CITY COLLEGE OF SAN FRANCISCO

OFFICE OF RESEARCH & PLANNING

RESEARCH BRIEF

English 91 Tutoring Fall 2015 & Spring 2016
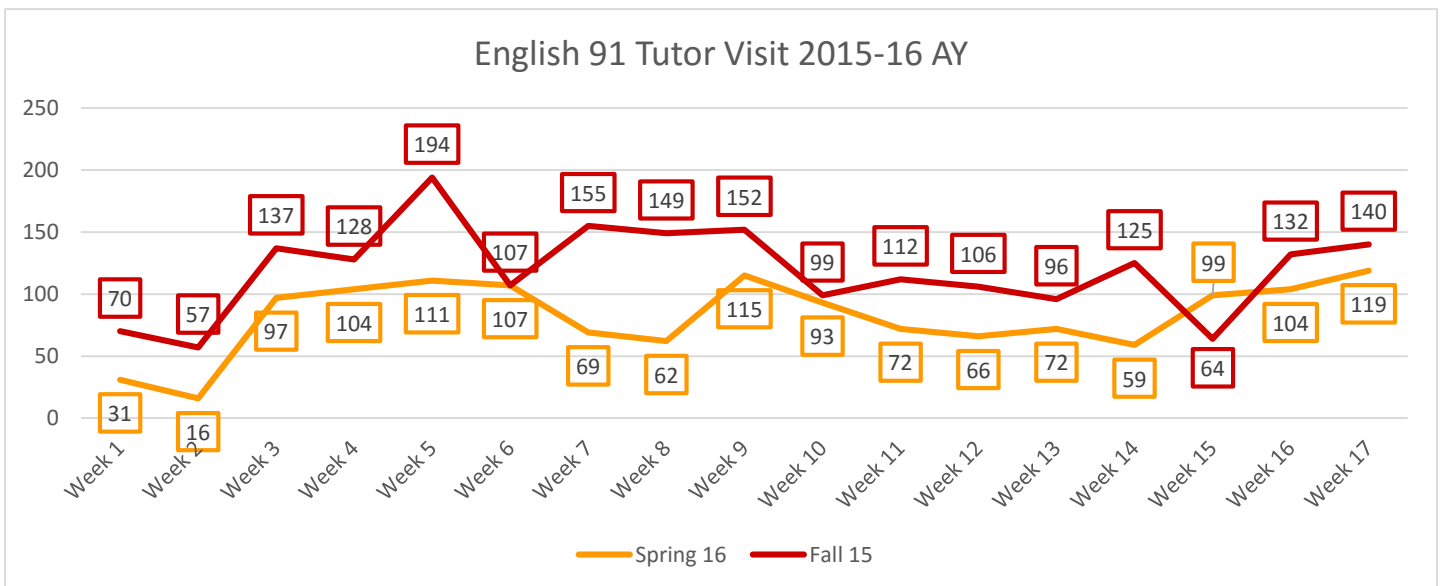
May 01, 2017

OVERVIEW

The English Department is interested in learning more about the effect of tutoring on the English 91 students. English 91 students are encouraged to go to tutoring in the English Lab. Students can make appointments and have one on one tutoring with an English tutor or use the computer and other facilities at the lab.

The following Brief will look at English 91 students enrolled during Fall 2015 and Spring 2016. A student was considered tutored if they attended at least one tutoring session for 15 minutes or more. Accutrak data was used to determine which students attended tutoring.

FINDINGS OR RESULTS

How many tutoring visits were there during the semester?

During Fall 2015 367 Students were enrolled in English 91 and 234 of those students went to tutoring at least once for English 91. In total, Fall English 91 students visited the lab 2,020 times. During the 2016 Spring semester 298 students were enrolled into English 91 and 164 went to tutoring, with a combined visit total of 1,396. In both Fall 15 and Spring 16, students went to English tutoring but ended up dropping the class before census (No W). There were 11 students in Fall 2015 and 9 students in Spring 2016. These students are counted in the total number of tutoring visits but are removed from the rest of the report.

English 91 Tutor Visit 2015-16 AY

Legend: Spring 16 (orange), Fall 15 (red)

Fall 15 values by week: 70, 57, 137, 128, 194, 107, 155, 149, 152, 99, 112, 106, 96, 125, 64, 132, 140

Spring 16 values by week: 31, 16, 97, 104, 111, 107, 69, 62, 115, 93, 72, 66, 72, 59, 99, 104, 119
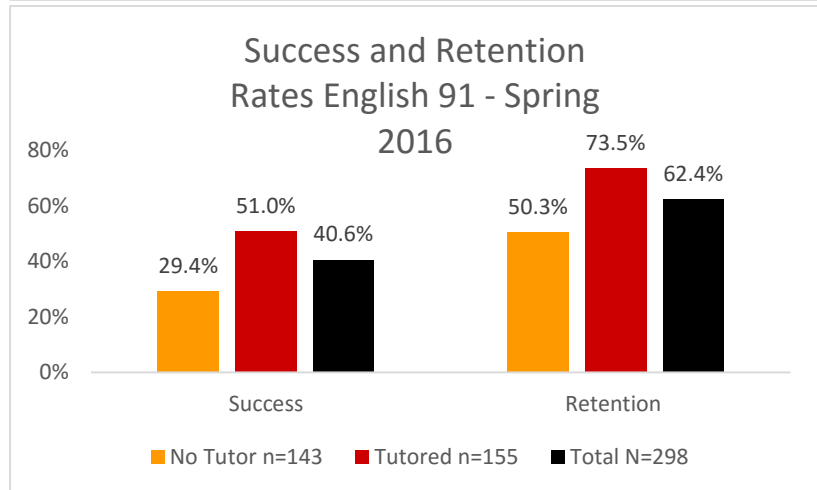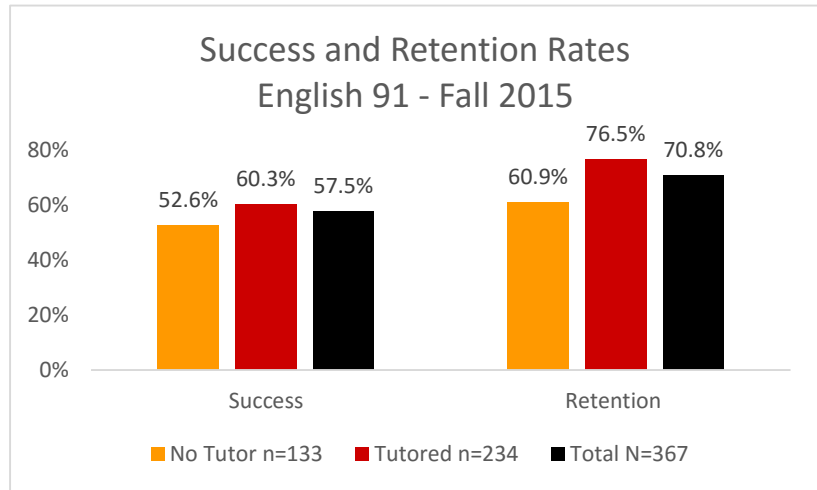
Are English 91 Tutors helping students improve their grades and pass their Classes?
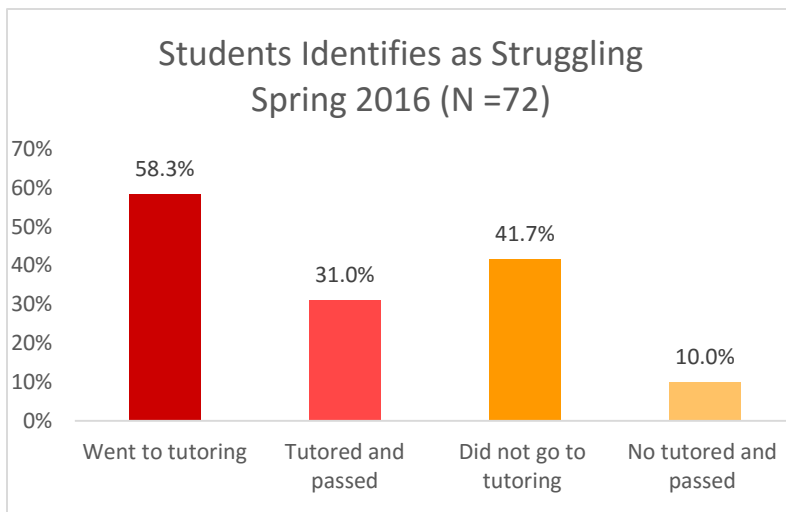
Success and Retention

Success is defined as receiving an A, B, C, or P in the English 91 class. Retention includes all students who do not withdraw from the course after census (do not receive a W).

During Fall 2015, a larger proportion of tutored students were successful (60.3%) compared to students who did not go to tutoring (52.6%). The pattern was similar with retention. A larger proportion of tutored students stayed enrolled in the course (76.5%) compared to students who did not go to tutoring (60.9%).

Spring 2016 had a similar outcome as Fall 2015. Students who participated in tutoring passed at a higher rate (50.97%) than those who did not go to tutoring (29.37%). The same was true for retention with 73.55% of tutored students staying enrolled in English 91 compared to 50.35% of not tutored students.

Success and Retention Rates English 91 - Fall 2015

No Tutor n=133 | Tutored n=234 | Total N=367

	Success			Retention		
No Tutor	52.6%			60.9%		
Tutored		60.3%			76.5%	
Total			57.5%			70.8%

Success and Retention Rates English 91 - Spring 2016

No Tutor n=143 | Tutored n=155 | Total N=298

	Success			Retention		
No Tutor	29.4%			50.3%		
Tutored		51.0%			73.5%	
Total			40.6%			62.4%

Grade Improvement – Struggling Students

Students Identifies as Struggling Spring 2016 (N =72)

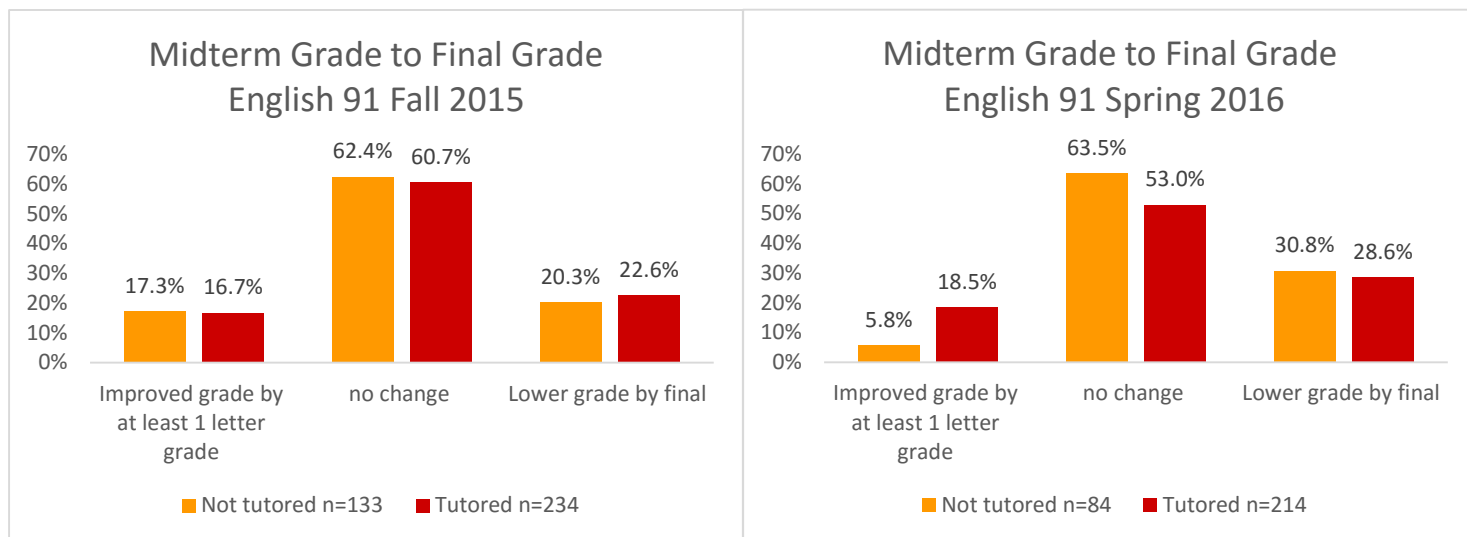| Went to tutoring	Tutored and passed	Did not go to tutoring	No tutored and passed
58.3%	31.0%	41.7%	10.0%

In spring 2016 English Faculty identified students that were struggling in their sections. Reasons a student may be struggling are, attendance, missed assignments, low written fluency for the level, low Reading Plus scores, behavior/attitude, or extra-scholastic (life) issues.

Overall 72 students were identified as struggling and 58% of the struggling students went to tutoring. A larger proportion of the struggling students who went to tutoring passed the course (31%) compared to struggling students who did not go to tutoring (10%).

Grade Improvement – From Midterm to Final Grade

Grade changes from midterm to final were also looked at. In Fall 2015 there was little difference between the tutored and not tutored students. In Spring 2016, a larger proportion of the tutored students had an improved letter grade (18.5%) compared to the non tutored students (5.8%) and The non-tutored students had a higher proportion of students with no change, 63.5% compared to 53.0%.
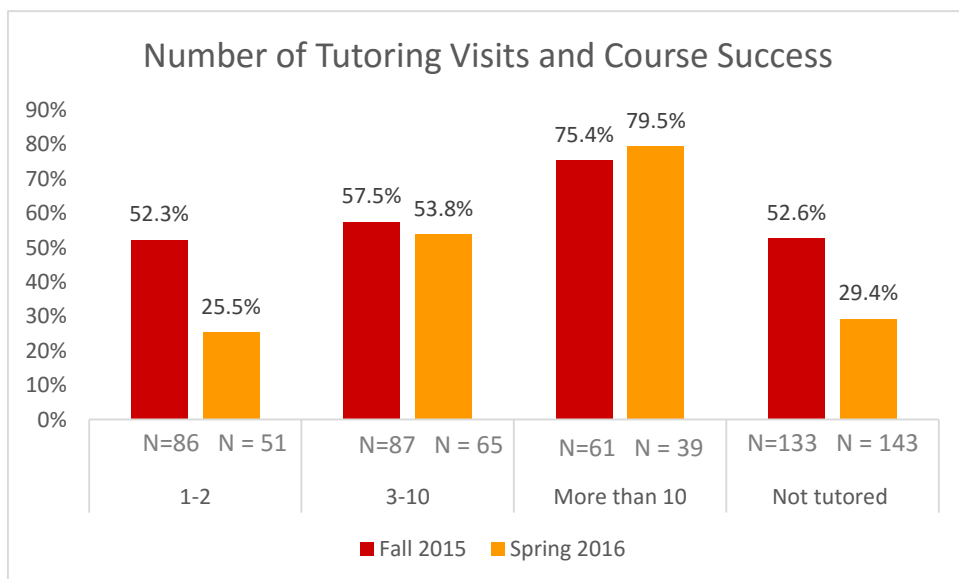
Midterm Grade to Final Grade English 91 Fall 2015

- Improved grade by at least 1 letter grade: Not tutored 17.3%, Tutored 16.7%
- no change: Not tutored 62.4%, Tutored 60.7%
- Lower grade by final: Not tutored 20.3%, Tutored 22.6%

Not tutored n=133, Tutored n=234

Midterm Grade to Final Grade English 91 Spring 2016

- Improved grade by at least 1 letter grade: Not tutored 5.8%, Tutored 18.5%
- no change: Not tutored 63.5%, Tutored 53.0%
- Lower grade by final: Not tutored 30.8%, Tutored 28.6%

Not tutored n=84, Tutored n=214

Note: Students who withdrew by the midterm were excluded.

Do number of tutoring sessions attended impact success in the classroom?

During the semester individual students went to tutoring from 1 visit to over 50 visits. With such a large span students were put into categories, Visited a tutor 1-2 visits, 3-10 visits, More than 10 visits, and Not tutored.

In both Fall 15 and Spring 16 students that went to tutoring 1-2 times during the semester passed at similar rates to those who were not tutored. Students that went to tutoring more than 3 times during the semester successfully completed the course at a higher rate than the students who did not go to tutoring.

In the future, more semesters of data can give a clearer picture of number of tutoring sections impact on course success.

Number of Tutoring Visits and Course Success

- 1-2: Fall 2015 52.3% (N=86), Spring 2016 25.5% (N=51)
- 3-10: Fall 2015 57.5% (N=87), Spring 2016 53.8% (N=65)
- More than 10: Fall 2015 75.4% (N=61), Spring 2016 79.5% (N=39)
- Not tutored: Fall 2015 52.6% (N=133), Spring 2016 29.4% (N=143)
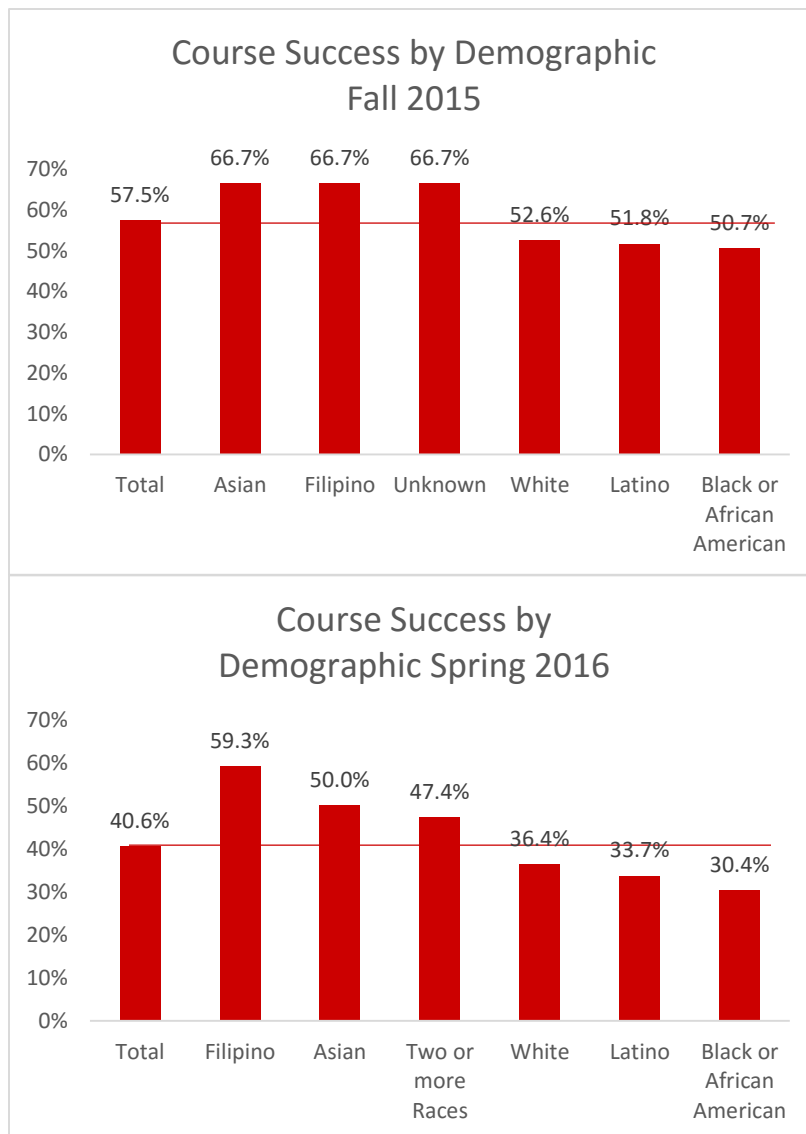
Demographics

Demographics for English 91 students and Tutored students

In both Fall 15 and Spring 15 a higher proportion of Asian students went to tutoring than the overall course percentage. The opposite was true for Latino students, a lower proportion of Latino students went to tutoring than enrolled in English 91. In Fall 15 the proportion of students who went to tutoring matched the course demographics for gender. In the spring, there were more males enrolled in English 91 than females but more female students went to tutoring than males. The majority of the students enrolled in English 91 are 19 and younger followed by 20-24 year olds. The age makeup of the English 91 course matches similarly to the tutored students.

	Fall 15		Spring 16	
	ENGL 91	Tutored Students	ENGL 91	Tutored Students
	N = 367	n = 234	N = 298	n = 155
Latino	31.1%	25.2%	29.9%	25.8%
Asian	30.3%	35.0%	25.5%	29.7%
Black or African American	19.9%	18.8%	18.8%	15.5%
Filipino	8.2%	9.8%	9.1%	9.0%
White	5.2%	5.6%	7.4%	8.4%
Two or more Races	2.7%	2.6%	6.4%	10.3%

Note: Other Ethnicity groups have been removed due to small numbers

Female	44.1%	43.2%	46.6%	48.4%
Male	54.8%	55.6%	52.4%	49.7%

19 or Younger	52.6%	55.6%	55.0%	53.6%
20-24	30.5%	26.1%	24.2%	26.5%
25-29	7.4%	6.8%	9.1%	9.7%
30 or Older	9.5%	11.5%	10.3%	11.7%

Success Disaggregated by Ethnicity

When success is disaggregated by ethnicity we can see that not all groups are completing at the same rate. In both semesters Asian students, Filipino students and Unknown succeed at higher rates than the course average. While, White students, Latino Students and African American students performed below the course average.

Course Success by Demographic Fall 2015

Group	Success
Total	57.5%
Asian	66.7%
Filipino	66.7%
Unknown	66.7%
White	52.6%
Latino	51.8%
Black or African American	50.7%

Course Success by Demographic Spring 2016

Group	Success
Total	40.6%
Filipino	59.3%
Asian	50.0%
Two or more Races	47.4%
White	36.4%
Latino	33.7%
Black or African American	30.4%

Note: Other demographic groups were removed due to small numbers

METHODOLOGY

Data Collection:
Accutrak data was pulled for the Fall 2015 and Spring 2016 terms.
    (LabID = ENGLISH, Course = ENGL 91, Minutes – Restricted to 15 or more min of tutoring)
English 91 students from Spring 16 Identified struggling students and turned in a word document to the English Department. Those word documents were used to identify struggling students.

SOURCE

CCSF ORP Argos DataBlock Course Success and Demographics was used to verify the data.
Banner Tables – SFRSTCR – SHRTCKN – SHRTCKG – SWBRBKG
Created by: Micheline, Title