

Cañada College Research Brief

Spring 2013 - Math and ESL Tutoring Study

In an effort to provide data on the impact of tutoring on student retention and success in Math 811, Math 130, and ESL courses the Learning Center has requested the following be examined:

- Comparison of student retention (course completion) and success rates of students who received tutoring vs those who did not in Math 811, Math 130, and ESL in the Spring of 2013.

Research Question 1:

How do students who receive tutoring for Math 811 perform in Math 811 compared to students who did not receive tutoring for Math 811?

Hypothesis

Students who receive tutoring in Math 811 will have higher retention (course completion) and success rates than their peers in Math 811.

Sample

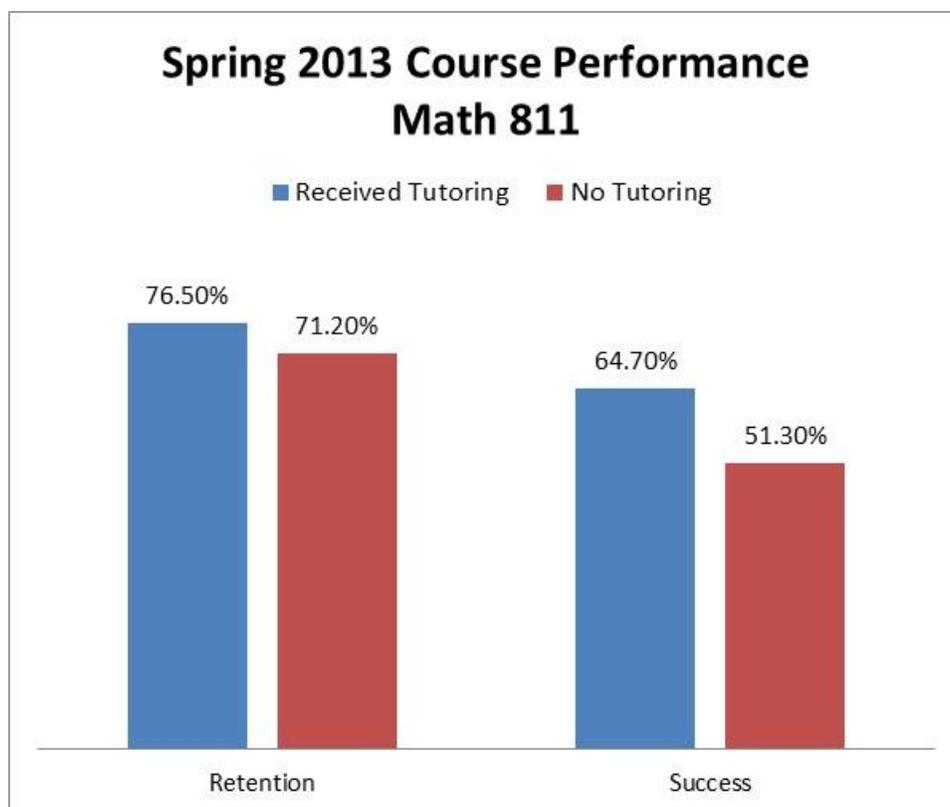
The sample (n=173) included all students who enrolled in Math 811 in the Spring 2013 semester.

Methodology

Data was extracted from the San Mateo Community College District student database regarding student retention and success in Math 811 in the Spring of 2013. The data was exported into SPSS V.20 where cross tabulations were created, and chi square tests administered, to compare student retention and success in Math 811 between students who had received tutoring in Math 811 and their peers who had not.

Summary Findings

Students who received tutoring in Math 811 (n=17) had higher rates of retention (76.5% vs 71.2%, $p=.64$) and success (64.7% vs. 51.3%, $p=.293$) than their peers (n=156) who had not received tutoring in Math 811.



Research Question 2:

How do students who receive tutoring for Math 130 perform in Math 130 compared to students who did not receive tutoring for Math 130?

Hypothesis

Students who receive tutoring in Math 130 will have higher retention (course completion) and success rates than their peers in Math 130.

Sample

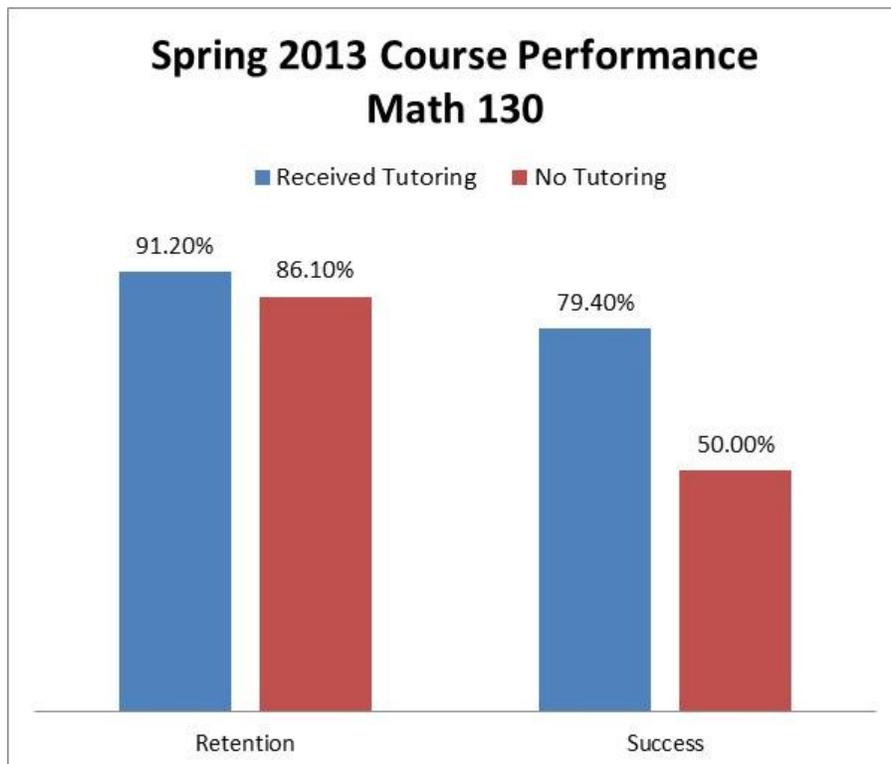
The sample (n=70) included all students who enrolled in Math 130 in the Spring 2013 semester.

Methodology

Data was extracted from the San Mateo Community College District student database regarding student retention and success in Math 130 in the Spring of 2013. The data was exported into SPSS V.20 where cross tabulations were created, and chi square tests administered, to compare student retention and success in Math 130 between students who had received tutoring in Math 130 and their peers who had not.

Summary Findings

Students who received tutoring in Math 130 (n=34) had higher rates of retention (91.2 vs 86.1, $p = .51$) and success (79.4% vs. 50%, $p = .10$) than their peers (n=36) who had not received tutoring in Math 130.



Research Question 3:

How do students who receive tutoring in ESL perform in ESL courses compared to students who did not receive tutoring for ESL?

Hypothesis

Students who receive tutoring in ESL will have higher retention (course completion) and success rates than their peers in ESL courses.

Sample

The sample (n=993) included all students who enrolled in ESL courses in the Spring 2013 semester.

Methodology

Data was extracted from the San Mateo Community College District student database regarding student retention and success in ESL in the Spring of 2013. The data was exported into SPSS V.20 where cross tabulations were created, and chi square tests administered, to compare student retention and success in ESL courses between students who had received tutoring in ESL and their peers who had not.

Summary Findings

Students who received tutoring in ESL (n=93) had higher rates of retention (90.3% vs. 84.8%, $p = .15$) and success (79.6% vs. 64.7%, $p = .004$) than their peers (n=900) who had not received tutoring in ESL.

