

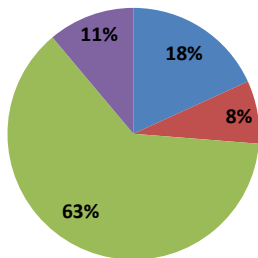


Research Brief – Fall 2016

Created by Christie Gabriel-Millette

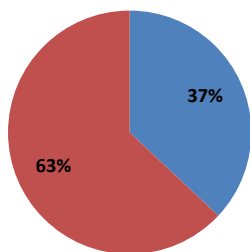
2014-15 Success Center Ethnicity Distribution

- African-American
- Asian/Nat.American/Pac.Isl.
- Hispanic
- White



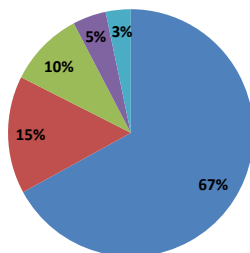
2014-15 Success Center Gender Distribution

- Male
- Female



2014-15 Student Visits by Discipline

- Math
- Chem
- Biol
- CIT
- Physics



The Effects of Tutoring on Academic Performance

Overview: Studies on the effects of tutoring on student success demonstrate a significant trend: the more academic support students receive, the more likely they are to pass their courses and stay enrolled.¹ A recent study showed that despite students’ understanding that tutoring is somewhat or very important to student success, 76% of these students surveyed never used these services, even when faculty reported that they referred students to tutoring 80% of the time.²

SBVC offers all students access to tutoring and other academic support services at the Student Success Center (PS-121 and ALEKS Basic Skills lab – PS-131), Writing Center (LA-201), Reading Lab (LA-206), and The Huddle, a recently added academic success center for athletes (CTS-107).

The Student Success Center is SBVC’s largest academic support facility. It currently supports certain courses within the sciences, social sciences, modern languages, and humanities; however, as shown in the Student Visits by Discipline pie chart, 67% of the student visits were for math in 2014-15.

Purpose: Academic support centers provides instructional support to SBVC’s diverse student population through a variety of services including tutoring, supplemental instruction, facilitated workshops, textbook and study material loans, and some academic advising. Sixty-five percent of the students campus-wide are enrolled in courses supported by the Success Center (see Table 1). However, despite the availability of academic support services on campus, over the past four years, only an average of 23% of students enrolled in tutor-supported courses utilized these services (see Table 2). Highlighting the advantage of utilizing these services may increase interest, recommendations, and utilization.

Table 1. Unduplicated Student Enrollment

Unduplicated Headcount	Campus-wide	Success Center Supported
Academic Year	All Students	Students Enrolled in Tutored Courses
2014-2015	17,044	11,112
2013-2014	16,080	10,534
2012-2013	15,441	10,086
2011-2012	16,593	10,563

Table 2. Tutored Students

Success Center			
Academic Year	Students Tutored	% Tutored of All Students Campus-wide	% Tutored of Students Enrolled in Tutored Courses
2014-2015	2,352	14%	21%
2013-2014	2,875	18%	27%
2012-2013	2,644	17%	26%
2011-2012	1,842	11%	17%

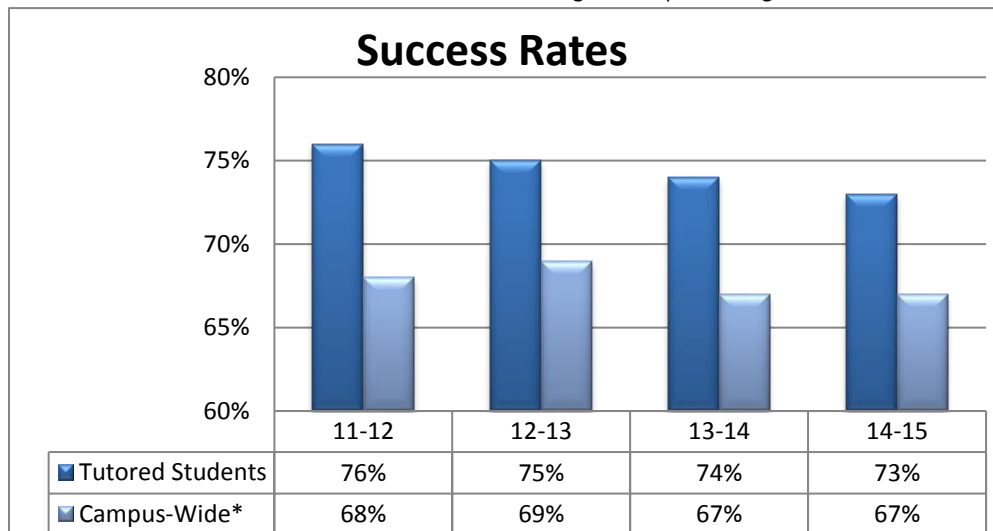
Data Collection: During the 2012–2015 academic years, Student Success Center visits were pulled from the SARS database. These student visits were grouped by academic year and discipline or course. Success rates* and retention rates** were calculated by querying discipline or course grades from that same term of enrollment. These students’ performance measures were compared with students campus-wide who were enrolled in tutor-supported courses but did not utilize Success Center services.

*Success is a grade of a C or better or pass.

**Retention is when a student earns any grade except a Withdrawal.

Findings: Students who received Success Center tutoring services during the 2012–2015 academic years had an overall success rate 7% higher than the campus-wide average for students enrolled in courses that provided tutoring support but did not utilize Center services (see Table 3).

Table 3. Success Rates for Students Who Received Tutoring vs. Campus Average*

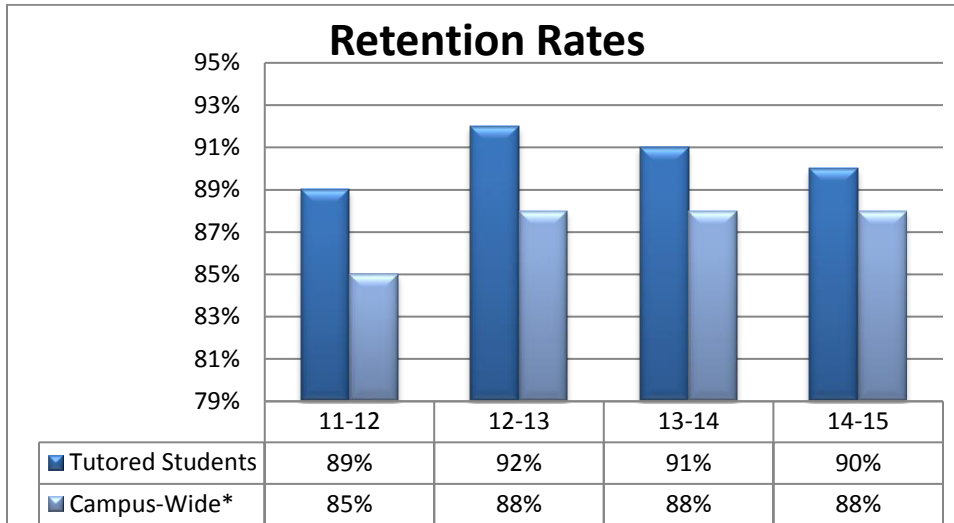


*Enrollment in tutored courses



Retention rates for students who received Center services were slightly higher than the campus-wide average for students enrolled in courses that provided tutoring support but did not utilize Center services, with an average increase of 3% (see Table 4).

Table 4. Retention Rates for Students Who Received Tutoring vs. Campus Average*



*Enrollment in tutored courses

When looking at these same performance measures during the 2015 academic year, among individual disciplines and courses rather than all disciplines/courses combined, the data show greater increases in both success and retention measures for those students who utilized Center services. Across the STEM courses and disciplines in Tables 5 and 6, students who utilized Center services had much higher rates of success (average of 13% higher) and retention (average of 8% higher) than students campus-wide. These data imply that student participation in the Student Success Center increases students' academic performance.

Table 5. Success Rates Among Disciplines and Courses for Students Who Received Tutoring vs. Campus Average

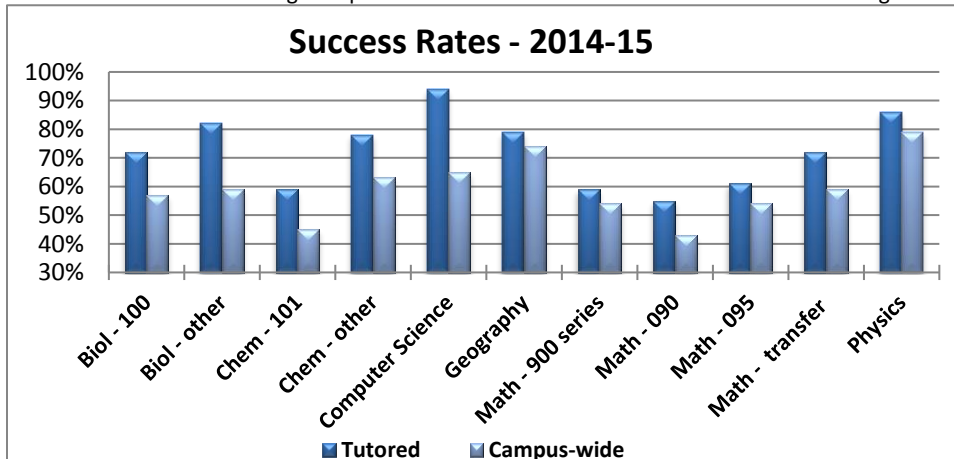
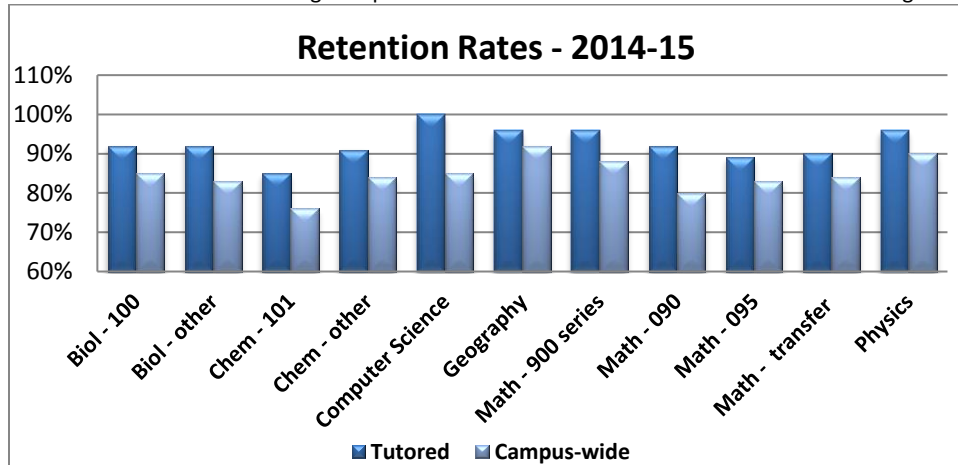




Table 6. Retention Rates Among Disciplines and Courses for Students Who Received Tutoring vs. Campus Average



Recommendation: The data indicates that students who utilize Success Center services have higher success and retention rates than students enrolled in the same courses who do not. Expansion of Success Center services that not only improve general study skills and those related to the tutored discipline, but also provide an opportunity for student engagement, would provide greater opportunities for student success. Additional tutoring facilities, perhaps arranged by divisions, would be needed to accommodate more students. Research on student engagement that includes discussion of the CCSSE ([Community College Survey of Student Engagement](#)) survey distributed in spring 2016 will be done in the future.

References

¹ Casazza, M. & Silverman, S. (2013). The Path to College Completion – Meaningful Access and Support. Council of Learning Assistance and Developmental Education Associations, p. 15.

² A Matter of Degrees – Promising Practices for Community College Student Success: Please cite this report as: Center for Community College Student Engagement. (2012). A Matter of Degrees: Promising Practices for Community College Student Success (A First Look). Austin, TX: The University of Texas at Austin, Community College Leadership Program. (2012). P. 23