

TUTOR.COM BRIEF

Provided by: The Office of Institutional Research & the Office of Business Intelligence

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FINDINGS

1. 221 unique¹ users from 147 unique sections and 44 unique subjects engaged in 1127 sessions via Tutor.com in the fall 2017 semester.
2. On average, students waited just over a minute for a tutor and had sessions lasting just over half an hour (33 min.).
3. Students generally rated their Tutor.com experience favorably – with a net promoter score of 97% and an average session rating of 4.6/5.
4. With regard to the tutoring sessions, math courses appeared to spur the most use. The three course sections associated with the most tutoring sessions were math courses. Additionally, after the topic “Other,” “Linear Functions, Equations, and Inequalities” was the topic associated with the greatest number of tutoring sessions.
5. Cumulatively, the fall 2017 grades of Tutor.com users within the subject areas of Biology, Chemistry, CIS, Geology, Math, and Physics were statistically significantly higher than the grades of non-users within the noted subject areas. $t(316)=2.099, p<.01$
5. For the analyzed cohorts, 82% of Tutor.com users enrolled in the spring 2018 semester, as compared to 75% of non-users.

TOPIC OF INQUIRY

Usage, satisfaction and academic success data for students partaking in tutoring via Tutor.com in the fall 2017 semester

RESEARCH QUESTION(S)

How satisfied were students with Tutor.com? For which courses/topics did students use Tutor.com? Was using Tutor.com associated with improved academic outcomes for students (relative to students who did not use Tutor.com)?

BACKGROUND

In fall 2017 Montgomery County Community College piloted Tutor.com for students enrolled in a variety of STEM courses. Students in the appropriate courses were made aware of the availability of Tutor.com during the semester through a variety of communication channels. For the purposes of the pilot the College purchased ~300 hours of tutoring time. Students quickly exceeded the original allotment of time, necessitating that more time be purchased. (Student use for the fall term ultimately exceed 600 hours) Given the investment necessary to continue and/or expand the Tutor.com program at the College, the College is interested in understanding how students use Tutor.com, the extent to which students are satisfied with their Tutor.com experience, and the extent to which the use of Tutor.com may positively impact academic outcomes.

DATA PARAMETERS/ANALYSIS

Student satisfaction data are derived from post-tutoring-session surveys administered by Tutor.com. For the comparison of student GPA, students' grades in the topic areas for which students used Tutor.com were compared for Tutor.com users and non-users. Analysis was performed at the course-grade level and only grades A-F were considered in the analysis. *Due to the relatively small number of Tutor.com users (n=221¹) and the significant number of distinct courses for which Tutor.com was accessed, this preliminary data analysis was performed at an aggregated level.* Additionally, all non-degree seeking students and students without an ID were removed from the GPA analysis data set. For the analysis of fall-spring retention rates, the same parameters used for the GPA analysis were observed.

Designations in the tables on the following page (e.g. “subject”) are made by Tutor.com, and thus reflect their categorization conventions. Subsequently, some subjects appear to be aggregated at a higher level than others, necessitating data from the tables be interpreted with care.

¹ Students who could be recognized as distinct due to being tied to a student ID



Table 1. Subjects with 20 or More Tutoring Sessions

Subject	Count
Computer Information Systems	165
Math - MAT 106	141
Math - MAT 100	83
Chemistry - CHE 121	75
Math - MAT 125	74
Math - MAT 140	68
Math - MAT 011	54
Math - MAT 190	51
Physics - PHY 151	49
Math - MAT 161	46
Math - MAT 131	41
Physics - PHY 121	36
Chemistry - CHE 151	32
Math - MAT 103	27
Biology - BIO 151	25
Biology - BIO 121	25
Biology - BIO 131	23

Table 2. Topics with 20 or More Tutoring Sessions

Topics	Count
Other	160
Linear Functions, Equations, and Inequalities	60
Interactions of Matter	55
Motion, Forces, and Energy	54
Java - Classes	36
Cells	35
Analyze Data	34
Linear Equations and Inequalities	33
The Derivative	33
Mathematics of Finance	24

Table 3. Courses with 20 or More Tutoring Sessions

Course	Count
2017FA_MAT125ONLN Discrete Mathematics	61
2017FA_MAT190SC Calc & Anal Geometry I	45
2017FA_MAT140ONLN Finite Mathematic for Business	44
2017FA_CIS111EC Comp Sci I: Programming/Concep	35
2017FA_MAT106DC2 Math Applications	32
2017FA_PHY151LC Principles of Physics I	30
2017FA_CIS111BONLN Comp Sci II: Object-Oriented	28
2017FA_CIS111CC Comp Sci I: Programming/Concep	27
2017FA_MAT103ONLN Foundations of Math	24
2017FA_CHE121IW General Chemistry - Inorganic	20
2017FA_PHY121M6C General Physics I	20