
DATE: 3/23/20
TO: Valerie Fong, Acting Dean, Language Arts
FROM: Doreen Finkelstein, Acting College Researcher
RE: Tutoring and Success in English 1A in Fall 2019

Introduction:

In Fall 2019, the English Department assigned adjunct faculty as tutors to five sections of English 1A: two offered with the corequisite, and three offered without it. This report looks at whether students in sections with tutors had higher course success rates than students in sections without tutors. The report additionally looks at the use of tutoring services in the Teaching and Learning Center (TLC) and responses from end-of-class student surveys.

As tutors were only present in face-to-face sections, analyses reported here are only for students taking English 1A with the face-to-face modality. Two dual enrollment sections are also excluded from the analyses.

Results Overview:

- The addition of tutors to English 1A sections did not improve student success. English 1A students with tutors had lower success rates (60%) than English 1A students without tutors (71%), and the same pattern was found regardless of the presence or absence of the corequisite — in corequisite sections, the success rate of students with tutors was 51% vs. 67% for those without tutors, while in non-corequisite sections, the success rate of students with tutors was 66% vs. 73% for those without tutors.
- The majority of English 1A students did not attend tutoring in the TLC. Students in sections with tutors were more likely to seek out this tutoring, but they attended a smaller number of tutoring sessions on average. While 12% of students in sections without tutors went to the TLC for tutoring, 26% of students in sections with tutors did, but they attended an average of 1.6 sessions per student compared with 2.9 sessions per student for the first group.
- Out of students who responded to an end-of-class survey, over half (52%) of those in sections with tutors did not think a tutor had been assigned to their section. This suggests that many students were not aware of this additional resource.
- Based on responses to an end-of-class survey, students in sections with tutors wished for *more* in-class support compared to students in sections without tutors. In response to survey question about in-class level of support, 45% of students in sections with tutors responded "I

wish there had been more in-class support" compared to only 16% of students in sections without tutors. The same pattern was seen in both corequisite and non-corequisite sections.

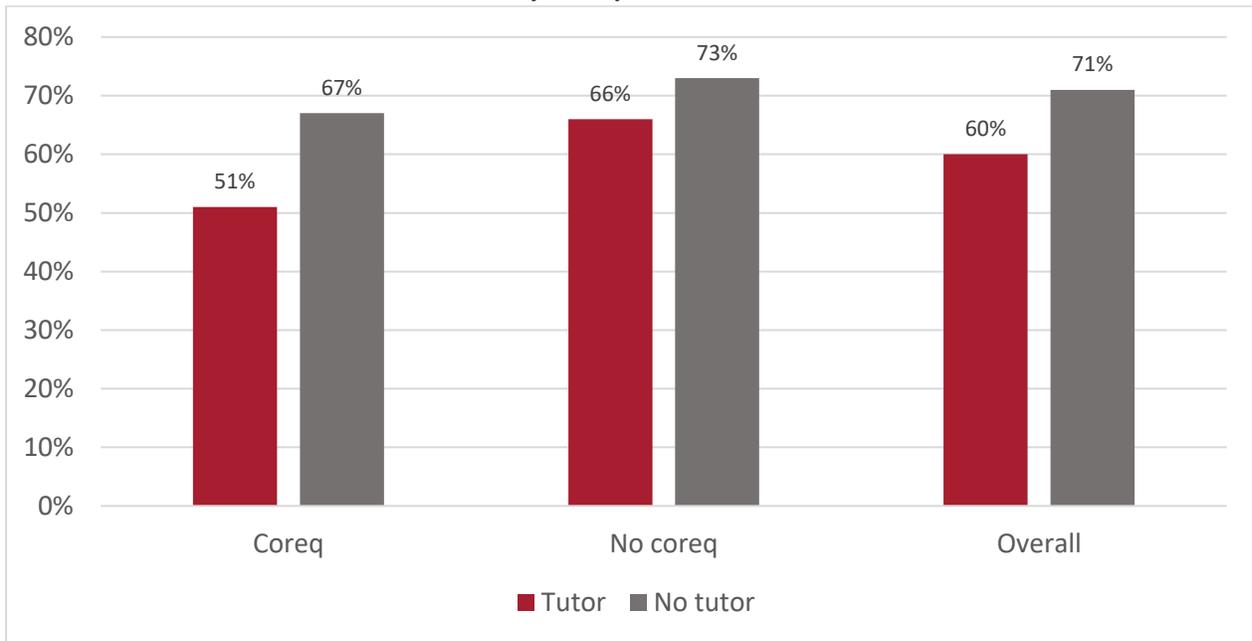
- Although the presence of in-class tutors did not improve students' levels of success, students who had tutors in their sections believed that the tutors had been helpful, with 79% saying they were "very helpful."

Results Detail:

Success Rates

As shown in Chart 1 below, regardless of whether or not a student was taking a corequisite version of English 1A, students in sections with tutors had lower success rates than students in sections without tutors.

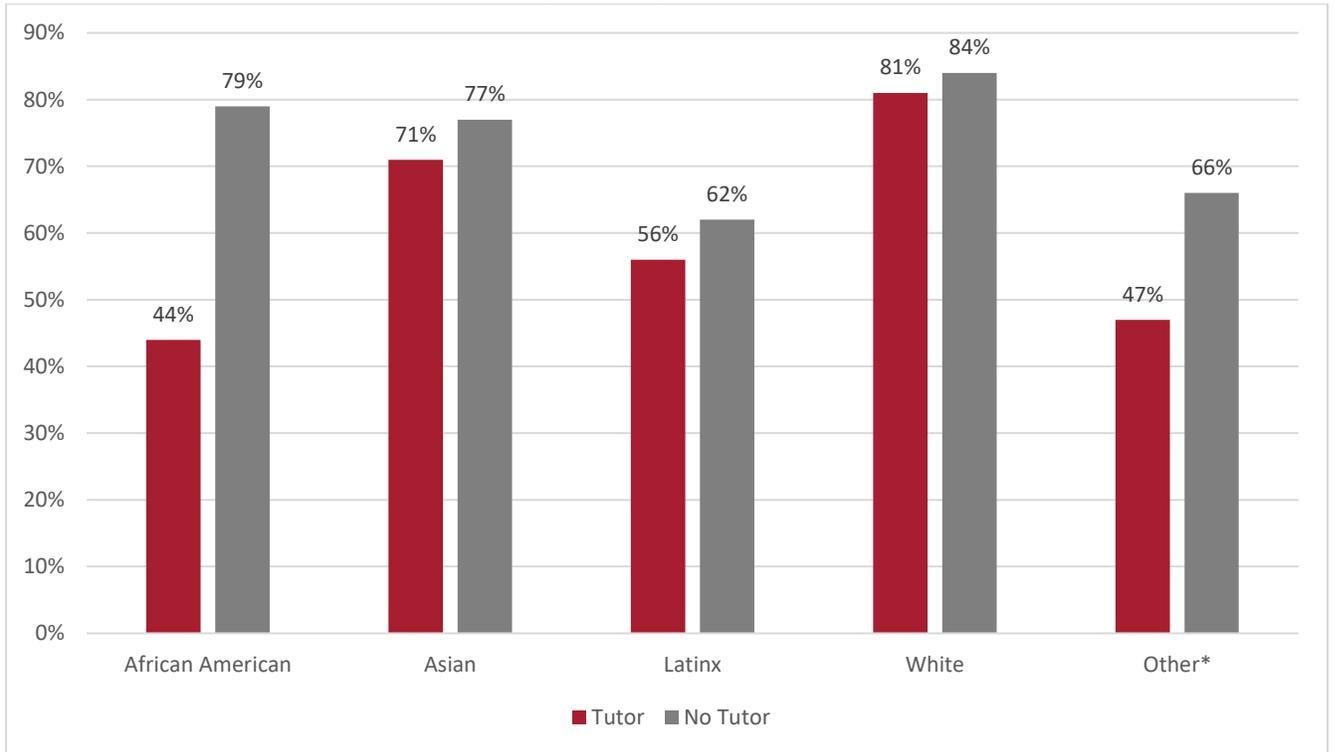
Chart 1
Success Rates of Students by Corequisite and Presence of In-Class Tutor



Among both corequisite and non-corequisite sections, 17% of students were in sections with tutors: 2 out of 9 corequisite sections had tutors (57 students out of 330), and 3 out of 14 non-corequisite sections had tutors (83 students out of 481). Two of the corequisite sections were for learning communities; one (Umoja learning community) had a tutor and one (Puente learning community) did not. Removal of the two learning community sections from the data does not change the trend of the finding.

As shown in Chart 2 below, tutoring did not improve success for any student group when data are disaggregated by ethnicity.

Chart 2
Success Rates of Students by Ethnicity and Presence of In-Class Tutor



*Students from ethnicity groups with less than 10 students, combined together for the purpose of reporting. The ethnicity groups of these students were Filipino, Native American, Pacific Islander, and Decline to State.

Tutoring in the Teaching and Learning Center (TLC)

As tutors in Fall 2019 were all adjunct faculty, they were available for additional, one-on-one tutoring through the Teaching and Learning Center (TLC). As shown in Table 1 below, students in sections with tutors were more likely to go to the TLC for tutoring sessions in English 1A, but received fewer tutoring sessions on average.

While there was a difference based on whether or not a student was in a section with a tutor, the majority of students in both types of sections did not go to the TLC for additional tutoring: only 26% of students in sections with tutors, and 12% of students in sections without tutors, received individual tutoring in English 1A at the TLC. Students in sections with tutors went for an average of 1.6 TLC-based tutoring sessions, while students in sections without tutors went for an average of 2.9 TLC-based tutoring sessions.

Table 1
Tutoring at the Teaching and Learning Center by Presence of In-Class Tutor

Type of Section	# of Students Who Received Tutoring at the TLC	% of Students Who Received Tutoring at the TLC	Average # of Tutoring Sessions Per Student
Tutor	37	26%	1.6
No Tutor	83	12%	2.9
Overall	120	15%	2.5

Student Perceptions from End-of-Class Surveys

An online survey was administered to 1,151 English 1A students during finals week of Fall 2019. Overall, 266 students responded, for a response rate of 23%. Students were asked "was there a tutor in the classroom for this class?" Of the 29 students who were in sections where a tutor had been assigned, 15 students, or 52%, said there was no tutor. This suggests that students were often not aware of the presence of tutors, and did not avail themselves of this resource.

As shown in Chart 3 below, students in sections with a tutor were more likely to say "I wish there had been more in-class support" than students in sections without tutors. Among corequisite sections, 50% of those with tutors responded that they wanted more in-class support compared to only 22% of those without tutors. Among non-corequisite sections, 43% of those with tutors responded that they wanted more in-class support compared to only 13% of those without tutors. The number of respondents in each category ranged from 8 respondents (corequisite sections with tutors) to 132 respondents (non-corequisite sections without tutors).

When directly asked whether tutors in their sections were helpful, the 14 respondents from tutored sections who knew about their tutors all thought the tutors were either "very" or "moderately" helpful. As shown in Chart 4 below, the 8 respondents in corequisite sections were slightly less likely to say tutors were "very helpful" (75%) compared to the 6 respondents in non-corequisite sections (83%). Overall, 79% of students said tutors were "very helpful" to their success in class.

While the survey results contained small samples, especially for corequisite and tutored sections, the results from these two survey questions suggest that students perceived the tutors as helpful, but did not experience a greater feeling of in-class support from their presence. Further data collection would be useful to confirm whether or not this is a consistent finding.

Chart 3

Response to Level of Support Survey Question by Presence of In-Class Tutor and Corequisite

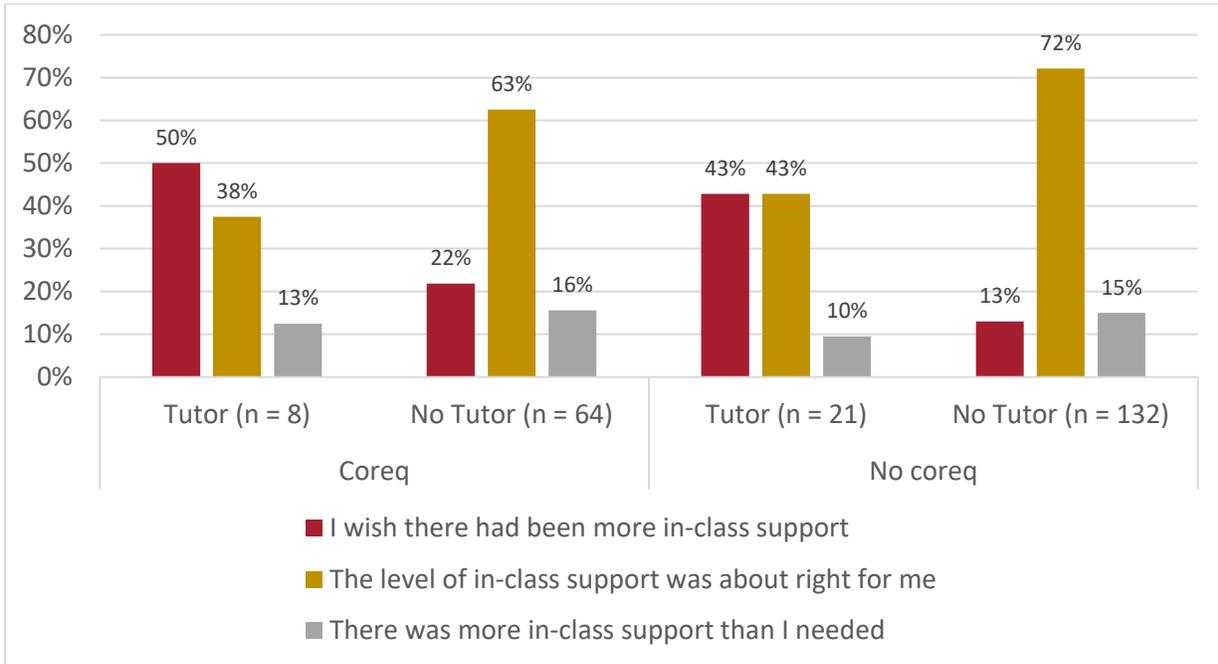
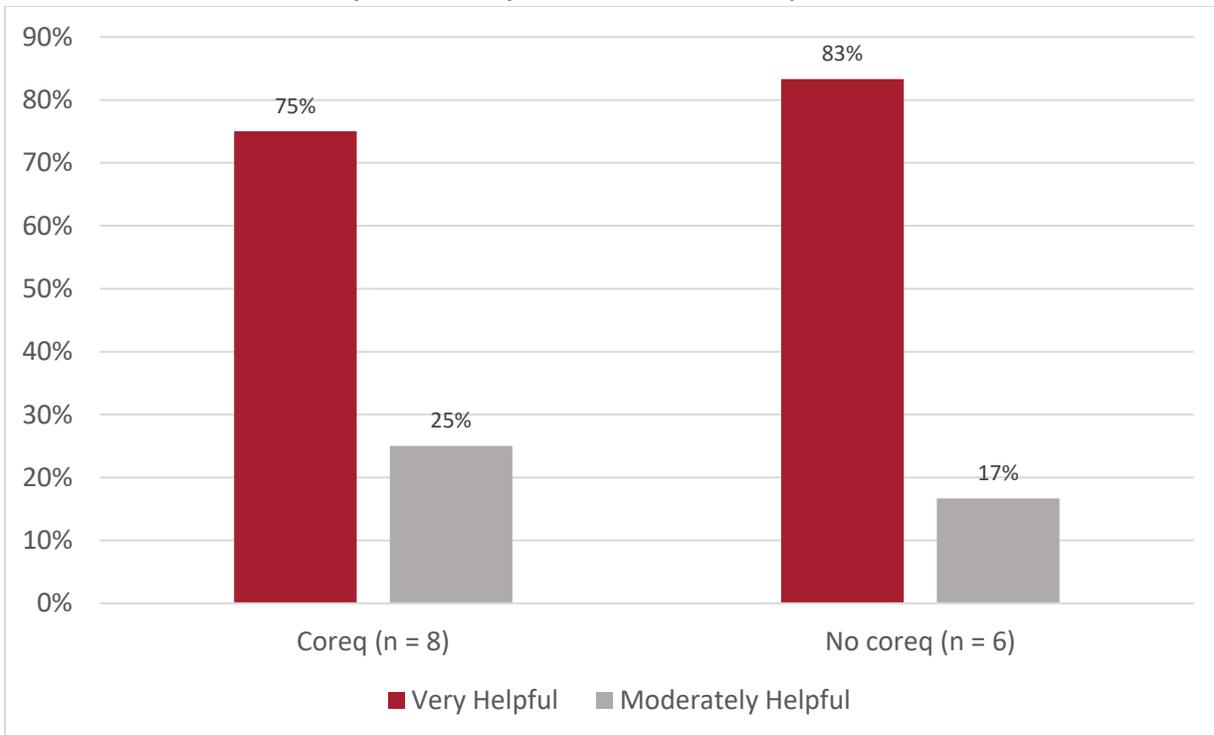


Chart 4

Response to Helpfulness of Tutor Survey Question



Methodology

Student enrollment and success data in English 1A for Fall 2019 came from the ODS table Registration_Analysis. Corequisite sections were identified as those sections with a "C" in their sequence number, and were confirmed via Active Division. Sections with tutors came from a list supplied by the tutor coordinator at the Teaching and Learning Center and were confirmed by English department faculty.

Attendance at tutoring sections at the Teaching and Learning Center came from the SARS database. Tutoring sections were counted if they occurred during Fall 2019 instruction and students indicated they were requesting tutoring for English 1A.

All data reported here is only for students who were in face-to-face classes that were not dual enrollment. Learning community sections (Umoja and Puente) are included in the analyses.