

## Student Success and Equity Project Evaluation 2017-18



**Project Contact Name & Department: Julie Muzzatti, CSKLS/Tutorial**

**Project Name: NetTutor Online Tutoring**

### *Project Outcomes*

1. Describe the project, including activities utilized and intended outcomes.

This Student Success and Equity project, i.e. the purchase, implementation and sustaining of NetTutor as our online tutoring service, began in July 2017, when NetTutor replaced another online tutoring service. We renewed our commitment to NetTutor in August of 2018, again with Student Equity funds. NetTutor is a subsidiary of Link-Systems International, Inc whose commitment is to “provide integrated technology and service solutions to educators in order to improve the quality of education and ensure student success.” NetTutor provides online, on-demand services for students to meet with live online tutors, submit questions, and review essays.

The service is accessible to ALL students enrolled in face-to-face, hybrid and online courses at Santa Rosa Junior College and therefore impacts ALL Student Equity indicators (see below). In both face-to-face and online tutoring environments, encouraging students who can most benefit from tutoring to actually USE the services is our primary challenge.

The intended outcome is to provide support for the entire student population, including all student groups targeted by Student Equity.

<b>Which Student Equity Indicator(s) is your project expecting to impact?</b>	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> ESL and Basic Skills <input checked="" type="checkbox"/> Transfer	<input checked="" type="checkbox"/> Course Completion <input checked="" type="checkbox"/> Degree / Cert Completion
<b>Which of the Integrated Student Success Goal(s) is the primary focus of your project?</b>	<input type="checkbox"/> Invited and Welcomed <input type="checkbox"/> Engaged and Empowered <input checked="" type="checkbox"/> Guided and Supported <input type="checkbox"/> Succeeding and Completing	

2. Reflect on the data provided by the Office of Institutional Research.
  - a. Based on your project’s student population data, what student groups is your project serving? Please provide a brief explanation for these results.

The project is designed to serve ALL SRJC students and therefore serves all target groups, including the following ethnic communities: African-American, Asian, Latino, Multi Ethnicity, Native American and White. The project is also serving first generation students, disabled students, veterans, foster youth, the homeless and the LGBTQ community. The largest ethnic groups that use NetTutor services are the Latino (38.9%) and White (39.2%) populations, data which reflect the two largest ethnic groups on campus.

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

- 4.4% of Net tutor users are African American, whereas African Americans account for 2.4% of our enrollment population.
- 25.0% of Net tutor users are DSPS Students, whereas DSPS Students account for 9.4% of our enrollment population.
- 28.1% of Net tutor users are First Generation Students, whereas First Generation Students account for 23.7 % of our enrollment population.

It's difficult to say why more students in targeted groups are using online tutoring than their representation in the enrollment population might suggest. Disabled students may find it easier to access than face-to-face tutoring. In addition, perhaps there is an anonymity in online tutoring that students in 'disenfranchised' groups prefer.

- b. Based on the Student Equity Indicator data, did your project participants have better academic outcomes as compared to the District averages? Which outcomes and why?

I am happy to report that the project participants ALL had better academic outcomes as compared to the District averages. The outcomes used as measures of academic success included course success (grade of C or better), course retention, course GPA (3.11 vs 2.90) and Fall-to-Spring persistence. The largest differences were in persistence (+18.5%) and course success (+8.8%). One could say that these target groups have better academic success because they use NetTutor online tutoring to a greater degree but I don't know if the sample group is large enough to make that claim.

- c. Based on the Student Survey data, did your project impact the Integrated Student Success goals? Which goal area and why?

Yes, based on the results from a student survey, the project positively impacted the integrated Student Success goals: the measure to assess how "Guided and Supported" students felt, the measure to assess how "Engaged and Empowered" students felt, and the measure of completion and success, which has already been discussed above. The project's intention was to support students; it does that. Given the academic outcomes of the target groups, it can also be assumed that they felt engaged and empowered.

3. Overall, how has your project helped SRJC make progress towards having equitable outcomes and achieving our Integrated Student Success goals?

The project's positive results support SRJC's efforts towards equity for target groups.

### ***Evaluation and Project Improvement***

4. Is your project utilizing other methods to receive feedback or evaluate your project? If yes, please describe.

We have received data about student use and success from various sources, including NetTutor monthly reports and our own Tutorial Center's student satisfaction survey with tutoring services (both online and face-to-face) which we administer every semester. This data is in addition to the data provided by the SRJC Office of Institutional Research for the purpose of this evaluation. Our student satisfaction survey indicates that 9.2% of all students who have used tutoring services in Fall 17 and Spring 18, have used NetTutor and the majority of those students are 'satisfied to extremely satisfied' with the service. We would like to do better marketing to increase the numbers of students who use NetTutor.

5. What is your long term vision for the project?

Since the project positively impacts all target groups, we hope that this project is ongoing.

6. What can the Integrated Student Success Committee do to support your project?

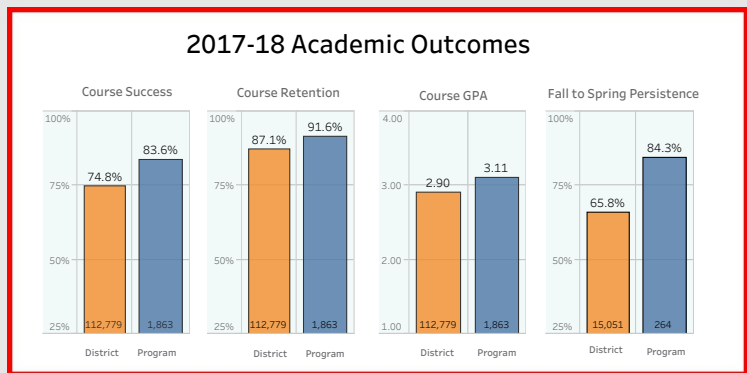
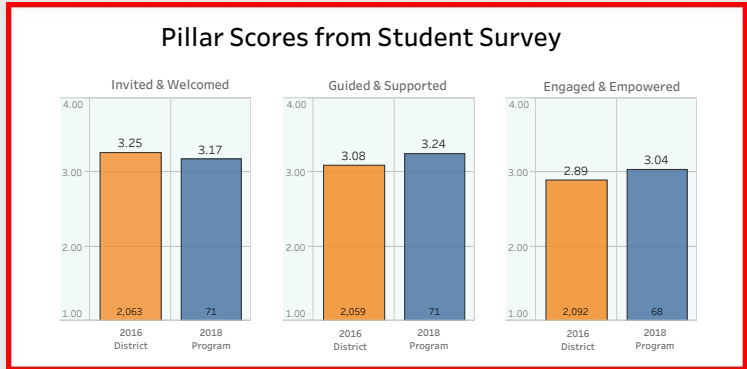
The Student Success Committee can continue to provide funding for NetTutor services and provide data to evaluate its effectiveness for target groups. In addition, we may ask the Committee to help with graphics and other marketing tools.

***Please submit to [gbertone@santarosa.edu](mailto:gbertone@santarosa.edu) by September 17<sup>th</sup> 2018***

# Student Equity & Achievement Data: Online Tutoring: FA17 & SP18

Program	
Online Tutoring	
Gender	Ethnicity
All	All
First Gen	Financial Need
All	All
DSPS	Veteran
All	All
Foster Youth	Homeless
All	All
LGBTQ	FT/PT Status
All	All
Term	Matric Status
FA17 & SP18	All

	District	Program
African American	1,088 2.4%	27 4.4%
Asian	2,289 5.0%	63 10.3%
Latino	17,346 37.7%	238 38.9%
Multi-Ethnicity	2,571 5.6%	33 5.4%
Native American	279 0.6%	3 0.5%
Other	421 0.9%	4 0.7%
Pacific Islander	164 0.4%	4 0.7%
White	21,824 47.5%	240 39.2%
First Gen Student	10,900 23.7%	172 28.1%
DSPS	4,311 9.4%	153 25.0%
Veteran	1,712 3.7%	25 4.1%
Foster Youth	775 1.7%	18 2.9%
Homeless	187 0.4%	0 0.0%
LGBTQ	1,237 2.7%	19 3.1%



## Notes:

Selectable Filters (upper left):

Specify the groups to compare on the **Program Participation Rate** table and the **Pillar Score Survey** and **Academic Outcomes** charts - between the district population and selected program of interest.

Program Participation Rate:

Compares individual headcount and proportion (%) of district population with the selected program of interest (unduplicated by term).

Pillar Scores from Survey:

Measure to assess how **Invited & Welcome**, **Guided & Supported**, and **Engaged & Empowered** students feel at SRJC.

A subsection of questions from the 2016 SRJC Student Climate Survey, that touch on these topics, were administered to program participants in May 2018.

2017-18 Academic Outcomes:

Success, Retention, and GPA comparisons between district average and program of interest - individual students are duplicated by enrollments.

Fall to Spring Persistence Rate is based on unduplicated enrollments.

## Terms:

Unduplicated by term: A individual student is represented once per term, yet may be counted twice for the academic year if enrolled in both terms (select Term filter to disaggregate further).

Course Success: Passing grade of "C" or better.

Course Retention: Any non "W" grade.

Spring to Fall Persistence: Rate of students enrolled in Fall 2017 that continue and enroll in Spring 2018.