■ SUMMARY

● Introduction

All students at Ventura College are provided the opportunity to receive no-cost tutoring in a wide variety of subject areas. To access tutoring services, a student must be enrolled at VC during the term in which tutoring is requested and he/she must also enroll in IDS N100, a non-credit, no-fee lab class.

The objective of this study is to calculate the success rates of students who have received tutoring in **credit basic-skills** courses and to compare them to the success rates of non-tutored students in the same sections. Additionally, this report presents (a) summary data related to **all** Subject Areas (Disciplines) in which tutoring services were provided and (b) success rate comparisons in those non-basic skills courses which experienced a high demand for tutoring services.

The study period consists of the **fall 2013** term. Data for the study were extracted from SARS-GRID (tutoring sessions) on March 25, 2014 and the VCCCD Banner System (final grades) on January 21, 2014.

● Overview

Summary data for **fall 2013** and **fall 2012** are presented in the table below.

Tutoring Category	Fall 2013	Fall 2012	Change	
A. Number of Disciplines in which Tutoring was Provided	30	32	-2	-6%
B. Unduplicated Number of Tutored Students	993	864	129	15%
C. Unduplicated Number of Basic-Skills Students	498	408	90	22%
D. Number of Student-Tutoring Sessions	7,098	6,497	601	9%
E. Number of Student-Discipline Sessions	7,024	6,555	469	7%

Explanations of Tutoring Categories:

SARS-GRID creates multiple records for each tutoring session. For example, a student who received tutoring in ENGL V03 would have a "History Code" record for that date plus a "Reason Code" record of ENGL V03 and possibly another record with a "Reason Code" of AABSKSKL (basic skills student).

(A) "Number of Disciplines in which Tutoring was Provided": Count of the Disciplines (Subject Codes) in which tutoring services were rendered.

(B) "Unduplicated Number of Tutored Students": Count of individual students who received tutoring services (many students received tutoring in more than one discipline).

(C) "Unduplicated Number of Individual Basic-Skills Students": Count of students who were coded **AABSKSKL** one/more times; even if there were no associated records with "Reason Codes" identifying specific basic skills.

(D) "Number of Student-Tutoring Sessions": Count of individual "History ID" numbers. A "History ID" number is created for every student-tutoring session. The "History ID" number may have more than one "Reason Code" associated with it, e.g., ENGL V03, AABSKSKL, and AAWEEKLY.

(E) "Number of Student-Discipline Sessions": Count of "Reason Codes" that are either a discipline (e.g., ENGL) or a Course ID (e.g., ENGL V03).

● Success Rates in Basic Skills Courses

In **fall 2013**, the overall success rate for students who received tutoring in **basic skills** courses was *higher* than the corresponding rate for non-tutored students in the same sections. (Basic skills courses in which tutoring was provided: ENGL V02 / V03 / V07, and MATH V01 / V11A / V11B / V10.)

Basic Skills Tutoring Category	Fall 2013 Success Rates
Tutored Students	64.8%
Non-Tutored Student	62.7%
Difference in Rates	2.1 pp

Success Rate Formula
(Number of A, B, C or P grades *divided by*
(Number of A through W grades) *times* 100

Note: pp = percentage points

● Demographics of Tutored Students

In the table below, students who received tutoring in **fall 2013** are categorized by ethnicity and gender. Ethnicity and gender information are obtained from final grades records in the VCCCD Banner System. Demographic data are **not** presented for students whose tutoring records could **not** be matched to a final grade record in Banner. Students are counted for each discipline in which they received tutoring (i.e., for each tutoring/discipline record that was matched to a Banner record).

Demographic Characteristic	Students		Successful	
	Number	**Percent**	**Number**	**Rate**
Ethnicity				
Asian / Pacific Islander	68	6.4%	54	79.4%
Black or African American	41	3.8%	26	63.4%
Hispanic	640	60.1%	424	66.3%
Native American	8	0.8%	5	62.5%
Two or More Ethnicities	29	2.7%	20	69.0%
White	273	25.6%	184	67.4%
Unreported or Not Available	6	0.6%	4	66.7%
Totals	**1,065**	**100.0%**	**717**	**67.3%**
Gender				
Female	621	58.3%	427	68.8%
Male	437	41.0%	286	65.4%
Unreported or Not Available	7	0.7%	4	57.1%
Totals	**1,065**	**100.0%**	**717**	**67.3%**

▪ *Ethnicity:* **Hispanic** students account for the greatest percentage of tutored students: **60%**.

▪ *Gender:*   The majority of students are **female**: **58%**.

■ FINAL GRADES

To obtain a final grade for a course in which a student was tutored, the **Student ID** (900 Number) and the **Course ID** are required. The SARS "Reason Code" is the data element in which the Course ID can be entered. In many cases, however, only the Subject Area (e.g., ENGL) was entered and therefore a definitive match could not be attempted. Most of the Tutoring Records which were not matched to grade records are probably related to courses that students dropped during the first four weeks of the term.

Category	Fall 2013
A. Total Individual Students who Received Tutoring	**993**
B. Number of Students with only an AA* "Reason Code"	**14**
C. Number of Tutoring Records by Subject Area (Discipline)	**1,129**
D. Number of Tutoring Records matched to a Banner Final Grade Record	**1,065**
E. Percentage of Tutoring Records with a Final Grade [(D ÷ C) x 100]	**94%**

■ DATA TABLES

■ SUCCESS RATES BY SUBJECT AREA

This table indicates the Subject Areas (Disciplines) in which students received tutoring. "Students with Grades" indicates the numbers of students for whom it was possible to match their Student IDs to final grades records in Banner. <mark>Highlighted</mark> disciplines are those in which <u>more</u> than <u>30</u> students received tutoring services.

Fall 2013 Subject Area (Discipline)	Number of Student-Tutoring Sessions	Number of Students by Discipline	Students with Grades		
			Number of Students	Successful (A, B, C, or P)	Success Rate
ACT	1	1			
ANPH	1	1			
ART	3	2	1	1	100.0%
BES	1	1			
BIOL	22	12	10	1	10.0%
BIS	1	1			
BUS	276	56	53	47	88.7%
CD	16	5	2	2	100.0%
CHEM	582	113	108	78	72.2%
CJ	8	7	7	5	71.4%
COMM	18	4	4	2	50.0%
ECON	12	4	2	2	100.0%
ENGL	380	144	115	91	79.1%
FREN	23	5	3	2	66.7%
GEOG	3	2	2	2	100.0%
HED	2	2	2	2	100.0%
HIST	16	5	5	4	80.0%
LS	6	2	2	2	100.0%
MATH	5,298	687	655	396	60.5%
MICR	5	4	4	4	100.0%
MUS	18	7	5	3	60.0%
PHIL	2	2	1	1	100.0%
PHSO	10	5	5	5	100.0%
PHYS	23	7	7	6	85.7%
POLS	23	13	13	11	84.6%
PSY	15	8	6	6	100.0%
SL	72	15	14	14	100.0%
SOC	5	4	4	4	100.0%
SPAN	180	38	34	26	76.5%
WS	2	2	1	1	100.0%
Totals / Av. %	7,024	1,129	1,065	718	67.4%

Note: There were 15 students who received tutoring in <u>both</u> a CHEM lecture and a CHEM lab.

■ **FALL 2013 – SUCCESS RATES BY COURSE**

This table displays **FALL 2013** success rates for tutored and non-tutored students by *selected* courses in the **BUS**, **CHEM**, **ENGL**, **MATH**, and **SPAN** disciplines.

Comparisons are between tutored and non-tutored students who were enrolled in the same course CRNs. For example, in spring 2013, <u>eight</u> sections of BIOL V01 were offered. The <u>nine</u> students who received tutoring in BIOL V01 were enrolled in one of *five* sections of BIOL V01. Only students who were enrolled in those five sections of BIOL V01 are represented in the table below.

| Fall 2013 | Total Enroll- | Non-Tutored Students | | | Tutored Students | | | Diff. in Succ. Rates (B) *minus* (A) | |
| | | | | Success | | | Success | | |
Course ID	ments	Count	Num.	Rate (A)	Count	Num.	Rate (B)	Points	Percent
BUS V01A	104	88	76	86.4%	16	14	87.5%	1.14	1.3%
BUS V01B	45	36	27	75.0%	9	8	88.9%	13.89	18.5%
BUS V03	114	100	70	70.0%	14	12	85.7%	15.71	22.4%
CHEM V01A	237	196	98	50.0%	41	28	68.3%	18.29	36.6%
CHEM V20	202	185	126	68.1%	17	14	82.4%	14.24	20.9%
CHEM V30	133	114	78	68.4%	19	14	73.7%	5.26	7.7%
ENGL V01A	570	526	395	75.1%	44	39	88.6%	13.54	18.0%
ENGL V01B	318	299	237	79.3%	19	14	73.7%	-5.58	-7.0%
ENGL V02 *	445	413	291	70.5%	32	24	75.0%	4.54	6.4%
ENGL V03 *	271	254	197	77.6%	17	11	64.7%	-12.85	-16.6%
MATH V01 *	748	621	330	53.1%	127	76	59.8%	6.70	12.6%
MATH V03	916	749	377	50.3%	167	85	50.9%	0.56	1.1%
MATH V04	510	444	233	52.5%	66	46	69.7%	17.22	32.8%
MATH V05	213	176	107	60.8%	37	19	51.4%	-9.44	-15.5%
MATH V10 *	432	368	215	58.4%	64	46	71.9%	13.45	23.0%
MATH V13A	30	19	15	78.9%	11	11	100.0%	21.05	26.7%
MATH V20	75	61	32	52.5%	14	8	57.1%	4.68	8.9%
MATH V21A	215	187	113	60.4%	28	17	60.7%	0.29	0.5%
MATH V21B	109	88	48	54.5%	21	12	57.1%	2.60	4.8%
MATH V35	47	31	20	64.5%	16	13	81.3%	16.73	25.9%
MATH V44	623	573	324	56.5%	50	32	64.0%	7.46	13.2%
MATH V46	73	47	20	42.6%	26	15	57.7%	15.14	35.6%
SPAN V01	311	286	204	71.3%	25	19	76.0%	4.67	6.5%

* Basic skills courses

Formula for "Percent Diff. in Succ. Rates": (Points ÷ (A)) x 100