



San Diego Mesa College Supervised Tutoring Report

Spring 2011

Prepared by:

Office of Instructional Services, Resource Development, & Research
May 2011

Introduction

The purpose of the Tutoring Center is to provide students with academic support services that go beyond the classroom. Students come to the Tutoring Center to further develop their understanding of subject matter and/or mastery of college reading/study skills. Students also receive assistance in improving the way information is processed and organization management.

The data in this report will be used for multiple purposes: 1) the Tutoring Center administration will use it for planning, and 2) The District will use it for deciding how services are rendered in the future.

This report examines the difference in the success and retention rates of those Basic Skills math and English students who have received one or more hours of tutoring compared to those students with no tutoring hours across six semesters (Fall 2007, Spring 2008, Fall 2008, Spring 2009, Fall 2009, and Spring 2010). Differences in persistence rates were examined between the two groups, as well as differences in return rates, i.e., the rate at which students who persisted to the subsequent term also returned to the Tutoring Center for services.

This report also examines success and retention rates for the ten subject areas with the highest frequencies of usage of tutoring services: Accounting, Biology, Business, Chemistry, Economics, Engineering, English/Writing, Math, Physics, and Psychology. Since these subjects included higher-level coursework, persistence and return rates were not examined due to the assumption that a substantial proportion of these students may be outgoing students who would not return to the College for an additional semester of coursework.

Terms and Definitions

Success Rates: Percentage of students who completed a course with a grade of A, B, C, or P out of total enrollments as of census. The success rate is calculated by dividing the numerator by the denominator and multiplying by 100.

Retention Rates: Percentage of students who completed a course with a grade of A, B, C, D, F, P, NP, I or RD out of total enrollments as of census. The retention rate is calculated by dividing the numerator by the denominator and multiplying by 100.

Term Persistence Rates: Percentage of students who were enrolled in a term as of census (eliminating drops and never attends prior to census) and who completed the term with a grade notation of A, B, C, D, F, P, NP, I or RD, then were enrolled as of census in the subsequent primary term and received a grade notation for that term.

Return Rate: Measure of students who received tutoring services and persisted to the subsequent primary term, then returned to the Tutoring Center for services.

Highlight of the Findings for Basic Skills Math

Enrollments in Basic Skills Math: Tutoring v. No tutoring

Enrollments in Basic Skills math by tutoring versus no tutoring are displayed in Table 1.

Table 1. Basic Skills Math Enrollments

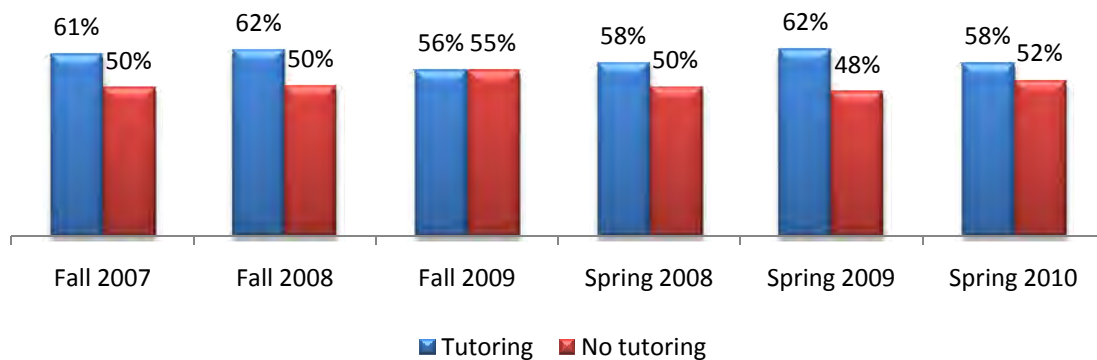
	Basic Skills Math Enrollments		
	Tutoring	No tutoring	Total
Fall 2007	196	1,476	1,672
Fall 2008	232	1,409	1,641
Fall 2009	216	1,438	1,654
			1,421
Spring 2009	242	1,302	1,544
		1,370	1,571

Source: SDCCD Information Systems

Success Rates for Basic Skills Math Students

The success rates of those Basic Skills math students who received supervised tutoring (044) in math at the Tutoring Center were consistently higher compared to the success rates of those Basic Skills math students who had not received supervised tutoring (044) in math at the Tutoring Center across the six terms being reported (see Figure 1).

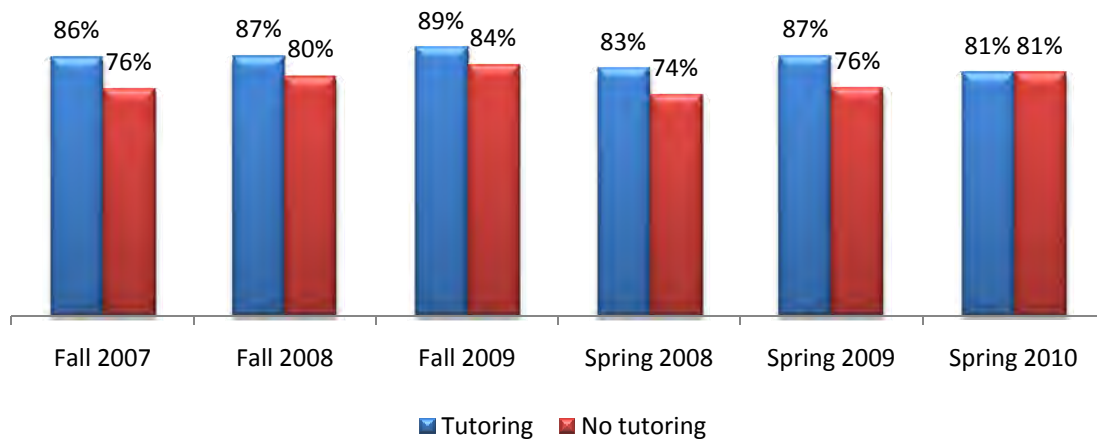
Figure 1. Success Rates for Basic Skills Math Students



Retention Rates for Basic Skills Math Students

The retention rates of those Basic Skills math students who received supervised tutoring (044) in math at the Tutoring Center were generally higher compared to the retention rates of those Basic Skills math students who had not received supervised tutoring (044) in math at the Tutoring Center across the six terms being reported (see Figure 2).

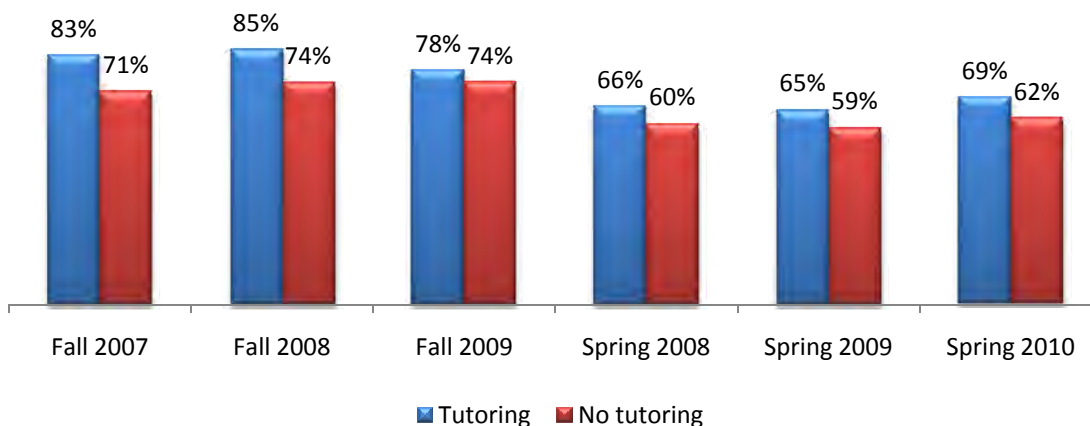
Figure 2. Retention Rates for Basic Skills Math Students



Persistence Rates for Basic Skills Math Students

The persistence rates of those Basic Skills math students who received supervised tutoring (044) in math at the Tutoring Center were higher compared to the persistence rates of those Basic Skills math students who had not received supervised tutoring (044) in math at the Tutoring Center (see Figure 3).

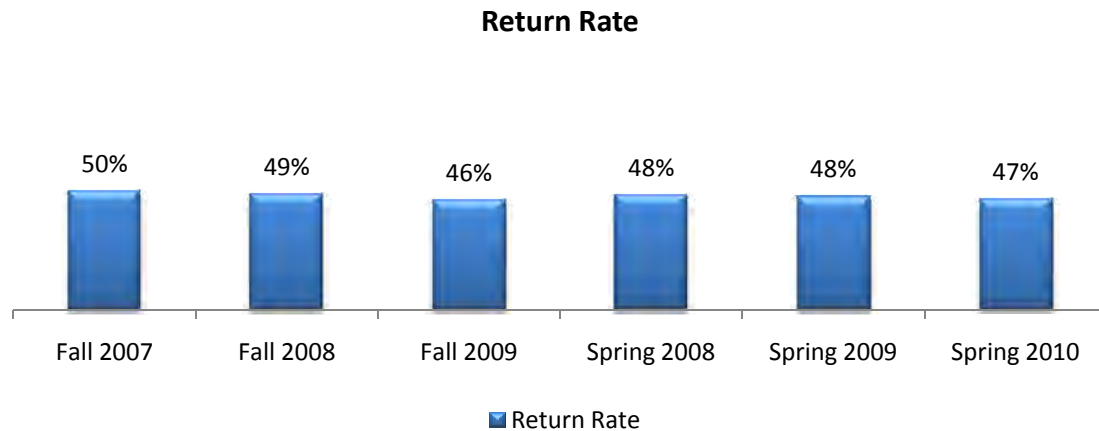
Figure 3. Persistence Rates for Basic Skills Math Students



Return Rates for Basic Skills Math Students Who Received Tutoring Services and Persisted to the Subsequent Primary Term

The return rates of those Basic Skills math students who received supervised tutoring (044) in math at the Tutoring Center and persisted to the subsequent primary term ranged from 46% to 50% for the Fall 2007 through Spring 2010 cohorts (see Figure 4).

Figure 4. Return Rates for Basic Skills Math Students Who Received Tutoring and Persisted



Student Characteristics in Basic Skills Math: Tutoring v. No tutoring: Fall 2007 through Spring 2010 Combined

The headcounts, i.e., unduplicated enrollments such that each student is counted only once per semester regardless of the number of classes enrolled, for Basic Skills math from Fall 2007 through Spring 2010 are displayed in Table 2. Headcounts for the six semesters / three academic years were combined in order to increase the counts to be substantial enough to disaggregate by student characteristics. Student characteristics for Basic Skills math students from Fall 2007 through Spring 2010 are shown in Figures 5 through 8 by tutoring versus no tutoring.

Of those Basic Skills math students who received tutoring, 54% were female and 46% were male in contrast to the gender composition of the group that did not receive tutoring, which was 51% female and 49% male. With regard to ethnicity, African-American students were slightly overrepresented among students that received tutoring (13% of those that received tutoring and 8% of those that did not receive tutoring). Also, 41% of students that received tutoring also received financial aid in contrast with 33% of those who did not receive tutoring receiving financial aid. With regard to first generation college student status, 31% of those who received tutoring reported being first generation college students whereas 28% of those who did not receive tutoring were self-identified as such.

Table 2. Basic Skills Math Headcounts

	Basic Skills Math Headcounts		
	Tutoring	No tutoring	Total
Fall 2007	169	1,106	1,275
Fall 2008	197	1,125	1,322
Fall 2009	191	1,197	1,388
Spring 2008	149	904	1,053
Spring 2009	209	984	1,193
Spring 2010	163	1,096	1,259
Total	1,078	6,412	7,490

Source: SDCCD Information Systems

Figure 5. Gender of Basic Skills Math Students by Tutoring v. No tutoring

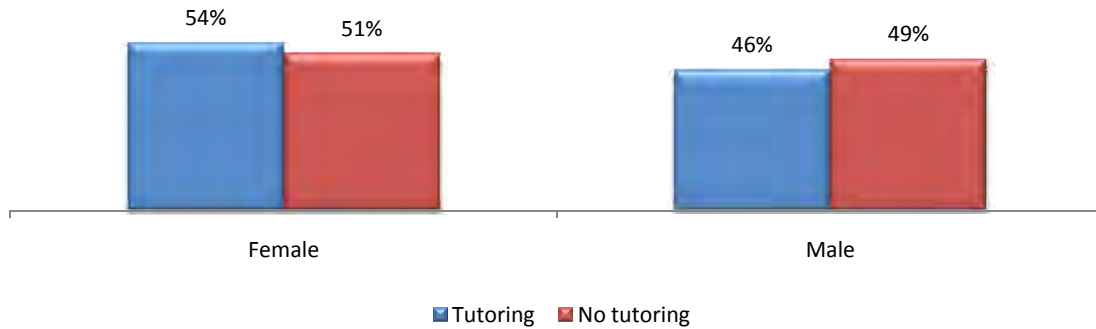


Figure 6. Ethnicity of Basic Skills Math Students by Tutoring v. No tutoring

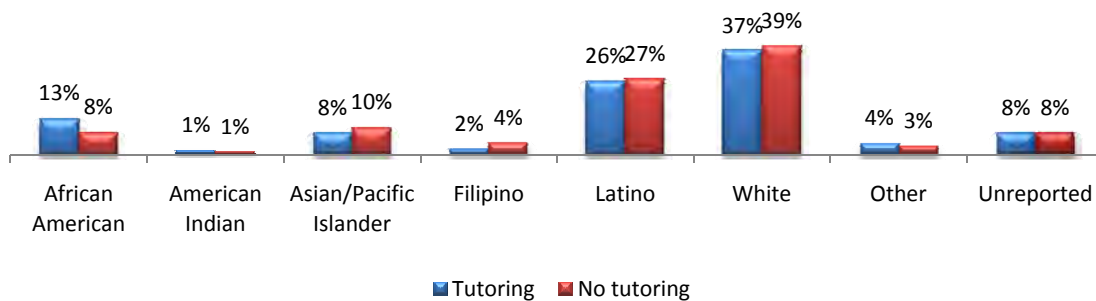


Figure 7. Financial Aid Status of Basic Skills Math Students by Tutoring v. No tutoring

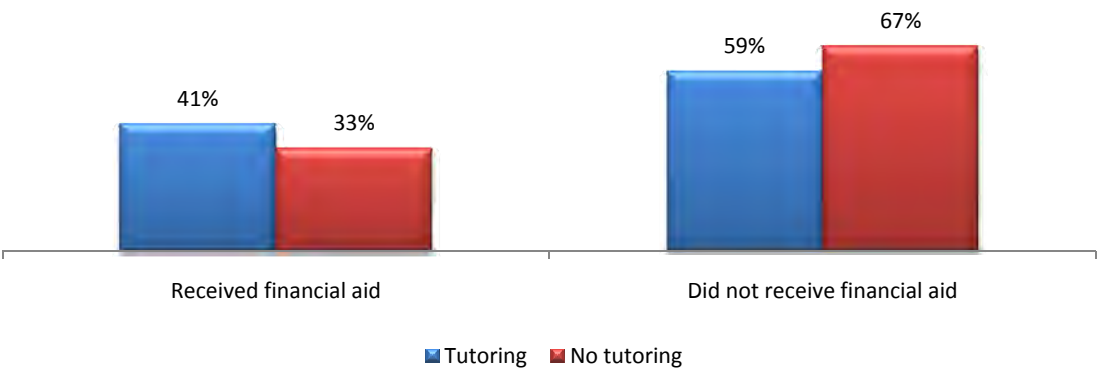
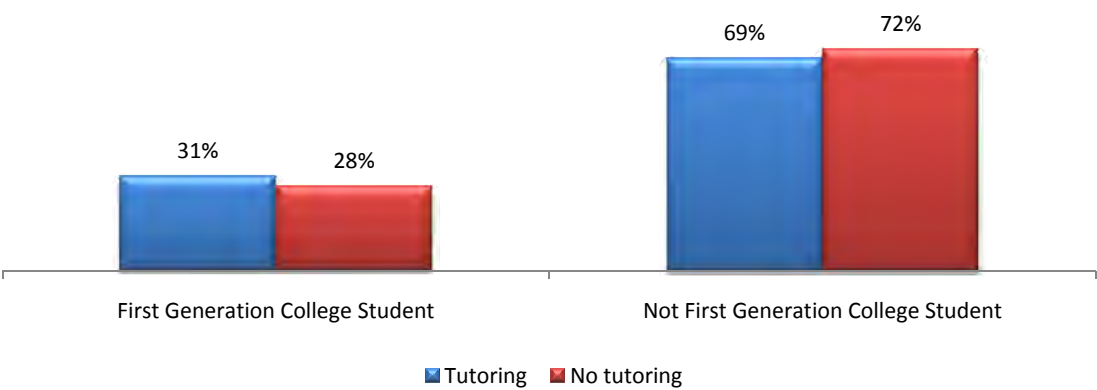


Figure 8. First Generation College Student Status of Basic Skills Math Students by Tutoring v. No tutoring



Highlight of the Findings for Basic Skills English

Enrollments in Basic Skills English: Tutoring v. No tutoring

Enrollments in Basic Skills English by tutoring versus no tutoring are displayed in Table 3.

Table 3. Basic Skills English Enrollments

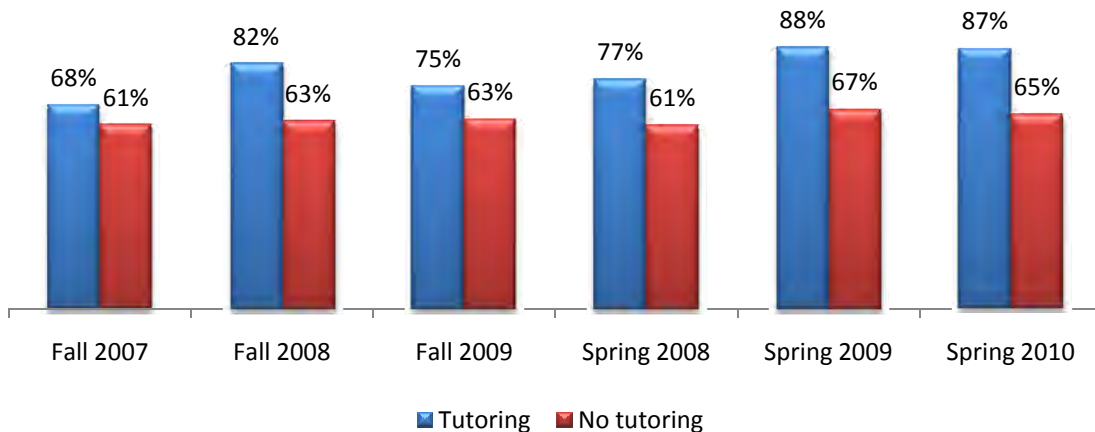
	Basic Skills English Enrollments		
	Tutoring	No tutoring	Total
Fall 2007	69	1,684	1,753
Fall 2008	105	1,530	1,635
Fall 2009	55	1,451	1,506
			1,734
Spring 2009	88	1,583	1,671
		1,404	1,565

Source: SDCCD Information Systems

Success Rates for Basic Skills English Students

The success rates of those Basic Skills English students who received supervised tutoring (044) in English at the Tutoring Center were consistently higher compared to the success rates of those Basic Skills English students who had not received supervised tutoring (044) in English at the Tutoring Center across the six terms being reported (see Figure 9).

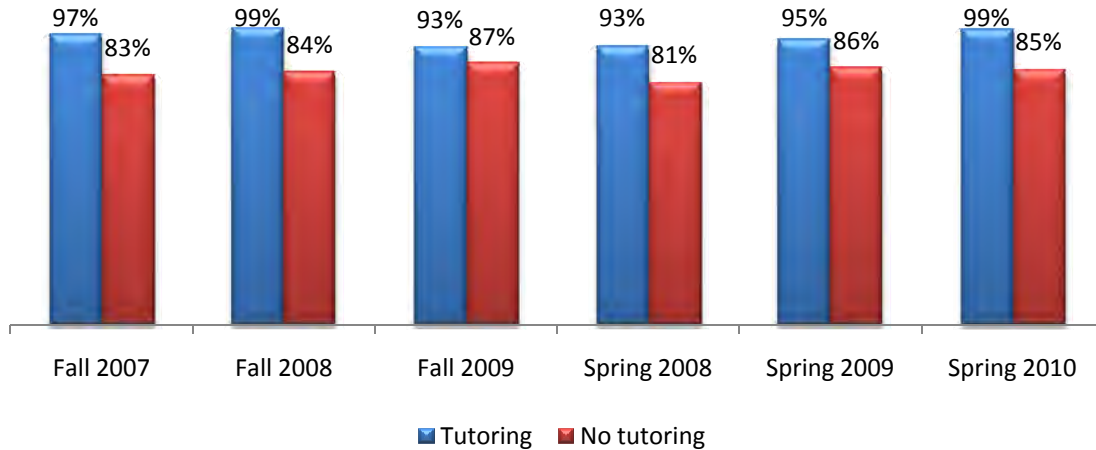
Figure 9. Success Rates for Basic Skills English Students



Retention Rates for Basic Skills English Students

The retention rates of those Basic Skills English students who received supervised tutoring (044) in English at the Tutoring Center were consistently higher compared to the retention rates of those Basic Skills English students who had not received supervised tutoring (044) in English at the Tutoring Center across the six terms being reported (see Figure 10).

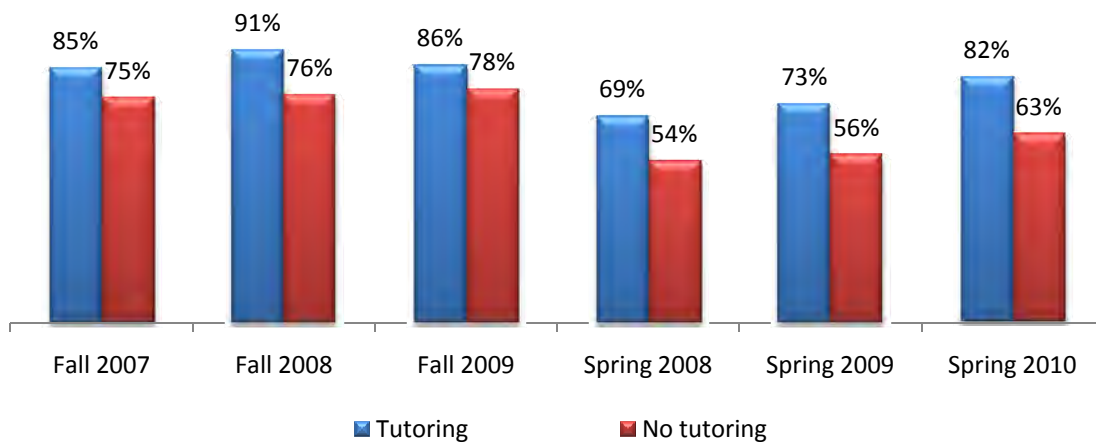
Figure 10. Retention Rates for Basic Skills English Students



Persistence Rates for Basic Skills English Students

The persistence rates of those Basic Skills English students who received supervised tutoring (044) in English at the Tutoring Center were higher compared to the persistence rates of those Basic Skills English students who had not received supervised tutoring (044) in English at the Tutoring Center (see Figure 11).

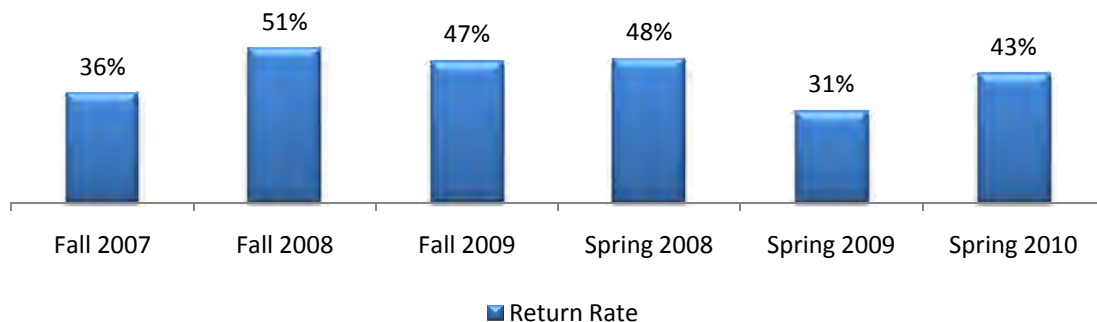
Figure 11. Persistence Rates for Basic Skills English Students



Return Rates for Basic Skills English Students Who Received Tutoring Services and Persisted to the Subsequent Primary Term

The return rates of those Basic Skills English students who received supervised tutoring (044) in English at the Tutoring Center and persisted to the subsequent primary term ranged from 31% to 51% (see Figure 12).

Figure 12. Return Rates for Basic Skills English Students Who Received Tutoring and Persisted



Student Characteristics in Basic Skills English: Tutoring v. No tutoring: Fall 2007 through Spring 2010 Combined

The headcounts, i.e., unduplicated enrollments such that each student is counted only once per semester regardless of the number of classes enrolled, for Basic Skills English from Fall 2007 through Spring 2010 are displayed in Table 4. Headcounts for the six semesters / three academic years were combined in order to increase the counts to be substantial enough to disaggregate by student characteristics. Student characteristics for Basic Skills English students from Fall 2007 through Spring 2010 are shown in Figures 13 through 16 by tutoring versus no tutoring.

Of those Basic Skills English students who received tutoring, 54% were female and 46% were male in contrast to the gender composition of the group that did not receive tutoring, which was 49% female and 51% male. With regard to ethnicity, Asian/Pacific Islander students were slightly overrepresented among students that received tutoring (25% of those that received tutoring and 20% of those that did not receive tutoring), while the reverse was true of White students (underrepresented among those that received tutoring at 24% versus 30% of those that did not receive tutoring). Also, 39% of students that received tutoring also received financial aid in contrast with 33% of those who did not receive tutoring receiving financial aid. With regard to first generation college student status, 37% of those who received tutoring reported being first generation college students whereas 30% of those who did not receive tutoring were self-identified as such.

Table 4. Basic Skills English Headcounts

	Basic Skills English Headcounts		
	Tutoring	No tutoring	Total
Fall 2007	52	1,170	1,222
Fall 2008	81	1,064	1,145
Fall 2009	42	1,027	1,069
Spring 2008	111	1,090	1,201
Spring 2009	67	1,116	1,183
Spring 2010	113	1,021	1,134
Total	466	6,488	6,954

Source: SDCCD Information Systems

Figure 13. Gender of Basic Skills English Students by Tutoring v. No Tutoring

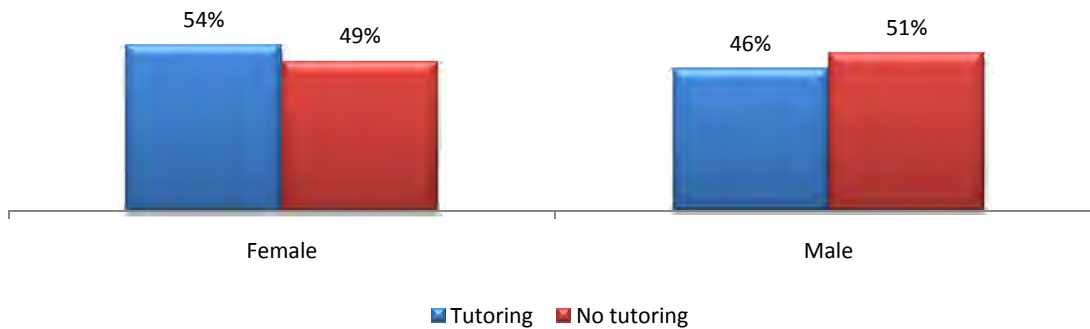


Figure 14. Ethnicity of Basic Skills English Students by Tutoring v. No Tutoring

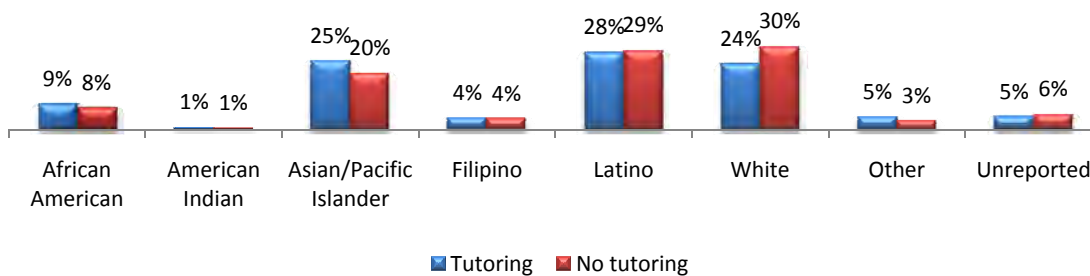


Figure 15. Financial Aid Status of Basic Skills English Students by Tutoring v. No Tutoring

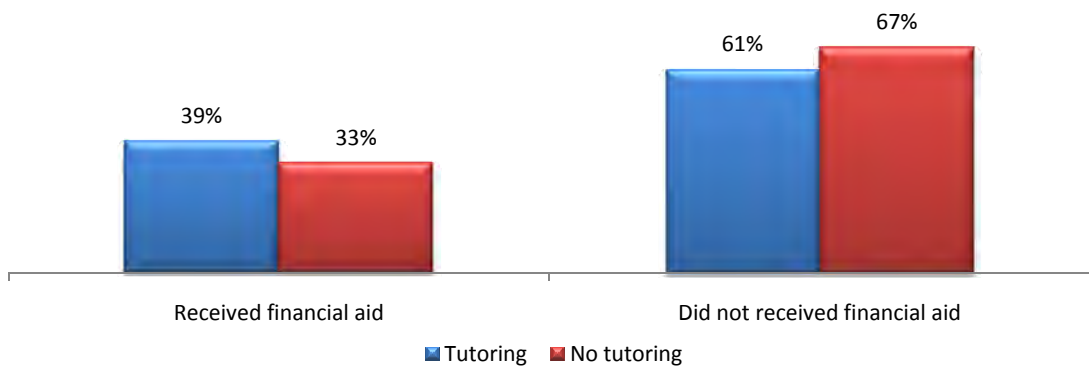
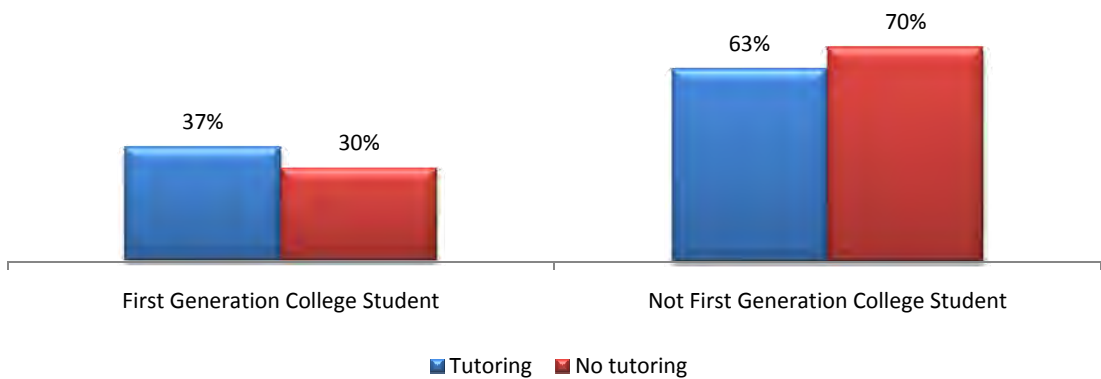


Figure 16. First Generation College Student Status of Basic Skills English Students by Tutoring v. No Tutoring



Success Rates for Top Ten Subject Areas

- The success rates of students who received supervised tutoring (044) at the Tutoring Center were higher compared to those of students who had not received supervised tutoring (044) in the top ten subject areas with the highest frequency of usage of tutoring across the six terms being reported (see Table 5).

Table 5. Success Rates for Top Ten Subject Areas

		Tutoring		Non-Tutoring	
		Enrollment	Success Rate	Enrollment	Success Rate
ACCOUNTING	Fall 2007	131	61%	1,018	59%
	Spring 2008	133	89%	985	65%
	Fall 2008	135	73%	943	62%
	Spring 2009	144	83%	1,112	70%
	Fall 2009	127	76%	1,035	66%
	Spring 2010	70	60%	1,188	67%
BIOLOGY	Fall 2007	92	80%	2,029	69%
	Spring 2008	100	84%	2,060	69%
	Fall 2008	211	75%	2,048	64%
	Spring 2009	300	77%	1,933	69%
	Fall 2009	195	84%	1,936	68%
	Spring 2010	80	60%	2,090	68%
BUSINESS	Fall 2007	36	75%	1,408	67%
	Spring 2008	42	80%	1,467	70%
	Fall 2008	26	71%	1,430	69%
	Spring 2009	47	74%	1,518	72%
	Fall 2009	19	73%	1,453	73%
	Spring 2010	21	90%	1,346	71%
CHEMISTRY	Fall 2007	608	76%	2,002	67%
	Spring 2008	709	78%	1,888	64%
	Fall 2008	638	76%	2,124	71%
	Spring 2009	701	75%	1,896	68%
	Fall 2009	638	76%	1,900	73%
	Spring 2010	565	80%	1,880	76%
ECONOMICS	Fall 2007	41	79%	1,306	57%
	Spring 2008	48	72%	1,562	63%
	Fall 2008	48	83%	1,338	62%
	Spring 2009	18	75%	1,603	68%
	Fall 2009	32	94%	1,347	63%
	Spring 2010	30	87%	1,399	62%
ENGINEERING	Fall 2007	12	67%	100	66%
	Spring 2008	16	100%	118	69%
	Fall 2008	25	93%	109	71%
	Spring 2009	22	73%	172	84%
	Fall 2009	11	100%	128	68%
	Spring 2010	3	100%	158	80%

		Tutoring		Non-Tutoring	
		Enrollment	Success Rate	Enrollment	Success Rate
ENGLISH (non-Basic Skills)	Fall 2007	366	84%	3,090	70%
	Spring 2008	463	87%	2,510	64%
	Fall 2008	412	88%	3,054	70%
	Spring 2009	424	90%	2,758	67%
	Fall 2009	284	91%	2,855	72%
	Spring 2010	494	90%	2,566	68%
MATH (non-Basic Skills)	Fall 2007	1,897	64%	3,543	53%
	Spring 2008	1,821	64%	3,529	54%
	Fall 2008	1,897	65%	3,724	56%
	Spring 2009	1,975	68%	3,610	59%
	Fall 2009	1,977	63%	3,690	58%
	Spring 2010	1,651	69%	3,939	56%
PHYSICS	Fall 2007	268	83%	256	65%
	Spring 2008	204	72%	349	68%
	Fall 2008	228	78%	269	66%
	Spring 2009	263	73%	333	73%
	Fall 2009	207	81%	319	74%
	Spring 2010	232	78%	415	75%
PSYCHOLOGY	Fall 2007	48	81%	2,260	69%
	Spring 2008	135	89%	2,370	68%
	Fall 2008	95	85%	2,538	68%
	Spring 2009	69	86%	2,677	67%
	Fall 2009	66	66%	2,791	69%
	Spring 2010	141	86%	2,978	67%

Tutoring Center Retention Rates for Top Ten Subject Areas

- The retention rates of those students who received supervised tutoring (044) at the Tutoring Center were consistently higher compared to the retention rates of those students who had not received supervised tutoring (044) in the top ten subject areas with the highest frequency of usage of tutoring across the six terms being reported (see Table 6).

Table 6. Retention Rates for Top Ten Subject Areas

		Tutoring		Non-Tutoring	
		Enrollment	Retention Rate	Enrollment	Retention Rate
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BUSINESS	Fall 2007	36	89%	1,408	83%
	Spring 2008	42	93%	1,467	84%
	Fall 2008	26	96%	1,430	84%
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	Fall 2009	19	95%	1,453	88%
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