VENTURA COLLEGE
Office of Research and Evaluation
Basic Skills Tutoring and Student Success: Fall 2008 and Spring 2009

▪ 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. Data for the study were extracted from SARS-GRID and the VCCCD Banner System. The study period was confined to fall 2008 and spring 2009 (tutoring data for prior terms were limited).
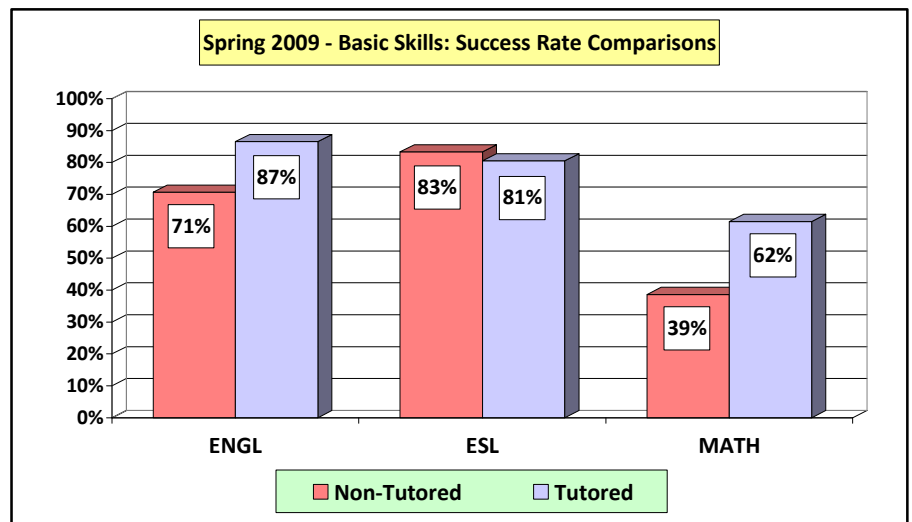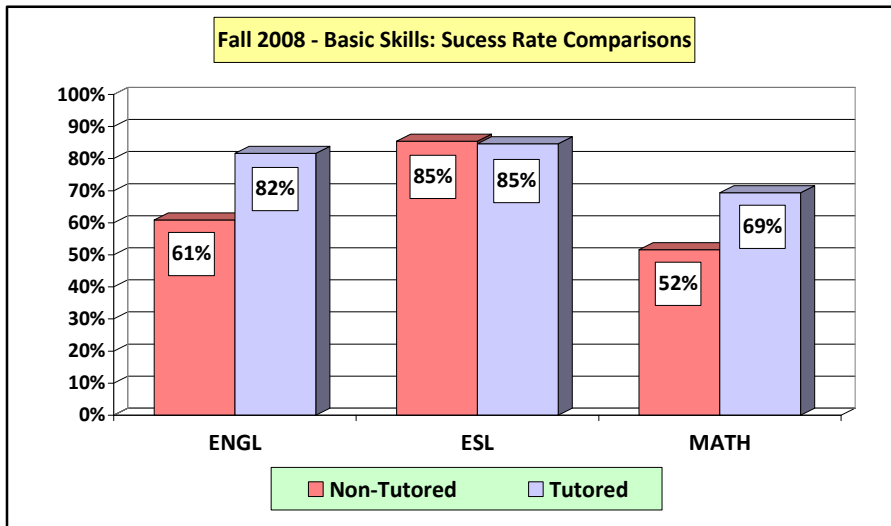
● Success Rates

In both fall 2008 and spring 2009, the overall success rates for students who received tutoring in basic skills courses were *higher* than the corresponding rates for non-tutored students in the same sections.

	Overall Success Rate	
Basic Skills Category	**Fall 2008**	**Spring 2009**
Non-Tutored Students	**60%**	**53%**
Tutored Students	**78%**	**76%**

Success Rate Formula

(Number of A, B, C or CR grades *divided by* Number of A through W grades) *times* 100

Success rates for *tutored* and *non-tutored* students in **ENGL**, **ESL** or **MATH** are compared below.

Fall 2008 - Basic Skills: Sucess Rate Comparisons

Subject	Non-Tutored	Tutored
ENGL	61%	82%
ESL	85%	85%
MATH	52%	69%

Spring 2009 - Basic Skills: Success Rate Comparisons

Subject	Non-Tutored	Tutored
ENGL	71%	87%
ESL	83%	81%
MATH	39%	62%

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● Demographics of Students Tutored in Basic Skills Areas

Many students who received basic skills-related tutoring in fall 2008 or spring 2009 were enrolled in two/more basic skills courses in the respective term. In the table below, the numbers of **unduplicated** students who received basic skills tutoring each term are shown in row **A**. Not all of these students, however, had a final grade record in one/more basic skills courses. The numbers of students with one or more basic skills grade records are indicated in row **B** (a sub-set of row **A**). One explanation for the lower numbers in row **B** can be attributed to students dropping their basic skills course/s within the four-week drop period – when a course can be dropped without a grade notation on the transcript.

Basic Skills Category	Unduplicated Number of Students	
	Fall 2008	**Spring 2009**
A. Received Tutoring Related to a Basic Skills course	91	123
B. Had a Final Grade Record in one / more Basic Skills courses	79	89

► The demographic data that follow are related to students who are *represented* in row B. ◄

Gender

Most of the students are **female**: **70%** in fall 2008 and **73%** in spring 2009.

Ethnicity

Hispanic students account for the majority of students *and* for most of the basic skills enrollments. In fall 2008, Hispanic students comprised **48%** of the students and were enrolled in **46%** of the basic skills courses. In spring 2009, the Hispanic student proportion was **56%** and their basic skills enrollments accounted for **54%** of the total basic skills enrollments.

Tutored in Basic Skills	Fall 2008			Spring 2009		
	Students		**Courses**	**Students**		**Courses**
Ethnic Groups	**Number**	**Percent**	**Enrolled**	**Number**	**Percent**	**Enrolled**
Asian / Pacific Islander	14	18%	23	22	25%	37
Black	3	4%	6	0	0%	0
Hispanic	38	48%	46	50	56%	63
Native American	0	0%	0	0	0%	0
Other	1	1%	1	6	7%	6
White	20	25%	21	11	12%	11
Unreported	3	4%	3	0	0%	0
Total	**79**	**100%**	**100**	**89**	**100%**	**117**

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■ **BACKGROUND**

● **Purpose**

The purpose of this study is to determine the **success rates** of VC students who received tutoring related to their **credit basic-skills** course enrollments in **fall 2008** or **spring 2009**. Success rates of tutored students were compared to success rates of non-tutored students, who were enrolled in the same sections (CRNs) as the tutored students. Initially, the study was to include fall 2007 and spring 2008. However, because the number of tutoring sessions in 2007–2008 was much lower than in 2008 –2009, success rates were not computed for students receiving basic skills tutoring in 2007–2008.

● **Basic Skills Courses**

In the VCCCD Banner System, a **basic skills course** is coded as **B** or **P** in the Attr-Code-Skills field, which is equivalent to Data Element **CB08 in** the CCC MIS, where:
  B means "Basic Skills, not pre-collegiate", and
  P means "Basic Skills, pre-collegiate."

● **Tutoring Center**

Antonio Huante, Tutoring Center coordinator, uses three database systems for registering, scheduling and tracking students who receive tutoring services:

  (1) Lab Access – Locally developed Microsoft Access database
                   Resides on a PC located in the Tutoring Center
                   Used by staff to record student data needed to enroll students in IDS N100
  (2) SARS–GRID – Third-party software program
                   Resides on a Ventura College file server
                   Used by staff to schedule all tutoring appointments & record all tutoring sessions
  (3) Time Keeper – Third-party software program
                   Resides on a PC located in the Tutoring Center
                   Used by students to record their *in* and *out* clock times for each tutoring session

Of the three databases, SARS-GRID contains the data that is required to undertake this study. To obtain access to SARS-GRID data, it was necessary to have the college's IT Department connect the VC Institutional Research Office to the SARS-GRID Database file-server via an ODBC link.

■ **SARS-GRID Database**

Using the ODBC link, the Institutional Research Office extracted data from the SARS-GRID Database, in a manner that is similar to extracting data from the VCCCD Banner System via SDA.

● **Overview of Reason Codes**

SARS-GRID allows college staff to enter multiple "reason codes" for *each* tutoring appointment. Currently there are **926** "reason codes" from which tutoring staff can choose. The table on the next page depicts *seven* examples of multiple code entries for the same tutoring session.

Each example includes the "reason code" **AABSKSKL** (**Basic Skills Appointment**). The examples illustrate that an **AABSKSKL** "reason code" can be associated with:
  (a) Tutoring in a basic skills course,
  (b) Tutoring in a non-basic skills course,
  (c) Tutoring in a discipline, not a specific course (e.g., ENGL or MATH), or
  (d) No indication of the course in which tutoring was provided.

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Multiple reasons, associated with the same tutoring session, have *equivalent* "History ID" numbers. The "History ID" number provides the means to *link* multiple "reason codes" to one specific tutoring session. (See the History ID column in the table; note that the values are the same in each example.)

Example 1:	There is no indication of the course in which the student received tutoring.
Examples 2 & 3:	One student received tutoring in English (ENGL), the other in MATH.
Examples 4 & 5:	The students received tutoring in basic skills courses.
Examples 6 & 7:	The students received tutoring in non-basic skills courses.

<u>Table A</u>. SARS-GRID: Examples of the Uses of Multiple "Reason Codes"

SARS-GRID Student ID	Student Name	Appointment Date and Time	History ID	Reason		
				ID	**Code**	**Description**
Example 1						
8806	ZNAMENACEK, L	1/28/2009 8:25:44 AM	283555	976	**AABSKSKL**	Basic Skills Appointment
8806	ZNAMENACEK, L	1/28/2009 8:25:44 AM	283555	957	AADROP IN	Drop In Appointments
Example 2						
117205	VALDIVIA, O	2/19/2009 10:04:15 AM	289944	976	**AABSKSKL**	Basic Skills Appointment
117205	VALDIVIA, O	2/19/2009 10:04:15 AM	289944	360	AAWEEKLY	Weekly appt.
117205	VALDIVIA, O	2/19/2009 10:04:15 AM	289944	176	**ENGL**	English
Example 3						
57713	PIMENTEL, RYAN	1/30/2009 10:39:17 AM	284641	976	**AABSKSKL**	Basic Skills Appointment
57713	PIMENTEL, RYAN	1/30/2009 10:39:17 AM	284641	957	AADROP IN	Drop In Appointments
57713	PIMENTEL, RYAN	1/30/2009 10:39:17 AM	284641	221	**MATH**	Mathematics
Example 4						
60580	AGUIAR, HAYDE	1/29/2009 1:21:06 PM	284297	361	AA1TIME	One time only
60580	AGUIAR, HAYDE	1/29/2009 1:21:06 PM	284297	976	**AABSKSKL**	Basic Skills Appointment
60580	AGUIAR, HAYDE	1/29/2009 1:21:06 PM	284297	223	**MATH V09**	Beginning Mathematics
Example 5						
115152	WANG, YINGLI	1/28/2009 1:19:17 PM	283755	976	**AABSKSKL**	Basic Skills Appointment
115152	WANG, YINGLI	1/28/2009 1:19:17 PM	283755	360	AAWEEKLY	Weekly appt.
115152	WANG, YINGLI	1/28/2009 1:19:17 PM	283755	663	**ENGL V04A**	Writing Skills: Level B
Example 6						
118616	RUIZ, JOSE LUIS	1/28/2009 1:21:44 PM	283765	361	AA1TIME	One time only
118616	RUIZ, JOSE LUIS	1/28/2009 1:21:44 PM	283765	976	**AABSKSKL**	Basic Skills Appointment
118616	RUIZ, JOSE LUIS	1/28/2009 1:21:44 PM	283765	175	**ENGL V01A**	English Composition
Example 7						
111009	LONGORIA,MARIA	1/27/2009 3:25:29 PM	283498	976	**AABSKSKL**	Basic Skills Appointment
111009	LONGORIA,MARIA	1/27/2009 3:25:29 PM	283498	286	AAEOPS	EOPS Student
111009	LONGORIA,MARIA	1/27/2009 3:25:29 PM	283498	360	AAWEEKLY	Weekly appt.
111009	LONGORIA MARIA	1/27/2009 3:25:29 PM	283498	150	**CHEM V01B**	General Chemistry II

● **Reasons Codes Used as Selection Criteria**

As can be seen in the examples, "reason code" **AABSKSKL** is *not always* accompanied by a "reason code" identifying the *specific* **basic skills course** in which the student received tutoring. Therefore, the **AABSKSKL** code was **not** used as a one of the "reason codes" for selecting records of students who received tutoring related to a basic skills course. "Reason codes" that were used as selection criteria are: (a) Basic skills Course IDs, (b) ENGL, and (c) MATH.

Since the ENGL and MATH "reason codes" are generic, Student IDs associated with these "reason codes" were checked against Student IDs in the Basic Skills Grades files to determine if there was a match to a **basic skills course** in the *same* discipline. If a match occurred, then the tutoring record was **not** removed from the Basic Skills Tutoring file. If there was no match to a record in the Basic Skills Grades file, the ENGL or MATH tutoring record was removed from the Basic Skills Tutoring file.

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■ **METHODOLOGY**

● **Data Extracts**

Data used in this study were extracted from the **SARS-GRID Database** and from the **VCCCD Banner System**, and imported into a Microsoft Access database for processing and analysis. The records extracted from each data source were based on the selection criteria indicated below.

<u>**SARS-GRID Database**</u> – Selection Criteria

<u>Field</u>	<u>Values</u>
Tutoring	Fall 2007 *or* Spring 2008 *or* Fall 2008 *or* Spring 2009
Reason	Any basic skills Course ID *or* ENGL *or* MATH

Attendance

The following fields and values were used to select records which indicated that a student's *Attendance Status* was either "Attended" or "Not Marked."

Activity	A
Cancelled	0
Attend	Y *or* "–"

The records that matched these criteria were imported into the *Basic Skills Tutoring File*.

<u>**VCCCD Banner System**</u> – Selection Criteria

<u>Field</u>	<u>Values</u>
Semester	Fall 2008 *or* Spring 2009
Attr-Code-Skills	B *or* P (The Chancellor's Office MIS designations for basic skills courses)

The records that matched these criteria were imported into the *Basic Skills Grades File*.

● **Data Analysis**

To determine the success rates of students who received tutoring in their basic skills courses, records in the Basic Skills Tutoring file (for fall 2008 or spring 2009) were matched to corresponding records in the Basic Skills Grades file (for the respective semester). Since both the tutoring and grades files contain VCCCD Student IDs, the *primary* match was based on Student ID. A *secondary* match used the Course ID to ensure that the correct basic skills course was identified, since many students were enrolled in multiple basic skills courses and may *not* have received tutoring in all of the courses. The exception to this rule was in the case of ENGL and MATH "reason codes." In a few cases, tutoring records with an ENGL "reason code" were matched to a MATH V09 or MATH V10 grade record, and MATH "reason codes" were matched to an ESL grade record or a basic-skills English grade record.

In addition to computing success rates for the students who received tutoring services, success rates were also calculated for the non-tutored students who were enrolled in the same sections (CRNs) as the tutored students. Applicable grades records, for the non-tutored students, were appended to the Basic Skills Grades files.

It should be noted that in both fall 2008 and spring 2009, not all of the tutoring records were able to be matched to a corresponding grade record. In **fall 2008**, a total of **91** students received tutoring in one or more basic-skills areas; **79** had a grade record in one or more basic skills courses. In **spring 2009**, a total of **123** students received tutoring in one or more basic skills areas and **89** of these students had a grade record in one or more basic skills courses.

The data tables on **pages 6–10** provide specific information regarding students who received tutoring in basic skills areas in fall 2008 and spring 2009, and compares their success rates (in the basic skills sections for which they received tutoring) to their classmates who did not receive tutoring.

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■ **DATA TABLES**

Table A presents basic-skills tutoring data for **spring 2008** and **fall 2007**. Because of a relatively low number of students receiving basic skills tutoring in those terms, no attempt was made to match these students to enrollments in basic skills courses. Basic skills data related to **spring 2009** are presented in four data tables – the same categories of data are also provided for **fall 2008**.

Table A. Spring 2008 and Fall 2007: Basic Skills Tutoring by Reason Code (including ENGL and MATH)

SARS-GRID – Tutoring Component		Spring 2008		Fall 2007	
Reason Codes associated with Basic Skills		Num. of	Num. of	Num. of	Num. of
Codes	**Descriptions**	**Students**	**Sessions**	**Students**	**Sessions**
ENGL	English	75	104	39	56
ENGL V03	Basic English Composition	6	9	14	35
ENGL V04A	Writing Skills: Level B	5	16	2	14
ENGL V04B	Writing Skills: Level B	1	16	-0	-0
ENGL V07	Inter Read Comprehension	2	2	-0	-0
ENGL V08A	Low-Begin Reading Comp	1	1	-0	-0
Subtotal: ENGL		**90**	**148**	**55**	**105**
ESL V01	English as a second Language	-0	-0	2	2
ESL V02	High-Beginning ESL	-0	-0	1	8
ESL V03	Low-Intermediate ESL	1	1	-0	-0
ESL V04	High-Intermediate ESL	10	65	-0	-0
ESL V06	High-Advance ESL	11	21	-0	-0
Subtotal: ESL		**23**	**87**	**3**	**10**
MATH	Mathematics	107	182	56	70
MATH V09	Beginning Mathematics	8	21	8	27
MATH V10	Pre-Algebra	13	88	9	78
Subtotal: MATH		**128**	**291**	**73**	**175**
Totals		**241**	**526**	**131**	**290**

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Table B. Spring 2009: Success Rates in Basic Skills CRN's in which Tutored Students were Enrolled

Spring 2009 Course ID	Num. CRNs	Total Course Enrolls	Non-Tutored Students			Tutored Students		
			Count	Success-ful	Success Rate	Count	Success-ful	Success Rate
ENGL V03	5	136	122	86	70.5%	14	13	92.9%
ENGL V04A	1	16	8	1	12.5%	8	5	62.5%
ENGL V04B	1	12	5	5	100.0%	7	7	100.0%
ENGL V07	1	21	19	15	78.9%	2	2	100.0%
ENGL V08A	1	11	6	5	83.3%	5	4	80.0%
ENGL V08B	1	5	4	4	100.0%	1	1	100.0%
Subtotal: ENGL		**201**	**164**	**116**	**70.7%**	**37**	**32**	**86.5%**
ESL V14	2	19	12	10	83.3%	7	6	85.7%
ESL V15	3	22	15	14	93.3%	7	6	85.7%
ESL V16	3	28	17	12	70.6%	11	10	90.9%
ESL V33	1	4	2	2	100.0%	2	1	50.0%
ESL V34A	1	7	4	4	100.0%	3	1	33.3%
ESL V34B	1	2	1	1	100.0%	1	-0	-0.0%
ESL V88D	1	19	9	7	77.8%	10	9	90.0%
Subtotal: ESL		**101**	**60**	**50**	**83.3%**	**41**	**33**	**80.5%**
MATH V09	4	133	118	49	41.5%	15	6	40.0%
MATH V10	6	222	198	73	36.9%	24	18	75.0%
Subtotal: MATH		**355**	**316**	**122**	**38.6%**	**39**	**24**	**61.5%**
Totals / Aver. Rates		**657**	**540**	**288**	**53.3%**	**117**	**89**	**76.1%**

Table C. Spring 2009: Basic Skills Tutoring by Reason Code (including ENGL and MATH)

SARS-GRID – Tutoring Component		Num. of Students	Num. of Sessions
Reason Codes	Reason Descriptions		
ENGL	English	118	230
ENGL V03	Basic English Composition	12	32
ENGL V04A	Writing Skills: Level A	12	28
ENGL V04B	Writing Skills: Level B	4	10
ENGL V05	Reading for Critical Analysis	3	3
ENGL V07	Inter Read Comprehension	3	16
ENGL V08A	Low-Begin Reading Comp	1	1
ENGL V08B	High-Begin Reading Comp	1	1
Subtotal: ENGL		**154**	**321**
ESL V01	Low-Beginning ESL	35	143
ESL V03	Low-Intermediate ESL	5	23
ESL V04	High-Intermediate ESL	5	8
ESL V05	Low Advance ESL	10	50
ESL V06	High-Advance ESL	3	5
ESL V33	Intermed Reading Comprehension	1	2
ESL V34A	Low-Begin Reading Comprehend	2	15
Subtotal: ESL		**61**	**246**
MATH	Mathematics	141	263
MATH V09	Beginning Mathematics	31	170
MATH V10	Pre-Algebra	26	113
Subtotal: MATH		**198**	**546**
Totals		**413**	**1,434**

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Table D. Spring 2009: Ethnicity and Success Rates in Sections in which Tutored Students were Enrolled

Spring 2009	Total Course Enrollments		Non-Tutored Students			Tutored Students		
			Total	Successful		Total	Successful	
Ethnic Groups	N	Percent	N	N	Rate	N	N	Rate
Asian / Pacific Islander	65	9.9%	28	16	57.1%	37	30	81.1%
Black	21	3.2%	21	9	42.9%	--	--	--
Hispanic	416	63.3%	353	187	53.0%	63	45	71.4%
Native American	5	0.8%	5	3	60.0%	--	--	--
Other	33	5.0%	27	12	44.4%	6	5	83.3%
White	114	17.3%	103	59	57.3%	11	9	81.8%
Unreported	3	0.5%	3	2	66.7%	--	--	--
Totals & Succ. Rates	**657**	**100.0%**	**540**	**288**	**53.3%**	**117**	**89**	**76.1%**

Table E. Spring 2009: UNDUPLICTED Students – Ethnicity, Gender and Number of Course Enrollments

Spring 2009	Students		Number of Course Enrollments		
Ethnicity Gender	Number	Percent	One	Two	Three
Asian/Pacific Islander					
Female	16	--	7	7	2
Male	6	--	3	2	1
Sub-total	**22**	**24.7%**	**10**	**9**	**3**
Black					
Female	--	--			
Male	--	--			
Sub-total	**0**	**0.0%**	**0**	**0**	**0**
Hispanic					
Female	37	--	26	10	1
Male	13	--	12	1	
Sub-total	**50**	**56.2%**	**38**	**11**	**1**
Native American					
Female	--	--			
Male	--	--			
Sub-total	**0**	**0.0%**	**0**	**0**	**0**
Other					
Female	3	--	3		
Male	3	--	3		
Sub-total	**6**	**6.7%**	**6**	**0**	**0**
White					
Female	9	--	9		
Male	2	--	2		
Sub-total	**11**	**12.4%**	**11**	**0**	**0**
Unreported					
Female	--	--			
Male	--	--			
Sub-total	**0**	**0.0%**	**6**	**0**	**0**
Total	**89**	**100.0%**	**65**	**20**	**4**

Gender	Number	Percent
Female	65	73.0%
Male	24	27.0%
Total	89	100.0%

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Table F. Fall 2008: Success Rates in Basic Skills CRN's in which Tutored Students were Enrolled

| Fall 2008 | | Total | Students were Not Tutored | | | Students Received Tutoring | | |
Course ID	Num. CRNs	Course Enrolls	Count	Success-ful	Success Rate	Count	Success-ful	Success Rate
ENGL V03	9	245	222	136	61.3%	23	19	82.6%
ENGL V04A	1	13	8	2	25.0%	5	4	80.0%
ENGL V04B	1	13	10	7	70.0%	3	2	66.75
ENGL V07	1	32	26	17	65.4%	6	6	100.0%
ENGL V08A	1	14	13	8	61.5%	1	-0	-0.0%
Subtotal: ENGL		**317**	**279**	**170**	**60.9%**	**38**	**31**	**81.6%**
ESL V01	1	15	14	8	57.1%	1	1	100.0%
ESL V03	1	19	14	12	85.7%	5	5	100.0%
ESL V05	2	40	32	30	93.8%	8	8	100.0%
ESL V08	1	28	22	19	86.4%	6	4	66.7%
ESL V33	1	3	2	1	50.0%	1	1	100.0%
ESL V34A	1	10	7	7	100.0%	3	2	66.7%
ESL V34B	1	7	5	5	100.0%	2	1	50.0%
Subtotal: ESL		**122**	**96**	**82**	**85.4%**	**26**	**22**	**84.6%**
MATH V09	5	167	143	74	51.7%	24	18	75.0%
MATH V10	5	183	171	88	51.5%	12	7	58.3%
Subtotal: MATH		**350**	**314**	**162**	**51.6%**	**36**	**25**	**69.4%**
Totals / Aver. Rates		**789**	**689**	**414**	**60.1%**	**100**	**78**	**78.0%**

Table G. Fall 2008: Basic Skills Tutoring by Reason Code (including ENGL and MATH)

| SARS-GRID – Tutoring Component | | Num. of | Num. of |
Reason Codes	Reason Descriptions	Students	Sessions
ENGL	English	151	304
ENGL V03	Basic English Composition	10	47
ENGL V04A	Writing Skills: Level B	6	22
ENGL V07	Inter Read Comprehension	1	5
Subtotal: ENGL		**168**	**378**
ESL V01	Low-Beginning ESL	5	17
ESL V03	Low-Intermediate ESL	1	1
ESL V05	Low Advance ESL	5	20
ESL V34A	Low-Begin Reading Comprehend	2	8
Subtotal: ESL		**13**	**46**
MATH	Mathematics	278	811
MATH V09	Beginning Mathematics	24	105
MATH V10	Pre-Algebra	12	65
Subtotal: MATH		**314**	**981**
Totals		**495**	**1,405**

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Table H. Fall 2008: Ethnicity and Success Rates in Sections in which Tutored Students were Enrolled

Fall 2008	Total Course Enrollments		Non-Tutored Students			Tutored Students		
			Total	Successful		Total	Successful	
Ethnic Groups	N	Percent	N	N	Rate	N	N	Rate
Asian / Pacific Islander	73	9.3%	50	36	72.0%	23	20	87.0%
Black	30	3.8%	24	10	41.7%	6	2	33.3%
Hispanic	474	60.1%	428	249	58.2%	46	35	76.1%
Native American	4	0.5%	4	2	50.0%	--	--	--
Other	5	0.6%	4	4	100.0%	1	1	100.0%
White	158	20.0%	137	90	65.7%	21	17	81.0%
Unreported	45	5.7%	42	23	54.8%	3	3	100.0%
Totals & Succ. Rates	**789**	**100.0%**	**689**	**414**	**60.1%**	**100**	**78**	**78.0%**

Table I. Fall 2008: UNDUPLICTED Students – Ethnicity, Gender and Number of Course Enrollments

Fall 2008	Students		Number of Course Enrollments		
Ethnicity Gender	Number	Percent	One	Two	Three
Asian/Pacific Islander					
Female	13	--	5	7	1
Male	1	--	1		
Sub-total	14	17.7%	6	7	1
Black					
Female	1	--		1	
Male	2	--	1		1
Sub-total	3	3.8%	1	1	1
Hispanic					
Female	23	--	18	3	2
Male	15	--	14	1	
Sub-total	38	48.1%	32	4	2
Native American					
Female	--				
Male	--				
Sub-total	0	0.0%	0	0	0
Other					
Female	1	--	1	0	0
Male	--	--			
Sub-total	1	1.3%	1	0	0
White					
Female	16	--	15	1	
Male	4	--	4		
Sub-total	20	25.3%	19	1	0
Unreported					
Female	1	--	1		
Male	2	--	2		
Sub-total	3	3.8%	3	0	0
Total	**79**	**100.0%**	**62**	**13**	**4**

Gender	Number	Percent
Female	55	69.6%
Male	24	30.4%
Total	79	100.0%