

Net Tutor/Online Tutoring 2019-20



SEA Project Annual Goals Cover Sheet

Over-arching issues we are trying address: Provide academic support (online tutoring) for the entire SRJC student population, including all student groups targeted by Student Equity and Achievement Program

Group Targeted for Intervention:				Metrics:		SEA Funding:
<input checked="" type="checkbox"/> LatinX	<input checked="" type="checkbox"/> All Students	<input type="checkbox"/> New Students	<input type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Course Completion	<input type="checkbox"/> Matriculation	Number of Students Served <u>624</u> SEA Funding Amount \$ <u>20,000</u> SEA Accounts for <u>100</u> % of Program
<input checked="" type="checkbox"/> African American	<input type="checkbox"/> Female	<input checked="" type="checkbox"/> First Gen	<input type="checkbox"/> Homeless	<input checked="" type="checkbox"/> Retention	<input type="checkbox"/> Transfer	
<input checked="" type="checkbox"/> Asian	<input type="checkbox"/> Male	<input checked="" type="checkbox"/> DSPS	<input checked="" type="checkbox"/> Economically Disadvantaged	<input type="checkbox"/> xfer ENGL in 1 Year	<input type="checkbox"/> Degrees	
<input type="checkbox"/> Native American		<input type="checkbox"/> LGBT	<input type="checkbox"/> Adult ED/ESL	<input type="checkbox"/> xfer Math in 1 Year	<input type="checkbox"/> Certificates	
<input type="checkbox"/> Hawaiian/Pac Is.		<input type="checkbox"/> Veterans		<input type="checkbox"/> Access	<input type="checkbox"/> Attain Living Wage	
<input type="checkbox"/> _____		<input type="checkbox"/> Other _____		<input type="checkbox"/> Other _____	<input type="checkbox"/> Outreach	

PROGRAM PROCESS		PROGRAM RESULTS	
Resources (Inputs)	Activities (Outputs)	STUDENT OUTCOMES	PILLARS
What resources are you utilizing? <i>Check all that apply.</i> (O = Overall project/S = SEA funded) O S Personnel (working directly on project) <input type="checkbox"/> Faculty <input type="checkbox"/> Manager <input type="checkbox"/> Classified Staff <input type="checkbox"/> Student Employees (peers) <input type="checkbox"/> STNC Materials <input type="checkbox"/> Supplies <input type="checkbox"/> Printing/Graphics <input type="checkbox"/> Textbooks/Magazines/Periodicals Services <input type="checkbox"/> Travel, Workshops <input type="checkbox"/> Equipment Leases/services <input type="checkbox"/> External services/contracts Equipment/Capital Outlay <input type="checkbox"/> Furniture <input type="checkbox"/> Technology equipment/software <input type="checkbox"/> Instructional/Non-Inst. Equipment Direct Student Support <input type="checkbox"/> Supplies given to students (meal vouchers, books, etc.) <input type="checkbox"/> Childcare <input type="checkbox"/> Awards (given for an award received)	What are you specifically doing? <i>Check all that apply.</i> (O = Overall project/S = SEA funded) O S Direct Work with Students <input type="checkbox"/> 1:1 work with students <input type="checkbox"/> Work with groups of students <input type="checkbox"/> Work with students prior to college entry Support Activities <input type="checkbox"/> Financial or material assistance (\$, books, etc.) <input checked="" type="checkbox"/> Academic support or preparation <input type="checkbox"/> Life, career or other skill building <input type="checkbox"/> Matriculation step support Educational Activities <input type="checkbox"/> Educational programs or workshops <input type="checkbox"/> Educational planning <input type="checkbox"/> Curriculum development Practitioner-focused Activities <input type="checkbox"/> Professional/staff development <input type="checkbox"/> Research Other <input type="checkbox"/> Technology tools or software <input type="checkbox"/> Marketing, Publicity, PR <input checked="" type="checkbox"/> Referral/Utilization of services Other <input type="checkbox"/> _____	Areas where you expect to see change. <i>Check all that apply.</i> (Credit to Learning Reconsidered 2) Cognitive Complexity <input type="checkbox"/> Critical thinking <input type="checkbox"/> Reflective thinking <input type="checkbox"/> Effective reasoning <input type="checkbox"/> Intellectual flexibility <input type="checkbox"/> Emotional/cognitive integration <input type="checkbox"/> Identity/cognitive integration Knowledge <input type="checkbox"/> Understanding knowledge from a range of disciplines (acquisition) <input type="checkbox"/> Connecting knowledge to other knowledge, ideas, & experiences (integration) <input type="checkbox"/> Relate knowledge to daily life (application) <input type="checkbox"/> Career decidedness <input type="checkbox"/> Technological competence Humanitarianism <input type="checkbox"/> Understanding and appreciation of human difference <input type="checkbox"/> Cultural competency <input type="checkbox"/> Social responsibility Civic Engagement <input type="checkbox"/> Sense of civic responsibility <input type="checkbox"/> Commitment to public life through communities of practice <input type="checkbox"/> Engage in principled dissent <input type="checkbox"/> Effective in leadership Inter/Intrapersonal Competence <input type="checkbox"/> Realistic self-appraisal and self-understanding <input type="checkbox"/> Personal attributes such as identity, self-esteem, confidence, ethics and integrity, spiritual awareness, personal goal setting <input type="checkbox"/> Meaningful relationships <input type="checkbox"/> Interdependence <input type="checkbox"/> Collaboration <input type="checkbox"/> Ability to work with people different from self	The impact you expect to have. <i>Check all that apply.</i> INVITED & WELCOMED <input type="checkbox"/> <input type="checkbox"/> Students feel a sense of belonging & a part of the SRJC Community. <input type="checkbox"/> Students introduced to campus activities, support services, and academic programs. <input type="checkbox"/> Students' skills, talents, abilities & experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated. GUIDED & SUPPORTED <input type="checkbox"/> <input checked="" type="checkbox"/> Students know about and utilize services and supports that help them form an opinion, make a decision, stay on track. <input type="checkbox"/> Students have a goal and know how to achieve it. <input type="checkbox"/> Students stay on track – keeping their eye on the prize. ENGAGED & EMPOWERED <input type="checkbox"/> <input type="checkbox"/> Students actively contribute to the college community. <input type="checkbox"/> Students feel they are reflected and represented in the campus culture and motivated to contribute. <input type="checkbox"/> Students actively participate in class and extracurricular activities. <input type="checkbox"/> Students feel somebody wants to help them succeed.

2019-20 SEA Funded Project Review Form

Project Name	Category	Contact	Students Served	Student Enrollments	Interactions per Student/Term	Sea Funding Received	SEA funds % of Project
Net Tutor/Online Tutoring	Academic Support	Amy Flores	624	631	4	\$20,000	100%

Please type in your responses to the below questions within the space provided.

Summarize your projects' overall goals and/or intentions for students.

The overall goal of the project is to provide academic support (online tutoring) for the entire SRJC student population, including all student groups targeted by Student Equity and Achievement Program. The service is accessible to all students enrolled in face-to-face, hybrid and online courses at Santa Rosa Junior College.

Please describe the specific activities supported by SEA funds.

This project is aimed to purchase, implement and sustain NetTutor as our online tutoring service. NetTutor is a subsidiary of Link-Systems International, Inc whose mission is to provide integrated technology and service solutions to educators in order to improve the quality of education and training, ensure student success and retention, and provide affordable education to students, workers, and their families. NetTutor offers live tutoring on-demand, question drop-off, and writing feedback. They offer over 150 subjects, including live tutoring for Math, Writing, and Student Success available 24 hours a day, every day of the year.

Share any highlights or achievements your group had during the year – refer to the following data if applicable.

The project is designed to serve all SRJC students and therefore serves all target groups, including the following ethnic communities: African-American, Asian, Latinx, Multi Ethnicity, Native American, Pacific Islander and White. The project is also serving first generation students, students who received financial aid, foster youth, LGBTQ community, DSPS, veterans and the homeless. Latinx and White populations are the largest ethnic groups that used NetTutor services at 44.4% and 33.9% respectively. These numbers are proportional with the district's Latinx and White populations of 37.5% and 42% respectively.

NetTutor serves a number of key equity target groups at a higher rate than these groups are represented district wide.

- 3.6% of NetTutor users are African American, whereas African Americans account for 2.5% of our enrollment population.
- 8.4% of NetTutor users are Asian, whereas Asian students account for 4.0% of our enrollment population.
- 40.3% of NetTutor users are from the Low-Income group, whereas students from this group account for 32.1% of our enrollment population.
- 29.3% of NetTutor users are First Generation Students, whereas students who are First Generation Students account for 24.6% of our enrollment population.
- 13.5% of NetTutor users are DSPS Students, whereas DSPS Students account for 7.6% of our enrollment population.

NetTutor users had better academic outcomes as compared to the enrollment population.

- 81.4% of NetTutor users successfully passed the course (course success) compared to 71.0% of our enrollment population. This is a 12.8% difference.
- 88.1% of NetTutor users completed the course (course retention) compared to 82.3% of our enrollment population.
- 85.8% of NetTutor persisted (Fall to Spring persistence) compared to 55.0% of our enrollment population.

Furthermore, LatinX, Low Income, and DSPS students who used NetTutor show much better course success, retention, and persistence than the district comparison group.

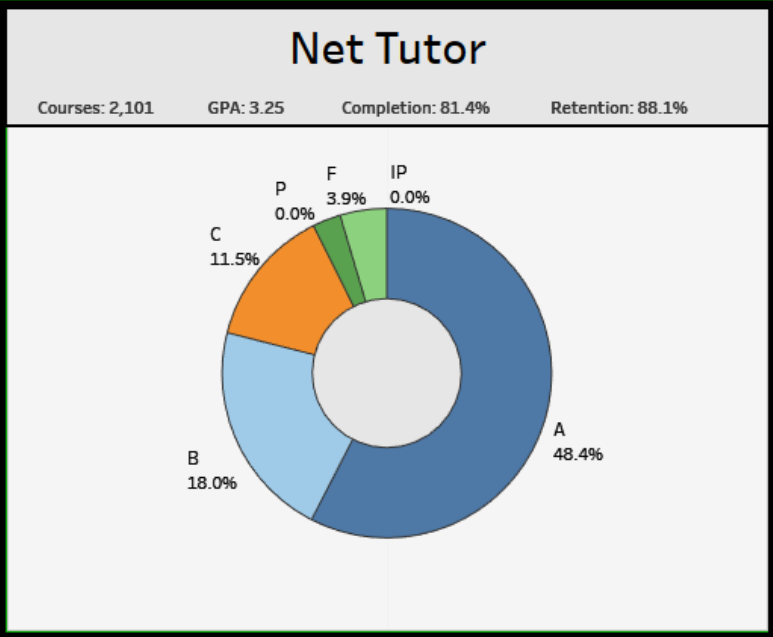
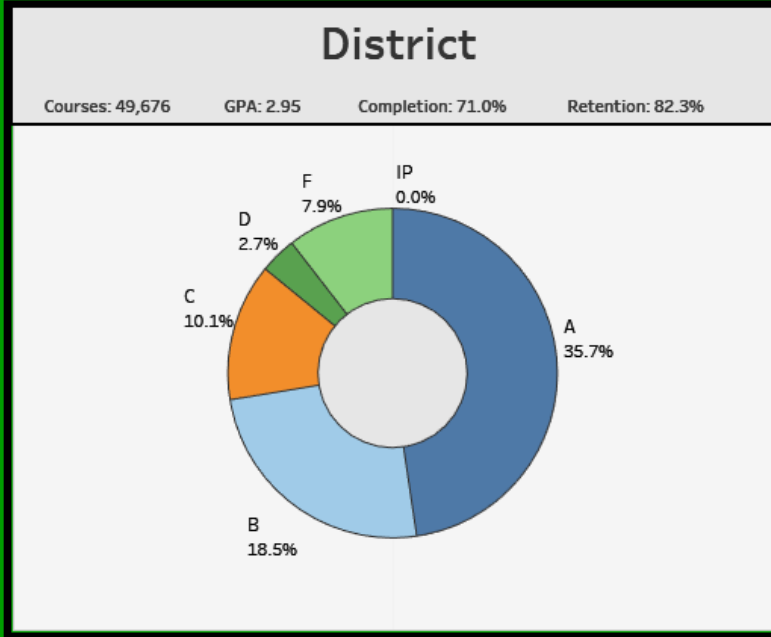
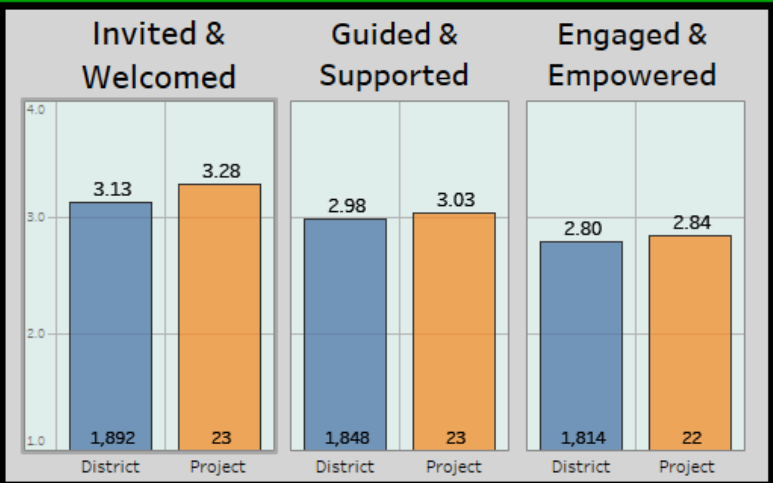
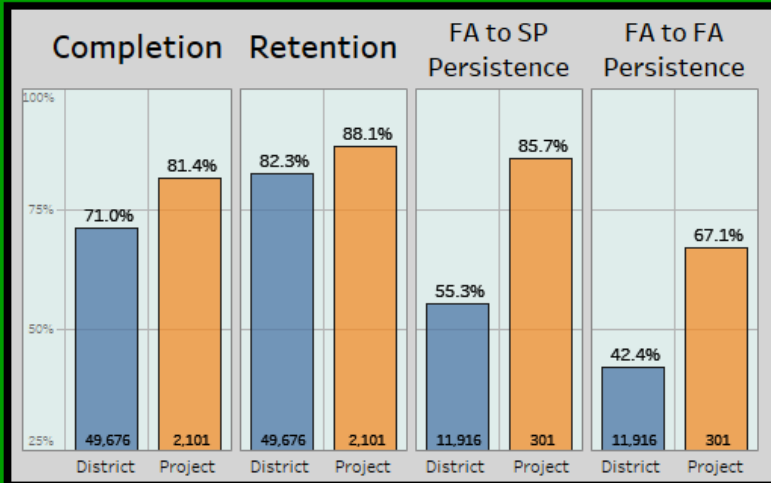
- LatinX: 79.9% versus 67.1%
- First Gen: 81.01% versus 65.7%
- Low Income: 78.1% versus 65.7%
- DSPS: 81.2% versus 74.2%

District & SEA Project Comparison

FA19 & SP20

FT & PT

Net Tutor



District & SEA Project Comparison

FA19 & SP20

FT & PT

Net Tutor

Headcount & Proportion			Course Completion			Course Retention			Persistence <small>(FA19 to SP20 / FA19 to FA20)</small>			
	District	Project		District	Project		District	Project		District	Project	
African American	935 2.5%	23 3.6%	African American	59.2%	57.5%	African American	77.0%	74.0%	African American	47.2% 42.6%	42.9%	
Asian	1,515 4.0%	53 8.4%	Asian	73.1%	86.7%	Asian	83.7%	89.8%	Asian	58.3% 49.0%	84.6% 69.2%	
Filipino	347 0.9%	10 1.6%	Filipino	69.2%	80.0%	Filipino	82.8%	94.3%	Filipino	51.4% 43.1%	33.3% 33.3%	
LatinX	14,230 37.5%	280 44.4%	LatinX	67.1%	79.9%	LatinX	80.9%	87.1%	LatinX	56.7% 45.9%	84.2% 67.7%	
Multi Ethnicity	2,182 5.8%	26 4.1%	Multi Ethnicity	72.1%	85.2%	Multi Ethnicity	82.4%	87.5%	Multi Ethnicity	56.2% 40.7%	92.9% 78.6%	
Native American	220 0.6%	0.0	Native American	69.0%	0.0	Native American	81.9%	0.0	Native American	48.1% 40.3%	0.0	
Pacific Islander	158 0.4%	2 0.3%	Pacific Islander	63.7%	75.0%	Pacific Islander	82.1%	100.0%	Pacific Islander	43.8% 37.5%	50.0% 50.0%	
White	16,255 42.3%	214 33.9%	White	74.1%	83.3%	White	83.3%	89.5%	White	57.0% 42.1%	91.3% 68.9%	
First Gen	9,313 24.6%	185 29.3%	First Gen	68.9%	81.0%	First Gen	81.6%	88.2%	First Gen	55.3% 43.7%	86.9% 72.6%	
Low Income	12,174 32.1%	254 40.3%	Low Income	65.7%	78.1%	Low Income	79.0%	86.3%	Low Income	56.7% 45.5%	83.1% 67.8%	
DSPS	2,866 7.6%	85 13.5%	DSPS	74.2%	81.2%	DSPS	82.3%	87.7%	DSPS	71.8% 60.3%	88.1% 83.3%	
Veteran	919 2.4%	10 1.6%	Veteran	68.0%	82.8%	Veteran	83.3%	86.2%	Veteran	52.4% 37.2%	100.0% 100.0%	
Foster Youth	654 1.7%	9 1.4%	Foster Youth	53.4%	82.1%	Foster Youth	71.7%	85.7%	Foster Youth	47.7% 40.9%	75.0% 50.0%	
LGBTQ	592 1.6%	7 1.1%	LGBTQ	61.9%	70.0%	LGBTQ	77.9%	80.0%	LGBTQ	40.0% 29.4%	80.0% 60.0%	
Homeless	92 0.2%	1 0.2%	Homeless	35.7%	50.0%	Homeless	62.5%	100.0%	Homeless	21.4% 21.4%	100.0% 100.0%	
Totals	37,933	631	Averages	71.0%	81.4%	Averages	82.3%	88.1%	Fall to Spring	55.0%	85.8%	
									Fall to Fall	42.0%	66.9%	
			<small>Combined Average</small>	71.4%	DI < 69.4%	<small>Combined Average</small>	83.2%	DI < 81.2%	<small>FA to SP Average</small>	63.5%	<small>FA to FA Average</small>	46.9%