Tutoring/Learning Spaces:
Supporting Student Learning

May 31, 2019
Instructional Support Services Retreat

FOOTHILL COLLEGE

12345 El Monte Road
Los Altos Hills, CA 94022
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Instructional Services Support

- Supplements classroom instruction
- Extends students learning
- Facilities use
- Programmatic experiences

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What are the questions?

- Who uses the Teaching Learning Center (TLC), STEM Center, and Pass the Torch?
  - In what ways are the TLC and STEM Center used?
  - Goal: Serving students to facilitate their success

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TEACHING AND LEARNING CENTER

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What is the Teaching Learning Center (TLC)?

- Students access the TLC for:
  - Studying
    - Group spaces
    - Workshops
  - Tutoring
    - Students
    - Faculty

*Pass the Torch is based in the TLC

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Data Sources Accessed

- SARS
  - Student sign-in
- Banner
  - Based on IRP data match
- Time Frame:
  - Fall 2018/Winter 2019

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TLC Use: Studying

unique students **790**

sessions per student (avg) **5**

min/session (avg) **62**

total study sessions **4,032**

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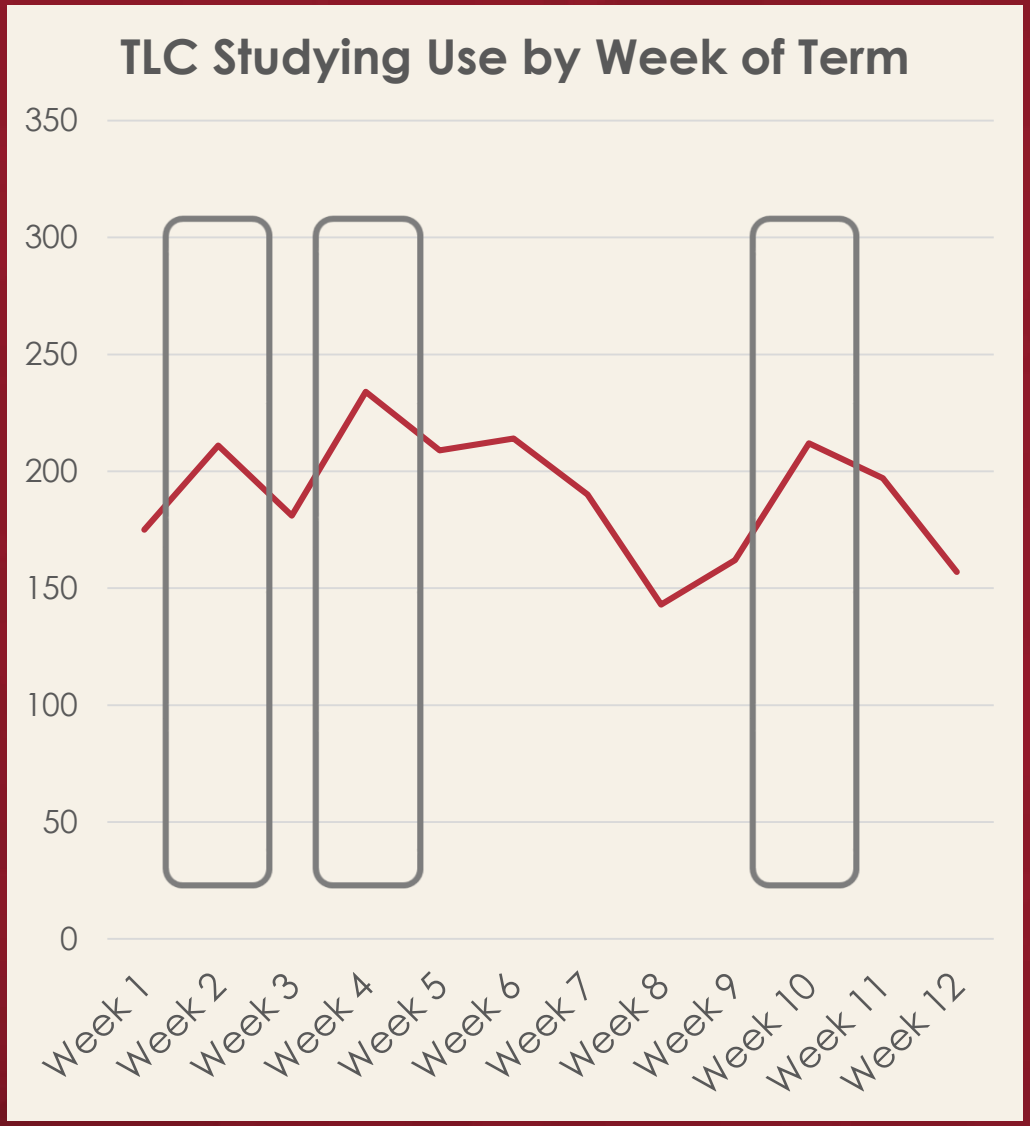

Studying use begins early in the quarter

Increases at midterms (week 4)

Increases again towards end of quarter (week 10)

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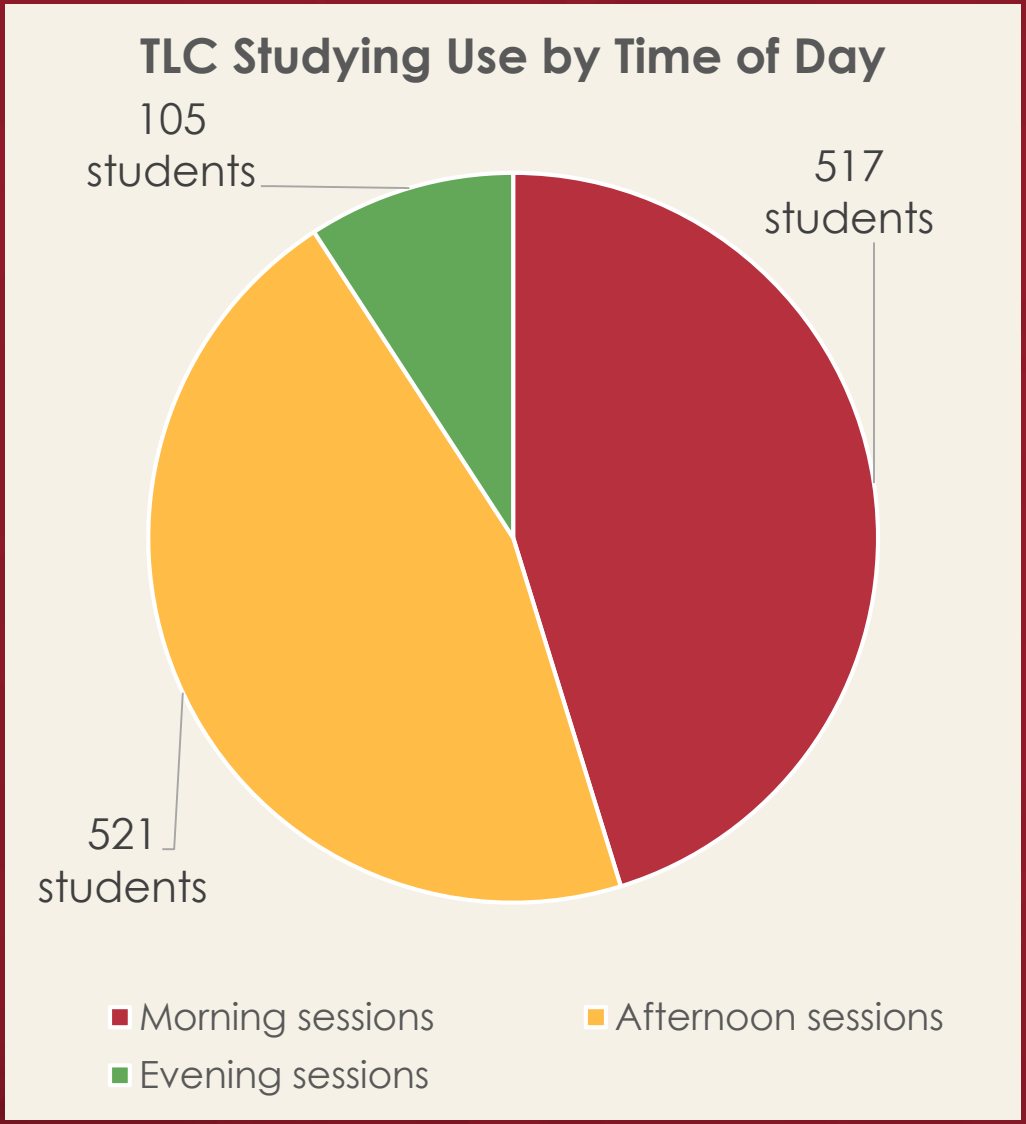

Students study primarily in the morning and afternoon

Evening use may be limited by fewer available hours

Students do return for multiple study sessions

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TLC Use: Tutoring

unique students **772**

session/student (avg) **4**

tutoring sessions **2,977**

- Students who experience tutoring continue to seek it out

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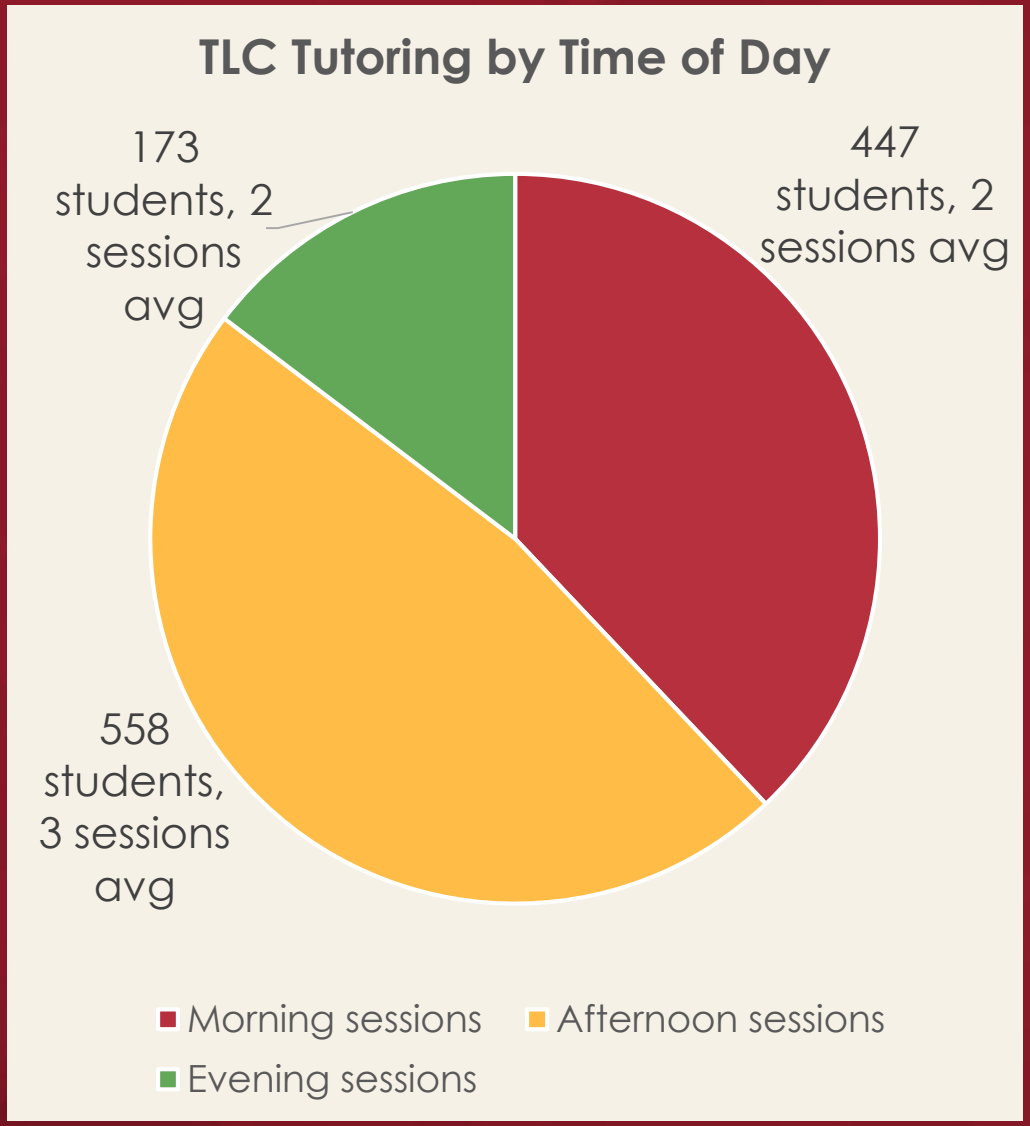

More tutoring occurs in the afternoon and morning

Pattern similar to studying

Students return for tutoring

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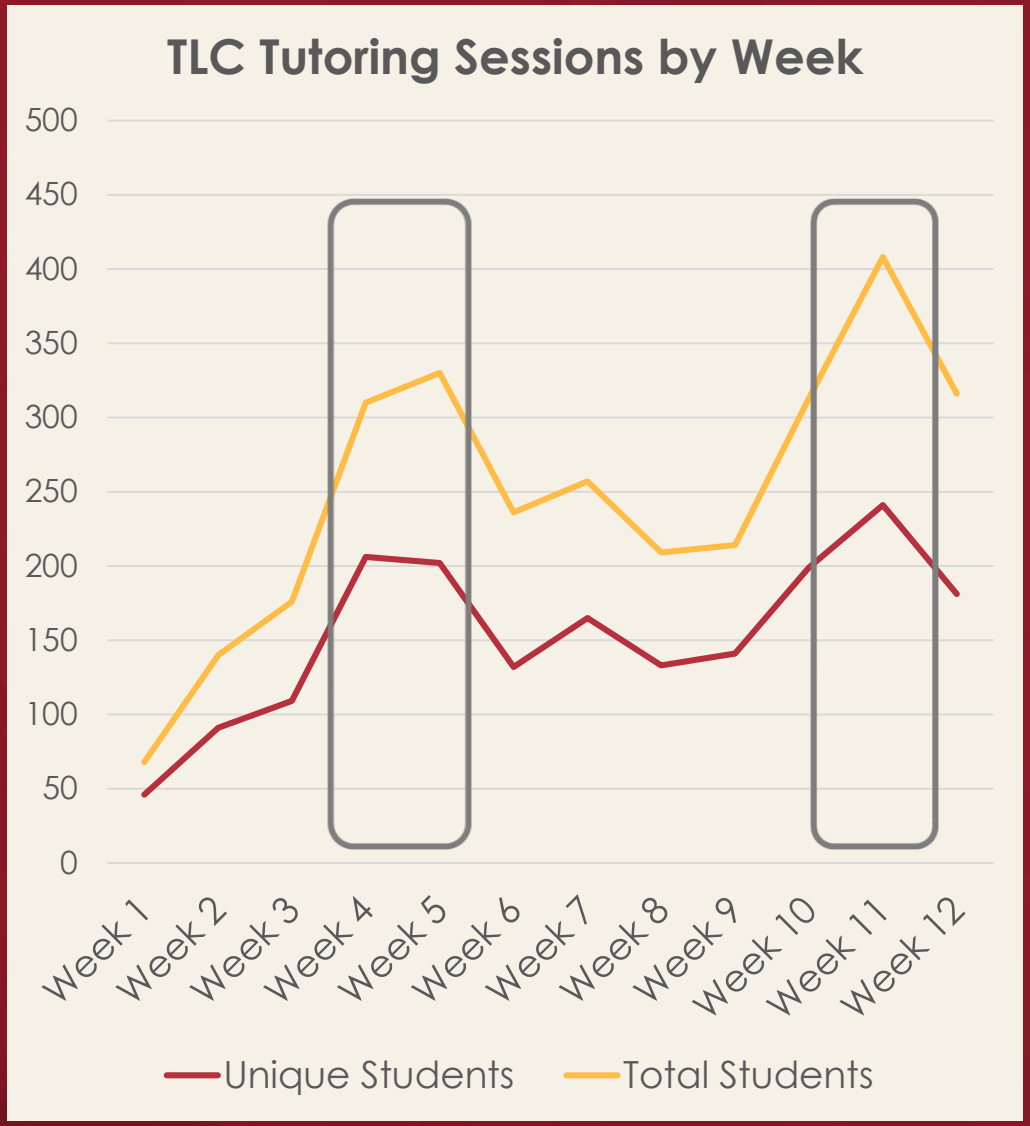

Tutoring sessions rises in weeks 4-5 and towards end of quarter (week 11)

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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%

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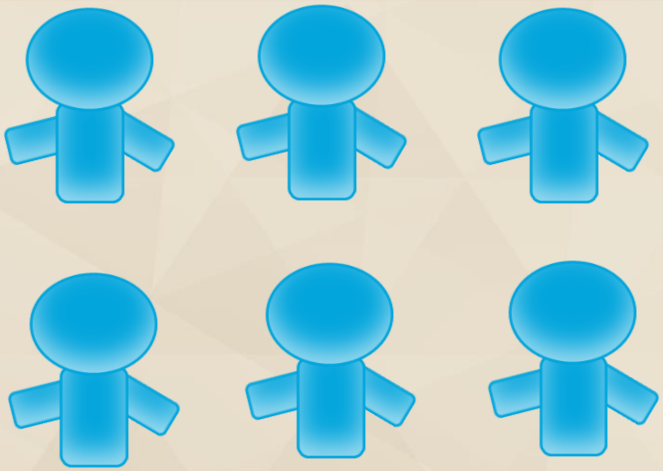
Who seeks out tutoring?

For every 10 students:

F1 Status



Not F1

F1 Status=36%

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Top Courses Tutored

- ENGL 1A
- ENGL 1B
- ESLL 125
- ENGL 110
- ESLL 237

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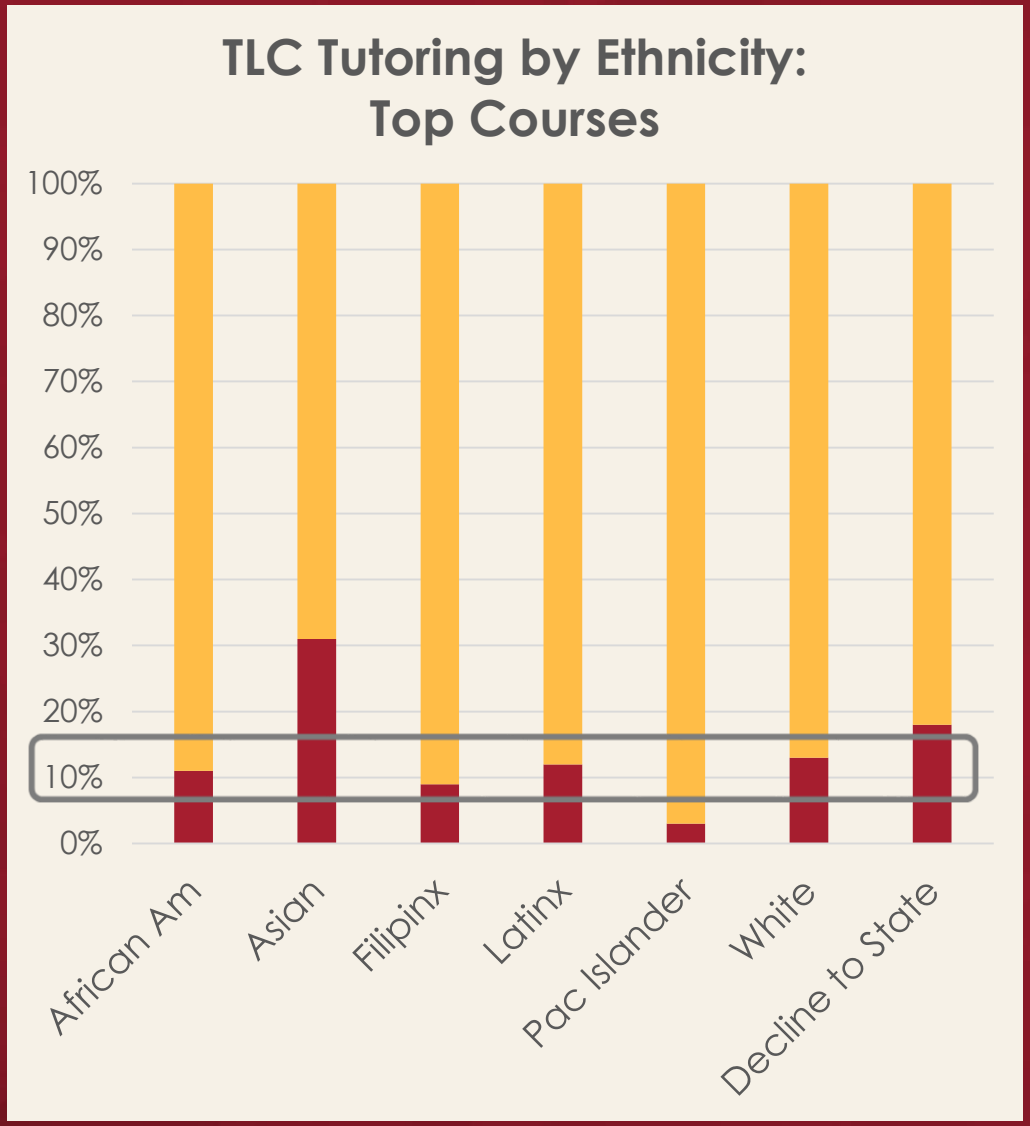

Within each ethnicity group roughly 10% seek out tutoring

Asians students are exception

DI groups do not seek out tutoring at higher rates

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Another question to consider?

- Does using the TLC for studying and tutoring facilitate course success?
- We cannot directly answer this question because we don’t know how students were doing in the class prior to seeking out tutoring

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TLC and Course Success

- We proxy the impact based on:
  - Course final grade (distribution)
  - High school GPA
  - Course repeater grades

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Final Course Grade: Studying

- Studying at the TLC seems have a less direct effect on course success
  - 3 hours **PASS** vs. 3 hours **NO PASS**
- Possibly different effects between studying and tutoring
- Possibly reflect assignment type (e.g. writing a paper may take a similar amt of time regardless of quality)

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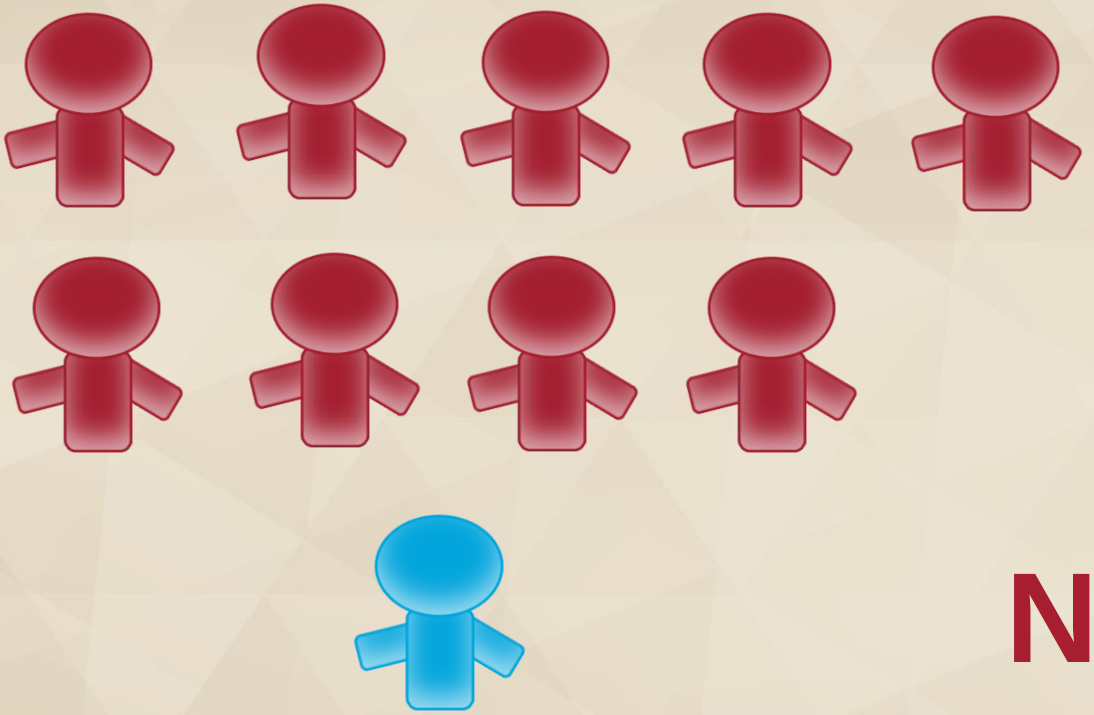
Final Course Grade: Tutoring

For every 10 students:



Success

Non Success

Course success rate=88%

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Final Course Grade: Tutoring Top Courses

Tutoring		No Tutoring
89%	**SUCCESS RATE**	**76%**

- Students who experienced tutoring saw similar or slightly higher success rates
- Course success gaps remain across ethnicity (regardless of whether tutoring was experienced)

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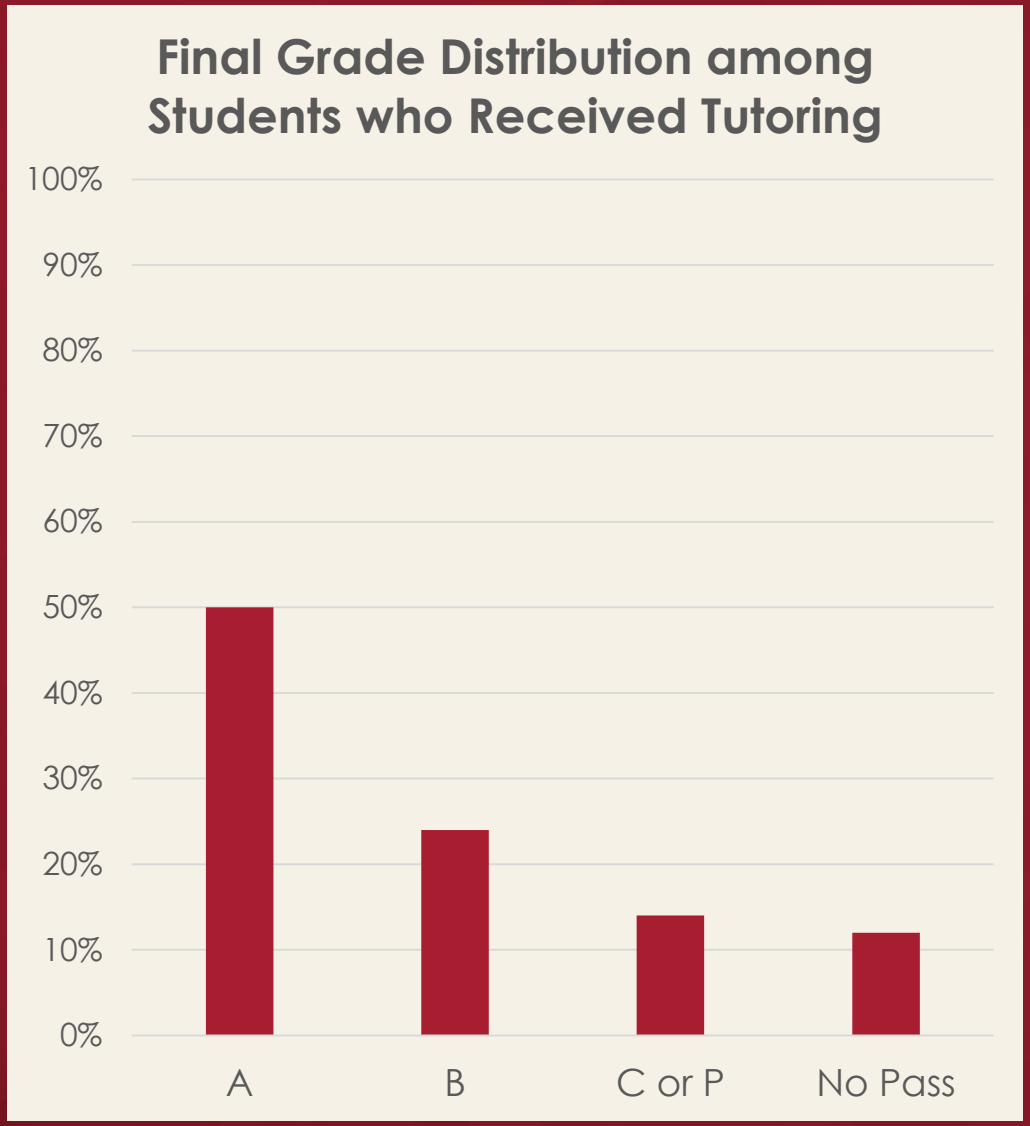

Half of students who sought tutoring earned "A" grade

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

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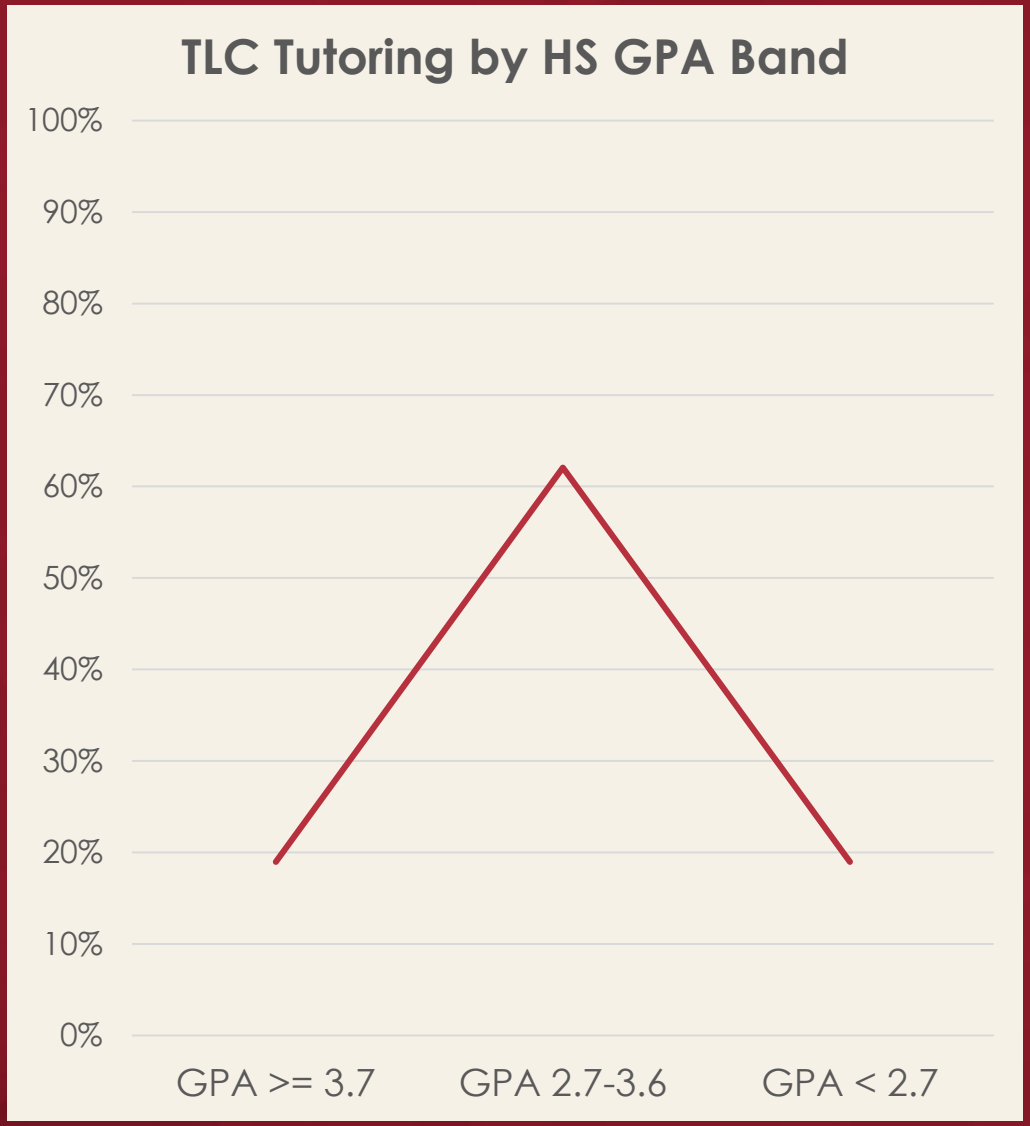

Most students who seek tutoring are “A-” to “B-” students

“A” students are a minority

Lower overall GPA students not seeking tutoring at higher rates

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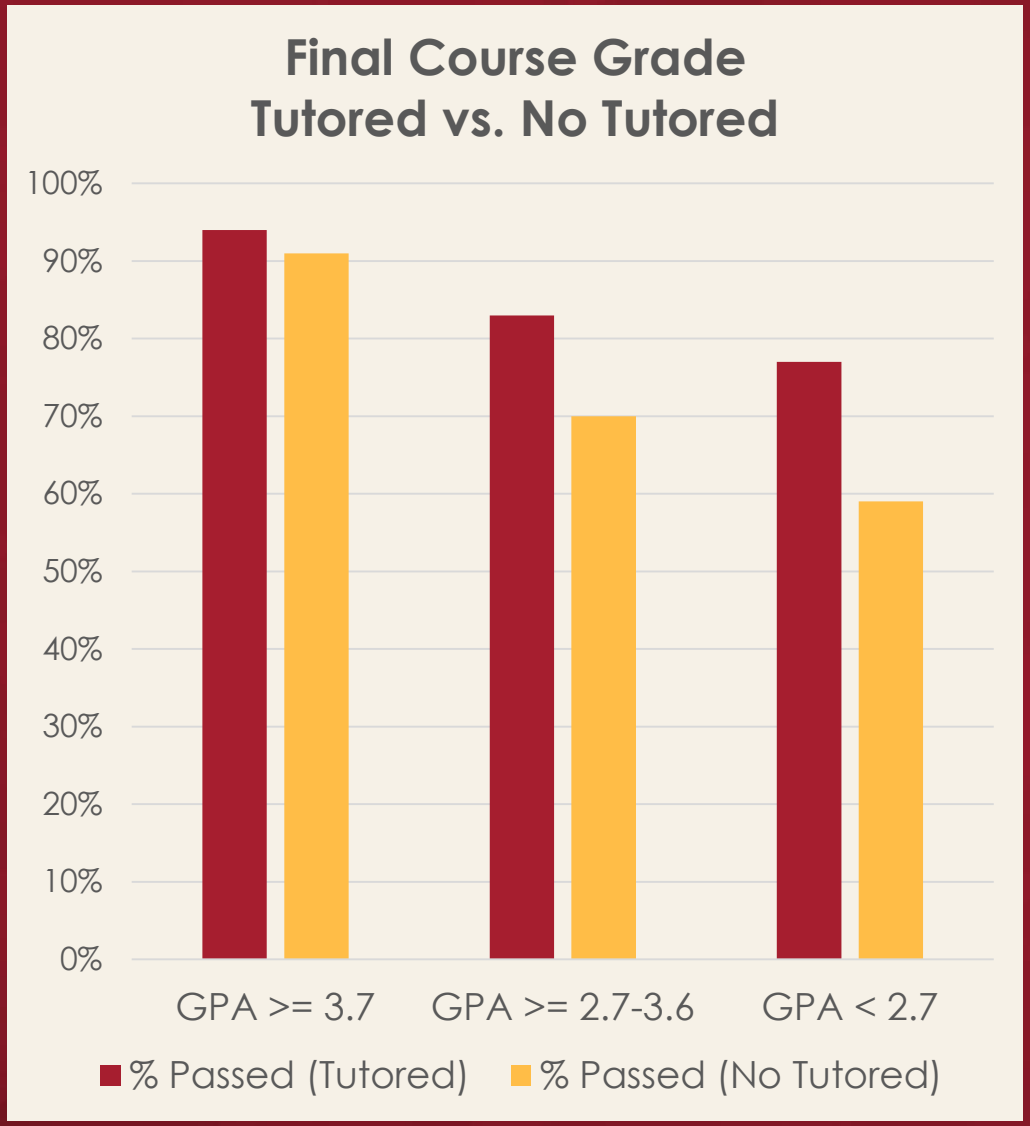

Majority seeking tutoring had GPA>=2.7-3.6

Tutoring may facilitate course success at lower GPA levels

Fewer low GPA students seek tutoring

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TLC Course Repeaters

Course Repeaters **83**

Asian

Latinx

White **All Others**

Repeaters Success Rate **82%**

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%

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STEM CENTER

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What are the questions?

- Who uses the Teaching Learning Center (TLC), **STEM Center**, and Pass the Torch?
  - In what ways are the TLC and **STEM Center** used?

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What is the STEM Center?

- Students access the STEM Center for:
  - Studying
  - Workshops
  - Tutoring
    - Non-credit faculty
    - Students (beginning W19)

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Data Sources Accessed

- SARS
  - Student sign-in
- Banner
  - Based on IRP data match
- Time Frame:
  - Fall 2018/Winter 2019

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STEM Center Use: Studying

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

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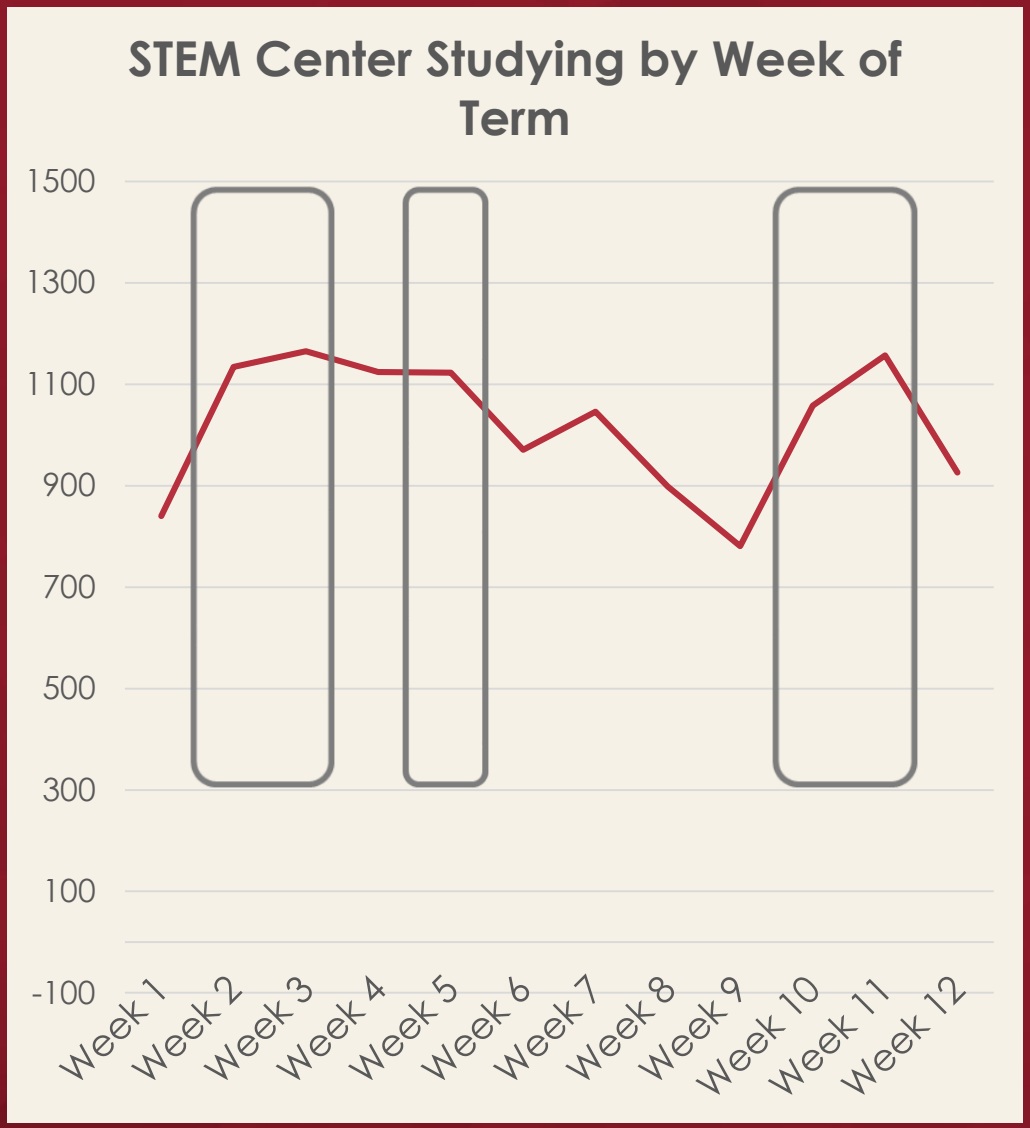

Students use the STEM Center for studying beginning at the start of the quarter

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

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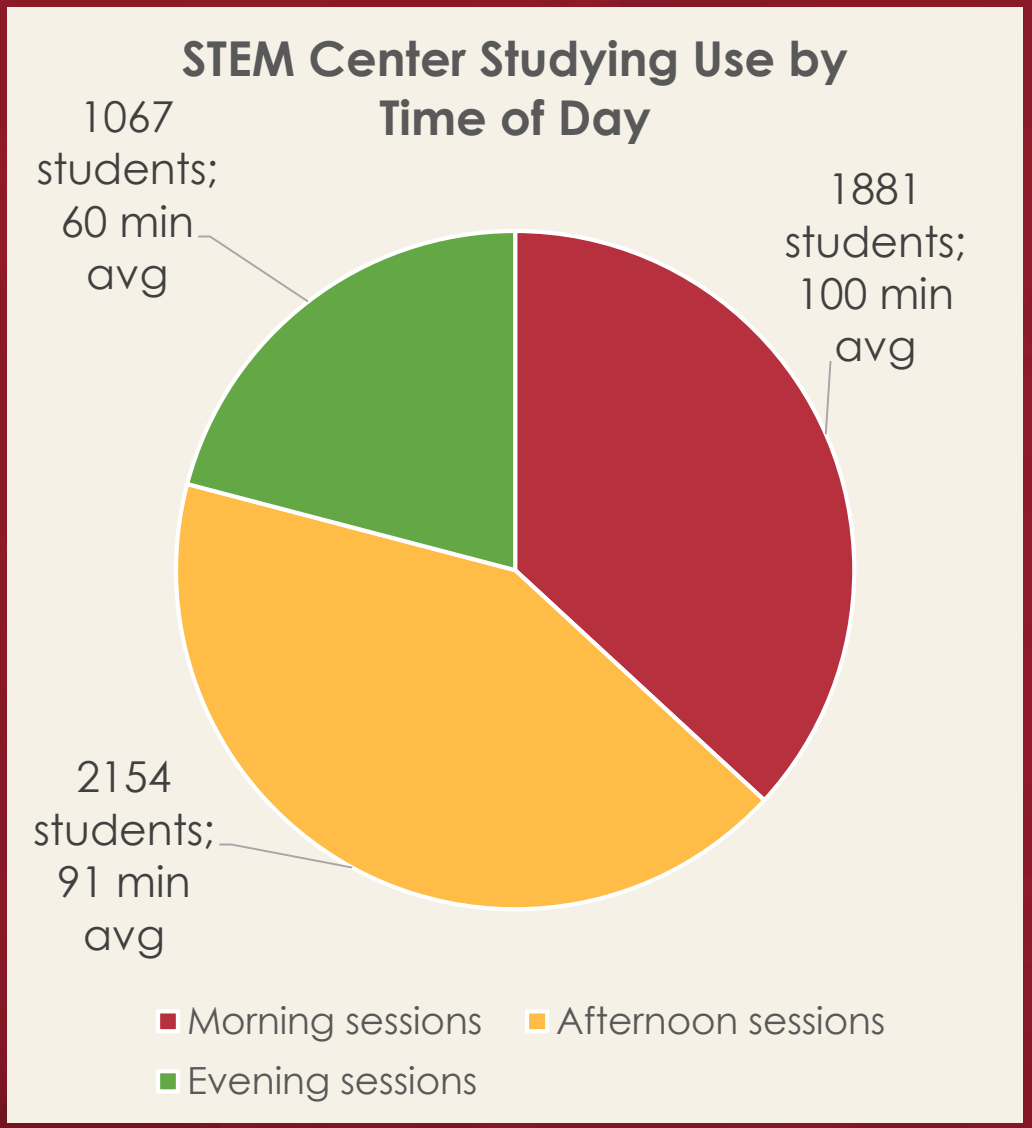

Students spend at least an hour studying regardless of time of day

Students study primarily in the morning and afternoon

Students return for multiple study sessions

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STEM Center Use: Tutoring

unique students **865**

session/student (avg) **9**

tutoring sessions **8,217**

- Students who experience tutoring continue to seek it out

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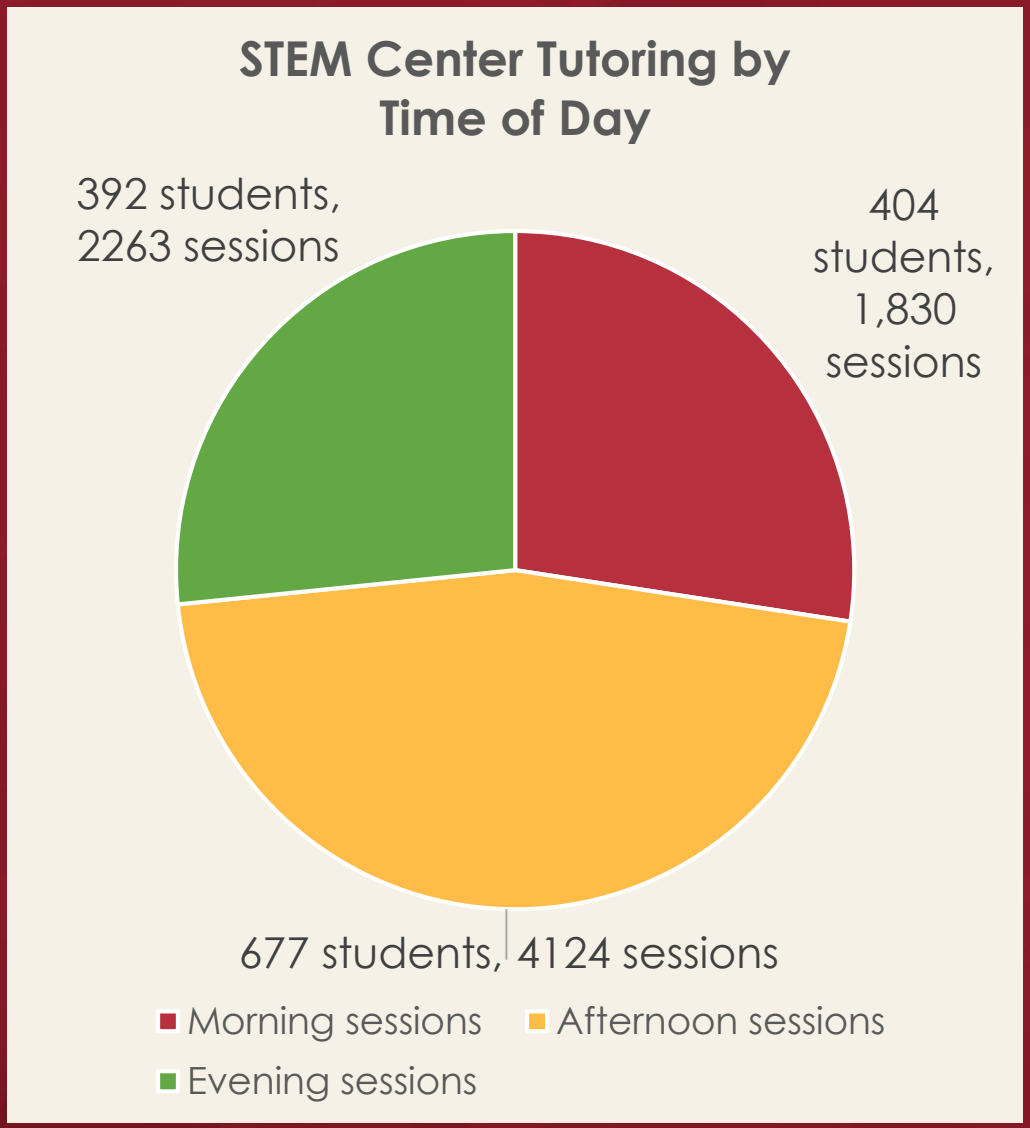

More tutoring occurs in afternoon

More tutoring sessions in evening than morning

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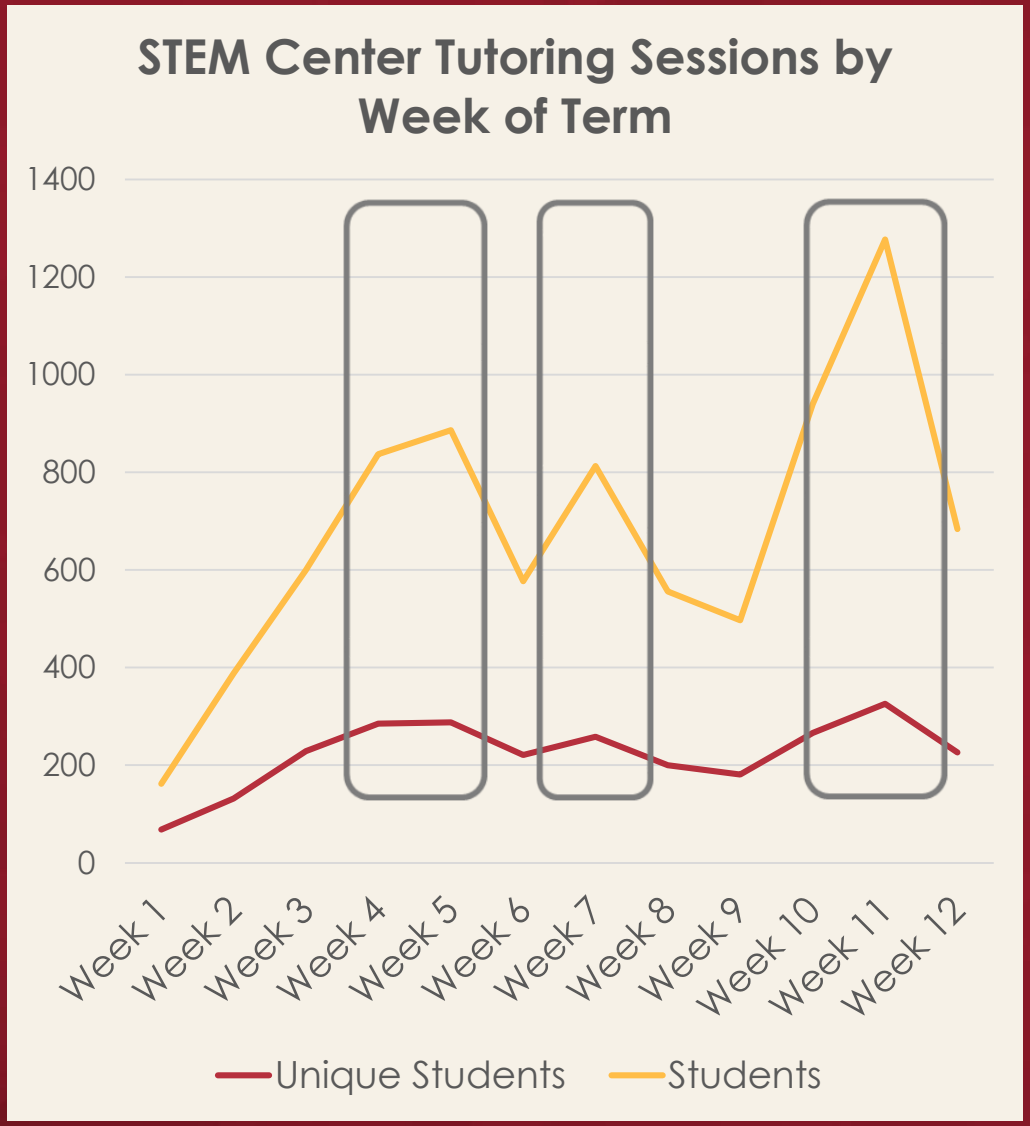

More tutoring sessions during weeks 4-5, week 7, and week 11

Relatively consistent number of students seek out tutoring from week 3 onward

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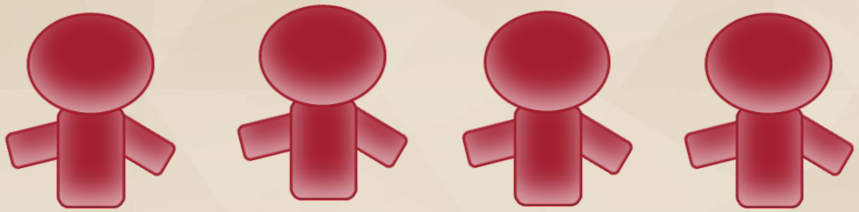
Who seeks out tutoring?

For every 10 students:



Asian

Latinx

All Others

White

Asian=41%; Latinx=25%; White=24%; African American=4%; Filipinx=3%; Decline to State=2%; Pacific Islander=1%; Native American<1%

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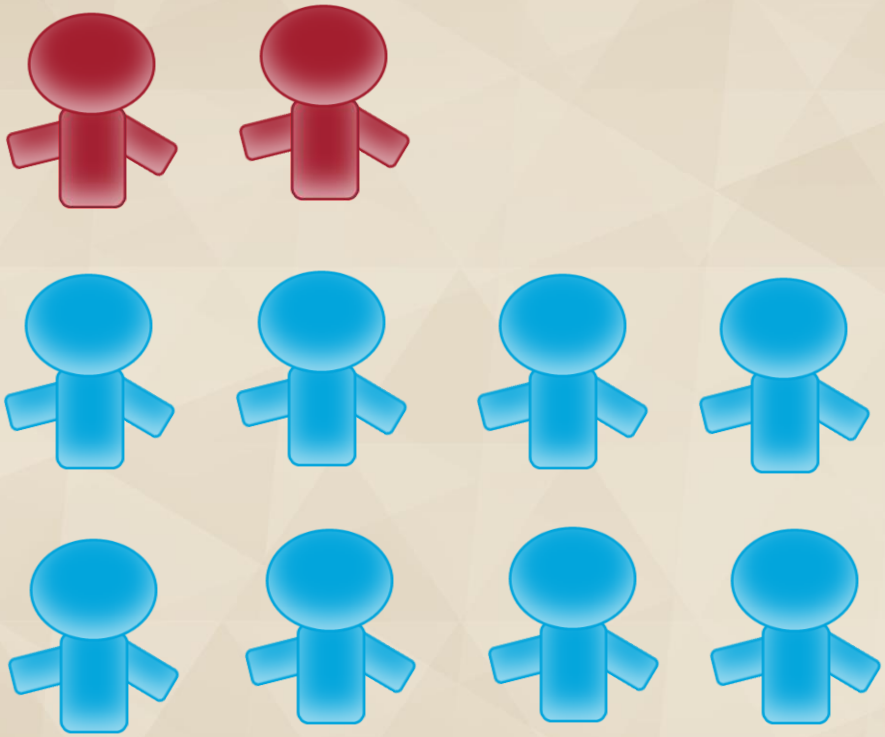
Who seeks out tutoring?

For every 10 students:



F1 Status

Not F1

F1 Status=18%

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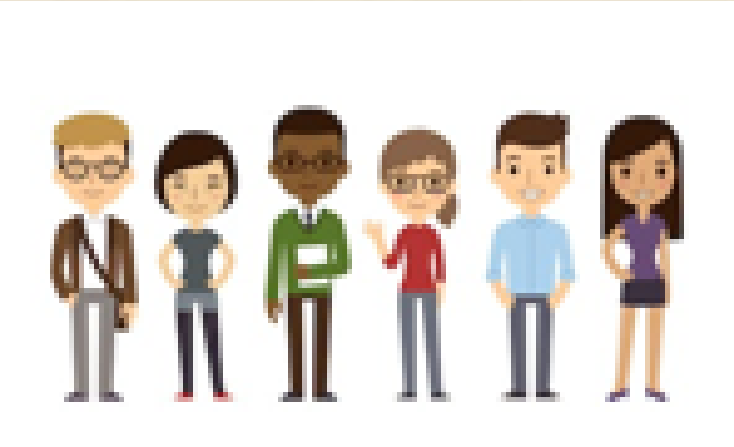
Top Courses Tutored

- MATH 1A
- MATH 10
- MATH 1B
- MATH 48A
- MATH 1C
- PHYS 4A
- CHEM 30A



Top courses for Fall and Winter quarters

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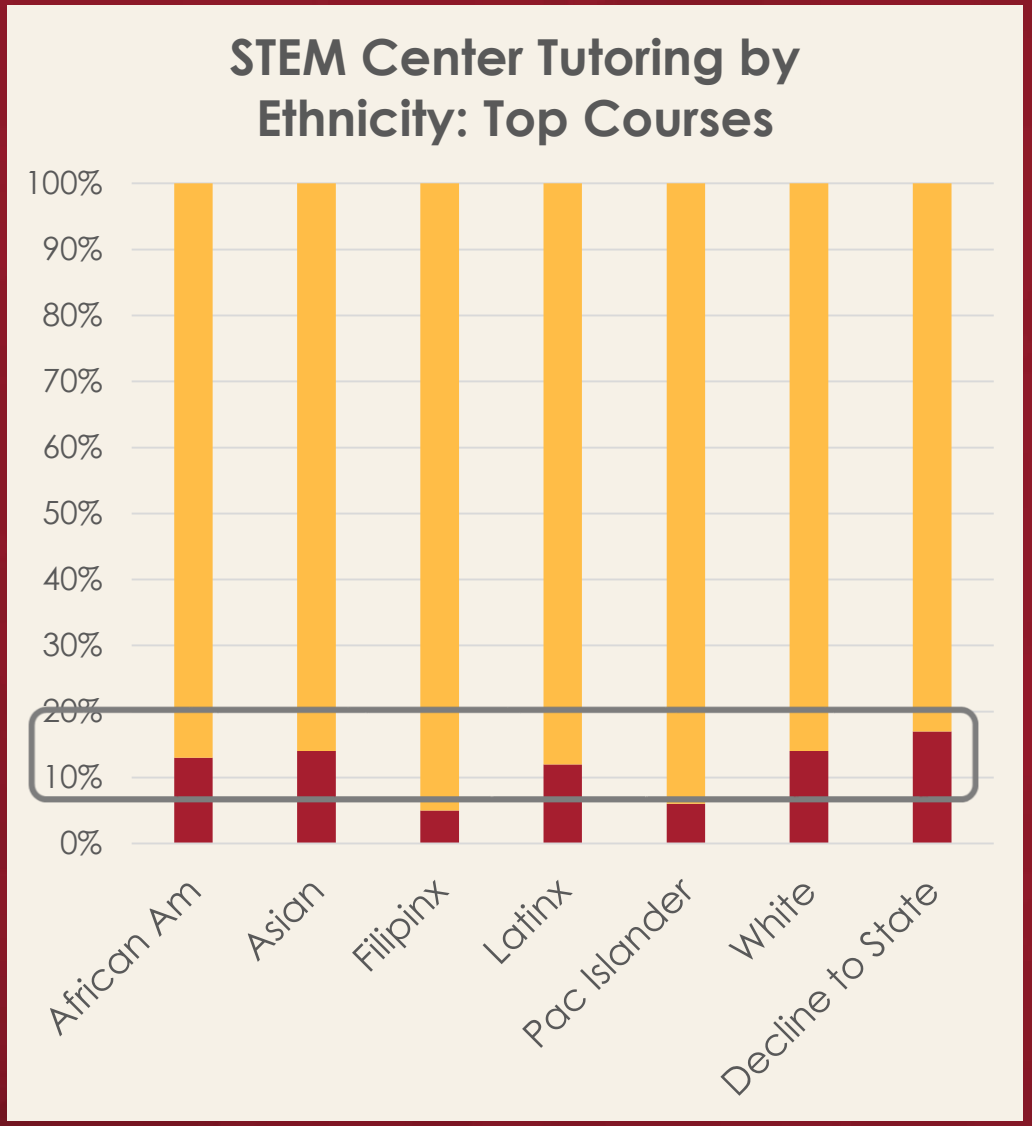

Students enrolled do not seek tutoring (may seek other supports)

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

DI groups do not seek out tutoring at higher rates

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Another question to consider?

- Does using the STEM Center for studying and tutoring facilitate course success?
- We cannot directly answer this question because we don’t know how students were doing in the class prior to seeking out tutoring

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STEM Center and Course Success

- We proxy the impact based on:
  - Course final grade (distribution)
  - High school GPA
  - Course repeater grades

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Final Course Grade: Studying

- More time spent at STEM Center→more likely to pass course
- PSME subjects:
  - 14 hours **PASS** vs. 9 hours **NO PASS**
- Foundations Lab:
  - 6 hours **PASS** vs. 5 hours **NO PASS**

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Final Course Grade: Tutoring

- More time spent getting tutored at STEM Center→more likely pass course
  - 7 sessions **PASS** vs. 5 sessions **NO PASS**

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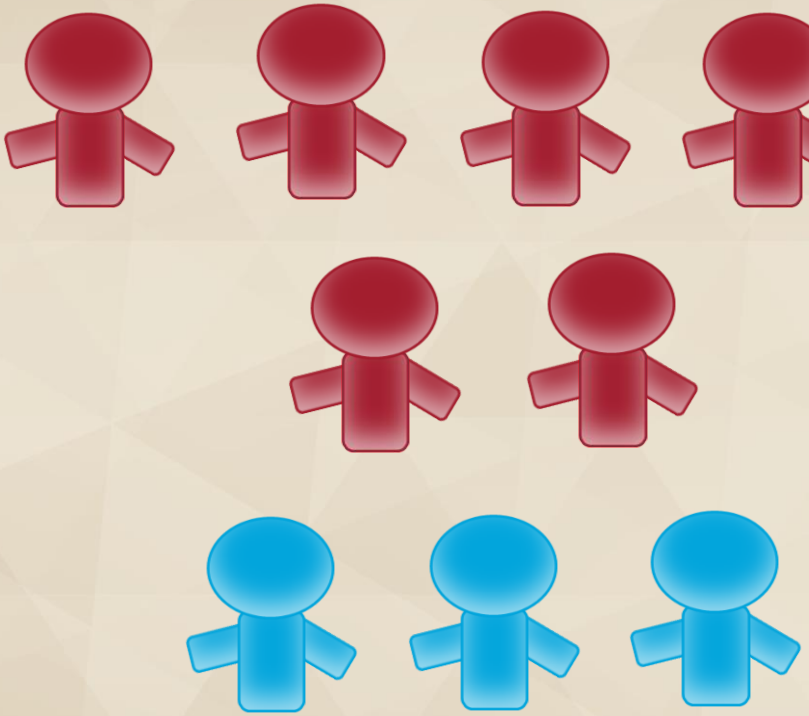
Final Course Grade: Tutoring

For every 10 students:



Success

Non Success

Course success rate=74%

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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

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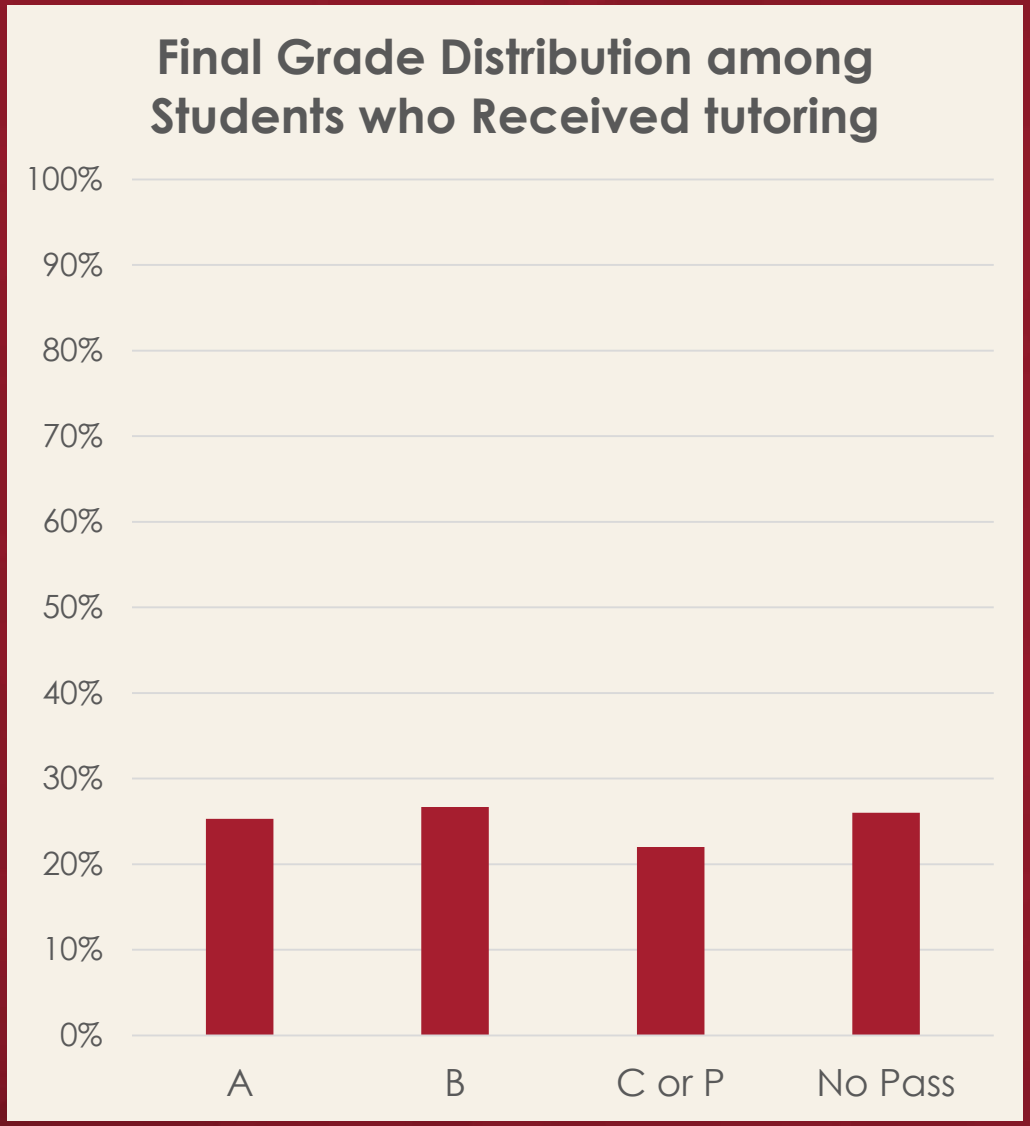

Grade distribution suggests that it's not just "A" students who request tutoring

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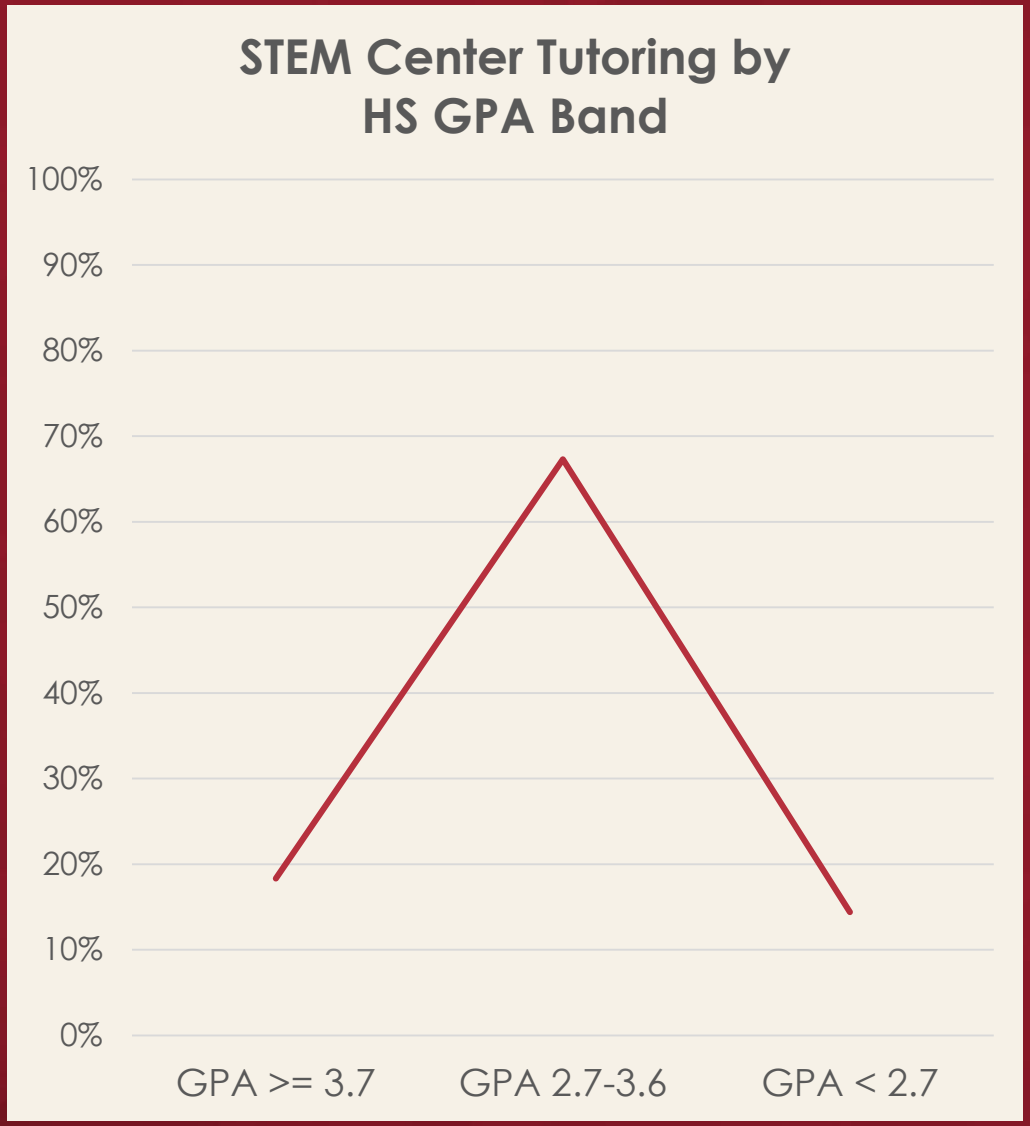

Most students who seek tutoring are “A-” to “B-” students

“A” students are a minority

Lower overall GPA students not seeking tutoring at higher rates

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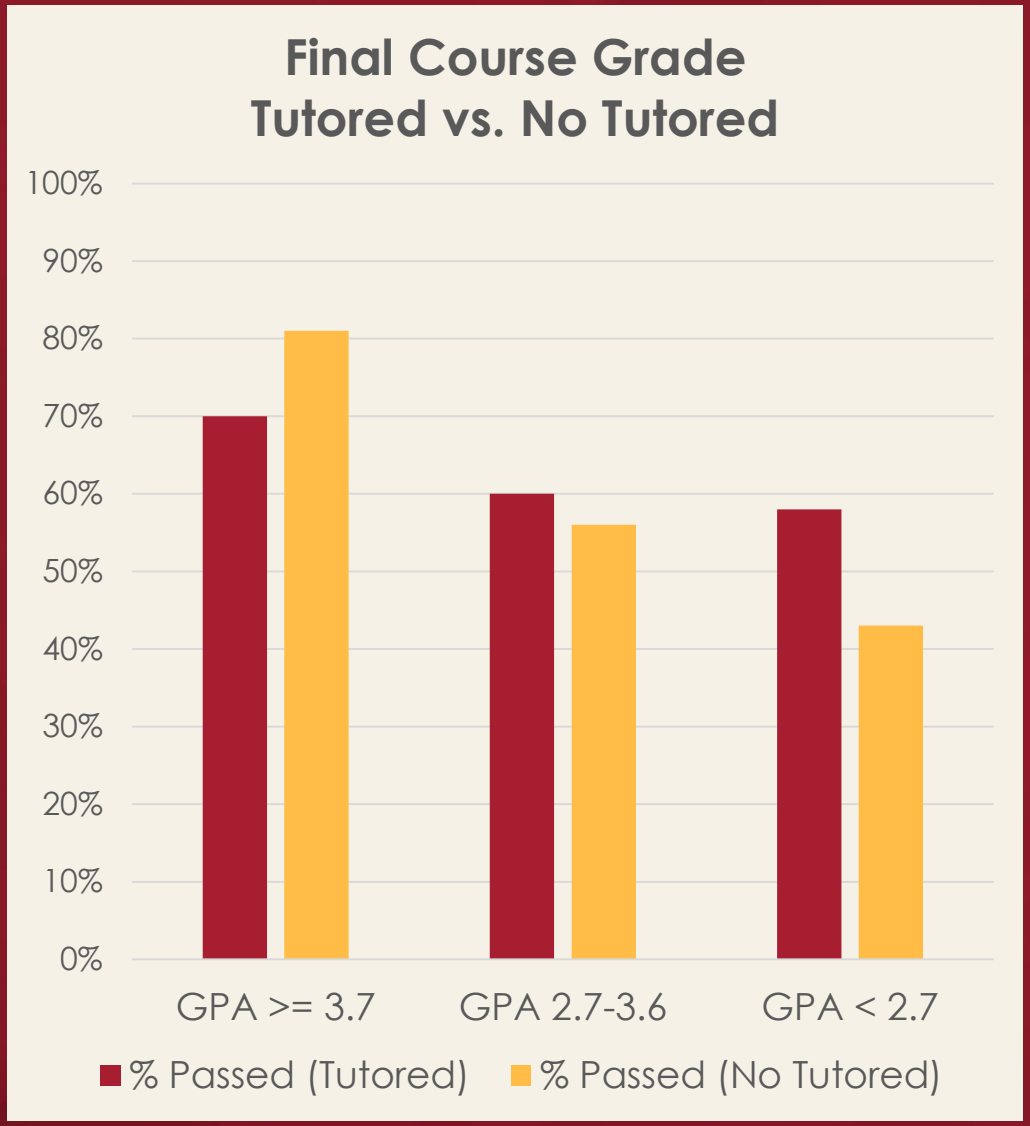

Tutoring may facilitate course success especially at lower GPA levels

Low GPA students are not more likely to seek out tutoring

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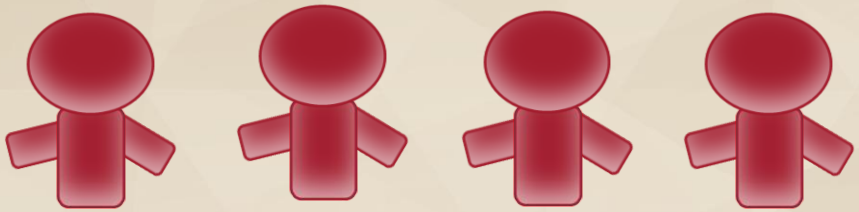
STEM Center Course Repeaters

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%

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PASS THE TORCH

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What is the question?

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

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What is Pass the Torch?

- Award-winning program began in 1994
- One-on-one tutoring
- Study Teams
  - Students tutoring students
- Leaders
  - Enroll in tutoring courses
- Members

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Data Sources Accessed

- Program files (from program)
- Banner (IRP data match)
- Time Frame:
  - Fall 2018/Winter 2019
- Roughly 25-30 students/qtr applied but never started

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Pass the Torch Members

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

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

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Who seeks out tutoring?

Latinx	43%
Asian	31%
White	16%
F1 Status	20%

Program is intentional in outreach to Latinx students

Asian=43%; Latinx=31%; White=16%; African American=4%; Filipinx=3%; Decline to State=2%; Pacific Islander=1%

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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

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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.

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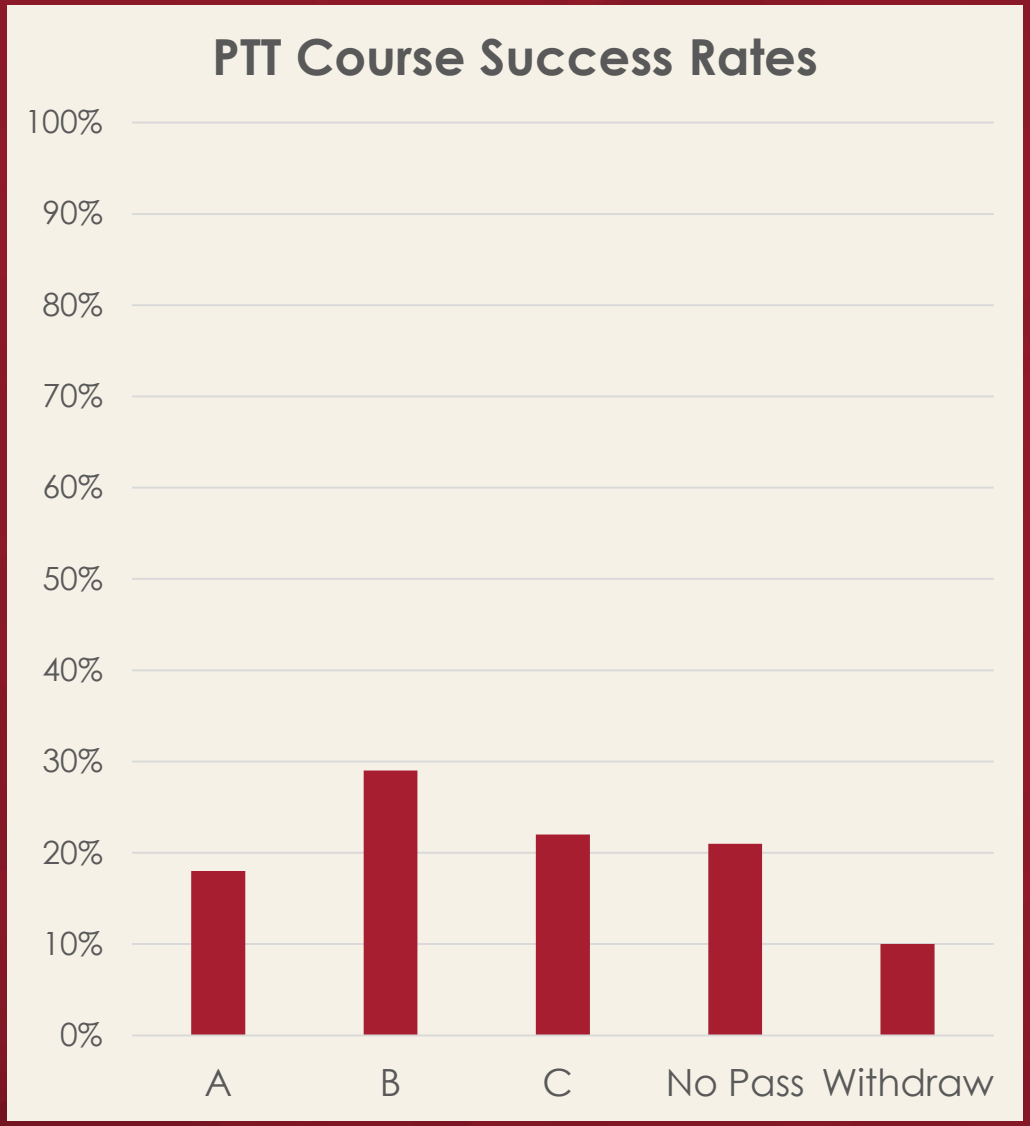

Success rate: **69%**

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

Most who pass earn “B” grade

Suggests students are trying to pass not raise grade in course

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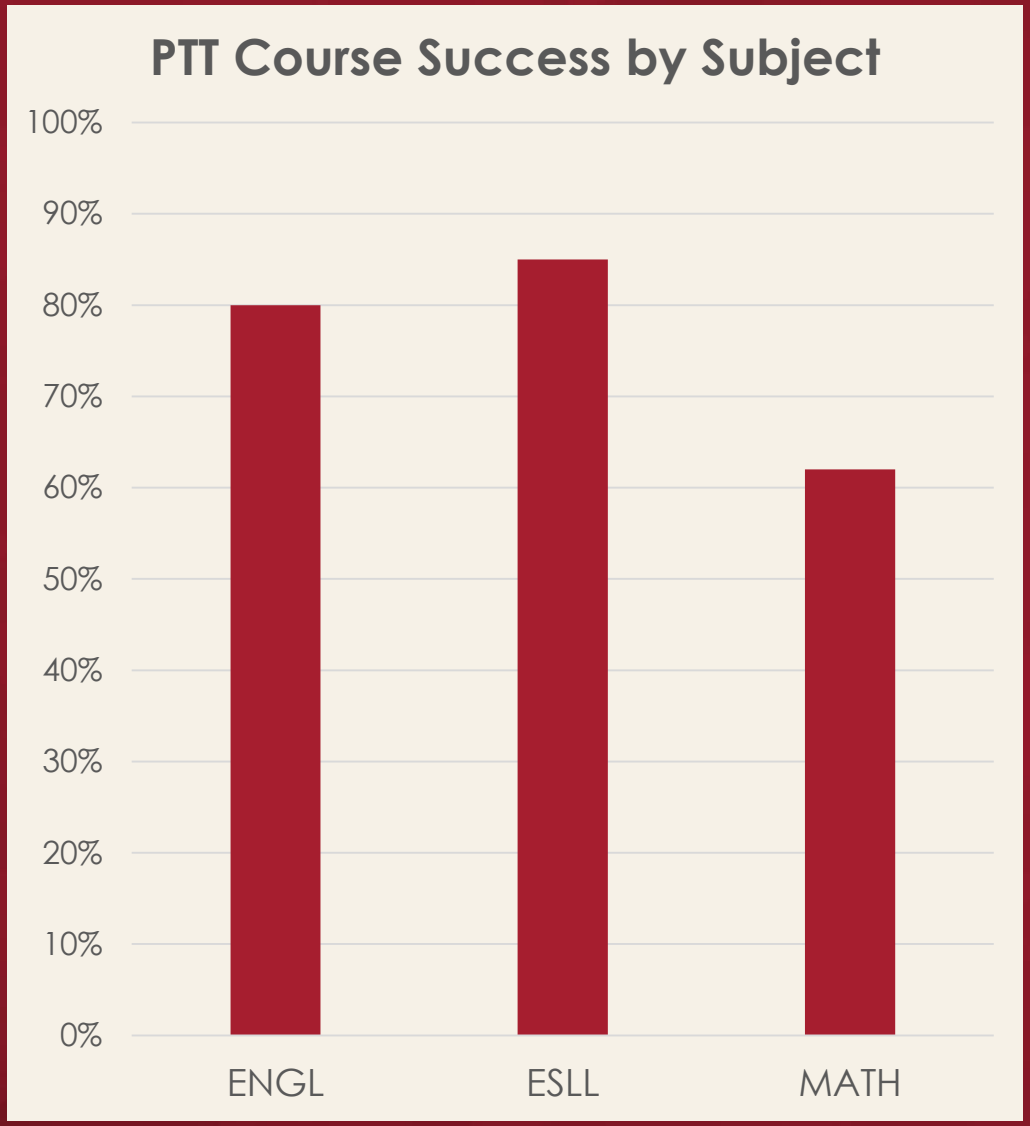

Pass rates higher when compared to overall ENGL pass rates

Pass rates comparable to overall MATH pass rates

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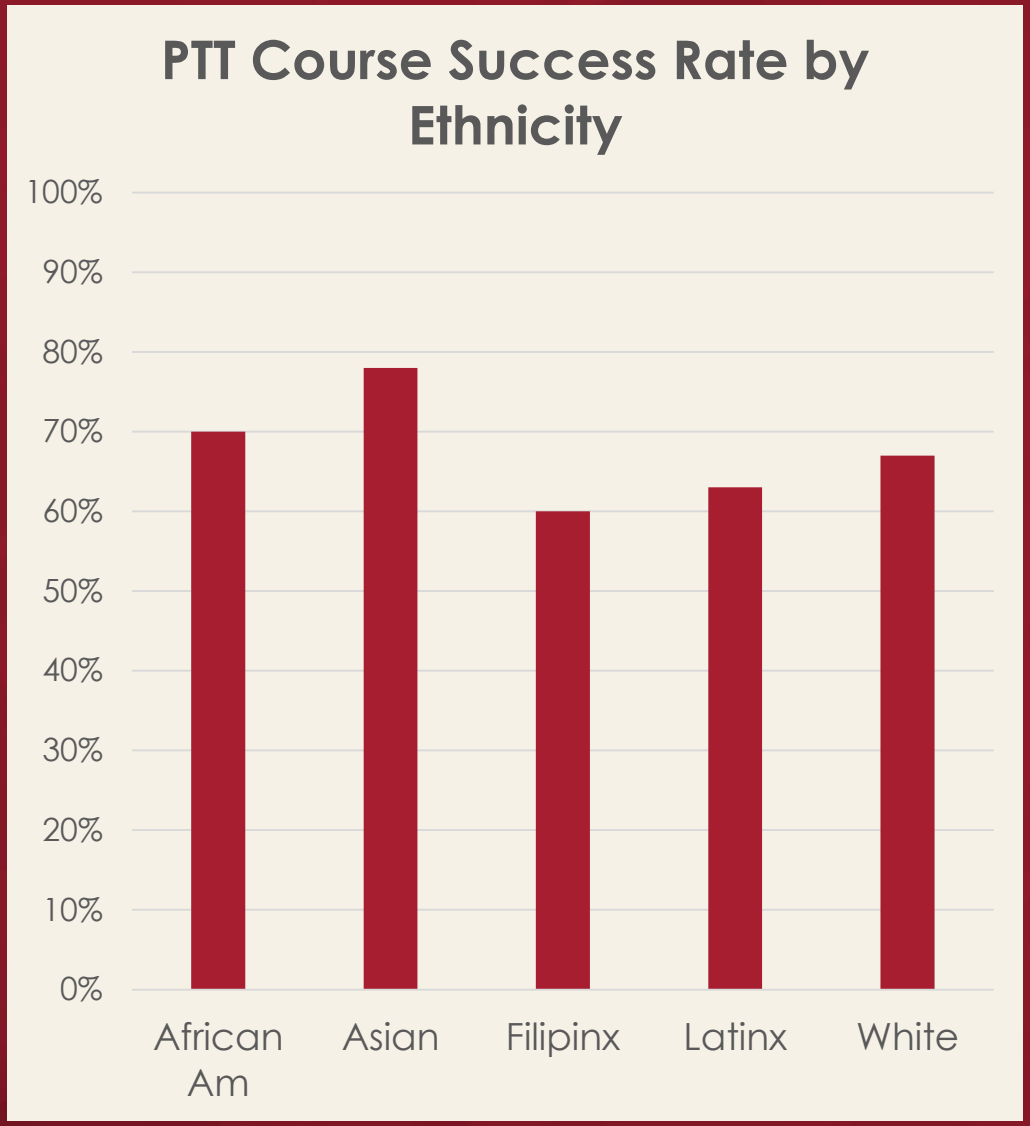

Filipinx, Latinx, White pass rates lower than group success rate (69%)

Pattern holds even at subject level

Data limitation: No Spring data

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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

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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 of services/resources
- Would need additional data for further explore relationship with course success

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

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