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Embedded Tutors & Success/Retention in English courses 2021-2023 Research Brief #238

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Introduction

At the request of The Learning center, the office of Institutional Research, Planning and Institutional Effectiveness, assessed the impact of embedded tutors in English courses.

- How do success rates compare across sections with and without embedded tutors?
- How do retention rates compare across sections with and without embedded tutors?
- Is their variability in the impact of embedded tutors on student success and retention based on the modality of the section offering?

Methodology

A list of sections that offered embedded tutoring was obtained from the TLC, and grades report for English courses were pulled from informer for the given terms. Embedded tutoring was only offered during primary terms (fall and spring). Success and Retention rates were compared across sections that had embedded tutoring and those that did not within the same course. For comparisons across modalities, the class type fields from section informer report were used (OLC= 100% online, OLCLV=Online Live).

A total of five courses (ENGL-101, ENGL-103, ENGL-110, ENGL-112, and ENGL-250) had certain sections that offered embedded tutoring between 2021 fall and 2023 spring. Results and analyses in this report are limited to only ENGL-101 and ENGL-103 courses due to embedded tutors being offered only in one section, or within-term comparisons not being available for ENGL-110, ENGL-112 and ENGL-250.

Results

ENGL-101 had the highest number of sections that offered embedded tutoring across 3 terms between 2021 and 2023.

Table 1. Number of enrollments and sections for each English course by whether they had Embedded Tutoring Support

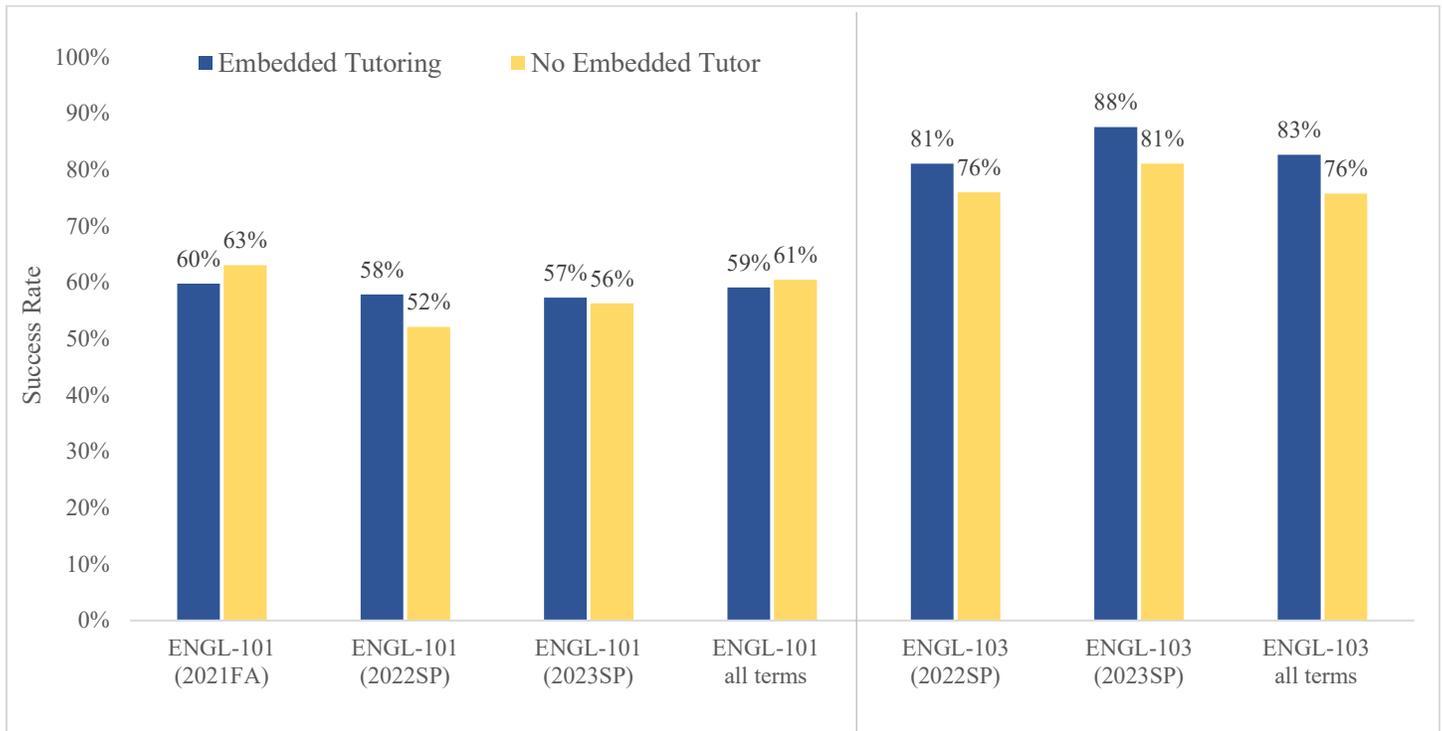
Course Number	Term	Embedded Tutoring Enrollments (N)	No Embedded Tutor Enrollments (N)	Embedded Tutoring Sections	No Embedded Tutor Sections
ENGL-101	2021FA	1,148	1,097	36	36
	2022SP	183	656	7	29
	2023SP	274	673	12	28
ENGL-103	2022SP	412	634	13	24
	2023SP	137	921	5	30
ENGL-112*	2023SP	21	34	1	1
ENGL-110*	All terms	28	69	1	3
ENGL-250*	All terms	36	87	1	3

*Due to one section offered with embedded tutoring for this course, success/retention rates are not examined.

Success & Retention Rates

For ENGL-101, the success rates are comparable between sections with and without embedded tutoring (59% vs. 61%); whereas for ENGL-103, the success rates are higher by 7 percentage points for embedded tutoring sections when contrasted with those sections that had no embedded tutors (83% vs.76%).

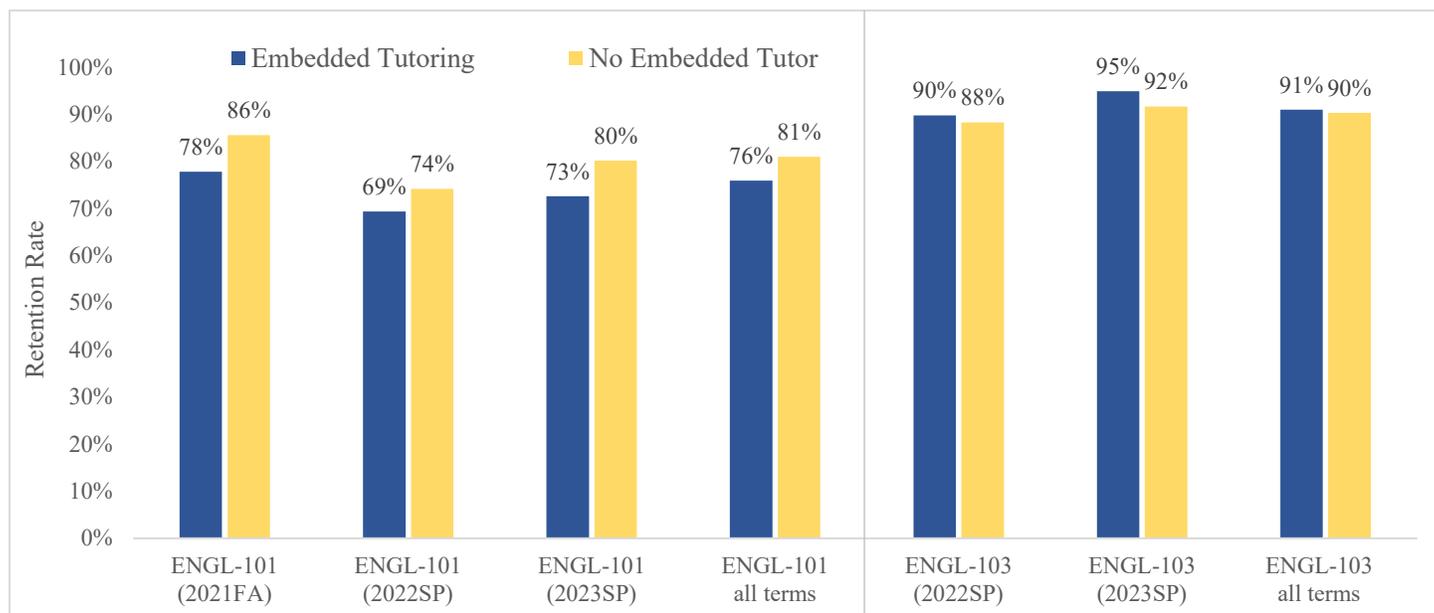
Figure 1. Success Rates in English 101 and 103 courses by term and whether they had Embedded Tutoring Support



Retention rates for ENGL-101 and ENGL-103 followed the same pattern as the success rates, with the exception of ENGL-101 during Spring 2022 and Spring 2023. ENGL-101 had lower retention rates for sections with embedded tutoring (76% vs. 81%, across all terms); whereas for ENGL-103 this pattern was reversed, embedded tutoring had a higher retention rate (83% vs.76%).

Of note is the inverse pattern in ENGL-101 during Spring 2022 and Spring 2023 for success rates and retention rates (typically a higher retention rates leads to higher success rates). Further investigation into these terms indicates that embedded tutoring sections had substantially lower failure rates than sections without embedded tutoring (11% vs.18%) resulting an 63% increase in failure rates for the no embedded tutoring group.

Figure 2 Retention Rates in English 101 and 103 courses by term and whether they had Embedded Tutoring Support



Success & Retention Rates by Section Modality

Further, success and retention rates in English courses with sections that had embedded tutoring and those did not were further disaggregated by the modality in which the section was offered. The outcomes were assessed across all given terms for each modality during the 2021 fall through 2023 spring timeframe rather than within-term comparisons. For ENGL-101, the modality which yielded substantially higher success rate was Online Live (77% vs. 63%). Success rates were lower in ENGL-101 sections with embedded tutored sections for on-ground/in-person (54% vs. 60%), and 100% online (57% vs. 60%).

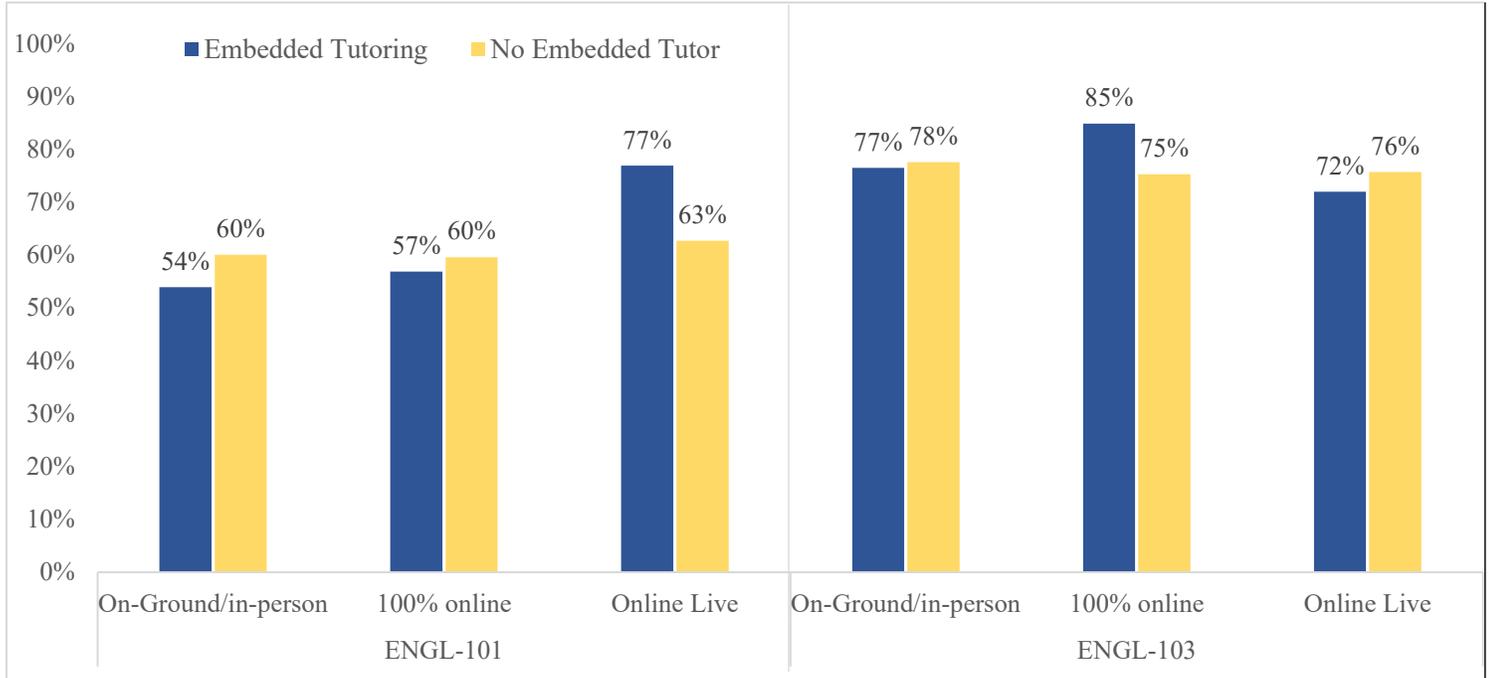
For ENGL-103, the 100% online sections with embedded tutoring had higher success rates in comparison to sections without embedded tutoring in the same modality (85% v 75%). On-ground/in-person sections with embedded tutoring for ENGL-103 had similar success rates in comparison to sections without embedded tutoring (77% vs. 78%). Among Online-Live sections, success rates were lower in sections with embedded tutoring in comparison to sections without (72% vs. 76%).

Table 2. Number of Enrollments and sections by Course, Modality and whether they had Embedded Tutoring Support

		Embedded Tutoring Enrollments (N)	No Embedded Tutor Enrollments (N)	Embedded Tutoring Sections*	No Embedded Tutor Sections*
ENGL-101	On-Ground/in-person	115	1282	6	49
	100% Online (asynchronous)	1291	2657	43	99
	Online Live	199	569	6	20
ENGL-103	On-Ground/in-person	68	590	3	28
	100% Online (asynchronous)	431	2200	13	76
	Online Live	50	345	2	11

*Hybrid and other section modalities were excluded due to low number of sections.

Figure 3. Success Rates for English 101 and 103 Courses by Modality and whether they had Embedded Tutoring Support



Summary Findings

- Overall success rates are *comparable* for ENGL-101 sections with embedded tutoring to sections without (59% vs. 61%).
- Overall success rates are *higher* in embedded tutoring sections for ENGL-103 in comparisons to sections without tutoring in the same course (83% vs. 76%).
- When investigating inverse patterns (higher retention, lower success rate) for ENGL-101, the students in the no embedded tutoring sections had had a much higher rate of grade of F or FW (18% vs. 11%), or a 63% increase in the lowest assigned grade possible.
- Modality seems to be associated with success rates. In ENGL-101, Online Live sections with embedded tutoring have higher success rates (77%); for ENGL-103, 100% online sections have higher success rates (85%).

Recommendations

Upon review of the results of success rates among embedded tutoring sections in English courses, the following recommendations should be taken into consideration:

- Examine the implementation of embedded tutors across the courses to gain an understanding of the variability in how they are utilized.
- Explore professional development for best practices in implementing embedded tutors.
- Continue to examine success and retention rates in embedded tutoring sections in comparison to non-tutoring sections.

Implications

The Institutional Research, Planning and Institutional Effectiveness office collects information on how data and research conducted assist the campus community in making evidence-based decisions. In light of this, we ask that requestors, and/or members of any department/area that utilize the data, provide action implications for each report.

Using the [Action Implication Form](#), please report actions and/or decisions that emerge from the data and findings presented in this report.

For questions, or more detailed information on this research brief, contact Preeta Saxena, Ph.D., Director Institutional Research, Planning and Institutional Effectiveness at preeta.saxena@canyons.edu.