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## RESEARCH BRIEF

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Equity Tutoring/Mentoring Outcome Evaluation for Spring 2016 and Fall 2016

May 23, 2017

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### EXECUTIVE SUMMARY

The Office of Student Equity has funded multiple tutoring and mentoring projects at City College of San Francisco. This research brief addresses the following topics: number and demographic profile of students receiving tutoring and comparison populations, and preliminary information about student success and achievement. Projects were grouped into those offering in-class tutoring, and those for which tutoring/mentoring was offered outside the classroom. Please note, the tutoring courses may be newly implemented, running for 1 year or less by Fall 2016.

For tutoring in the classroom, the average success rates for tutored and not tutored sections are the same with an average success rate of 66%. However, more courses with tutors/mentors in the classrooms had higher course success rates than courses without a tutor/mentor. For tutoring outside of the classroom, results show that the majority of tutored/mentored students succeeded at higher rates than the comparison groups, however the average courses success rate of students tutored outside of the classroom (65.7%) is lower than the average course success rate for the college (72%). For both tutoring in the classroom and out of the classroom, equity populations' success rates were lower than the group average in all groups with the exception of foster youth and veterans tutored outside of the classroom. These results are based on two semesters worth of data and the programs differ from semester to semester which could explain the variations in results.

### OVERVIEW

The Office of Student Equity funds multiple tutoring and mentoring projects at City College of San Francisco (CCSF). The tutoring/mentoring projects include Accelerated Learning Program (ALP), Multicultural Retention Services Department (MRSD), Writing Success Project (WSP), Child Development, Visual Media Design, Economics, Computer Science, Behavioral Sciences, History, Fire Science, Broadcast Electronic Media Arts, Chemistry, Project SURVIVE/HAMCOS, TULAY, and WayPass. These projects offered in-class or out-of-class tutoring/mentoring during the Spring or Fall of 2016. In-class tutoring/mentoring may also include Supplemental Instructors in the classroom.

The following Research Brief will be broken up into 2 major parts:

1. Tutoring IN the Classroom
  - a. Success (course success)
  - b. Success disaggregated by ethnicity/equity group
  - c. Demographics (ethnicity, gender, equity groups)
2. Tutoring OUTSIDE of the Classroom
  - a. Success (course success or GPA)
  - b. Success disaggregated by ethnicity/equity group
  - c. Demographics (ethnicity, gender, equity groups)

## DATA COLLECTION

Each project was responsible for tracking the students who received tutoring during each semester. Where tutoring/mentoring involved individual interactions, the data included, student names, IDs, date(s) of contact, number of minutes, and the tutor/mentor initials. When tutoring/mentoring was embedded in the classroom, the project reported course title, CRN, date(s) of contact, number of minutes, and the tutor/mentor Initials. The data provided from the project leads was connected with data from the Banner Student Information System to collect course success, GPA and demographics.

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## FINDINGS OR RESULTS – TUTORING IN THE CLASSROOM

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Are courses with a tutor/mentor in the classroom successful?

Course success data were collected for courses with a tutor in the classroom and a group of comparison classes. Students are counted as successful if they receive a passing grade of an A, B, C, or P in the course. There are 2 types of comparison groups for the in classroom tutoring/mentoring: courses offered during the same semester and the college course average from the 2011/12 – 2014/15 academic years.

Courses listed on the next 2 pages have the success rates for each tutored course and at least one comparison group. Not all courses had a matched course during the same semester without a tutor. Courses with a matched course during the same semester may have 2 comparison groups. Arrows next to the tutored success group indicate whether success in the tutored/mentored course was higher or lower than the comparison group

- ↑↑ - indicates the tutored/mentored course was HIGHER than the comparison group(s)
- ↓↓ - indicates the tutored/mentored course was LOWER than the comparison group(s)
- ↓↑ - indicates the tutored/mentored course was BOTH; lower than one comparison group and higher than another comparison group

Overall, more courses with tutors/mentors in the classrooms had higher course success rates than the comparison group(s). Out of the 47 tutored sections, 42 of the tutored sections had a matched course to compare with. Of those tutored courses, 17 had a higher course success than the comparison group(s), 12 had a course success higher than one of the comparison groups but lower than another comparison group, and 13 tutored courses had a course success that was lower than the comparison group(s).

In Class Tutoring/Mentoring course outcomes and comparison groups

Tutored/Mentored Courses						Not Tutored - Comparison Groups					
Project	Course	Spring 2016		Fall 2016		# Enrolled	% Success	# Enrolled	% Success	2011/12-2014/15 averages	
		# Enrolled	% Success	# Enrolled	% Success					# Enrolled	% Success
<b>Fire Science</b>	F SC111			15	86.7%	↓↓				235	94.0%
<b>BEMA</b>	BCST120	12	91.7%	18	61.1%	↓↓			35	62.9%	--
<b>ECON</b>	ECON 1			71	71.8%	↓↑			440	73.6%	7,653
	ECON 3			133	74.4%	↑↑			152	70.4%	3,773
	ECON 5	34	52.9%	↓↓	97	73.2%	↓↑	123	76.4%	24	75.0%
	ECON 6			24	45.8%	↓↑					82
<b>English</b>	ENGL 91			31	51.6%	↓↑			341	53.4%	2,746
	ENGL 93			31	74.2%	↑↑			635	63.8%	11,851
	ENGL 95			235	65.1%	↑↑			388	54.6%	--
	ENGL 96			327	72.8%	↑↑			826	64.5%	12,891
	ENGL 1A	28	78.6%	↑↑	251	67.7%	↑↑	1224	66.5%	1210	66.4%
	ENGL 1B			29	82.8%	↑↑			784	73.9%	9,187
	ENGL 1C			29	58.6%	↓↓			154	75.3%	2,729
<b>Fashion</b>	FASH A	27	40.7%	↓↓	45	64.4%	↓↑	19	78.9%		339
	FASH 15A	61	55.7%	↑↑	56	71.4%	↑↑				594
	FASH 15B	28	64.3%	↓↑	21	33.3%	↓↑				211
	FASH 26	35	57.1%	↓↑							232
	FASH120			20	70.0%						--

-- Courses not offered in 2011/12 to 2014-15

Note: # Enrolled is the headcount in a section after census

In Class Tutoring/Mentoring course outcomes and comparison groups

Tutored/Mentored Courses						Not Tutored - Comparison Groups					
Project	Course	Spring 2016		Fall 2016		# Enrolled	% Success	# Enrolled	% Success	2011/12-2014/15 averages	
		# Enrolled	% Success	# Enrolled	% Success					# Enrolled	% Success
<b>Auto</b>	AUTO 54	26	65.4%	↓↓						196	84.7%
<b>Behavior Science</b>	PSYC 1	29	69.0%	↑↑		575	68.0%			8,788	61.3%
	PSYC 5	28	71.4%	↓↑		129	79.8%			2,346	68.9%
	PSYC 10	68	85.3%	↑↑		39	82.1%			1,200	75.5%
	PSYC 32	24	75.0%	↑↑		45	57.8%			--	--
	SOC 1	76	77.6%	↑↑		432	63.4%			5,935	65.9%
<b>CS</b>	CNIT100M	11	54.5%							--	--
	CNIT108	18	94.4%	↑↑						84	82.1%
	CS101	62	71.0%	↓↓		59	81.4%			859	73.8%
	CS110A	76	65.8%	↑↑		216	51.4%			2,059	59.6%
	CS110B	94	57.4%	↓↓		41	87.8%			680	63.2%
	CS111A	25	32.0%	↓↓		215	53.0%			1,974	62.5%
	CS111B	138	63.8%	↓↑		95	36.8%			1,364	64.0%
	CS111C	28	82.1%	↑↑		92	70.7%			559	70.1%
	CS160A	34	73.5%	↑↑		94	60.6%			1,423	69.8%
	CS270	49	51.0%	↓↓		38	65.8%			386	60.4%
	ESL150**	25	60.0%								
	FASH 51**	15	66.7%								
<b>History</b>	HIST 1	81	42.0%	↓↓		278	67.3%			4,219	56.3%
	HIST 17A	36	66.7%	↓↑		185	67.0%			3,569	58.7%
	HIST 17B	19	42.1%	↓↓		36	91.7%			1,207	62.1%
	HIST 41A	25	60.0%	↓↑		56	75.0%			1,029	45.7%
	HIST 41B	38	31.6%	↓↓		14	64.3%			827	48.6%

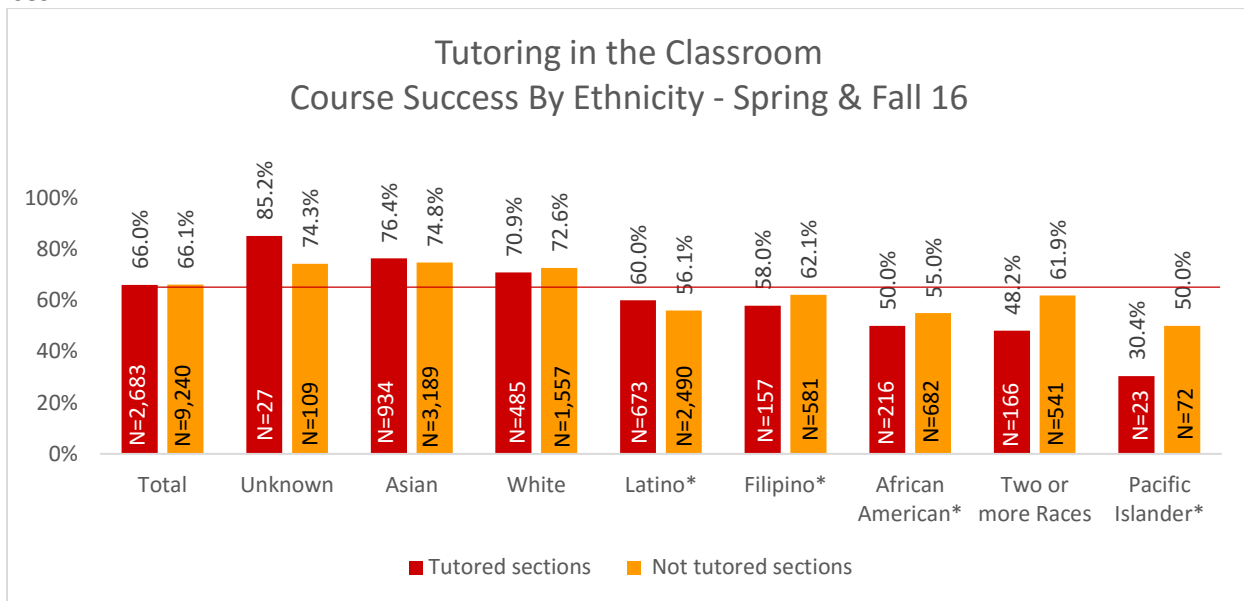
Note: # Enrolled is the headcount in a section after census

-- Courses not offered in 2011/12 to 2014-15

\*\* CRN for 2 computer science courses may be incorrect

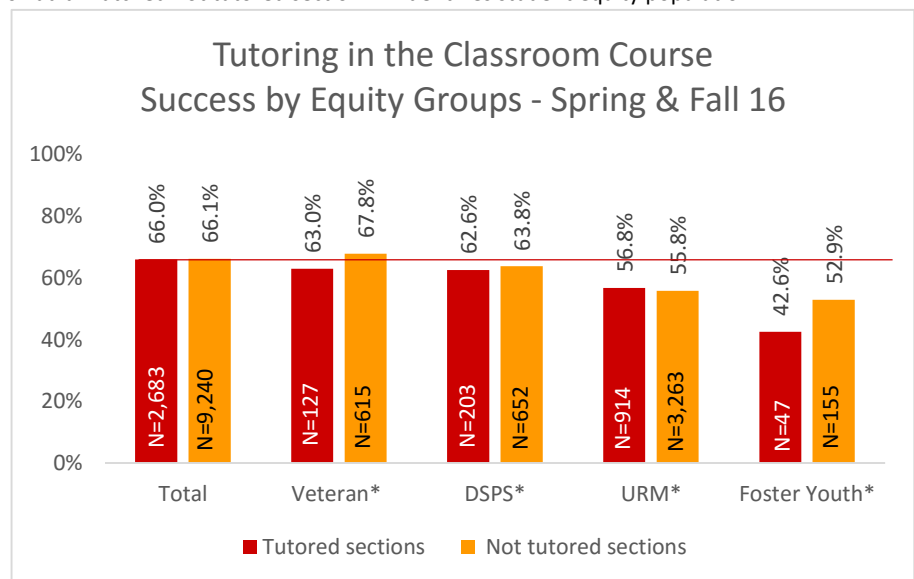
## Are there differences in courses success equity groups?

Overall the total course success for all of the courses in Spring and Fall 16 was 66% for both tutored and not tutored sections. When success by demographic group is looked at, differences emerge. In both tutored and not tutored courses, Unknown students, Asian students, and White students passed at higher rates than the total average. A higher proportion of Unknown students and Asian students successfully passed their courses in the tutored group compared to the not tutored group; whereas a higher proportion of white students in the not tutored courses were successful in their courses compared to the tutored group. All other group succeeded at a lower rate than the overall total. Overall the differences were small, with the exception of Two or more races and Pacific Islander students. Filipino students, African American students, Two or more Races students, and Pacific Islander students all passed their courses at higher rate in the not tutored sections than the tutored sections whereas Latino students were successful at a higher rate in the tutored courses than the not tutored courses.



Note: Not Tutored are the matched courses during the Spring 15 and Fall 15 semester without a mentor or tutor in the classroom. Not all of the tutored sections had a matched not tutored section. \* identifies student equity population

Success by Equity groups was also looked at. Veterans and DSPS students passed at rates just under the average pass rate with the exception of veterans not tutored, which passed at a higher rate than the average. Veterans, DSPS students and Foster youth students passed at higher rates in the non tutored courses than the tutored courses. Under Represented Minorities (URM) students passed at a higher rate in the tutored courses. URM includes, African American, Pacific Islander, Latino, and American Indian/Alaskan Native.



Note: Not Tutored sections are the matched courses during the Spring 15 and Fall 15 semester without a mentor or tutor in the classroom. Not all of the tutored sections had a matched not tutored section. \* identifies student equity population

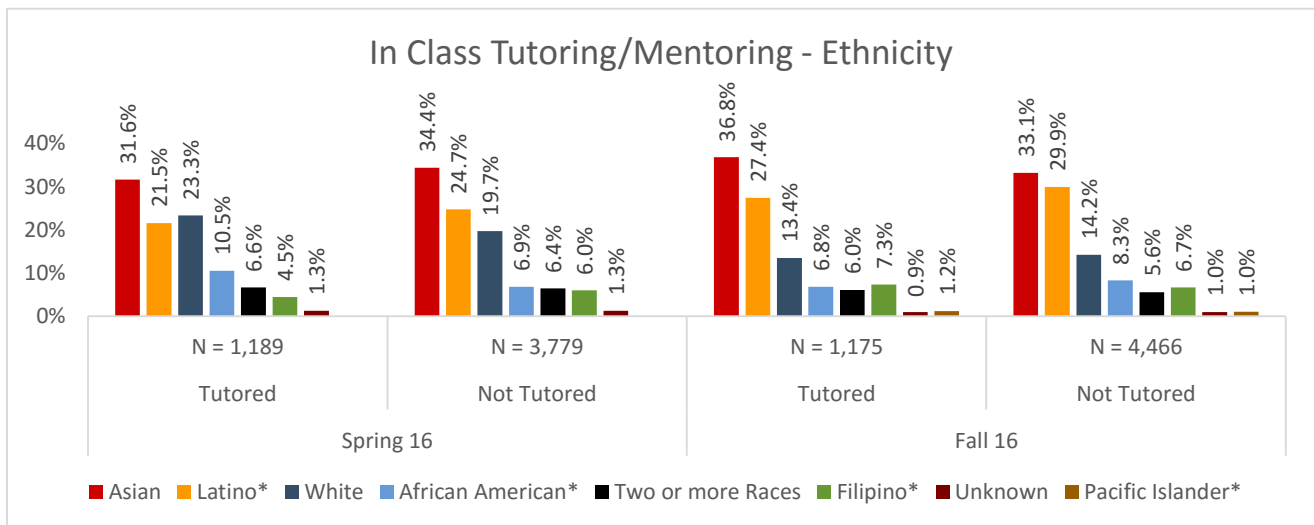
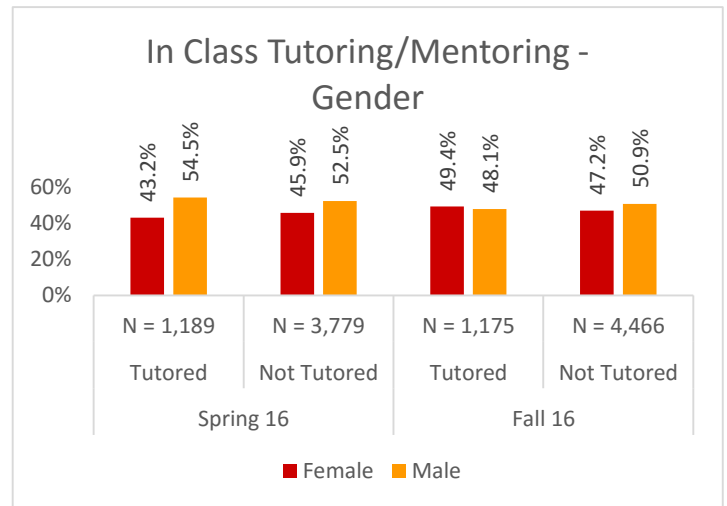
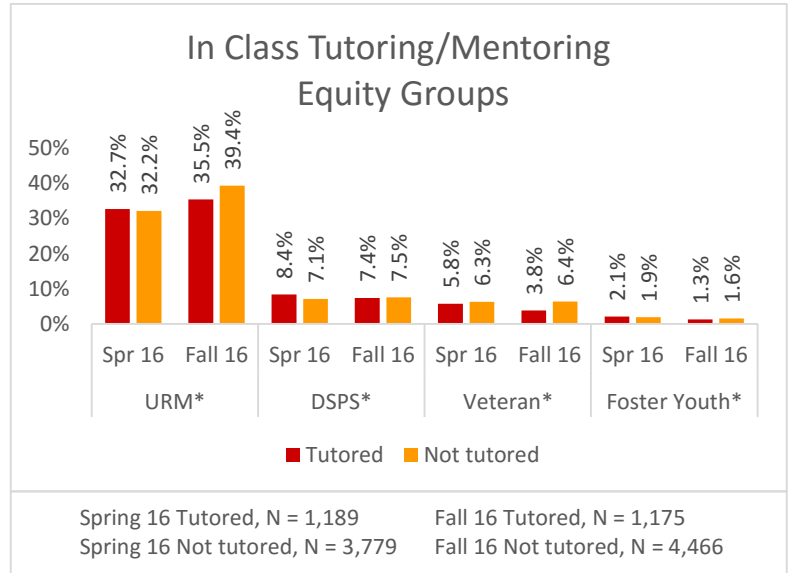
## What is the demographic makeup of students in tutored courses?

Data for tutored and not tutored students were disaggregated by ethnicity, gender, URM, DSPS students, foster youth and veterans. In order for the projects to close the equity gap, equity populations need to be accessing the services. Ideally, there will be a higher proportion of student equity target population students accessing the tutored programs than the non tutored programs.

**Equity Populations:** The proportion of URM students during the Spring semester matched the non tutored courses, in Fall 16 the proportion was lower in the tutored sections than the sections without a tutor. DSPS students in the Spring had a slightly higher proportion in tutored courses compared to not tutored courses; the proportions were similar for both groups in the Fall. In both Spring and Fall 16 there was a lower proportions of veterans in the tutored sections. There was a larger proportion of foster youth in tutoring courses in Spring than not tutored courses and a similar amount enrolled in the Fall.

**Gender:** Overall, there are more male students in the tutored and not tutored courses than female students which is the opposite when compared to the CCSF student population. In 2016-17, females make up 52.7% of the student population at CCSF.

**Ethnicity:** In all groups, Asian students were the largest group followed by Latino students, then white students. Spring 2016 tutored students are the exception, where white students outnumbered Latino students.



Note: For all Charts on this page students are counted in tutored and untutored sections if they are enrolled in a tutored course and an untutored course from the chart above. Groups with fewer than 10 students were removed.

\* identifies student equity target population

## Demographics – In the classroom continued

## In Class Tutoring/Mentoring Demographics

	Spring 16		Fall 16	
	Tutored N = 1,189	Not Tutored N = 3,779	Tutored N = 1,175	Not Tutored N = 4,466
Female	43.2%	45.9%	49.4%	47.2%
Male	54.5%	52.5%	48.1%	50.9%
Unknown	2.3%	1.6%	2.5%	1.9%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Asian	31.6%	34.4%	36.8%	33.1%
Latino*	21.5%	24.7%	27.4%	29.9%
White	23.3%	19.7%	13.4%	14.2%
African American*	10.5%	6.9%	6.8%	8.3%
Two or more Races	6.6%	6.4%	6.0%	5.6%
Filipino*	4.5%	6.0%	7.3%	6.7%
Unknown	1.3%	1.3%	0.9%	1.0%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

- Filipino and Native American/Alaskan Native were removed due to small numbers

URM*	32.7%	32.2%	35.5%	39.4%
Non URM	67.3%	67.8%	64.5%	60.6%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

DSPS*	8.4%	7.1%	7.4%	7.5%
Non DSPS	91.6%	92.9%	92.6%	92.5%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Veteran*	5.8%	6.3%	3.8%	6.4%
Non Veterans	86.6%	86.7%	89.4%	86.9%
Unknown	7.6%	7.0%	6.8%	6.7%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Foster Youth*	2.1%	1.9%	1.3%	1.6%
Non Foster Youth	90.3%	91.1%	91.9%	91.7%
Unknown	7.6%	7.0%	6.8%	6.7%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Note: Students are counted in tutored and untutored sections if they are enrolled in a tutored course and an untutored course from the chart above.

URM includes, African American, Pacific Islander, Latino, and American Indian/Alaskan Native.

\* Equity Populations

## FINDINGS OR RESULTS - TUTORING OUTSIDE OF THE CLASSROOM

Are students who utilize tutoring/mentoring services outside of the classroom successful?

Course success data were collected for students who met with a tutor/mentor outside of the classroom and a comparison group. Students are counted as successful if they receive a passing grade of an A, B, C, or P in the course. The comparison group is the total course success for all students enrolled a matching subject in Fall and Spring 2016. The comparison group includes the tutored students.

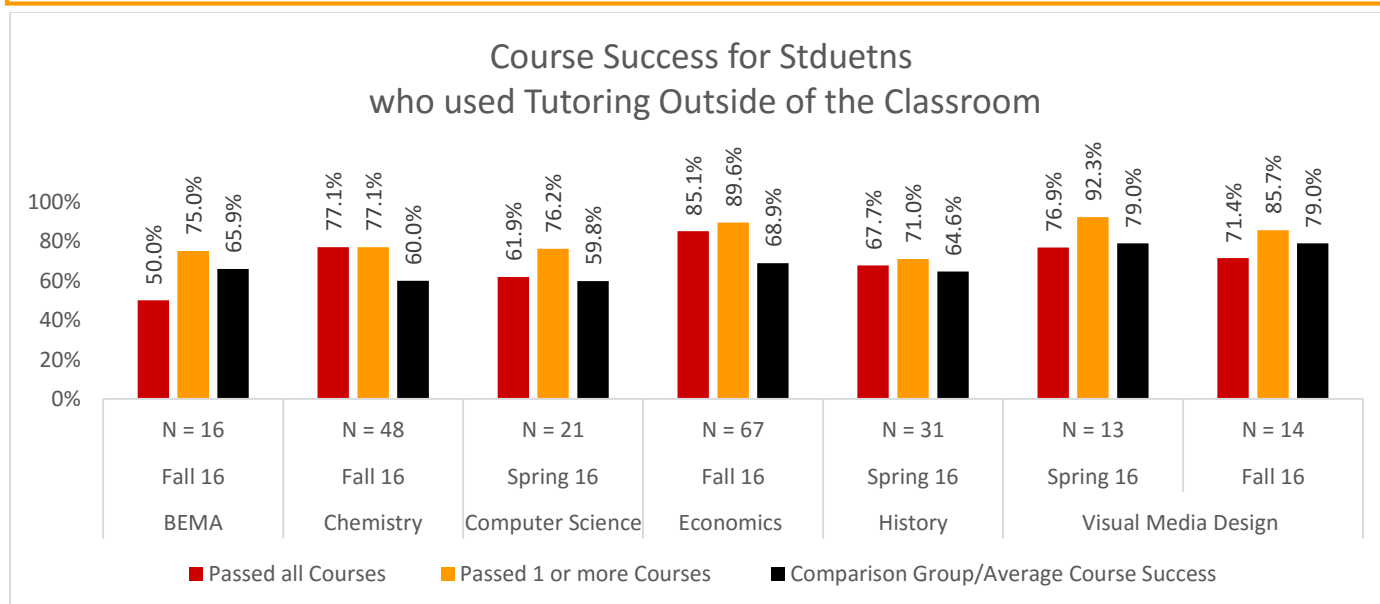
In many cases students tutored outside of the classroom are enrolled in more than one course within the same subject area. Because tutoring happened outside of the classroom, it is indeterminable which course within the same subject area a student went to tutoring for. Therefore, course success for the tutored/mentored students is broken down into 2 categories, *Passed all Courses* and *Passed 1 or more Courses*.

**Passed all Courses:** Students successfully completed (received an A, B, C, or P) all of the courses in the respective subject area during the semester. This includes students enrolled in 1 course or multiple courses in the respective subject who successfully completed all of the courses within that respective subject.

**Passed 1 or more Courses:** Students may not have successfully completed all courses in the respective subject area during the semester but successfully completed (received an A, B, C, or P) 1 or more of the courses in the respective subject area. Students in the *Passed all Courses* group are included in the *Passed 1 or more Courses* group.

**Comparison Group:** Comparison group is the average course success for all sections in the respective success measures. The tutored students are included in the comparison group average.

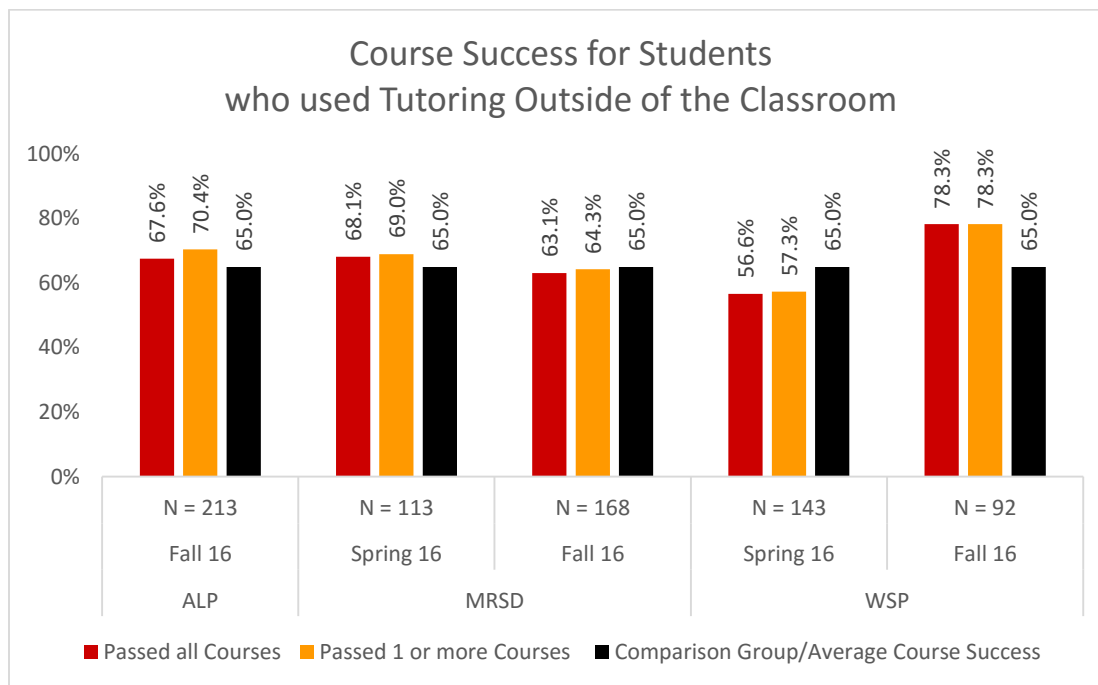
Overall the majority of tutored/mentored students succeeded at higher rates than the comparison groups. WSP (Spring) and MRSD (Fall) had lower rates in both success measures compared to the matched comparison group. BEMA and VMD (both terms) had lower rates in the passed all courses group than the matched comparison group. It is important to keep in mind that each column is one semester worth of data and the sample sizes are very small in some cases.



Note: Projects with fewer than 10 students in a semester were excluded from the chart, See: *Tutoring Outside of the Classroom – Course Success Table* on page 9.



Out of the classroom Course success continued



Note: Projects with fewer than 10 students in a semester were excluded from the chart, see table below.

Tutoring Outside of the Classroom – Course Success

Project	Term	# of Students Tutored	# Enrolled in more than 1 Course	% Passed all Courses	% Passed 1 or more Courses	Comparison group / Average Course Success	Invalid IDs	Fall and Spring 16 Success Measure
ALP	Fall 16	213	85	67.6%	70.4%	65.0%	1	
MRSD	Spring 16	113	6	68.1%	69.0%	65.0%	17	ENGL Grades
	Fall 16	168	16	63.1%	64.3%	65.0%	25	
WSP	Spring 16	143	19	56.6%	57.3%	65.0%	40	
	Fall 16	92	36	78.3%	78.3%	65.0%	11	
BEMA	Fall 16	16	10	50.0%	75.0%	65.9%	0	BCST Grades
Behavioral Sciences	Spring 16	4	1	100.0%	100.0%	68.1%	0	BEHV Grades
Child Development	Spring 16	8	2	87.5%	87.5%	84.7%	1	CDEV/ET Grades
Chemistry	Fall 16	8	0	100.0%	100.0%	63.9%	0	CHEM Grades
	Spring 16	48	1	77.1%	77.1%	60.0%	0	
Computer Science	Spring 16	21	12	61.9%	76.2%	59.8%	1	CS Grades
Economics	Fall 16	67	4	85.1%	89.6%	68.9%	0	ECON Grades
Fire Science	Spring 16	3	2	100.0%	100.0%	85.1%	0	F SC Grades
History	Spring 16	31	2	67.7%	71.0%	64.6%	0	HIST Grades
Visual Media Design	Spring 16	13	8	76.9%	92.3%	79.0%	1	VMD Grades
	Fall 16	14	10	71.4%	85.7%	79.0%	2	

Note: Comparison group made up of average success from all students enrolled in success measure group from Spring and Fall 2016 – Tutored Students are not excluded.

## Out of the Classroom GPA as a measure of Success

Some projects focus on more than one course area. In this case GPA was used to measure success. Term GPA was compared to the overall CCSF GPA to measure improvement in successful course completion. Students who have a higher term GPA than cumulative GPA Fall under *Higher GPA*. Students who have a lower term GPA than cumulative GPA Fall under *Lower GPA*. In some cases students participating in out of class tutoring/mentoring are in their first semester at CCSF and do not have a cumulative GPA to compare to. The results are mixed. Again, it is important to keep in mind that each column is one semester worth of data and the sample sizes are very small in some cases.

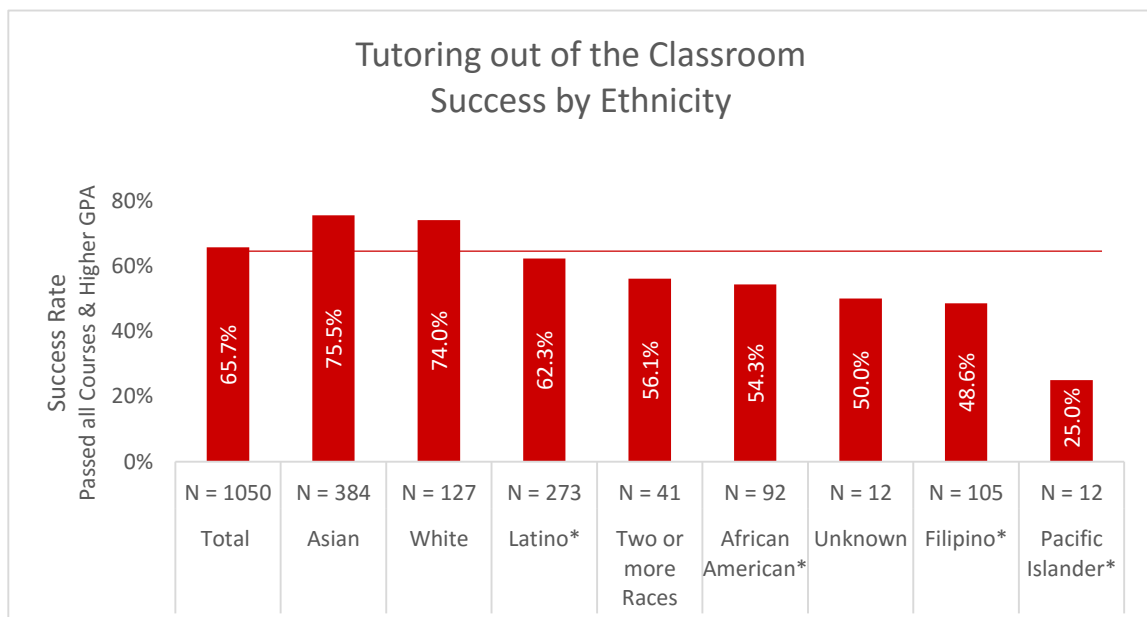
### Term GPA Compared to Overall GPA

Project	Term	Tutored	Students				
			Higher GPA	Lower GPA	in First Term	Invalid IDs	
HAMCOS/	Spring 16	26	69.2%	23.1%	0.0%	2	GPA
ProjectSURVIVE	Fall 16	4	25.0%	75.0%	0.0%	0	
TULAY	Spring 16	10	0.0%	100.0%	0.0%	1	
	Fall 16	22	0.0%	4.5%	95.5%	0	
WayPass	Fall 16	26	53.8%	23.1%	19.2%	1	

Note: One WayPass student received the same GPA from Fall 2016 as their overall GPA

## Are there differences in course success by ethnicity or equity population?

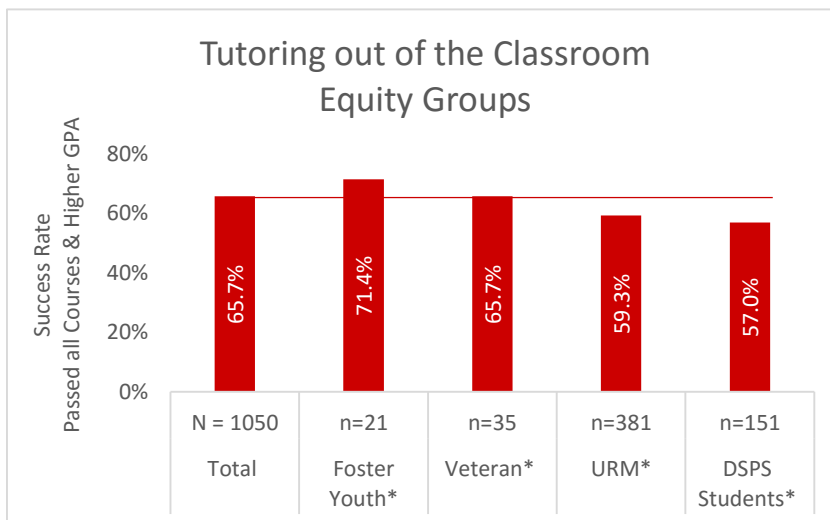
Success by demographic group was looked at for students who were tutored outside of the classroom. The average success rate for students who passed all of their courses or received a higher GPA was 65.7%. When success is disaggregated by ethnicity not all students are completing at the same rate. Asian students and White students successfully completed at higher rates than the average of the total group whereas the other ethnicity groups complete at a lower success rate.



Note: Groups with fewer than 10 students were removed and \* identifies student equity target population

## Differences in success by ethnicity or equity population continued

Along with ethnicity, other Equity groups were looked at, students identified as foster youth successfully passed at a higher rate than the average course success for tutored students. Veterans passed at the same rate compared to the average course success. URM and DSPS students passed at a lower rate. URM includes, African American, Pacific Islander, Latino, and American Indian/Alaskan Native.



Note: \* identifies student equity target population

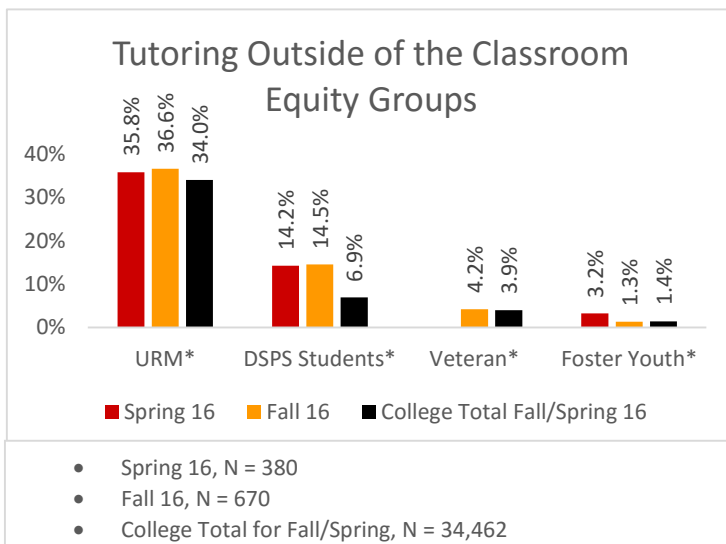
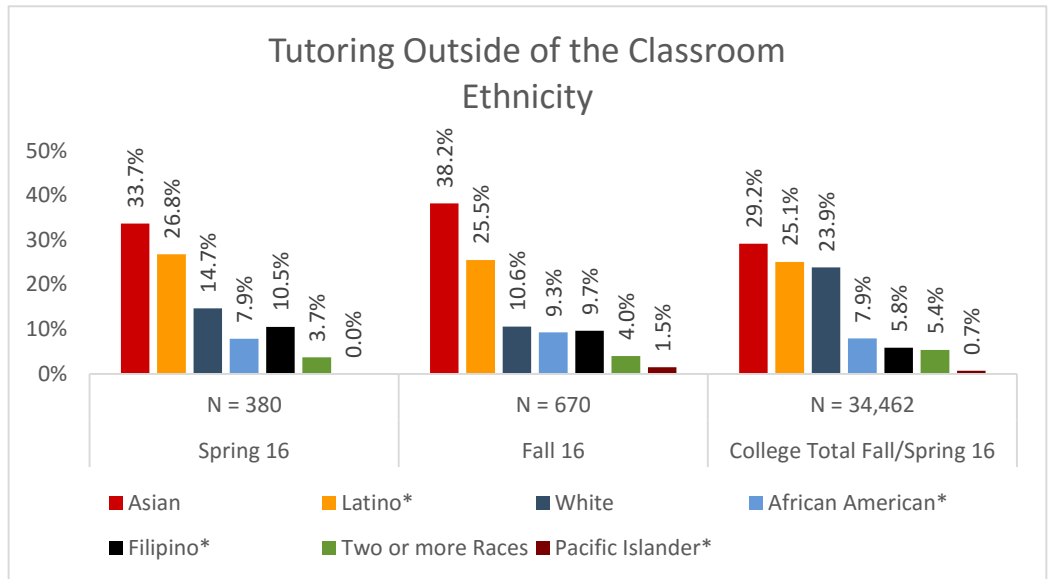
## Out of the Classroom Success by Demographics

Tutored Students Success	Count	Passed all course	Passed at least 1 course
		Passing all courses or higher in GPA	Pass some courses or same GPA
		%	%
African American*	92	54.3%	57.6%
Asian	384	75.5%	76.1%
Filipino*	105	48.6%	66.0%
Latino*	273	62.3%	66.7%
Pacific Islander*	12	25.0%	50.0%
Two or more Races	41	56.1%	68.3%
White	127	74.0%	58.3%
Unknown	12	50.0%	75.8%
<b>Total # of tutored students</b>	<b>1050</b>	<b>65.7%</b>	<b>70.2%</b>
Foster Youth*	21	71.4%	71.4%
Veteran*	35	65.7%	68.6%
URM*	382	59.3%	64.0%
DSPS Students*	151	57.0%	63.6%
<b>Total # of tutored students</b>	<b>1050</b>	<b>65.7%</b>	<b>70.2%</b>

Note: American Indian/Alaskan Native students are not included due to small numbers

What is the demographic makeup of students who utilize tutoring outside of the classroom?

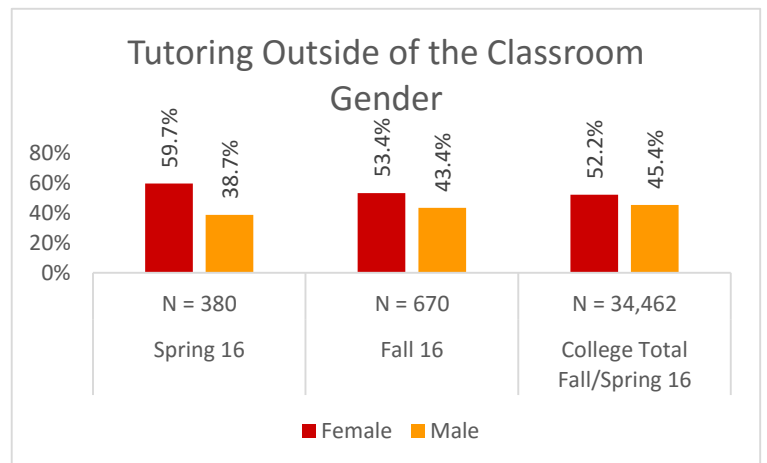
Tutored and not tutored students was disaggregated by ethnicity, gender, foster youth, DSPS students, and veterans. In order for the projects to close the equity gap, equity populations need to be accessing the services. Ideally, there will be a higher proportion of student equity target population students accessing the tutored programs than the non tutored programs.



**Ethnicity:** Asian students were the largest group followed by Latino students, then white students. Interestingly, not all of the ethnic groups utilized tutoring at the same rates. There was a larger proportion of Asian students, Filipino students and African American students who utilized tutoring compared to the college average enrollment rates, Latino students utilizing tutoring programs matched the college average, and White students and Two or more Races students utilized tutoring at lower rates.

**Equity Populations:** Overall, there were more DSPS students utilizing tutoring and slightly more underrepresented minority students utilizing tutoring. Veterans and foster youth fluctuated from semester to semester with less veterans utilizing tutoring in the Spring and more foster youth attending tutoring. In the Fall veterans and foster youth proportions were closer to the college population.

**Gender:** Overall there were more females compared to males enrolled in tutoring which matches the college enrollment



Note: For all charts on this page, Students are counted for each program they accessed, groups with fewer than 10 students were removed, and \* identifies student equity target population

## Out of the classroom demographics continued

## Out of the Classroom Demographics

<b>Demographics</b>	<b>Spring 16</b>	<b>Fall 16</b>	<b>College Total Fall/Spring 16</b>
	N = 380	N = 670	N = 34,462
Female	59.7%	53.4%	52.2%
Male	38.7%	43.4%	45.4%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
African American*	7.9%	9.3%	7.9%
Asian	33.7%	38.2%	29.2%
Filipino	10.5%	9.7%	5.8%
Latino*	26.8%	25.5%	25.1%
Pacific Islander*		1.5%	0.7%
Two or more Races	3.7%	4.0%	5.4%
White	14.7%	10.6%	23.9%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
Foster Youth*	3.2%	1.3%	1.4%
Not Foster Youth	96.8%	98.7%	98.6%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
Veteran*		4.2%	3.9%
Not Veteran		95.8%	96.1%
<b>Total</b>		<b>100.0%</b>	<b>100.0%</b>
URM*	35.8%	36.6%	34.0%
Not URM	64.2%	63.4%	66.0%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
DSPS Students*	14.2%	14.5%	6.9%
Not DSPS Student	85.8%	85.5%	93.1%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Note: Students are counted for each program they accessed  
 --Totals may not add up to exactly 100%, American Indian/Alaskan Native, Pacific Islander (Spring 16), and Unknown are not included due to small numbers. \* identifies student equity target populations.

## SUMMARY OF FINDINGS

**Success in the classroom:** Overall the course success results are mixed for tutoring inside and outside the classroom. Tutoring in the classroom and the matched not tutored sections in the same semester had an average success rate of 66%. However, more courses with tutors/mentors in the classrooms had higher course success rates than courses without a tutor/mentor. The majority of the tutoring outside of the classroom programs had higher success rates than the comparison groups. However, the average course success rate of all students who were tutored outside of the classrooms (65.7%) which is lower than the average course success rate for the college (72%). These results are based on two semesters worth of data and the programs differ from semester to semester which could explain the variations in results.

**Success by student equity population:** Course success for both in the classroom and out of the classroom was disaggregated by ethnicity and other equity populations. The student equity populations include, Latino, African American, Filipino, Pacific Islander, American Indians/Alaskan Natives, DSPS Students, Veterans, and Foster Youth. American Indians/Alaskan Natives were excluded due to small numbers, however they were included in the unrepresented minority (URM) measure which also includes, African American, Pacific Islander, and Latino. All of the student equity populations had a success rates below the average course success rates for the tutored groups (66%) with the exception of foster youth and veterans tutored outside of the classroom.

**Access:** In order for the projects to close the equity gap, equity populations need to be accessing the services. Ideally, a higher proportion of student equity target population students accessing the tutored programs than the non tutored programs. In both groups, tutoring in the classroom and tutoring outside of the classroom the rates of equity group participation fluctuates over the 2 semesters. Overall, many of the equity groups are accessing the tutoring projects at similar rates to the college proportion. In one semester there may be a disparity in access for a particular group but the next semester the proportion will be similar to the college or comparison group.

## FUTURE DIRECTIONS

Questions to consider in the future to address disparities in course success for equity populations.

**How to increase access to the equity populations?**

Increasing awareness - addressing barriers to access - Equity groups may know about tutoring on campus but may not feel welcomed or are embarrassed.

**What aspects of the tutoring programs improve equity population's course success?**

The tutoring/mentoring projects are all very different from each other and focus on different discipline areas. There may be aspects of program, along with the tutoring that especially helps equity populations.

**What aspects of the programs can be improved, changed, added, or removed to improve student success?**

There are many parts of the tutoring programs that are not captured in this research brief. A program can look into itself to improve. However a collaborative inquiry across tutoring projects may prove to be more fruitful.

**High quality and consistent data collection is essential to understanding and reporting on the benefits of tutoring**

Currently, Fall and Spring 2016 projects do not have many matching courses across the 2 semesters. In the future, as the projects continue, data can be aggregated across terms to get a bigger sample size. This will allow for disaggregation at the project or course level instead of the aggregate of all the equity tutoring/mentoring projects. Multiple terms of data from the same project will also allow for a comparison of an individual project over time.

## METHODOLOGY

### Data Collection:

Spreadsheets were collected from the equity/tutoring projects

- Within class tutoring collected course name, CRN, Date the tutor/mentor was in the classroom, number of minutes of contact time and the Mentor/Tutor Initials.
- Outside of class tutoring: collected student names, student IDs, the date a student saw the tutor, number of minutes of contact time and the Mentor/Tutor Initials.

The spreadsheets were combined, cleaned and entered into ORP personal schemas

- Spring 2016 data – combined and cleaned and entered into RFILLMAN.EQUITY2016 & RFILLMAN.EQUITY2016\_WC
- Fall 2016 data – combined with Spring 2016 and cleaned and entered into MPONTIOUS.EQUITY\_TUTORING\_OUTOFCLASS & MPONTIOUS.EQUITY\_TUTORING\_WC

The data from the spreadsheets were then connected to the Banner warehouse system to pull grades, GPA and demographics.

- Banner table names – SFRSTCR, SPRIDEN, SSBSECT, SHRTGPA, CLIN.SWBRBKG, SHRTCKN, MPONTIOUS.EQUITY\_TUTORING\_OUTOFCLASS, CLIN.SWBRSP, MPONTIOUS.EQUITY\_TUTORING\_WC, RFILLMAN.EQUITY2016, & RFILLMAN.EQUITY2016\_WC

### Success Rates

- Course Success: A student is counted as successful if they receive a passing grade of an A, B, C, or P in the course.
  - Out of Class tutoring used all respective course that matched the tutoring type and were measured as *Passed all Courses & Passed 1 or more Courses*.
- GPA: Term GPA and overall CCSF GPA was collected and compared.
  - Higher GPA – Term GPA was higher than overall GPA
  - Lower GPA – Term GPA was lower than overall GPA
  - Students in First Term – Students Overall and Term were the same because the term was their first term at CCSF.
- Comparison groups:
  - Tutoring within the classroom
    - Matched courses within the same term
      - Only available when matched course were offered without tutoring.
    - Average of all matched courses from 2011/12 -2014/15
      - Only available if the course was offered between 2011/12 -2014/15
      - Course Success and Demographics V20170109 – Save state 2/9/2017
  - Tutoring outside of the classroom
    - Average success from all students enrolled in success measure group from Spring and Fall 2016 – Tutored Students are not excluded.
    - Course Success and Demographics V20170109 – Save state 2/9/2017
      - Restricted to Terms Spring 2016 and Fall 2016

### Excluded Data:

- Tutoring inside the classroom
  - When CRN's were invalid
  - Computer Science Courses from Fall 2016 were excluded because it was unclear if the tutoring happened with the whole class or individual students. The spreadsheet stated that students within the CRNs listed had access to tutoring
- Tutoring outside of the classroom
  - Not all student IDs were valid
  - Corrected as many invalid student IDs as possible using name provided

**Date of data extraction:** April 12, 2017

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