



Humanizing Tutoring Data

Office of Institutional Effectiveness and
Mesa Tutoring and Computing Centers

October 2020

This report contains: _____

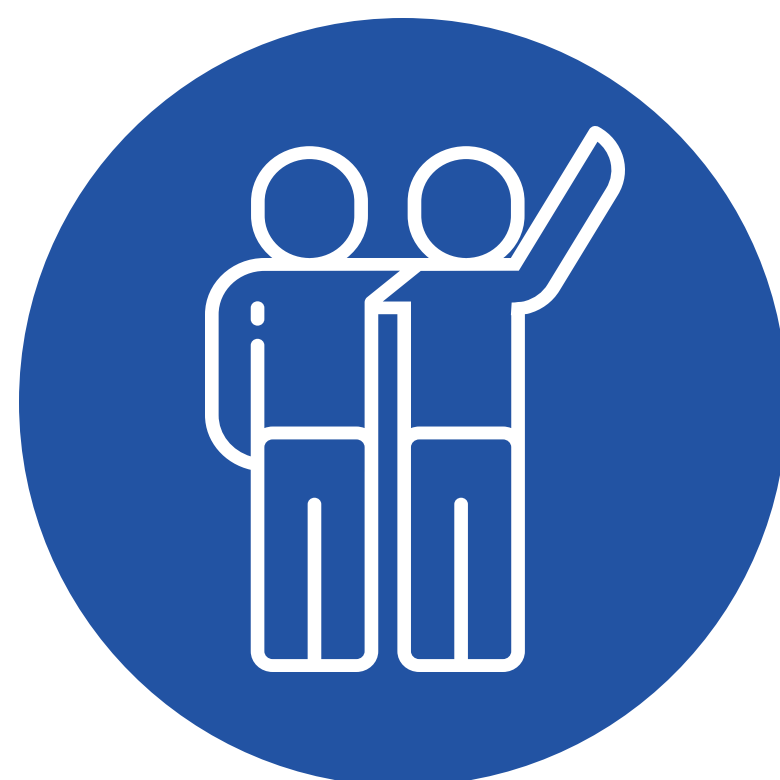
**Tutoring Program
Overview**



**MT2C and
Equity**




**Additional
Resources**



**How Tutoring
Helped**

**Course
Outcomes**

Welcome to



Mesa Tutoring and Computing Centers

Tutoring Program Overview

Mesa Tutoring and Computing Centers (MT2C) is Mesa College’s **centralized tutoring program**.

Various tutoring modalities are offered:

Face-to-Face 

Offered within the **Learning Resource Center** (LRC) on campus.

 STEM Center

 Writing Center

 Language Center

 Hotspots Across Campus

Embedded 

Tutors are assigned to **specific course sections** and provide support to students within the assigned course section.

Online

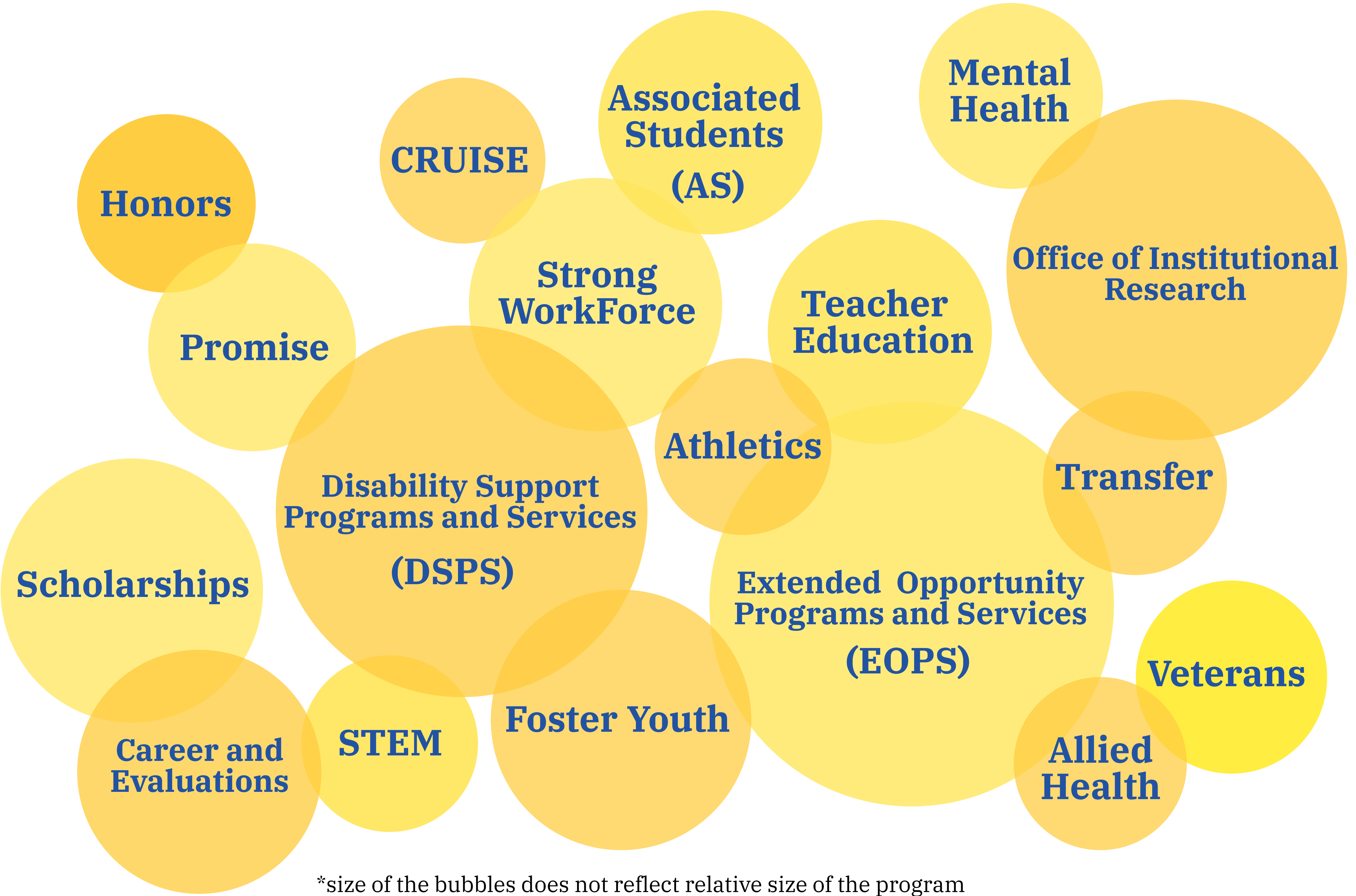


NetTutor

Zoom Tutoring

Technical Support

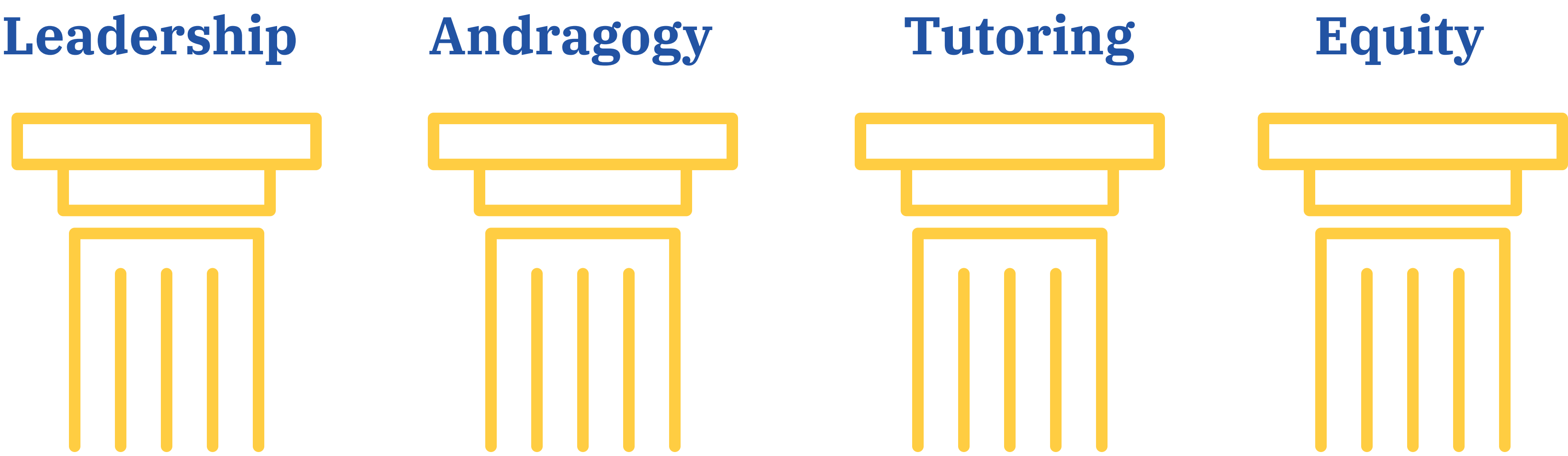
MT2C has partnered with the following Mesa programs:



The MT2C program believes in supporting the development of tutors as:

Educational Professionals

and instilling in them the four pillars of:



For those interested in becoming a tutor, please take **Education 100** - a one unit, **tutor-training course** offered multiple times throughout the year.

Vision

To become *the* model tutoring program in California

Theory of Change

If we **provide professionalized training** on networking as well as engage in action research, community college professionals will transform their environments and identities to create **communities of practice** (CoPs). These CoPs will **produce powerful learning and innovation** across the state, which will lead to **greater student success**.

The MT2C believes that this transformation will take place at Mesa College if we share impactful, relevant professional learning with tutors, faculty, staff, & administrators.

Then, when we start with our **WHY**:

- Tutors and other learning assistance educators will **recognize themselves as empowered professionals** who are an integral, **equitable part** of the institution
- This **professionalization of tutoring** will yield **improved services** to our students and contribute to a campus wide culture of **student success**
- The learning assistance domain will become a more central part of the institution
- Tutors will develop a **strong foundation** necessary to become **successful professionals**.

Mission

Inspire confident and independent learners to collaborate in a welcoming and safe environment.

Empower students, tutors, classified professionals, and faculty to achieve their educational and career goals.

The heart of our mission is to **promote professionalism** and to **cultivate a community** of mindful learners through **kind and equitable** practices.

Values

- | | | |
|-----------------|--------------|-------------------|
| • Collaboration | • Equity | • Mindfulness |
| • Empathy | • Kindness | • Professionalism |
| • Empowerment | • Leadership | • Respectfulness |

Programmatic Recognition

- **Accrediting Commission for Community and Junior Colleges (ACCJC) Commendation:** *"The team commends the College's tutoring services for its committed employees and collaborative team oriented environment that includes professionalized student tutors."* (II.B.1,II.B.3)
- Achieved 3 Levels of **College Reading and Learning Association (CRLA)** Programmatic Training Certification
- **Helena Almassy:** 3CSN Learning Assistance Project 2017 California Tutor of the Year
- **Jose Franco Rojo:** Mesa College MT2C Bill Peters 2017 Tutor of the Year
- **Joe Lunsford:** Mesa College MT2C Bill Peters 2018 Tutor of the Year
- **Kayla McKinley** and **Megan Corieri:** Mesa College MT2C Bill Peters 2019 Co-Tutors of the Year
- **Raine Porter:** Mesa College MT2C Bill Peters 2020 Tutor of the Year

Research Methodology

MT2C at the Learning Resources Center **collects tutoring session data** using an electronic appointment management system called **MyWOnline**.

The appointment system records:

- Student ID numbers
- Tutored course information
- Tutoring modality
- Duration of tutoring sessions

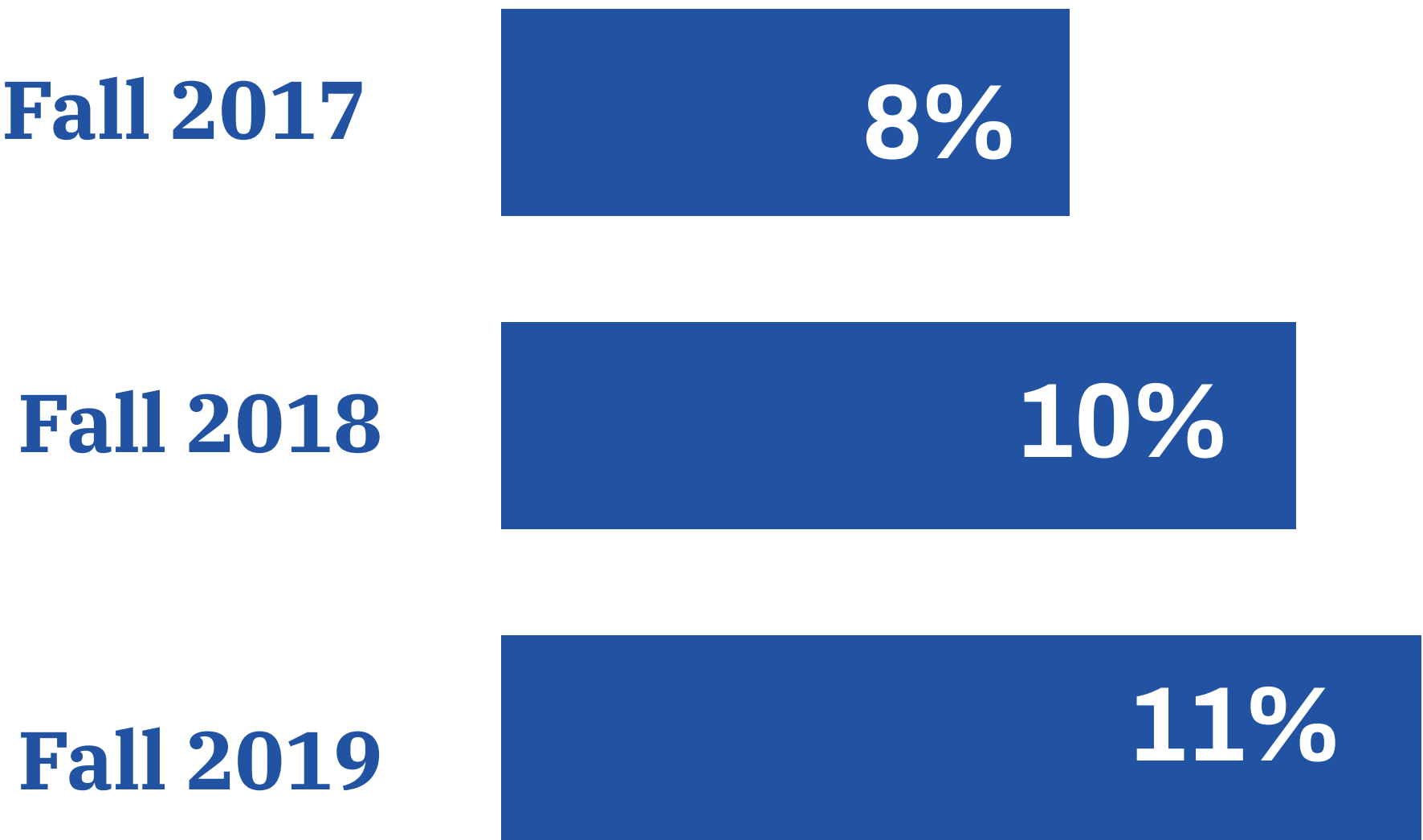


Using the **Fall 2017, Fall 2018, and Fall 2019** Mesa student enrollment data, **The Office of Institutional Effectiveness identified students** who participated in the tutoring activities and who did not.

The **outcomes** of tutoring participants and non-participants were **compared by gender and ethnicity**.

Tutoring Data Statistics

Proportion of Mesa Students Who Received Tutoring



The percentage of the Mesa student population who are receiving tutoring **increased through the years Fall 2017 to Fall 2019.**

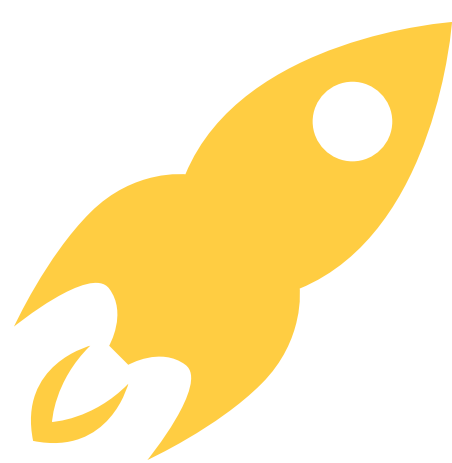


Tutoring helps **keep me on track**, enthusiastic, and engaged!

-Mesa Student (Spring 2019)



Percentage of Tutoring Sessions by Location in Fall 2019



57% STEM Center



19% Writing Center



4% Language Center

Meet Our Tutors



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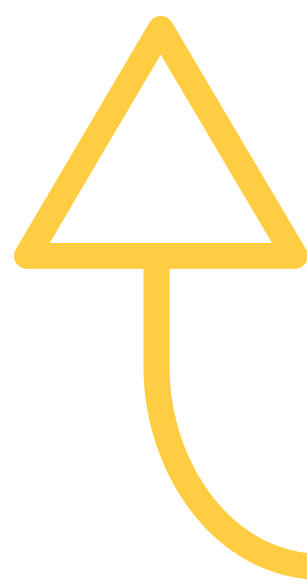
I really feel like **I truly belong** and that what I do also impacts other people even if it's the slightest thing.

- Raine Elena Porter (Tutor)

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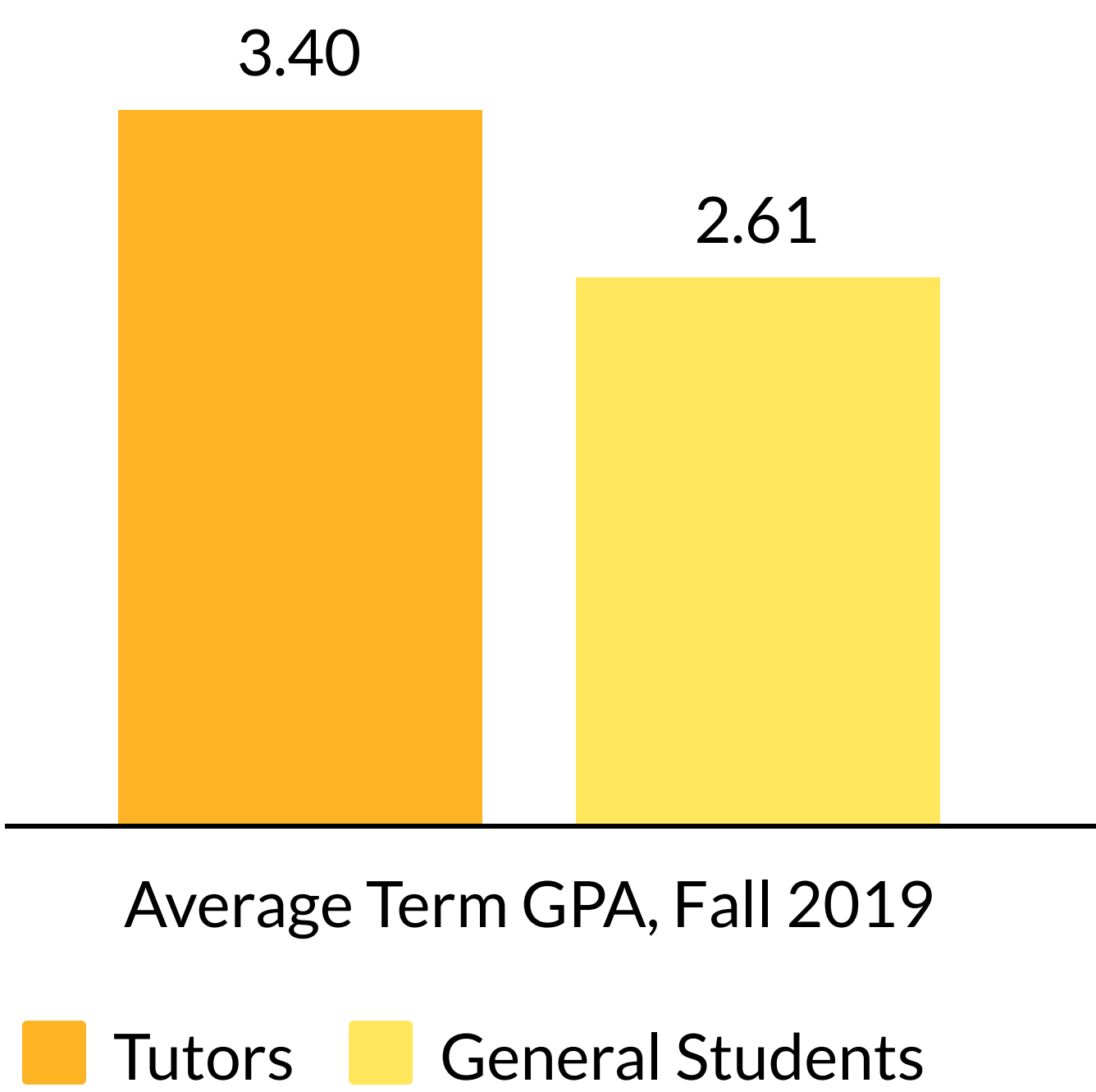
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of the tutors in Fall 2019
were Mesa Students



Compared to other students,
tutors had **higher**:

- Retention Rate
- Success Rate
- Average Term GPA



Retention Rate: the percentage of students who complete a course with a grade of A, B, C, D, F, P (Pass), NP (No Pass), I (Incomplete) or RD (Report Delayed).

Success Rate: the percentage of students who complete a course with a grade of A, B, C, or Pass.

Average Term GPA: the total grade point average of students for a given academic semester.

Top 10 Supported Courses

In Fall 2019, there were **11,398 total tutoring sessions** logged for MT2C.

1 English 101
Reading and Composition

2 Math 96
Intermediate Algebra and
Geomgetry

3 Math 104
Trigonometry

4 Chem 152
Introduction to General
Chemistry Laboratory

5 Math 119
Elementary Statistics

6 Math 116
College and Matrix Algebra

7 Math 150
Calculus with Analytical
Geometry I

8 Math 151
Calculus with Analytical
Geometry II

9 Math 141
Precalculus

10 Math 121
Basic Techniques of
Applied Calculus I

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After spending four days a week for about a year now, I have **developed my skills** to the point that I **can write essays independently with confidence.**

- Medina Husen (Student)

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How Tutoring Made a Difference

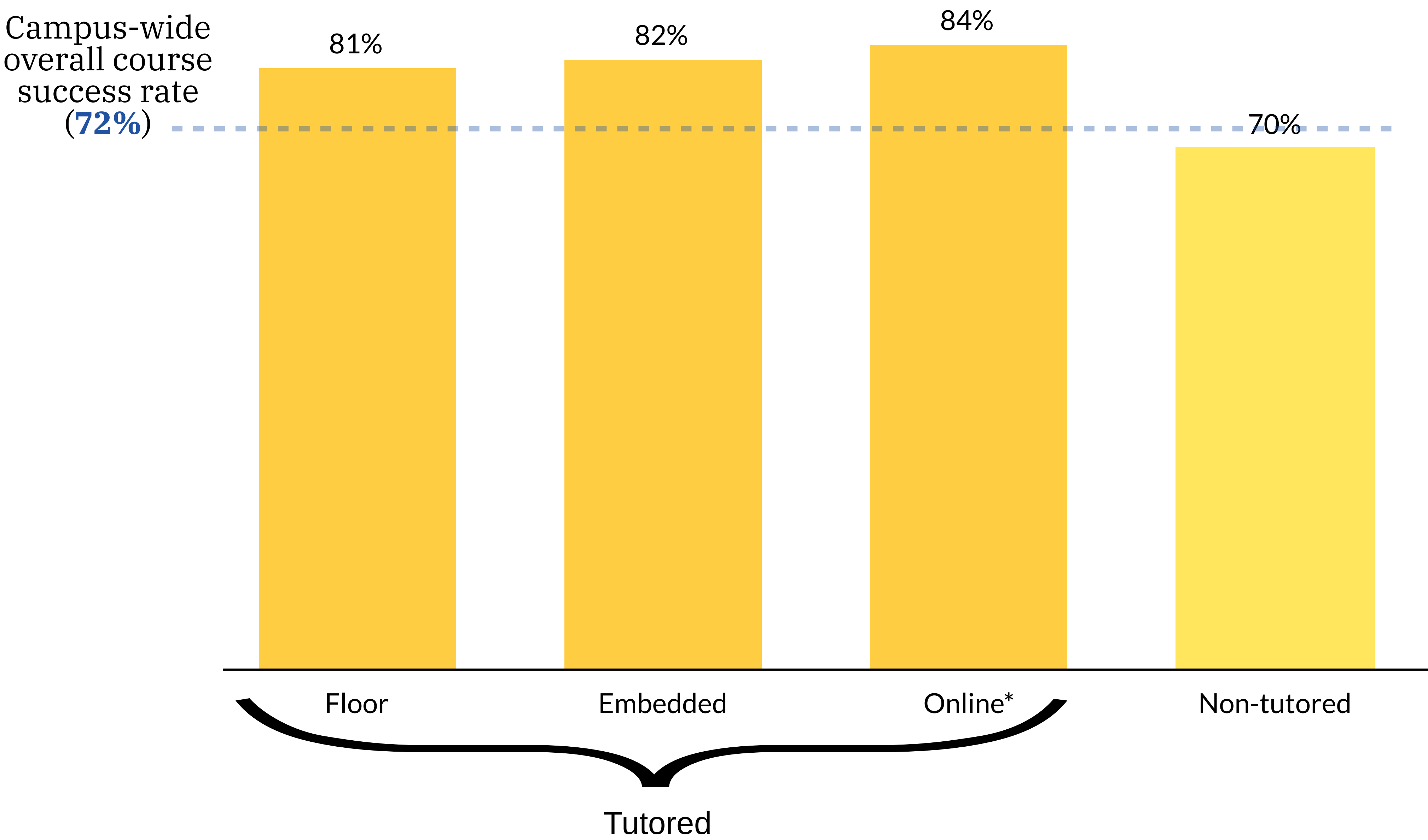


Every student who walks in our doors **comes out better**.

- Joseph Lunsford (Tutor)



Success Rate by Tutoring Type



Fall 2017, Fall 2018, and Fall 2019 (combined).
Online* only includes Fall 2018 and Fall 2019 data.

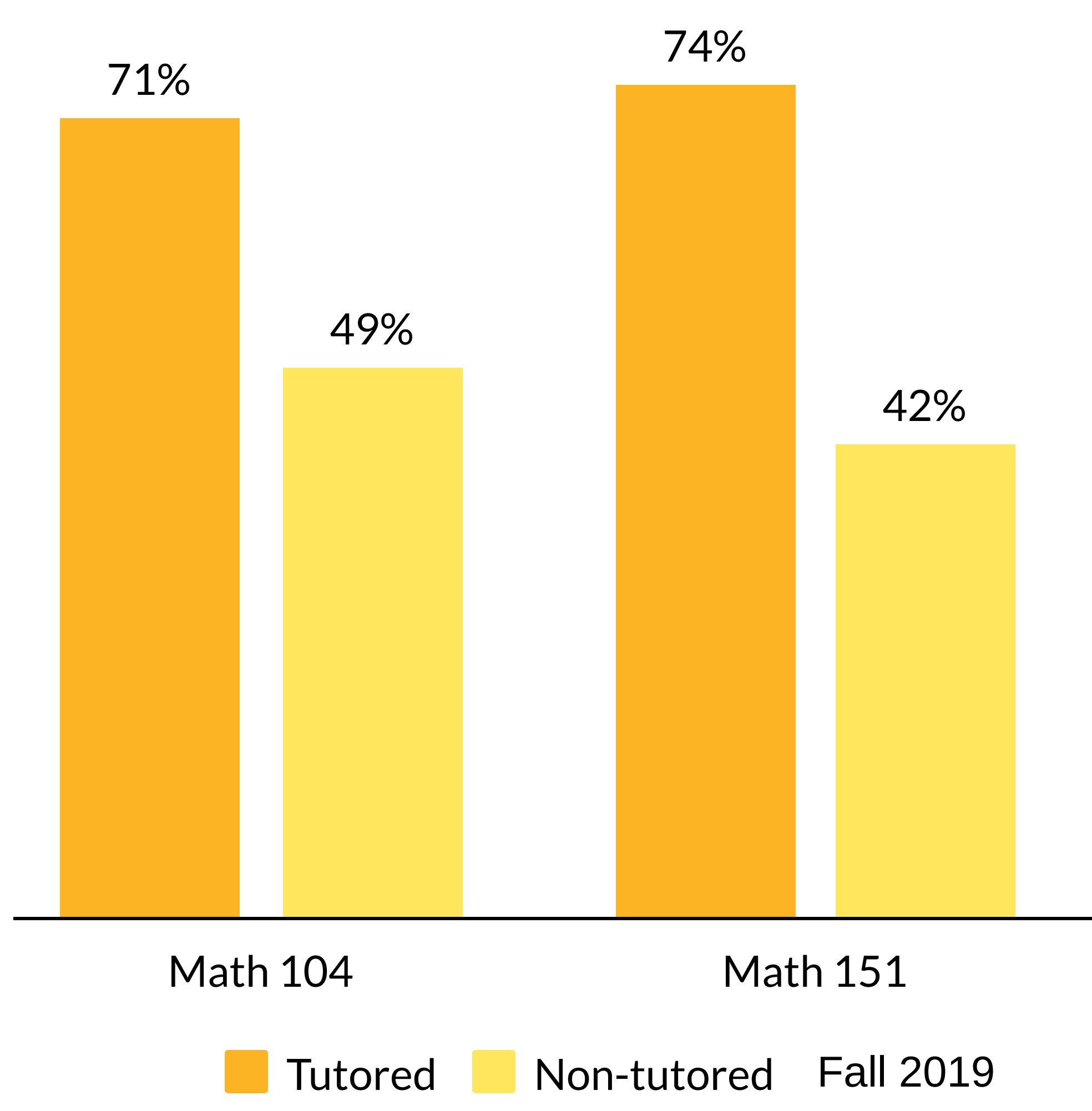
The **tutored group** had a **higher success rate** across gender, ethnicity, primary language, and first generation status compared to the non-tutored group throughout Fall 2017, Fall 2018, and Fall 2019.



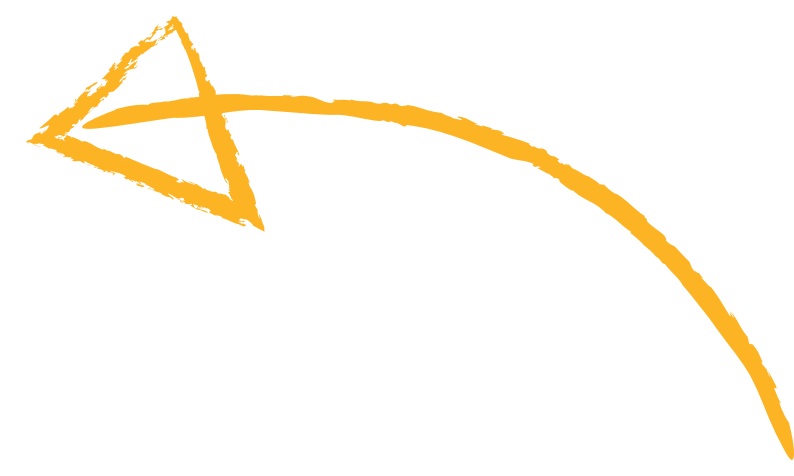
How Tutoring Made a Difference

Course Success Rate for Two Math courses

The **course success rate difference** was the **largest in Math 104**(Trigonometry) and **Math 151**(Calculus and Analytical Geometry II) between the tutored group and the non-tutored group.



About **one in four** students in **Math104** and **Math 151** received tutoring in Fall 2019.



This is significantly more than the **campus-wide average** ratio of students receiving tutoring in Fall 2019 (**one in ten**)



MT2C and Equity

Student groups that are **disproportionately impacted (DI)** are those who are experiencing **equity gaps**.



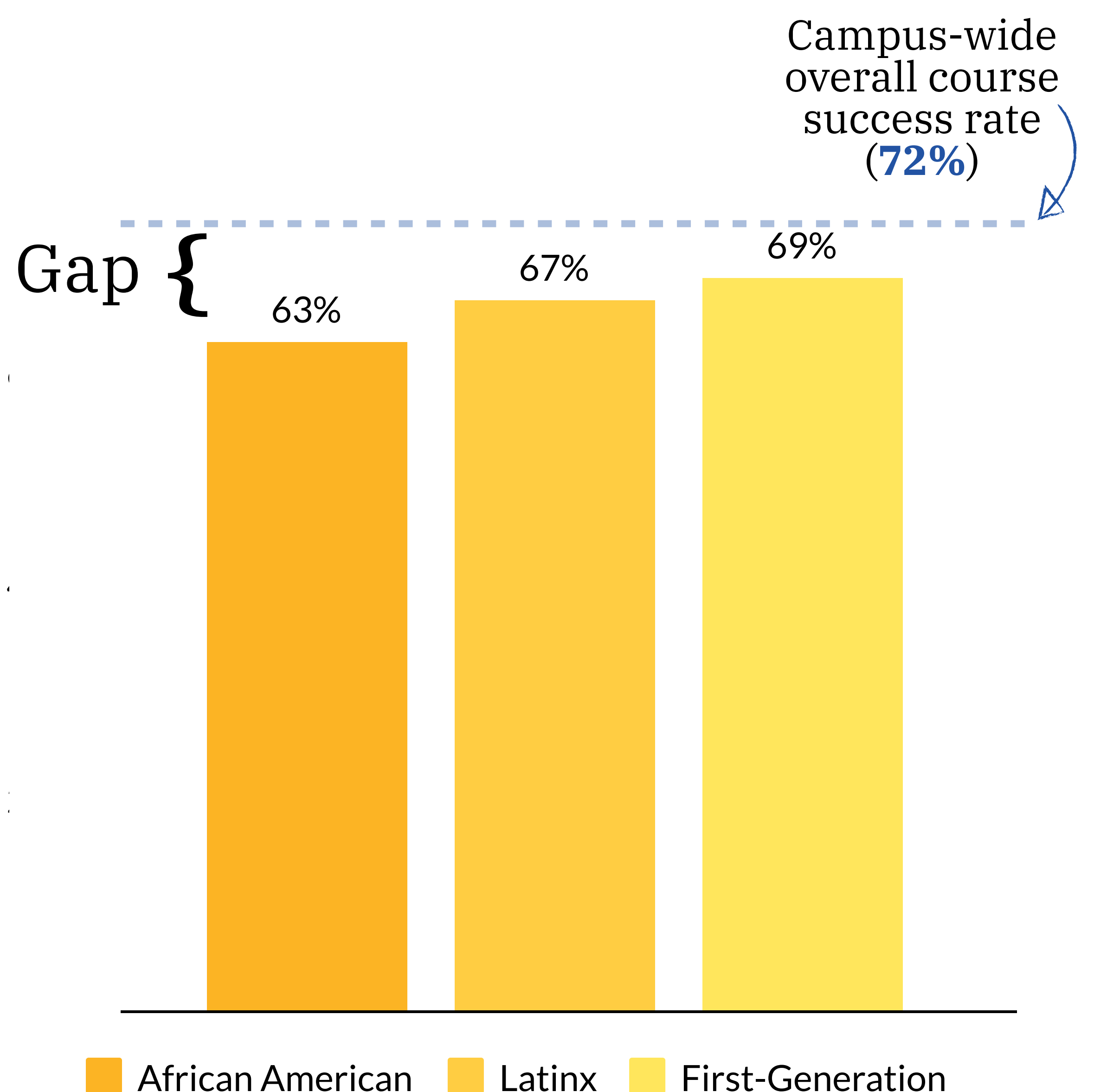
Equity Gap:

The success rate of a **targeted student group** is **lower than** the **campus-wide overall** course success rate.

Combined Course Success Rate in Fall 2017, Fall 2018, and Fall 2019

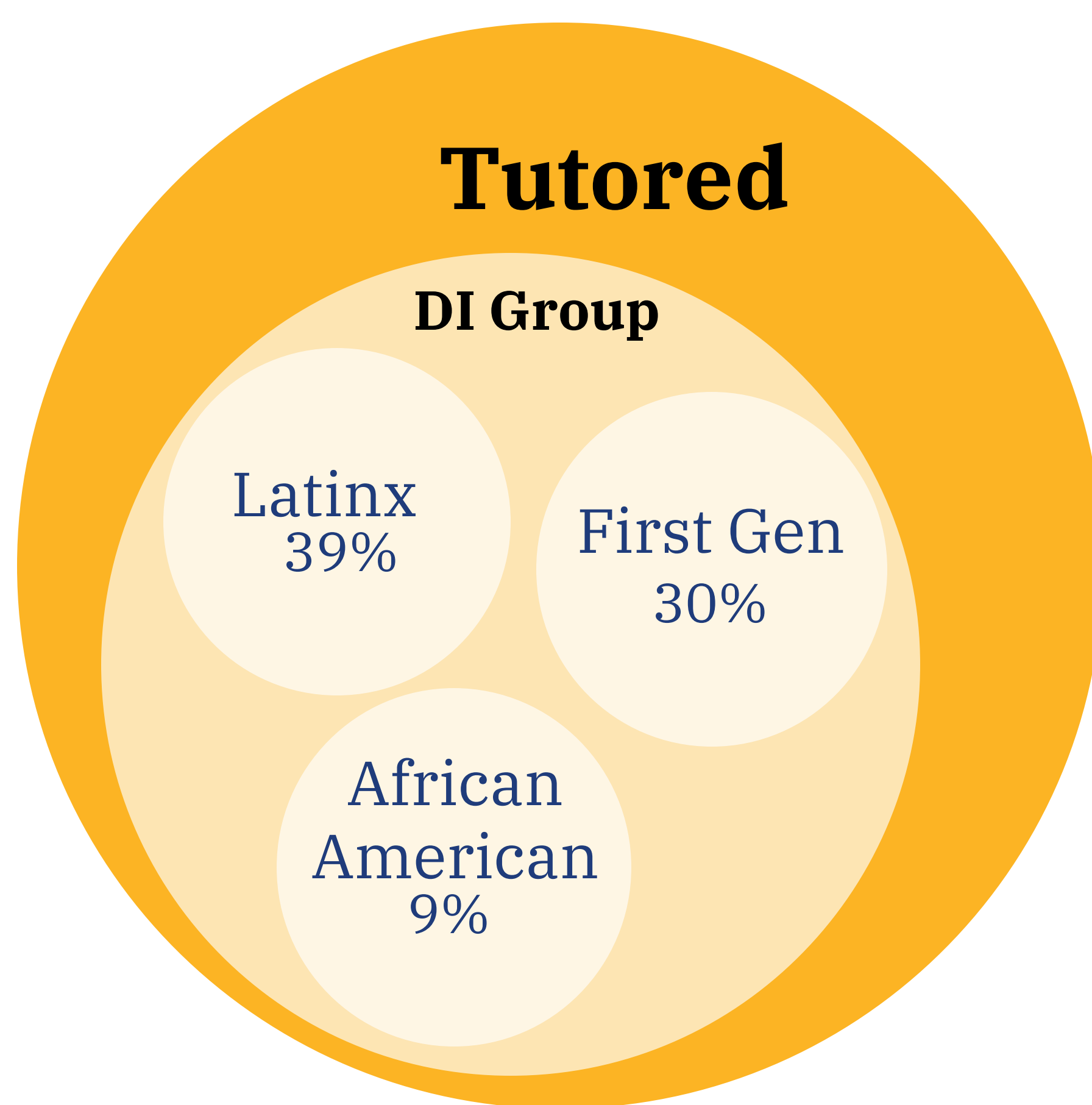
Student Groups Experiencing Equity Gaps (DI Groups):

- African American
- Latinx
- First-generation

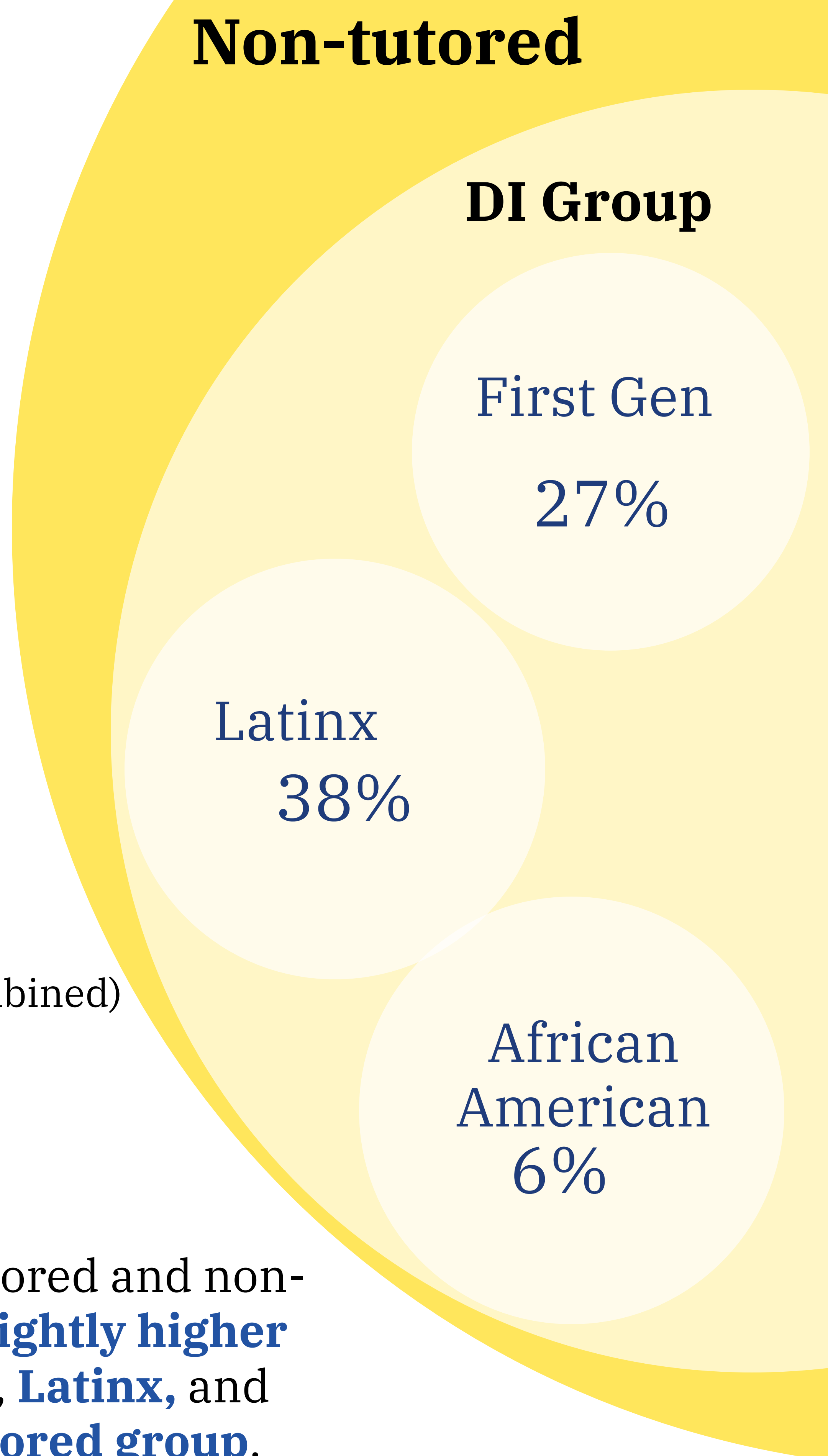


Strength in Numbers

The demographics of the tutored group **closely mirrors** the non-tutored group population.



Fall 2017, Fall 2018, and Fall 2019 (combined)



Looking closely at DI groups within tutored and non-tutored groups, we find there was a **slightly higher** representation of **African American**, **Latinx**, and **First Generation** students in the **tutored group**.

Size of bubbles not to scale.

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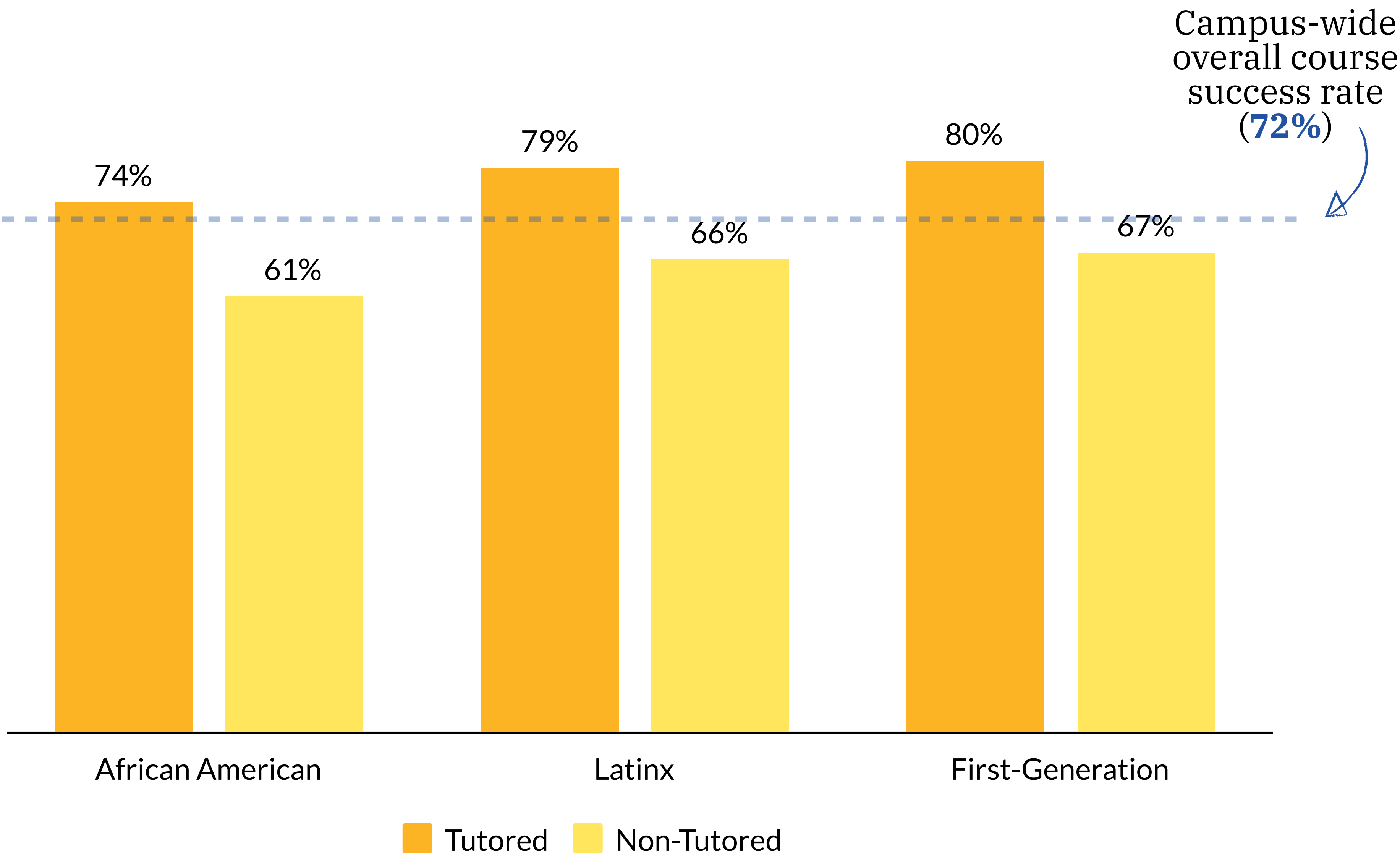
[Tutors are] kind and enthusiastic. **Empathized with me** about my fears and supported me.

-Mesa Student (Spring 2019)

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Tutoring in Action: Closing the Equity Gap

Overall Success Rate of DI Groups



Fall 2017, Fall 2018, and Fall 2019 (combined)

Tutors provided an avenue of support for students who were experiencing equity gaps. Those same students who received tutoring had a **significantly higher (13%)** course success rate compared to the non-tutored counterparts.

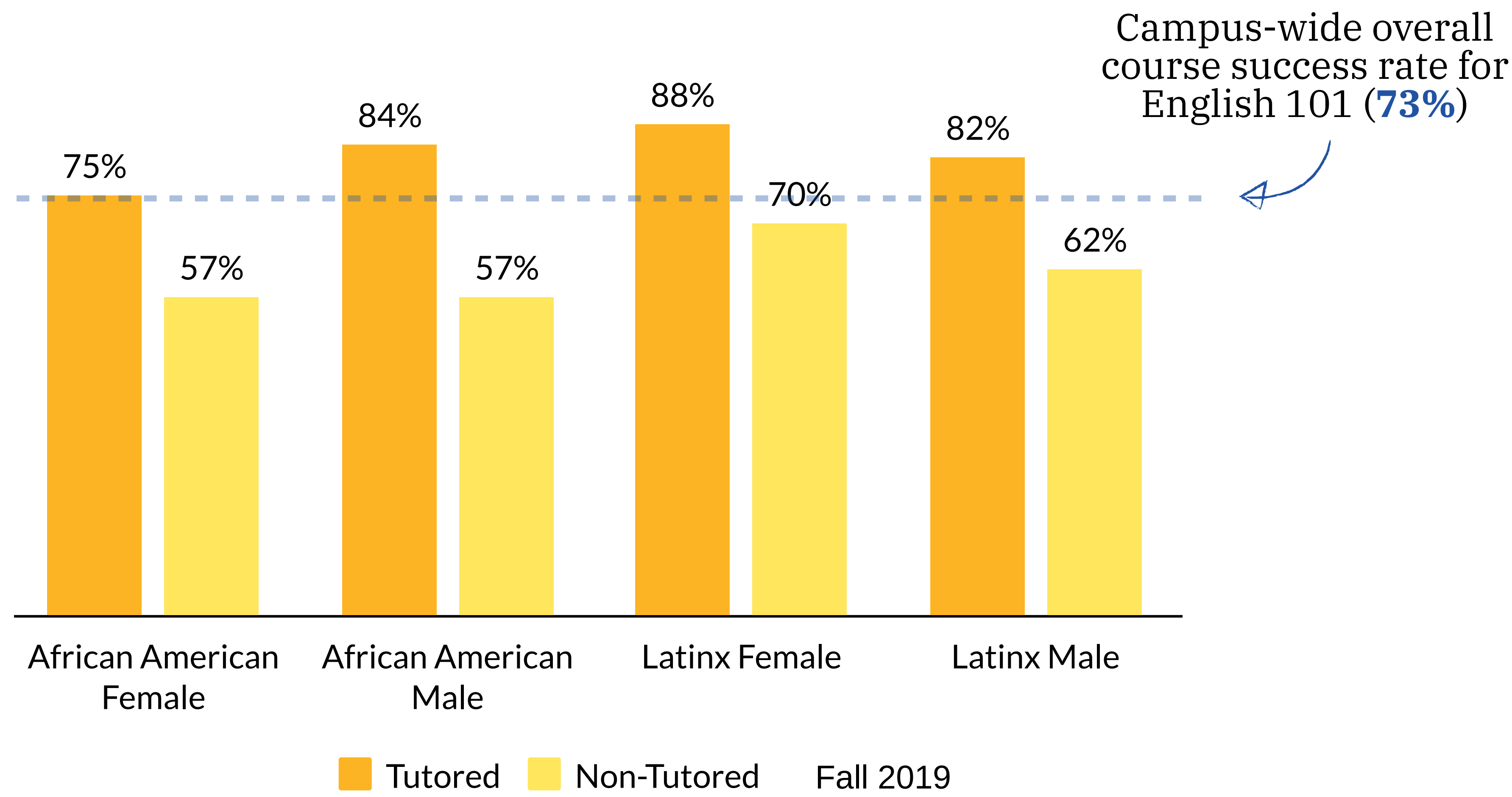
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By going to the tutoring center, I **not only get good grades** in class but I **also improve my comprehension** by mastering the subjects, thanks to the summation of different explanations

-Florida Naguidebe (Student)

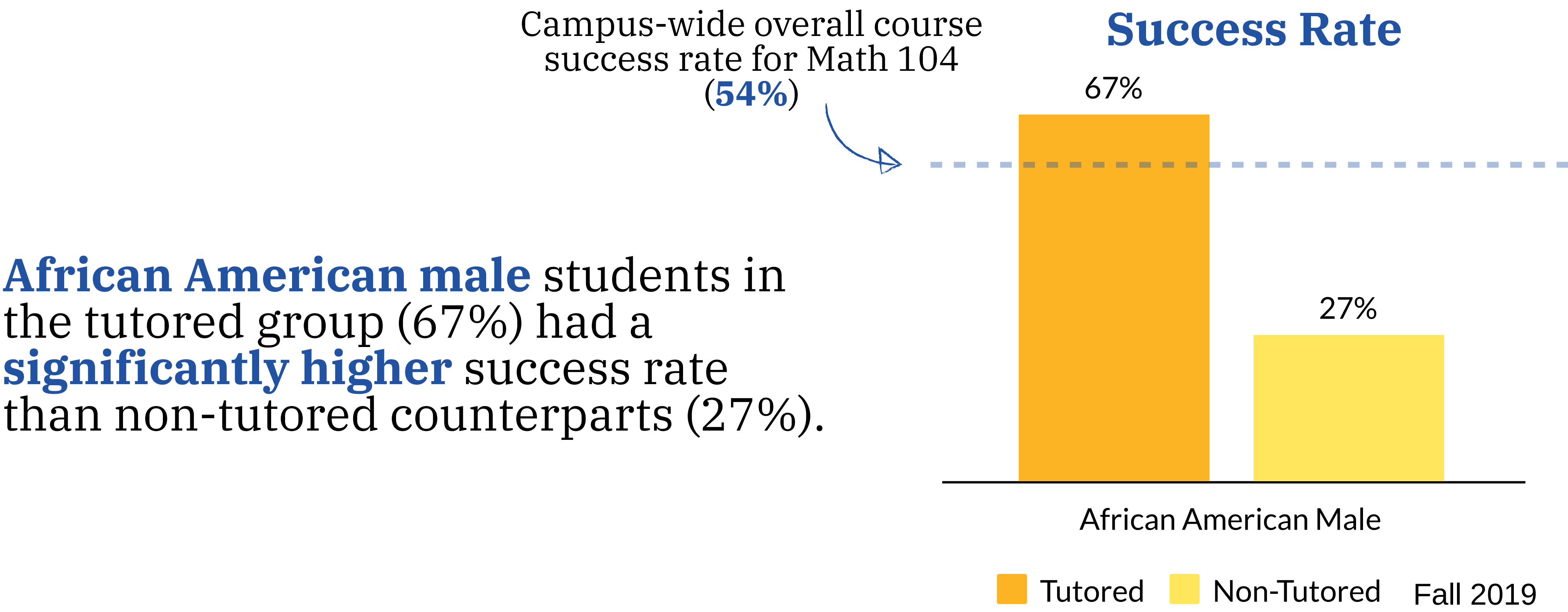
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English 101 - Reading and Composition



In English 101, both **male and female African American**, and **Latinx students** had **higher** course success rates in the **tutored group**. English 101 was the most tutored course at Mesa College in Fall 2019.

Math 104 - Trigonometry

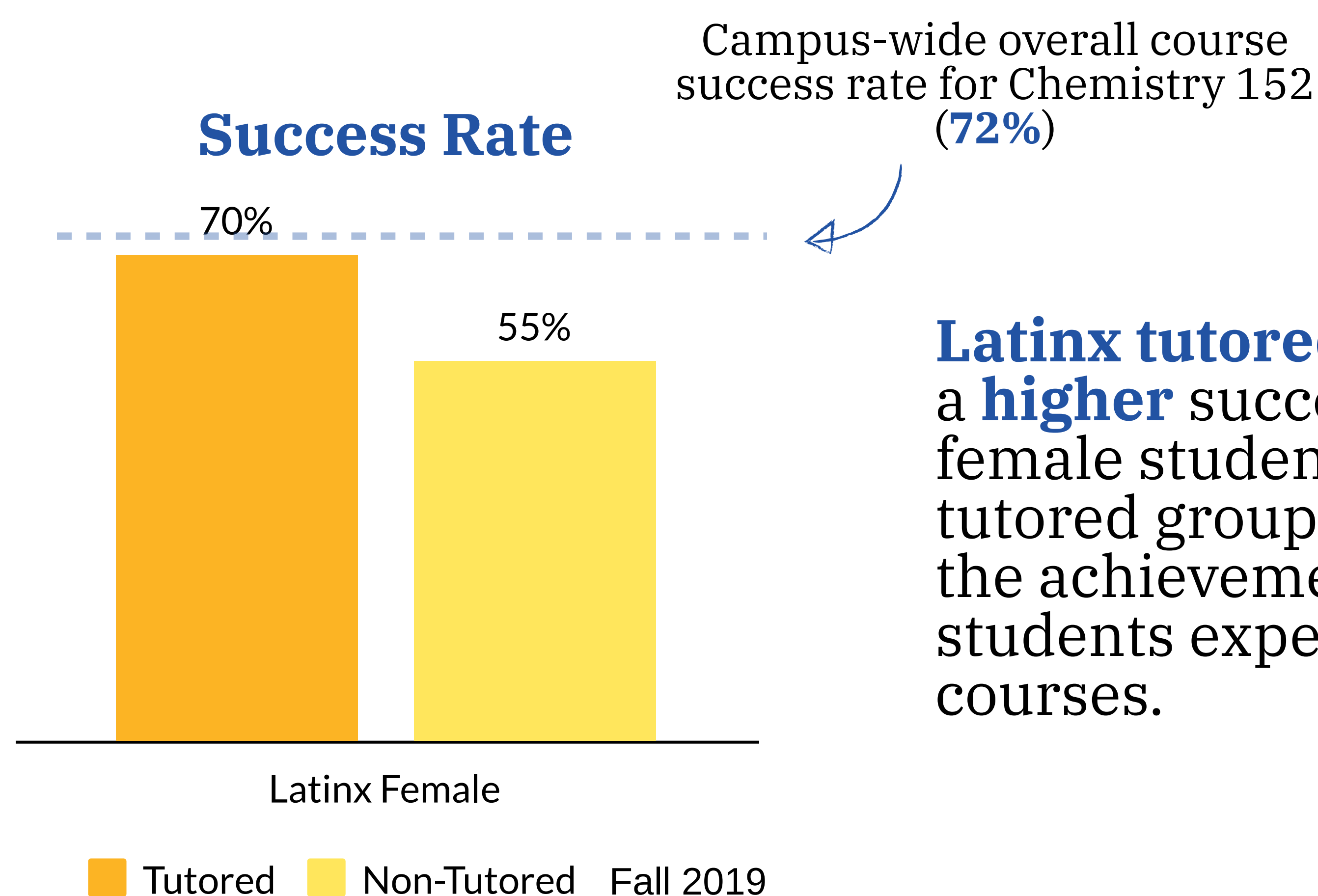


African American male students in the tutored group (67%) had a **significantly higher** success rate than non-tutored counterparts (27%).

I have developed confidence in my ability to tutor through **being open and vulnerable** and **drawing on the support of those around me**. I discovered my why, which is helping others.

-Megan Corieri (Tutor)

Chemistry 152 - Introduction to General Chemistry

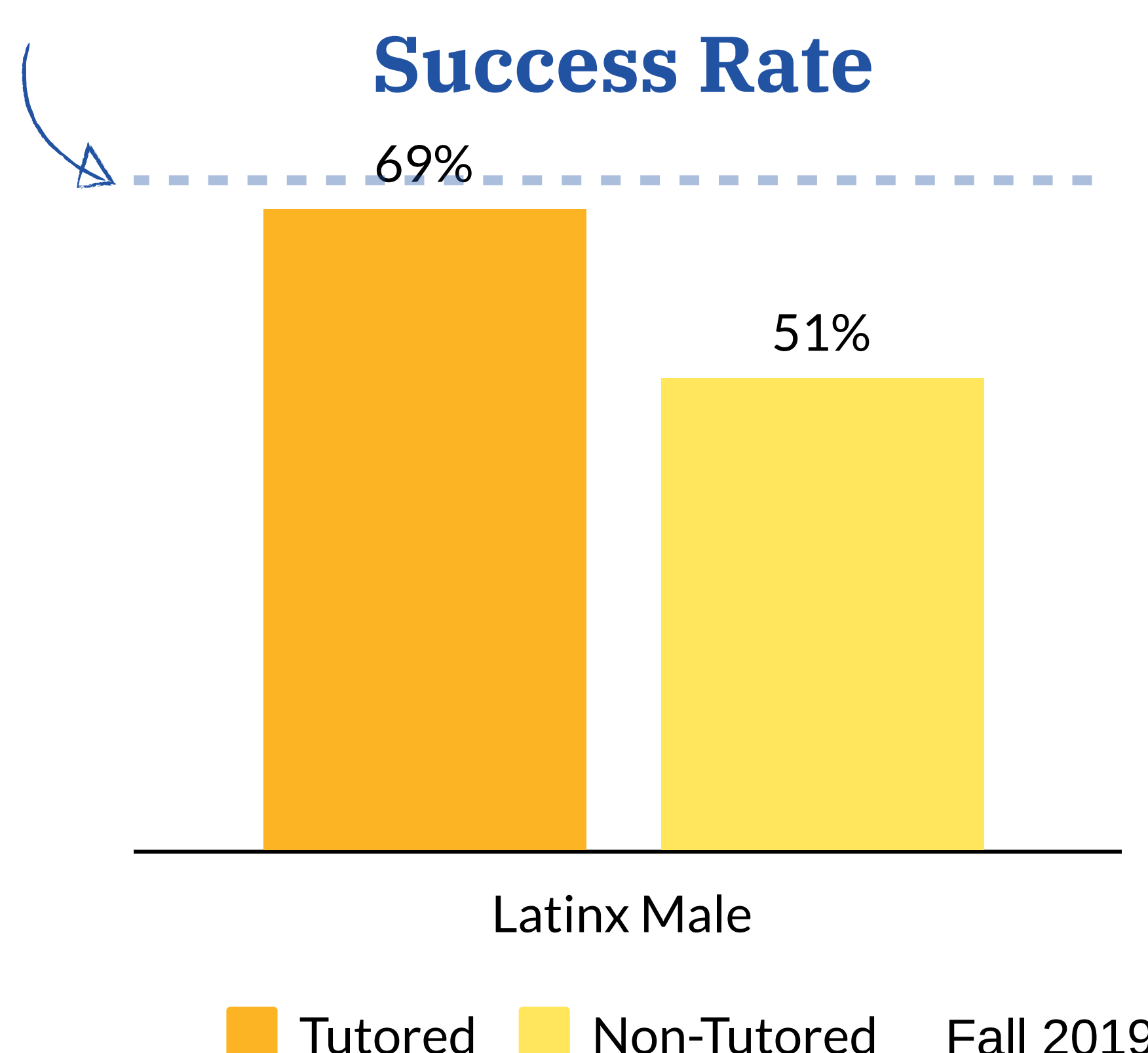


Latinx tutored female students had a **higher** success rate (70%) than female students within the non-tutored group. Tutoring helped fill the achievement gap that female students experience in some STEM courses.

Math 150: Calculus and Analytical Geometry I

Campus-wide overall course success rate for Math 150 (71%)

Although **tutored Latinx male students** had a success rate (69%) that fell **below** the **campus-wide overall success rate** (71%), their success rate was **higher** than the non-tutored Latinx male students (51%).



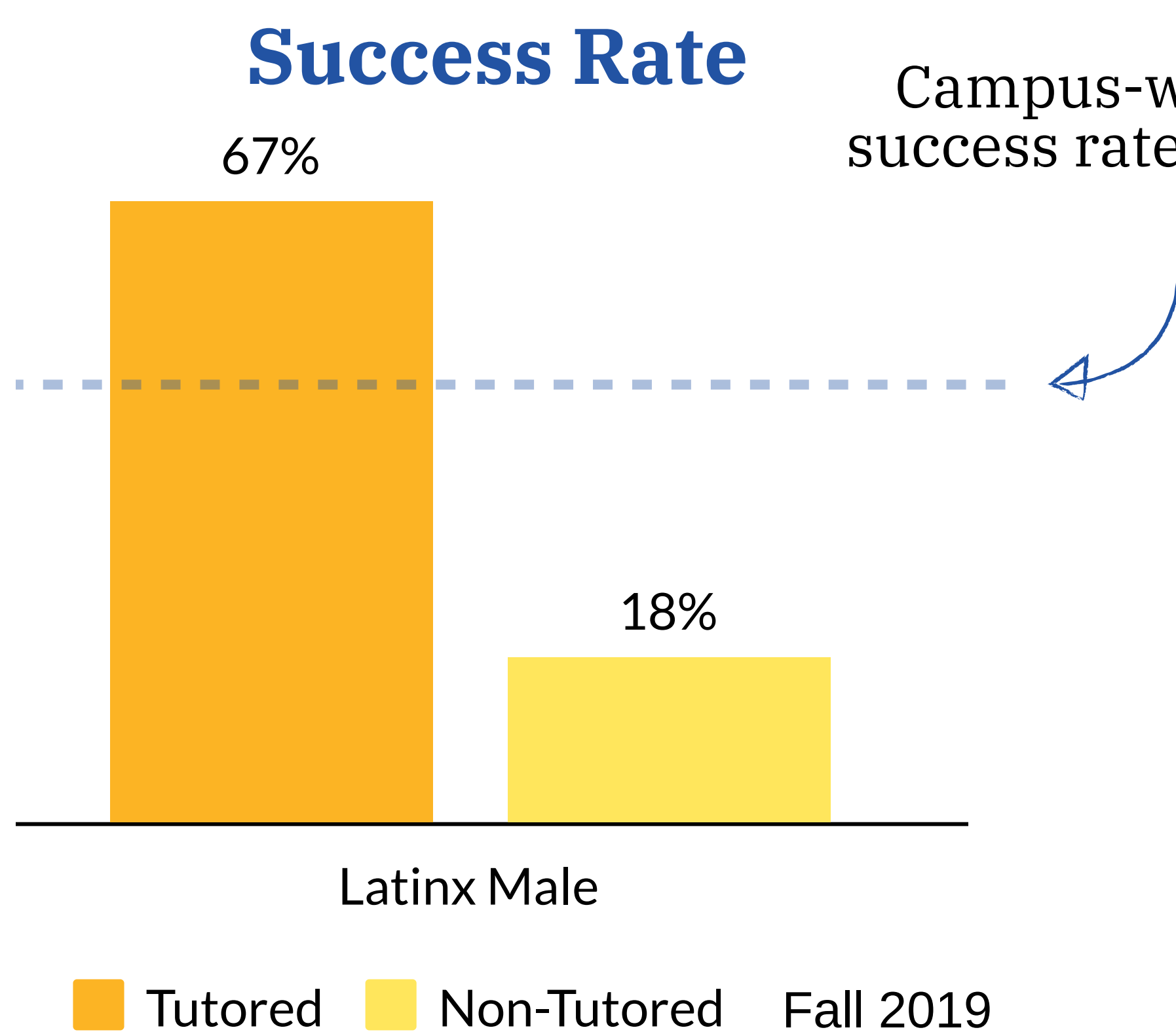
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The atmosphere of MT2C is completely infectious; **instilling benevolence and positivity** into everyone it reaches. For my first job, **it could not have been any better** than this.

-Kayla McKinley (Tutor)

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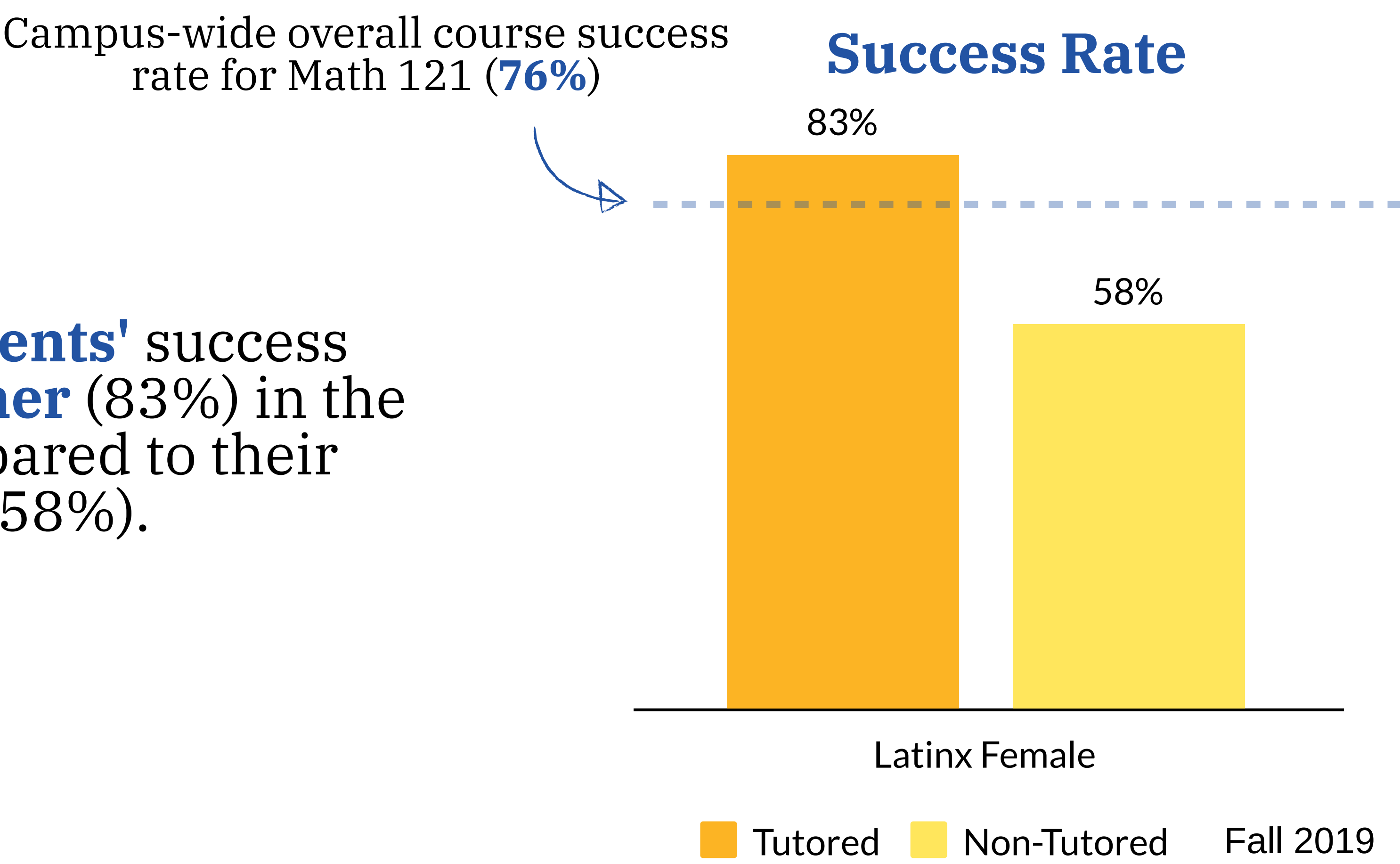
Math 151- Calculus and Analytical Geometry II



Latinx male students' success rate was **much higher** (67%) in the tutored group compared to their non-tutored peers (18%).

Math 121- Basic Techniques of Applied Calculus I

Latinx female students' success rate was **much higher** (83%) in the tutored group compared to their non-tutored peers (58%).



“

For most of my life I had always stayed to myself and didn't do anything outstanding. **Tutoring has changed this in me.** I want to show people this because **I know it can help other people** come out of their shells and shine.

-Jose G. Franco Rojo (Tutor) ”

Additional Resources

- MT2C **Canvas Page** (to schedule appointments)
- MT2C **Website**
- Become a **Tutor**
- **Course Outcomes Dashboard** by the Office of Institutional Effectiveness
- Report made possible by **Humanize the Tutoring Data Dashboard**
- San Diego Mesa College **Website**



They didn't do my work for me, or tell me exactly what to do. **It helped me to really understand what I have to do.** And that's great because that's a really good way to teach someone.

-Mesa Student (Spring 2019)



Thank you for the **tutoring staff** at MT2C who helped make the data collection possible.

Created by Helena Almassy and Kyung Ae Jun

SAN DIEGO
MESA COLLEGE

