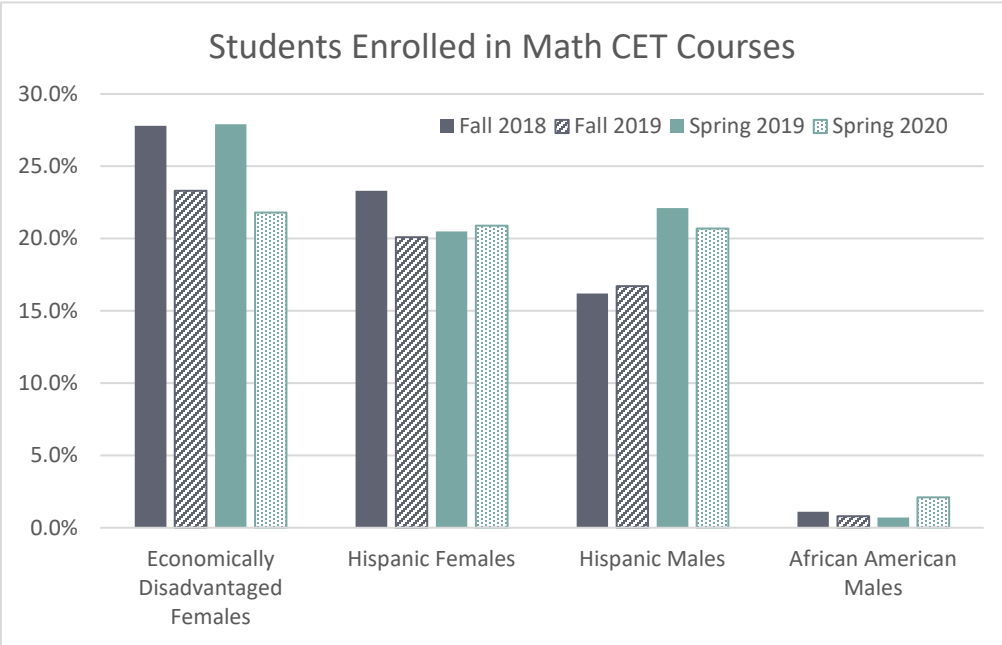


COURSE EMBEDDED TUTORS

SUMMARY REPORT OF COURSES WITH COURSE EMBEDDED TUTORS BY SPECIAL POPULATION GROUPS

Moorpark College has implemented Course Embedded Tutors (CETs) in high failure rate courses in order to increase success rates. This has been done with English, math, and other subjects in the past. Due to the high success rate of English courses (70%+) and plans to eliminate English CETs, we only present data from Math courses with CETs. In order to prevent over reporting of some groups the data were reduced down to one record per student enrolled in a math course with CETs per semester.

AFRICAN AMERICAN MALES ↑



African American males make up a larger proportion of students enrolled in math courses with CETs than in the last three semesters. As seen in the chart, there was a downward trend from Fall 2018 to Spring 2019, but most recently the proportion of African American males increased to 2.1%

HISPANIC MALES ↑ / FEMALES ↓

Interestingly, Hispanic male students make up a larger proportion of students enrolled in math CET courses during Spring semesters than Fall. This is a statistically significant difference for Hispanic male students. While the proportion increased marginally from 2018 to 2019 (Fall semesters) it most recently declined by 1.4 percentage points. Hispanic female students made up as much as 23.3% of students enrolled in math CET courses as of Fall 2018; however, this dropped and has remained stable at about 20-21%.

ECONOMICALLY DISADVANTAGED FEMALES ↓

While the data show that economically disadvantaged females made up about 28% of students enrolled in math courses with CETs in 2018-19, this declined in 2019-20. Notably, Fall 2019 the percent of economically disadvantaged females dropped to 23.3% and Spring 2020 it further dropped to 21.8%. These changes are statistically significant.

OTHER SPECIAL POPULATION GROUPS ~ LESS THAN 30 STUDENTS THUS CANNOT BE ANALYZED

Other special population groups such as foster youth (males or females) and African American females were less than 30 cases, combining two academic years, making it unreliable for any statistical analyses to be conducted.

The area of CETs is very difficult to summarize. There are trends in several different directions. It appears the most notable changes are among African American male students, overall increasing among those taking math CET

courses, and Hispanic males, who, interestingly enough, make up a larger proportion of students taking math CET courses in the Spring. Are there targeted efforts to encourage participation/enrollment for Hispanic male students in the Spring specifically? Other trends in the downward direction we will need another academic year to see if the trends persist.