Effects of Academic Support in Students’ Success, Persistence, and Levels of Engagement toward Program Completion

Student Strengthening Success Conference 2017

Antonio M. Alarcón
Dean of Student Affairs- Student Success

Natalia Córdoba- Velasquez
Director of Institutional Research

Hartnell College Mission Statement

Focusing on the needs of the Salinas Valley, Hartnell College provides educational opportunities for students to reach academic goals in an environment committed to student learning, achievement, and success.
Hartnell College Vision Statement

Hartnell College will be nationally recognized for the success of our students by developing leaders who will contribute to the social, cultural, and economic vitality of our region and the global community.
Conference Goals

• Strengthen understanding of critical issues that shape student success in California community colleges

• Share practical examples of how colleges are helping to improve student success

• Apply concepts highlighted at the conference to participants’ own work

• Deepen ties to colleagues and build networks with other community college educators
Strands- Objectives

- To learn in the Classroom and Beyond
- To apply Integrated Planning Initiatives into the Campus
- To define coherent Pathways
- To support College Readiness
Pull out your smart phone or laptop (or borrow mine)

Go to: kahoot.it
Agenda

- Hartnell College
- Integrated Academic Support
- Leveraged Funding
- Institutional Planning
- Evidence based Research
- Lessons Learned
- Future Directions
Hartnell College Overview:

- Over 17,000 total students annually
- 85% receive financial aid
- 73% of students are Latino/Hispanic
- 90% unprepared for college level math
- 85% unprepared for college level English
- Less than 10% of adults in District have a bachelor’s degree or higher.
- 39% of adults over 25 years old do not have a high school diploma.
- Poverty rate is 22.3% in Salinas compared to 14.4% in California.
HC-Strategic Plan / Six Priorities

1. Student Access
2. Student Success
3. Employee Diversity and Development
4. Effective Utilization of Resources
5. Innovation and Relevance for Programs and Resources
6. Partnerships with industry, business, agencies, and education
Mass shut down of learning centers

2008
Panther Learning Labs
Leveraged Funding

Students First

- Data-driven
- Consistency
- Customer Service
- Collaborative
- Comprehensive
- Leveraged Funding

Pillars of Academic Support
Integrated Planning

Steering Committee

- Crosswalk
- District-wide

Systemization

- Measurable
- Sustainable

Strategic Priorities

- Mission, Vision, Core Values
- Equity

Institutional Planning
Active Integration

- HSI, BSSOT, BSI, SSSP, & More
- Acceleration
- Sustainable Measures: DLAs, contextualized videos, affordable materials, resource repository
- Habits of Mind, Growth Mindset, Grit

GROWING LEADERS Opportunity, Engagement, Achievement. www.hartnell.edu
Active Integration

- SI Center
- Study-A-Thon
- Embedded ESP
- Panther Learning Labs
Panther Learning Labs
## Panther Learning Labs

### Services - PLL

<table>
<thead>
<tr>
<th>Drop-in</th>
<th>ESL Conversation Groups</th>
<th>NetTutor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appointments</td>
<td>Directed Learning Activities (DLAs)</td>
<td>Faculty office hours</td>
</tr>
<tr>
<td>Workshops</td>
<td>Worksheets</td>
<td>Canvas, Gmail, online support</td>
</tr>
<tr>
<td>Study-A-Thon</td>
<td></td>
<td>Video lessons</td>
</tr>
</tbody>
</table>
## Services – SI Center

<table>
<thead>
<tr>
<th>SI Sessions</th>
<th>Test Proctoring</th>
<th>Faculty office hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study Groups</td>
<td>Peer Led Team Learning</td>
<td>Canvas, Gmail, NetTutor, online support</td>
</tr>
<tr>
<td>Workshops</td>
<td>Worksheets</td>
<td></td>
</tr>
</tbody>
</table>
Who Goes to Tutoring

**Tutorial Usage by Gender**

- Male: 61%
- Female: 39%

**How Frequently Students Visit by Term**

- **1-5 times**
- **6-10 times**
- **11+ times**

Create your own free infographic at: canva.com
HAVE YOU MET YOUR TUTOR YET?

FACTS AND MYTHS

GOING TO TUTORING...

IS FOR LOSERS

CAN RAISE YOUR GRADES BY HALF

BUILDS COMMUNITIES OF LEARNING

SHOULD HAPPEN AFTER MY FIRST TEST

IS WHERE THE BEST STUDENTS GO


MAZIS, WOLF, & HOWARD, (2016).

Who Goes to Tutoring

Create your own free infographic at:
Who Goes to Tutoring

Unduplicated Student Count for Drop-in tutoring

603

1202

Fall 2015  Fall 2016

Create your own free dashboards at: infogram.com
Who Goes to Tutoring

Access

- Early Support Categorical Reports
- Course Assignment (in-person & NetTutor)
- Athlete Study Hall Workshop Requests
Evidence Based Rs

- SARS Track → Time
- Terms → FA 2016, SP 2017
- Focused on → ENG, MAT
- Drilled down → Demographic
- Focused on → Tutoring (1-1)
- Metrics → Success/Persistence
- Ed Goal → 60pct Transfer, both
### Descriptive Statistics

<table>
<thead>
<tr>
<th>Received Tutoring = N</th>
<th>N</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOURS</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUM_SESSIONS</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STUDENT_AGE</td>
<td>6756</td>
<td>70</td>
<td>21.85</td>
<td>5.6</td>
</tr>
<tr>
<td>ATTEMPT</td>
<td>6756</td>
<td>254.3</td>
<td>37.407</td>
<td>24.7</td>
</tr>
<tr>
<td>COMP</td>
<td>6756</td>
<td>199.8</td>
<td>27.9155</td>
<td>21.5</td>
</tr>
</tbody>
</table>

Received Tutoring = N

<table>
<thead>
<tr>
<th>Received Tutoring = Y</th>
<th>N</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOURS</td>
<td>1828</td>
<td>148.41</td>
<td>6.8</td>
<td>12.46</td>
</tr>
<tr>
<td>NUM_SESSIONS</td>
<td>1828</td>
<td>66</td>
<td>5.92</td>
<td>8.06</td>
</tr>
<tr>
<td>STUDENT_AGE</td>
<td>1777</td>
<td>74</td>
<td>23.79</td>
<td>8.225</td>
</tr>
<tr>
<td>ATTEMPT</td>
<td>1777</td>
<td>274</td>
<td>51.3309</td>
<td>34.6</td>
</tr>
<tr>
<td>COMP</td>
<td>1777</td>
<td>202.5</td>
<td>41.4127</td>
<td>29.1</td>
</tr>
</tbody>
</table>

Received Tutoring = Y
Are students who received tutoring more likely to get higher grades in the that subject than their peers that do not receive tutoring?

\[ \text{MAT} \]

\( e = 3368 \)

\( e.nt = 2642 \)

\( e.t = 726 \)

\( \rightarrow 22\% \)
Are students who received tutoring more likely to get higher grades in the English subject than their peers that do not receive tutoring?

**ENG**

e = 3464

e. nt = 2649

e. t = 815

→ 24%
MAT Success - FALL

- Fall '13: 67%
- Fall '14: 65%
- Fall '15: 65%
MAT Success - SPRING

- Fall '13: 66%
- Fall '14: 67%
- Fall '15: 68%
Who Goes to Tutoring

- Early Support Categorical Reports
- Athlete Study Hall Workshop Requests
- Course Assignment (in-person & NetTutor)

Access
Success in MAT (FA16-SP17)

- Did not: 23%
  - Non-successful
- Received: 83%
  - Successful

Test for proportions (significant differences)
Success in ENG (FA16-SP17)

- Did not receive: 23%
- Received: 88%

Test for proportions (significant different)
<table>
<thead>
<tr>
<th>Level</th>
<th>Course</th>
<th>Received Tutoring</th>
<th>Non-Successful</th>
<th>Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>III</td>
<td>MAT-201</td>
<td></td>
<td>19%</td>
<td>81%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>MAT-121</td>
<td></td>
<td>26%</td>
<td>74%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>I</td>
<td>MAT-123</td>
<td></td>
<td>24%</td>
<td>76%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>O</td>
<td>MAT-3A</td>
<td></td>
<td>22%</td>
<td>78%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>*</td>
<td></td>
<td>Statist. Sig.</td>
</tr>
<tr>
<td>Course</td>
<td>Received Tutoring</td>
<td>Non-Successful</td>
<td>Successful</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>-------------------</td>
<td>----------------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>ENG-253</td>
<td>No</td>
<td>22%</td>
<td>78%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>18%</td>
<td>82%</td>
<td></td>
</tr>
<tr>
<td>ENG-101</td>
<td>No</td>
<td>25%</td>
<td>76%</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>13%</td>
<td>88%</td>
<td>*</td>
</tr>
<tr>
<td>ENG-1A</td>
<td>No</td>
<td>22%</td>
<td>78%</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>10%</td>
<td>90%</td>
<td>*</td>
</tr>
</tbody>
</table>

* Statist. Sig.
<table>
<thead>
<tr>
<th></th>
<th>Race</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Didn't received Tutoring</td>
<td>Hispanic</td>
<td>23%</td>
<td>77%</td>
<td>24%</td>
<td>76%</td>
<td>24%</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>17%</td>
<td>83%</td>
<td>16%</td>
<td>84%</td>
<td>17%</td>
</tr>
<tr>
<td>Received Tutoring</td>
<td>Hispanic</td>
<td>13%</td>
<td>87%</td>
<td>18%</td>
<td>82%</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>18%</td>
<td>83%</td>
<td>16%</td>
<td>84%</td>
<td>17%</td>
</tr>
</tbody>
</table>

* Likely indicates statistical significance or comparison.
### Subject: ENG

<table>
<thead>
<tr>
<th>Received Tutoring</th>
<th>Non-Successful</th>
<th>Success</th>
<th>Non-Successful</th>
<th>Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>20.5%</td>
<td>79.5%</td>
<td>25.1%</td>
<td>74.9%</td>
</tr>
<tr>
<td>Yes</td>
<td>11.0%</td>
<td>89.0%</td>
<td>13.2%</td>
<td>86.8%</td>
</tr>
</tbody>
</table>

### Subject: MAT

<table>
<thead>
<tr>
<th>Received Tutoring</th>
<th>Non-Successful</th>
<th>Success</th>
<th>Non-Successful</th>
<th>Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>20.7%</td>
<td>79.3%</td>
<td>25.7%</td>
<td>74.3%</td>
</tr>
<tr>
<td>Yes</td>
<td>15.4%</td>
<td>84.6%</td>
<td>18.8%</td>
<td>81.2%</td>
</tr>
</tbody>
</table>
Persisted Next Term

- Received Tutoring: 89%
- Didn't Receive: 80%
PANTHER LEARNING LAB
Welcome!

E-Building Hours:
Monday - Thursday: 9:00 am - 9:00 pm
Friday: 9:00 am - 4:00 pm
Saturday: 9:00 am - 2:00 pm

STEM Building Hours:
Tuesday - Thursday: 5:00 pm - 9:00 pm
Saturday: 9:00 am - 2:00 pm

FREE TUTORING
All subjects welcomed!
Conclusions

Students who received tutoring are more likely to succeed (higher grades) in that subject.

Tutoring seems to work effectively busting grades of disproportionate Impacted students.

Students who receive tutoring tend to Persist in higher level than those who don’t.

Tutoring seemed effective even for Transfer level courses.
Phase 2

- Share-Reflect PSM
- Logistic Regression (Hours- Tipping Point)
- Engagement Level (SENSE)
- Satisfaction with Center
- Card Swiping system -Basic
- Non basic skills tutoring effects
Pull out your smart phone or laptop (or borrow mine)

Go to: kahoot.it

Discussion and Questions