner, Micah Gowen, Sheila Kistler, Bill Miller, Heidi Nago, Veronica Nunes, Gino Paulino, Ana Liza Scully-Skinner, Aimee Takaki, Landon Van Winkle, Alyssa Young, Kaimi Kawai, Scott.

TESTING

Highlights. Overall, comments revolved around the helpfulness of the instructions and protocol sheets in maintaining a smooth process. A few suggestions included: (1) including a step-by-step checklist (whether on paper or white board) that is easily visible and (2) mock sessions of administering a test.

What worked well	Ideas to improve our services or concerns
- Yay for Jasmine *** - Sign-ins & attached sheets - The detailed instruction sheets - Sign-in Process - Organization - n/a - Walk-in testing - Everything seemed great - Jasmine manning the testing aspect - Sign-in protocol * - Students honesty - Awesome testing coordinator - Instruction sheets - Giving a heads up about different appointments - Smooth process - Communication of what was expected	- Continue staffing for testing ** - Step-By-Step Checklist posted above Jasmine's testing drawers for those uncomfortable with testing - Need extra rooms (even if temporarily given) - Longer hours - Funding for staff ******** - Maybe more prep material for test - Teach everyone a certain protocol - More envelopes handy - Maybe do mock sessions to help us with the process - Keep Jasmine – so organized ****** - Dedicated testing staff is required with the total volume moving through the center, for both testing and tutoring; the amount of students has more than doubled this semester and more staff is required to maintain the high operational tempo - A board to write expectations and where to look for testing material

TUTORING

Highlights. Tutors gave positive feedback regarding the online scheduling system and the support and sample essays used to help them in sessions, as well as the positive / team mentality of the staff. Some suggestions included: (1) shortening appointment times, (2) working better with faculty to manage submissions (i.e., creating process, knowing deadlines), (3) standardization regarding how to approach online papers as well as how to approach tutoring for literature reviews, (4) scheduling time to work on online papers.

What worked well	Ideas to improve our services or concerns
- Having the sample essays from the professors (i.e., lit reviews) - Keep Fridays! * - Regular appointments and online scheduling - We have a great team mentality - The people - Online calendar - Sample papers - I was always able to get an appointment when I needed one and the tutors were always helpful. Aaron! - Online scheduling - Awesome online scheduling - Our great team-work, communication - Aaron's leadership! - Keep staff – our center won't stay afloat without them - Friday Office Hours - Everything went well - A lot of support for the tutors - Google calendar - Scheduling - Google Calendar - Being able to get assistance from other tutors if Needed - TEAM - Appointments went well - Aaron helped with all of our tutoring concerns – need funding to keep him - Regular appointments worked well - Online calendar worked well - The handouts and same guide for ASA style for lit reviews helped a lot - Limiting to an hour per session was efficient - Regular tutorial sessions - Online appointments - Aaron's guidance - We have an awesome team	- Needing to know when the papers are due - Maybe asking the teacher s to get their students to schedule when they turn in their online papers - Grades-First check-in thing - Keep Fridays * - Longer hours (Open/close to the library schedule) 45min appointments so there is a short break - More availability - Funding for Aaron - Over the course of the semester I was told different things about writing a literature review. Some consistency would have been more helpful - Schedule online paper correcting time - Continue funding for staffing / online services / Fridays - Probably need more standardization in the online paper department - Not all are trained, but it was all-hands-on-deck. No need to underestimate it again, though - Having a little more knowledge on certain papers (i.e., lit reviews) - More diverse compass practice tests - Share with the professors a reports of which students have come in for help - Try to find more quiet space for students who have difficulty concentrating on tutoring due to other center distractions - Standardized cover sheets for writing tutoring - Appointment note to cover what student needs highlighted - Allow prep time for tutor - Students need paper copy for all writing appointments - Have students bring in assignment sheet

• Google calendar was helpful • Becoming friends with tutees • Great tutor coordinator • Coworkers health relationships • Online scheduling • Training/support • Sharing different methods • Regular appointments • So much help with Aaron and Loke • Majority of students are open to our suggestions • Doing online papers gave a break from talking • Training and support • Positive attitudes • Aaron's leadership • Keep Fridays	to appointment • Make professor consult with us if they intend to send their students here to stagger out the papers • Keep Fridays • Maintain copies from faculty • Print paper • More hours/ availability • Time to allow for breaks • Heads up for math stuff • Continue funding for tutor coordinator • More prep for math/writing • More examples / create sheets • Funding for staff • The amount of papers was a bit overwhelming (online) • Maybe have students on a specific turn-in schedule • Set hours aside for tutors to work on online papers • Schedule online papers between every 2 or 3 in-person sessions • Lit review great idea but for next semester professors could provide sample papers to both library and Noeau Center. Monkey see monkey do • More standardization among tutors for lit review would be better for ASA grey areas (Title page, headings, etc.) • Communicate with professor • Writing Samples in center * • During appointments get details of what will be reviewed during appointment to be able to prep • Bring in teachers assignment sheet

WORKSHOPS & EVENTS

Highlights. Overall, students and tutors agreed that Cram Jam was enjoyable and a success. Suggestions for improvement included: (1) better advertising, (2) revisiting workshop schedule (working on timing), (3) mid-semester class visits to keep up PR, (3) expanding number of and topics for workshops, (4) expanding Cram Jam as an event, and (4) block scheduling for groups during Cram Jam.

What worked well	Ideas to improve our services or concerns
• The students seem to really enjoy Cram Jam • Cram Jam • ASA workshops - twice a week for the first	• PR more ** • Less stress on workshops simply since attendance is poor • Instead schedule with instructors for say

3 weeks!! • Date and times worked well • Having 3 insured that everyone was able to get tutoring even if they had to come back another night • The workshops were very good • I like the atmosphere of Cram Jam, particularly when professors instructors participate • I like the atmosphere of Cram Jam, particularly when professors/instructors participate • Very fun and a great experience • Cram Jam seemed well-organized and fun • Cram Jam went very well – lots of students of Econ • They were at times when students were at the center • The free food was a plus • Processors giving extra credit to attend • We had a few students that were very enthusiastic • Enjoyable • Cram Jam was a success! Students got help and got fed • Everyone seemed happy • Handout were good • Cram Jam • Extra credit from professors	APA so that attendance is higher • Early semester – we need more workshops with a stronger push (in classes) for students to attend • We need to start a weekly GRE prep class • More food • More advertisement for workshops • Group studies • Mid-semester class visits • Mini-workshops • Social Media advertisement • November 20th Cram Jam was a bit early at least for writing students. It may have been more helpful to have it the following week. Better PR, more class visits to promote workshops/events • Find ways to get more students interested (Maybe doing them in classes?) • Need to get the word out and inform people of the importance of workshops • Need more workshops for styles (APA/MLA) • Workshop for research databases • Block scheduling for Cram Jam • Make online workshops for 24/7 access • Block schedule for groups • Some workshops had less people • Match up content with professor assignments • Mid-semester class visits • Rebuild online resource • Career for workshops • Limit food per person, Maybe use pizza tickets • Podcasts • Update website • Career workshops • More group studies @ Cram Jam • Timing of workshops • Better PR of workshops * • Periodic class visits throughout

CENTER
Highlights. Tutors were very positive about the availability of the technology (computers, laptops, and printers), as well as the use of white boards and scratch pads. Generally, tutors agreed more space is needed for the services the center provides (both testing and tutoring), including better supporting the use of technology in the center (more data jacks, outlets, power strips). Tutors also requested more

tutoring supplies, such as whiteboard markers and erasers.

What worked well	Ideas to improve our services or concerns
- Love all the computers in the office now! Very useful! - Extra computers / laptops - Laptop borrowing desktops, supplies, ipads! Scratch pads - New computers / printers - The computers are great. I personally like the round tables in the main room. It makes it easier to approach and sit with the tutees - Computers were fantastic - Printers were awesome too! - Writing boards were amazing - Need more space - Desktops and laptops for students - White boards - Scratch paper / note pads - Create time for online papers - WE always has access to a whiteboard when necessary - Informal environment - A bunch of tools! - Free printing! - Great addition of computers - Used my ipad in many sessions - Adding computers - Opening door – welcoming - Scratch pile /pads - The space is big enough for lots of students to receive tutoring at one time - Computers are helpful and useful - The snacks keep the students going - The supplies are very helpful - Love the writing boards - Love the PC desktops and laptops - Love the ipads - Love the printers - Scratch pads - Recycling	- More room - Study rooms - Need laptop charging cart instead - Funding for staff - Need extra room for group sessions - More tables-, more space - More whiteboards and resources for whiteboards - Outlets - Funding - Advertisements - Improve snack center - Our space is pretty tight; wish we could have more room for more tables - More quiet space for testing - Need more power strips * - More whiteboard erasers - Need Bigger space ****** - More funding for snack bar - Clarification of rules when borrowing materials - More whiteboard markers - Copies of textbooks specific for each professor - Handouts / brochures print-out - White board erasers - Cleaning time - Laptop cart - Great space/set up but getting smaller - More writing boards - Promote the snack shop - Space = more! - Hand sanitizer - More cleanings supplies - More power strips / wall outlets - Add data jacks - White board erasers - Scheduled cleaning sessions - Laptop cart

NO`EAU CENTER   Office Location: Library B203
Staff Debriefing Meeting, Spring 2014   Phone: (808)689-2755
May 9, 2014

Testing:
- Writing instructions are good.
- Need more testing space—especially for ADA.
- Laulima and Compass need improvement.
- Need a fulltime testing coordinator.
- Streamline forms (possibly make them PDF fillable).
- Whiteboard: Need in all offices.
- Training: All staff needs training for testing.
- Protocol: Needs to be established and be unanimous among staff.

Tutoring:
- Surveys and Raffle worked well (Need to do monthly).
- Possibly start competition between tutors for survey ratios and logging sessions.
- 50-minute appointments for each student.
- Contact Professors to nominate new tutors.
- Need more tutors in different/specialty majors, ie: PUBA, BUSA, IT, etc.
- Possible Meet-N-Greet with faculty/ and attend new faculty orientation.
- Need a "Master" tutor for each division.
- Week long tutor training (Workshops—10-credit class).
- Change online paper turnover and advertise 3 days.
- We need a Tutor Coordinator.
- Expand subjects in preparation for applied sciences.
- Stats tutor (PALS/SI).

Workshops/Events:
- Class visits (for all classes)—especially for senior project classes.
- Improve PR/work with Professors (possible extra credit).
- Timing of workshops (start grammar and others earlier).
- Better coordination.
- New topics: "How to make presentations," "Senior Project," "Write a Resume."
- Cram Jam: Possible new name (Final Countdown), better PR, new food option (chili and rice.)

Center:

- Tutoring Policy (what tutors are expected to do and what students will be expected to do).
- Acceptable Clothing Policy
- Hand Sanitizer and Kleenex needed.
- More outlets and fans needed!
- Continue seasonal decorating.
- "Cubby holes" for tutors needed.
- Computer cart (PC laptops).
- Increase PR for iPads
- Visit other centers

TUTOR FEEDBACK:

Thought Question: What makes you proud to be part of UHWO? If you could dream of what UHWO can or should be, what would that look like?

Research Based! I want UHWO to move away from being just a "non-traditional" college. Rather, it should be seen as an incredible place where one receives a great research based education where non-traditional students are welcomed.

It makes me proud to represent people from the Leeward coast. I know a lot of people who don't attend Manoa because of distance, mainly people from Wai'anae, so it makes sense that UH West Oahu students are representatives of the Leeward coast. I would love to see West Oahu have the strong academic aspects that WCC has, but also have a stronger, better reputation than UH Manoa. Also, have a higher enrollment of Hawaiians than any other college.

I'm proud to be a UHWO student because it means that I come from a community of people who are a tight-knit group. The intimacy of our classes and the campus as a whole has really helped me, not only with the quality of my education, but also in the development of myself as a person. I feel that this closeness that is shared between professors, staff and students has also helped me to move forward towards each challenge with confidence. Everyone pushes you to do your best. And this is what makes me proud to graduate as UHWO alumni.

I put a lot of pride into going to UHWO because it's such a unique place compared to all the other schools on island. I come from a place where the students do matter (to some extent). I mean something to the campus and I'm sure everyone else would say the same as well.

I want UHWO to become a world class learning institution. I want us to leverage our small liberal arts approach into a competitive edge in the future. I envision the university succeeding by providing students unprecedented access to top talent professors and providing unparalleled service to students inside and outside of the classroom.

UHWO is very tight-knit. For a public university but with a private college feel. Class sizes are small, everyone knows everyone! We have some of the best instructors in the UH system and this place is very student focused/orientated. Our students have a say and way in creating awesome events to bring awesomeness to the Leeward coast and other issues. In the future I do hope UHWO can encompass

STEM majors soon so that students of the west can engage in the sciences! Also we should have a student's sleeping building because some students are here all day and the tutoring center needs its own building.

Here at West Oahu, not only do I get the education for the degree of the university, I get the support of acceptance of a family. A characteristic notable of the country-side. I am a part of growth that is not only going to help the university; it will help this side of the island.

I love that UHWO is still developing and growing. Being a part of these beginnings makes me feel honored. I realize that I have a great expectation as a leader. I would love to see the student's life grow and eventually have residence halls to promote the thriving community to the west side of the island. I hope that those that live on the west side will one day experience the dream college experience.

UHWO offers a better opportunity to people on the west side of Oahu. The Demographics of this side of the island can often come with very negative stereotypes and this is a part of the island that is a home to the poorer community. I believe the success of the students that come from UHWO will give better outlook of the people on the west side of Oahu and that it will lead to the breaking of many stereotypes that we have. As a community we will be more successful.

Most beautiful and scenic campus like omg EVER!

Something that makes me proud to attend UHWO is that I'm a part of a new and growing campus. I am also proud to be a part of UHWO because of the wonderful professors who take care of us as students. The students here are also so open and easy to talk to and make friends with. I look around and I can't help but smile and wish to be surrounded by these people for the rest of my college career. Although I wish UHWO could be more than it is right now, be a bigger institution with more opportunities for the students. That way we will be able to hook students here and keep them here.

I am proud of the atmosphere and the people who work at this school. I feel this campus has a bright future ahead of itself. I believe with the right people commuted to excellence, this school can go far.

As one of the students in the first three graduating classes at UHWO, I am proud to foster innovation from the ground level up. That being said, going completely green would inspire a new culture of conservation and preservation, starting as small as recycling more responsibility, to going completely energy efficient with solar powered buildings.

You are immersed in an environment that wants you to succeed. There are so many people that are there to help you can make your experience in college so much better. It's a family and like a family it has its flaws but in the end, when you walk across that stage, you will see people who are genuinely proud of you. People who want you to succeed as much, if not more, as you want to.