Tutoring/Learning Spaces:
Supporting Student Learning

May 31, 2019
Instructional Support Services Retreat

Instructional Services Support

Supplements classroom instruction

Extends students learning

Facilities use

Programmatic experiences

Data Sources Accessed

SARS

- Student sign-in

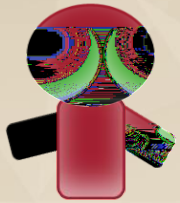
Banner

- Based on IRP data match

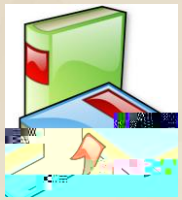
Time Frame:

- Fall 2018/Winter 2019

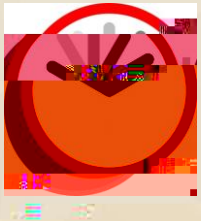
TLC Use: Studying



unique students **790**

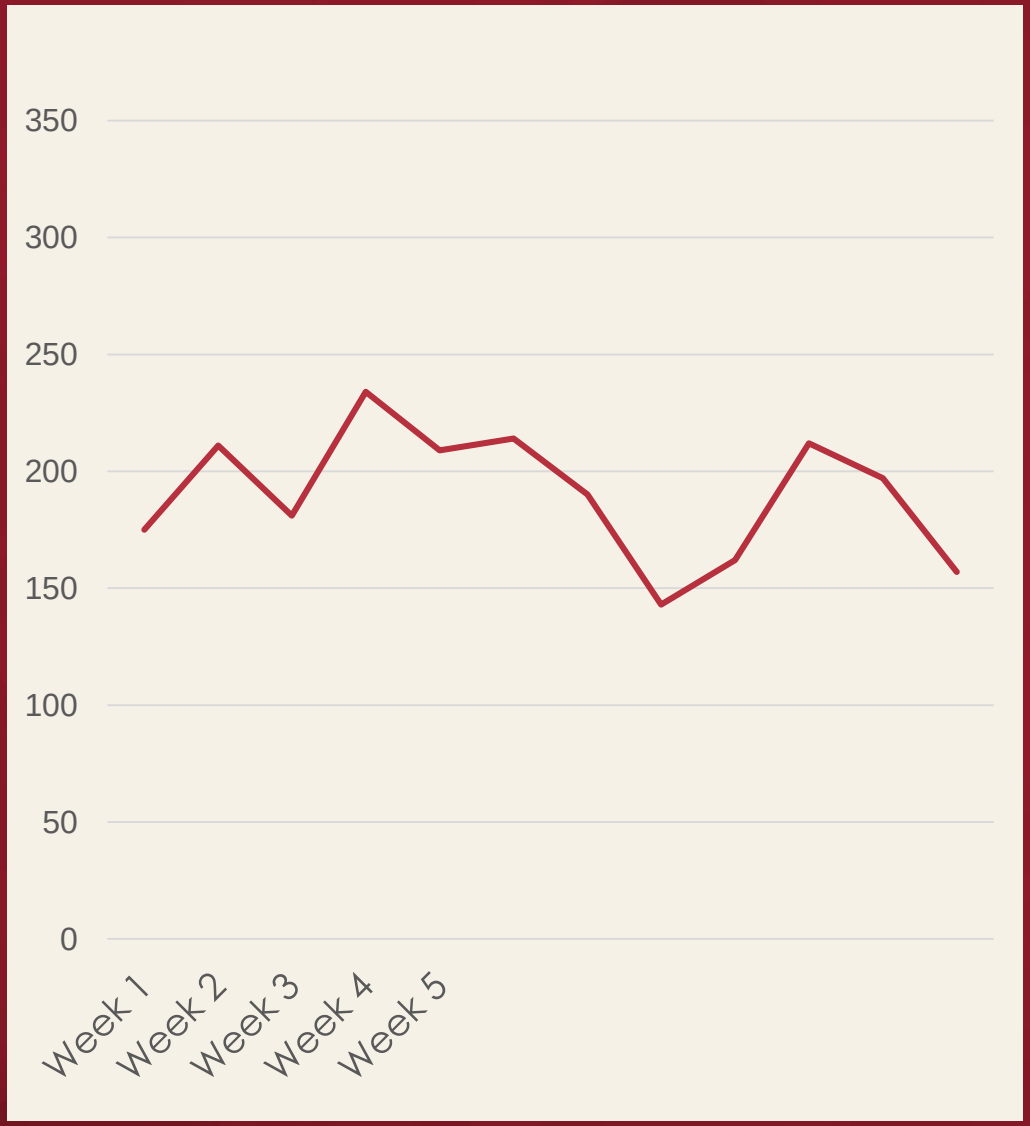


sessions per student (avg) **5**



min/session (avg) **62**

total study sessions **4,032**



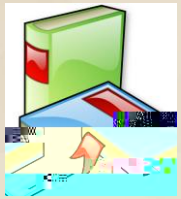
Studying use begins early in the quarter

Increases at midterms (week 4)

Increases again towards end of quarter (week 10)

TLC Use: Tutoring

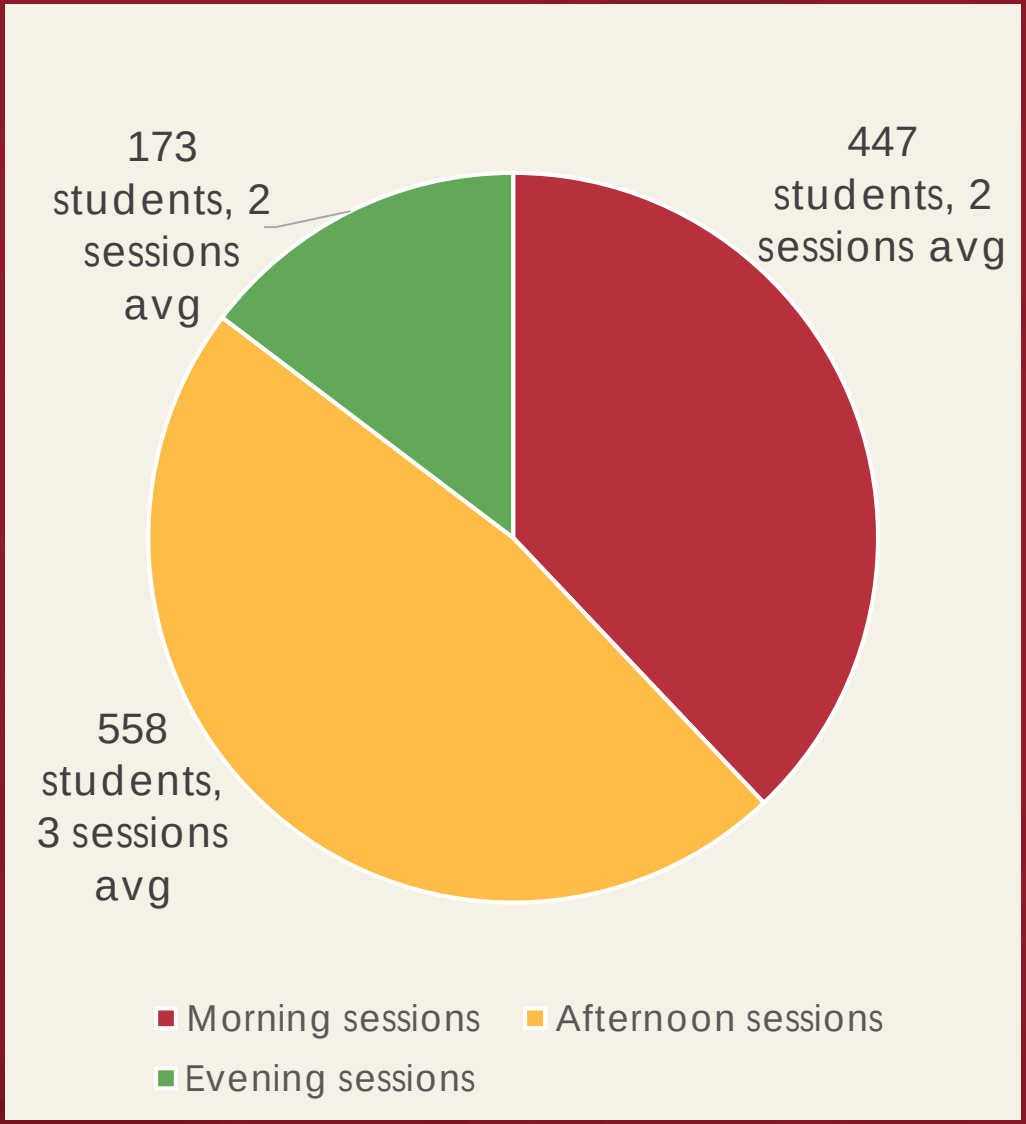
unique students **772**



session/student (avg) **4**

tutoring sessions **2,977**

Students who experience tutoring continue to seek it out



More tutoring occurs in the afternoon and morning

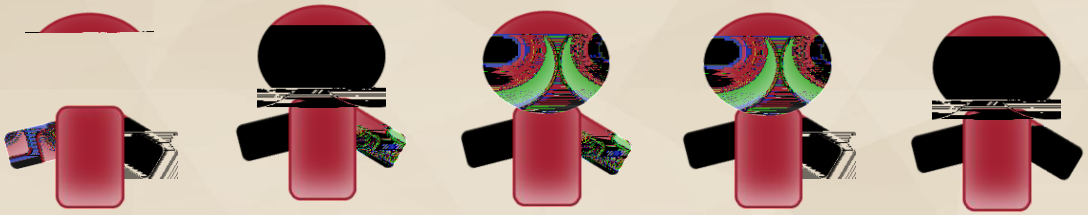
Pattern similar to studying

Students return for tutoring

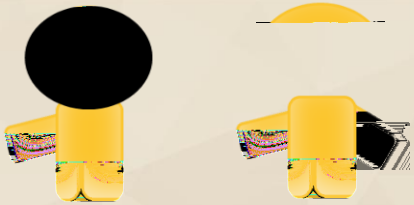
Tutoring sessions rises in weeks 4-5 and towards end of quarter (week 11)

Who seeks out tutoring?

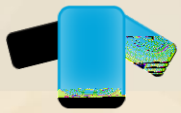
For every 10 students:



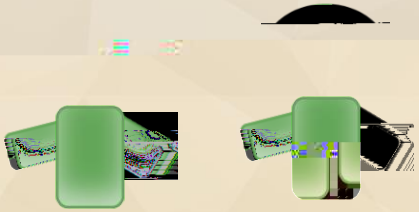
Asian



Latinx



All Others

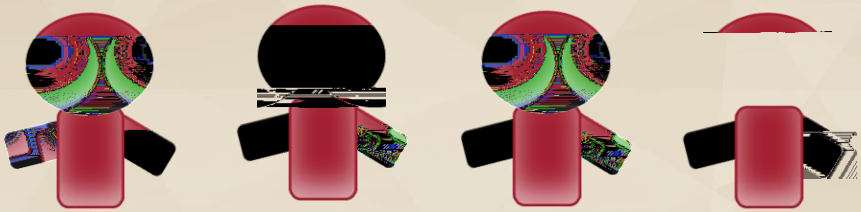


White

Asian=53%; Latinx=19%; White=19%; African American=5%; Filipinx=2%; Decline to State=1%; Native American<1%; Pacific Islander<1%

Who seeks out tutoring?

For every 10 students:



F1 Status

Not F1

F1 Status=36%

Top Courses Tutored

ENGL 1A

ENGL 1B

ESLL 125

ENGL 110

ESLL 237

Another question to consider?

Does using the TLC for studying and tutoring facilitate course success?

We cannot directly answer this

how students were doing in the class prior to seeking out tutoring

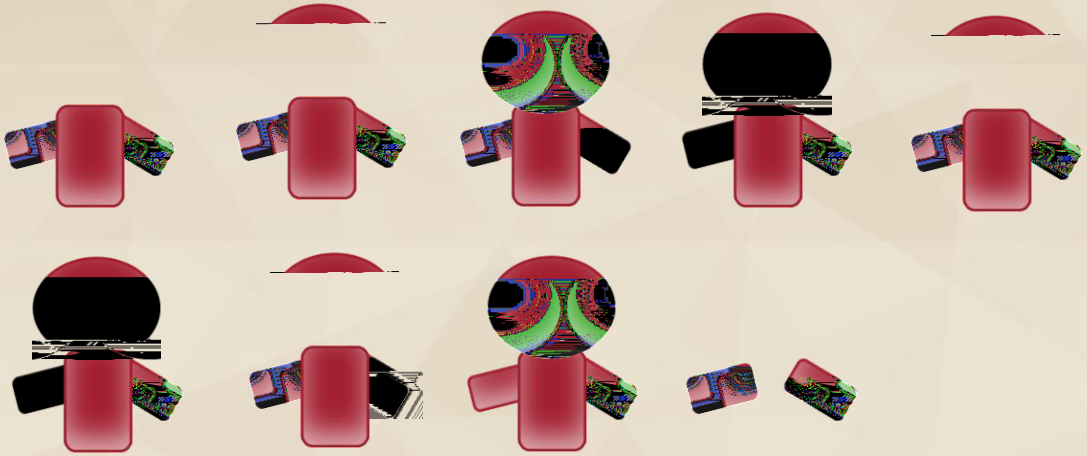
TLC and Course Success

We proxy the impact based on:

- Course final grade (distribution)
- High school GPA
- Course repeater grades

Final Course Grade: Tutoring

For every 10 students:



Success

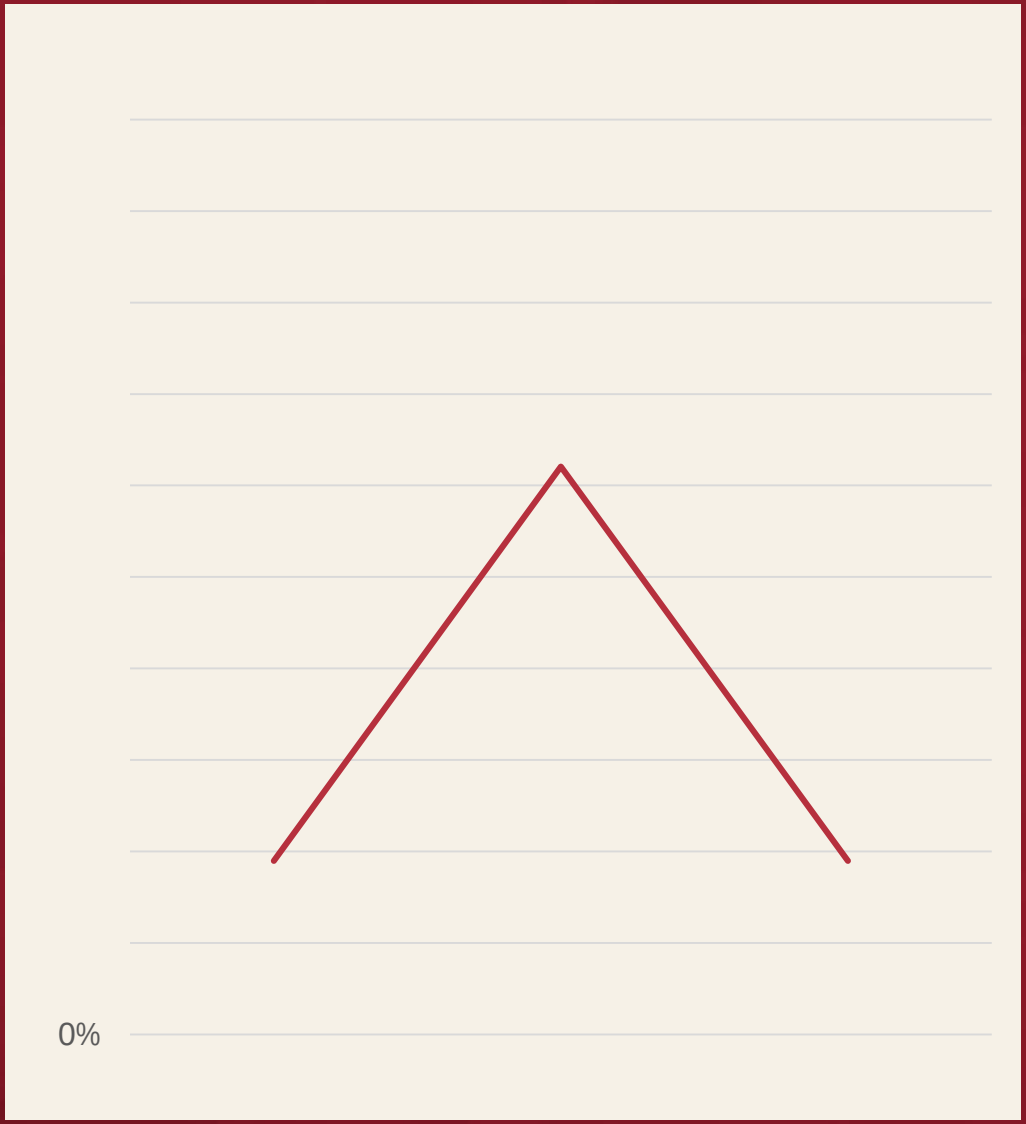
Course success rate=88%

Final Course Grade: Tutoring Top Courses

Students who experienced tutoring saw

Half of students who sought tutoring earned

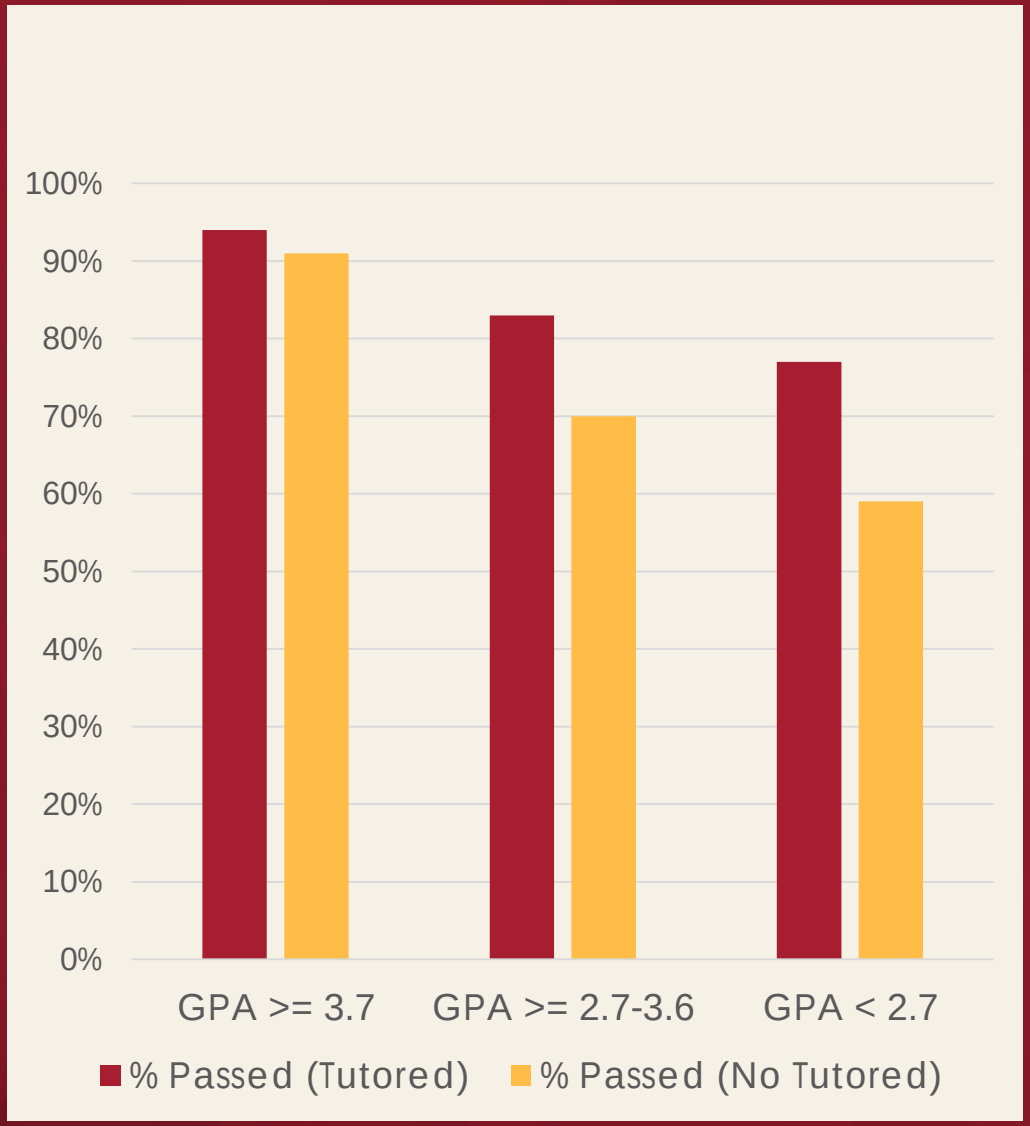
Success rates comparable to overall ENGL and ESLL pass rates (75% and 84%)



Most students who seek tutoring are - to -

are a minority

Lower overall GPA students not seeking tutoring at higher rates



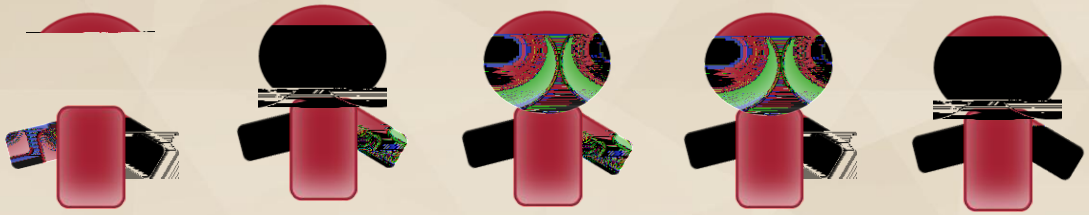
Majority seeking tutoring had GPA>=2.7-3.6

Tutoring may facilitate course success at lower GPA levels

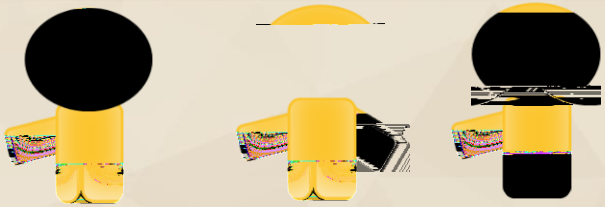
Fewer low GPA students seek tutoring

TLC Course Repeaters

Course Repeaters **83**



Asian



Latinx

Repeaters Success Rate **82%**

White

All Others

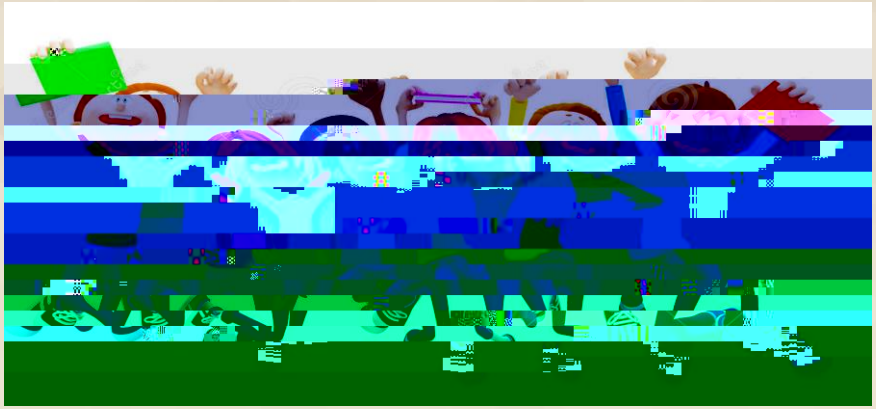
Identifies course repeaters by any previous final grade earned in the same course; Asian=54%; Latinx=27%; White=10%: African American=5%; Decline to State=4%; Filipinx=1%

STEM CENTER

What is the STEM Center?

Students access the STEM Center for:

- Studying
- Workshops
- Tutoring
  - Non-credit faculty
  - Students (beginning W19)



Data Sources Accessed

SARS

- Student sign-in

Banner

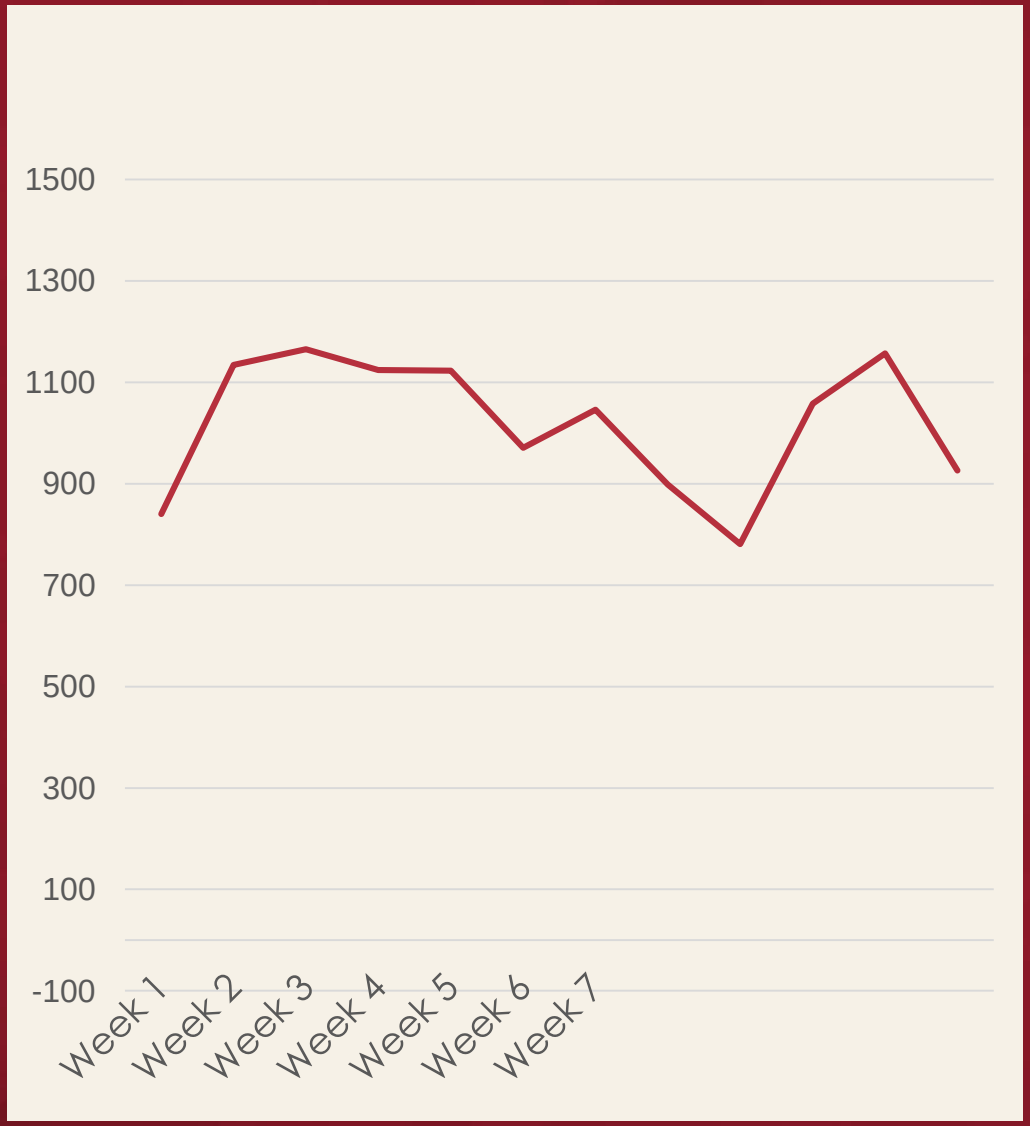
- Based on IRP data match

Time Frame:

- Fall 2018/Winter 2019

STEM Center Use: Studying

PSME subjects		Foundations Lab
1,908	unique students	**930**
15	session/student (avg)	**7**
89	min/session (avg)	**69**



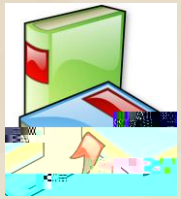
Students use the STEM Center for studying beginning at the start of the quarter

Studying use increases in week 5 and in weeks 10 and 11

Students spend at least an hour studying

STEM Center Use: Tutoring

unique students **865**



session/student (avg) **9**

tutoring sessions **8,217**

Students who experience tutoring continue to seek it out

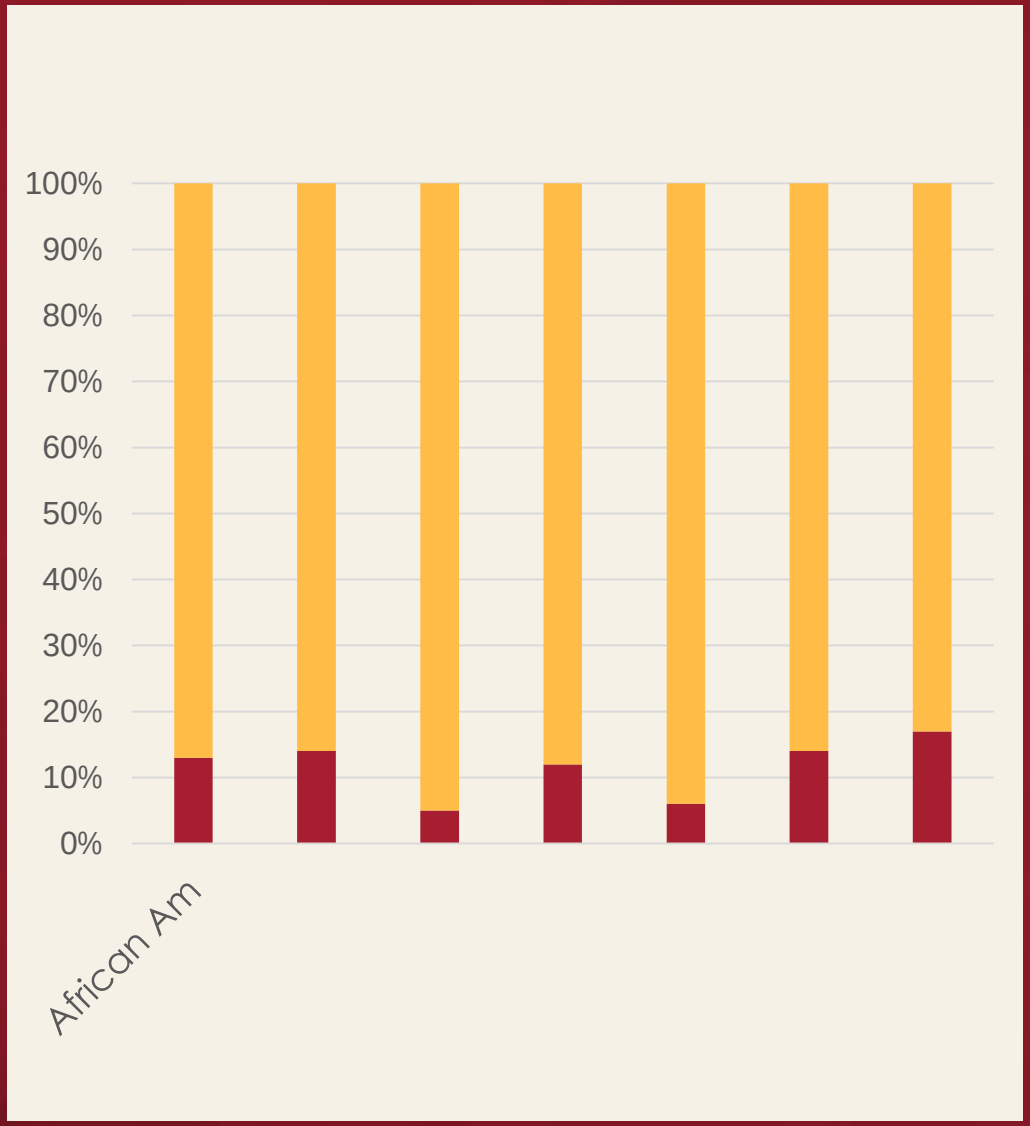
Who seeks out tutoring?

For every 10 students:

F1 Status

Not F1

F1 Status=18%



Students enrolled do not seek tutoring (may seek other supports)

Within each ethnicity group roughly 10% or less seek out tutoring

DI groups do not seek out tutoring at higher rates

Another question to consider?

Does using the STEM Center for studying and tutoring facilitate course success?

We cannot directly answer this

how students were doing in the class prior to seeking out tutoring

STEM Center and Course Success

We proxy the impact based on:

- Course final grade (distribution)
- High school GPA
- Course repeater grades

Final Course Grade: Studying

More time spent at STEM Center more likely to pass course

PSME subjects:

- 14 hours **PASS** vs. 9 hours

Final Course Grade: Tutoring

More time spent getting tutored at STEM Center more likely pass course

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Final Course Grade: Tutoring

For every 10 students:

Final Course Grade: Tutoring in Top Courses

Tutoring		No Tutoring
66%	**SUCCESS RATE**	**62%**

Students who experienced tutoring saw similar or slightly lower success rates

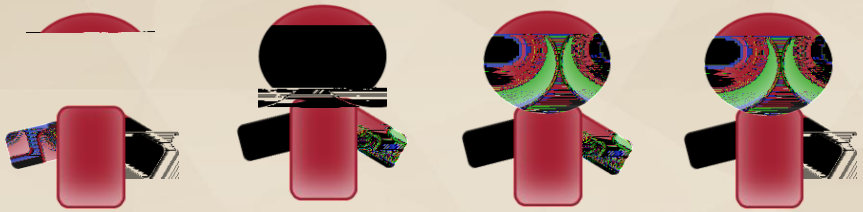
Course success gaps remain across ethnicity (regardless of whether tutoring was experienced)

Suggestive that some students wait until they are really challenged before seeking out tutoring

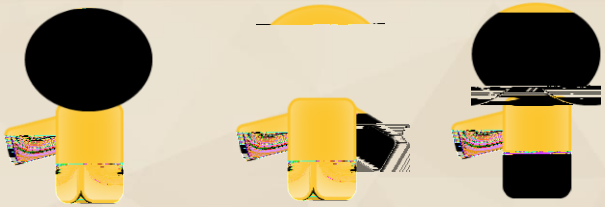
Most students who seek

STEM Center Course Repeaters

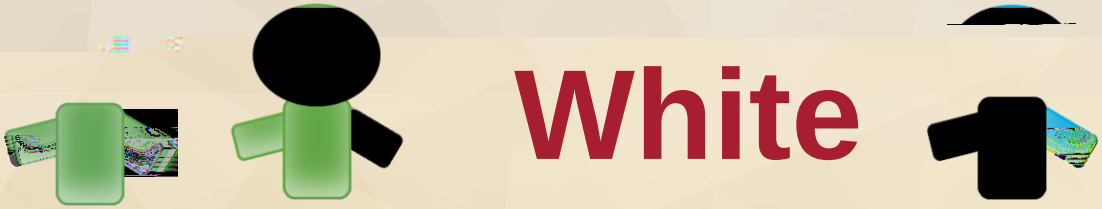
Course Repeaters **222**



Asian



Latinx



White **All Others**

Repeaters Success Rate **70%**

Identifies course repeaters by any previous final grade earned in the same course; Asian=41%; Latinx=28%; White=19%: African American=5%; Decline to State=3%; Filipinx=3%; Pacific Islander,1%

PASS THE TORCH

What is the question?

Who uses the Teaching Learning Center (TLC), STEM Center, and **Pass the Torch**?

Data Sources Accessed

Program files (from program)

Pass the Torch Members

Fall 2018	**75**
Winter 2019	**91**
Spring 2019	**99**

Several students seek tutoring for more than one course (~6/qtr)

Who seeks out tutoring?

43%

31%

Program is intentional in outreach to Latinx students

Pass the Torch Top Courses

ENGL 1A

MATH 1A

MATH 48A

Top subject is MATH almost double the study teams in ENGL

Represents 38% of all courses tutored; roughly 20+ students tutored in each course

Pass the Torch Use

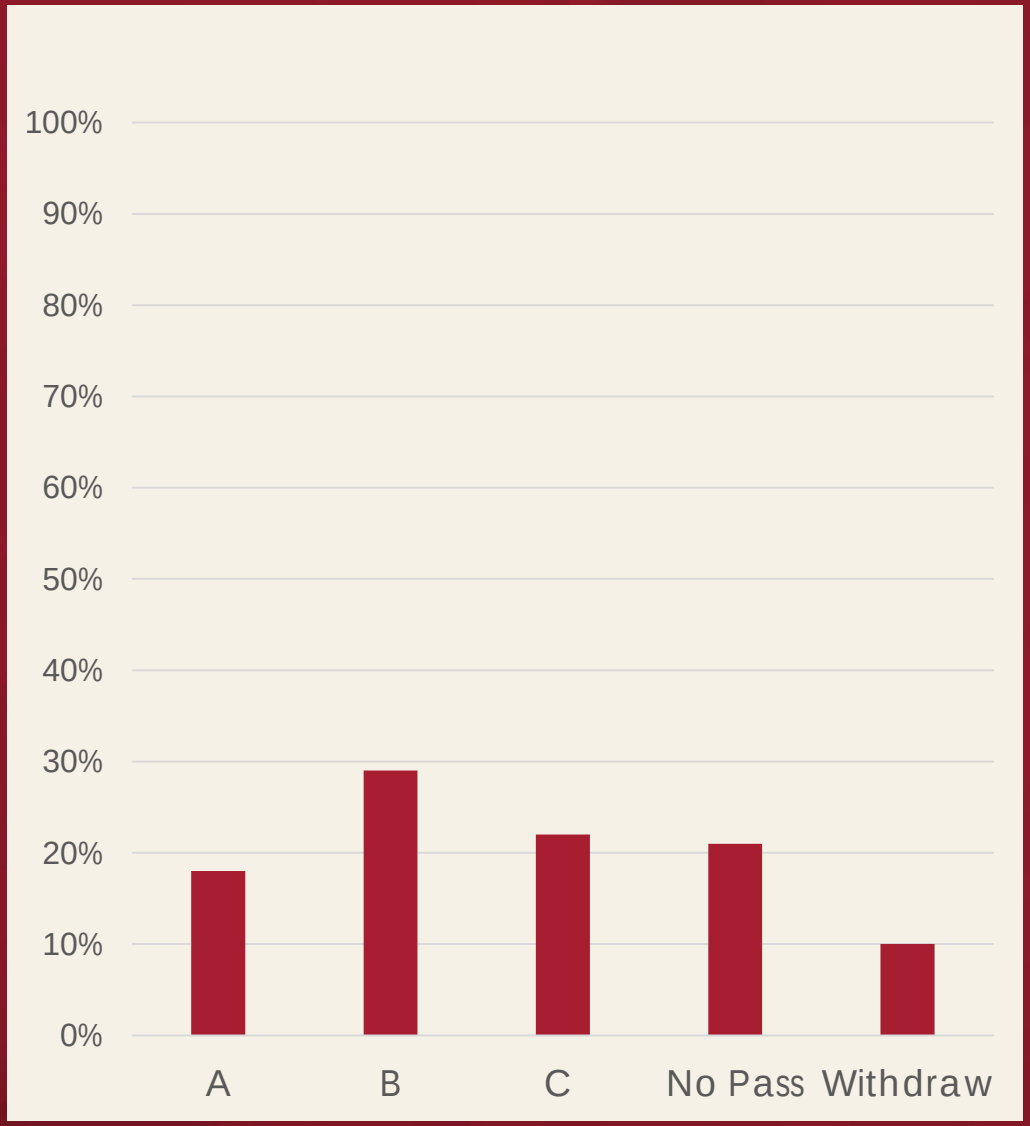
ENGL **8 hours avg**

ESLL **5 hours avg**

MATH **9 hours avg**

Successful students spent 1-2 hours more in their study teams

Tutoring time ranged from 1 hour to 25 hours.

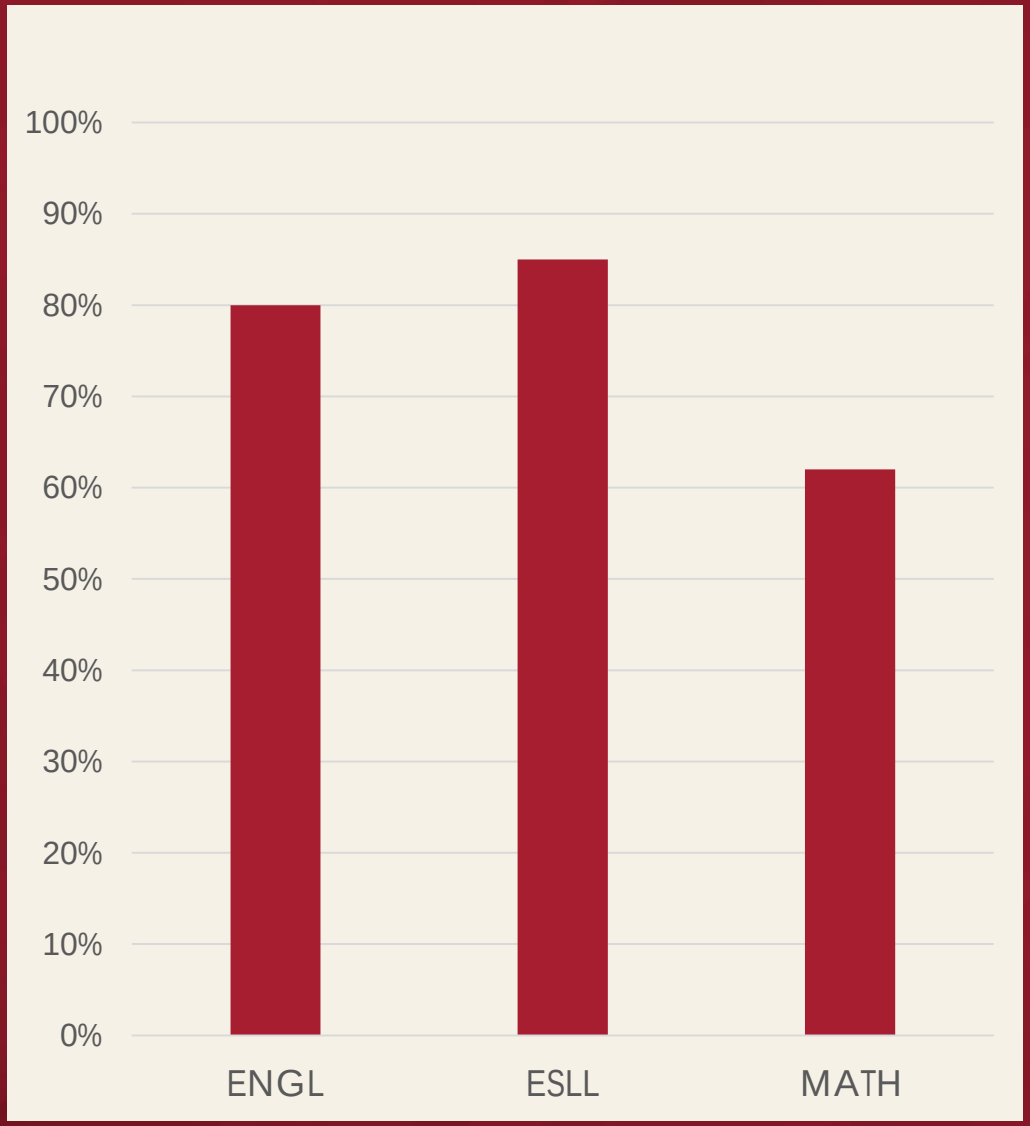


Success rate: **69%**

Success rate w/no withdraws: **77%**

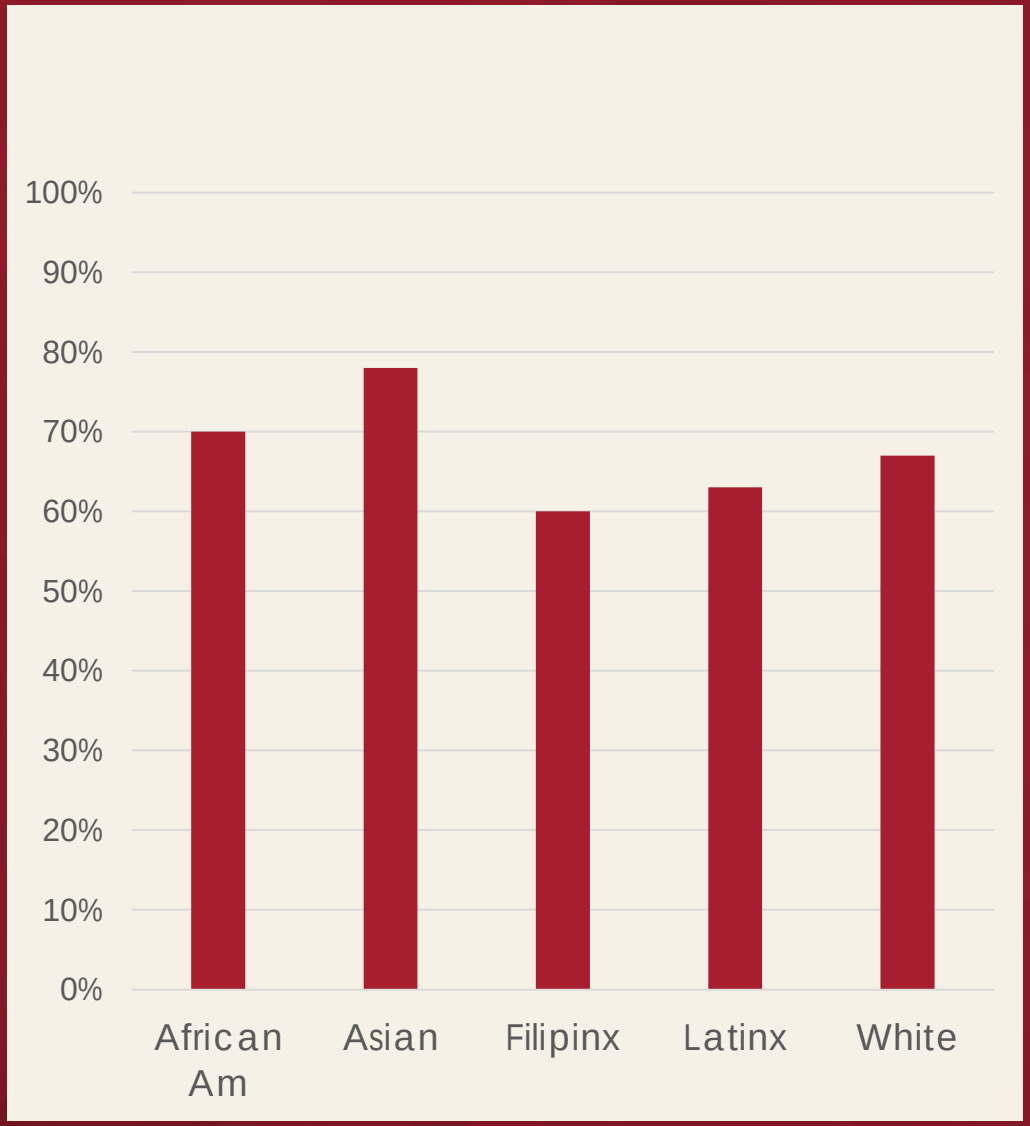
Most who pass

Suggests students are trying to pass not raise grade in course



Pass rates higher when compared to overall ENGL pass rates

Pass rates comparable to overall MATH pass rates



Filipinx, Latinx, White pass rates lower than group success rate (69%)

Pattern holds even at subject level

Data limitation: No Spring data

Pass the Torch: Course Repeaters

Course Repeaters		23
ENGL	PASS RATES	40%
ESLL		100%
MATH		75%
Spring Course Repeaters		30

PTT Course Repeaters: ENGL=5 students; ESLL=2 students; MATH=16 students

What's the story here?

Presented use data to answer questions about studying and tutoring use

- Students do use these resources throughout the quarter and often
- Consider who might experience greater benefits in prioritization o Twho might 53sP.6o-

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College Researcher

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If you have any additional questions or comments please contact me.