



Basic Skills Initiative

Funded Projects from 2009 to 2010
October 11, 2010

Basic Skills Initiative (BSI) & Planning for Institutional Effectiveness (PIE)
2009 to 2010

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Executive Summary

During the 2009-10 academic year, the college provided the support and funding for a total of 43 Basic Skills projects. The total funding for the 43 projects was \$1,300,782. Projects were funded in the following areas:

- Adult Basic Education 6
- English as a Second Language 6
- Humanities Division 5
- Instruction 9
- Library and Learning Resources 6
- Natural Sciences 1
- Research and Institutional Effectiveness 2
- Student Services 8

Additionally, the college funded \$978,582 for 11 permanent positions. Positions were funded in the following areas:

- English as a Second Language 2
- Instruction 2
- Library and Learning Resources 2
- Research and Institutional Effectiveness 1
- Student Service 4

Each project and position funded was linked to an effective practice identified in the **Basic Skills Initiative (BSI)** literature review, *Basic Skills as a Foundation for Student Success in California Community Colleges*. Linking the college's Basic Skills projects with the effective practices is important because they identify institution-based actions which foster student success, retention, and persistence through the delivery of highly integrated developmental education programs and services (Boroch et. al, 2007).

The 2009-10 projects are very diverse in scope and focus although some common themes or activities are evident. These themes and activities include tutoring, supplemental instruction, professional development, learning communities, mentoring, counseling and research.

Each of the project managers, in collaboration with Research and Institutional Effectiveness, completed a formalized assessment review known as BSI-PIE. These project reports include the establishment of goals, projected outcomes (Student Learning Outcomes, Strategic Actions, and Administrative Unit Objectives), research methodology, assessment, and outcomes. The details of the individual project assessments are included in this report.

The assessment of outcomes for this year's projects shows great success. The college's Basic Skills student population has been provided with a multitude of opportunities and support services that have resulted in increased retention and success. Additionally, the faculty, managers, and staff involved in the projects have become a community of learners dedicated to providing quality programs and services that support our Basic Skills Students. We are very proud of the efforts of our faculty, staff, and managers and encourage you to read more about individual Basic Skills projects.

Terri Long, Ed.D
Dean, Instructional Services
Glenda Bro
Faculty Coordinator, Basic Skills

Acknowledgements

The Research and Institutional Effectiveness (RIE) department would like to thank the Mt. San Antonio College (Mt. SAC) managers, faculty, as well as the supporting staff that both envisioned and realized the Basic Skills-funded projects in 2009 to 2010. These projects were made possible by the Basic Skills Coordinating Committee (BSCC), Academic Senate (AS) and the College administration. The BSCC, AS, as well as the College administration collectively recognized the need for and thus the funding for these projects—for this we are very grateful. Our Basic Skills-funding this year was awarded to programs and supporting services which illustrated quality as well as excellence. These were projects that strived to improve developmental education with overarching goals of attaining student success, persistence, and transfer at the highest level possible.

Our own Mt. SAC family of employees conceptualized and designed the many Basic Skills-funded projects you will see in this report. Through a team-oriented approach between the project staff and RIE, these projects were set out by the managers, faculty, as well as staff. The results were then analyzed through coordination from the RIE department. After the findings were examined, they were meaningfully discussed in order to inform the next iteration of the Basic Skills-funded projects. Collectively, these steps in project development and management have been applied to our Basic Skills-funded projects to generate campus enthusiasm in basic skills projects as well as research. Their goals are also to encourage research-related dialogue, to instill a culture of inquiry for developmental education, and to inform effective pedagogy as well as services for developmental learners.

In most cases, in order to conduct their Basic Skills-funded project, employees had to fit their new project/s and accompanying duties into their normal day-to-day activities. It is with ceaseless energy and innovation that employees worked to improve basic skills for Mt. SAC students.

Our students' desire for academic excellence ultimately drives the creation of these projects. A special thank you goes out to all the students who participated in the programs and services. In addition, it is important to recognize those who spent their time completing program evaluations (e.g., surveys and student learning outcomes).

Research & Institutional Effectiveness
Mt. San Antonio College

ABE Assistant Director

Goal: Provide support for adult basic education department students and faculty in the area of curriculum, instruction, and student support

Outcome: ABE faculty will create effective course syllabi and submit to the Assistant Director annually

Type	Measurement	Tool	Participants	Assessor	Criteria
SA			ABE Faculty	ABE Assistant Director	100% of ABE faculty will create an effective course syllabus with the necessary components

Data: 100% of courses have syllabi created (N=43). Three syllabi are missing one component (listing of CA content standards) and SLGs. Two are out of date and need revision.

Action: The Biology syllabus will be updated in Summer 2010 to include a list of the California Standards. The Reading courses will be revised and the new syllabus will include each of the elements indicated in the syllabus checklist. Future syllabi and syllabus revisions will be made based on this checklist and attention will be paid to ensuring that the correct syllabi are present in the classrooms.

Outcome: The Transcript evaluation process will be redefined to improve accuracy and flow of the current process

Type	Measurement	Tool	Participants	Assessor	Criteria
SA			Relevant staff	ABE Assistant Director	Completed.

Data: Completed.

Action: Completed.

Outcome: Faculty will understand relevant topics relating to academic integrity

Type	Measurement	Tool	Participants	Assessor	Criteria
SLO	Knowledge	Survey	ABE Faculty	ABE Assistant Director	100% of faculty will be able to demonstrate ABE department policies relating to academic integrity. Faculty will achieve at least an overall 80% correct on questionnaire items that relating to academic integrity for ABE students.

Data: 100% of faculty will be able to demonstrate ABE department policies relating to academic integrity. Faculty will achieve at least an overall 80% correct on questionnaire items that relating to academic integrity for ABE students.

Action: 100% of the faculty completed the academic integrity survey and were able to demonstrate department policies relating to academic integrity. While the survey showed that instructors possess an adequate understanding of the academic integrity standards for Adult Basic Education, it also exposed areas for improvement. High school instructors completed a four part survey: In the classroom situations. Portion of the survey 20 percent of the instructors (n=2) incorrectly answered questions based on resubmitting assignments, skipping work, and students. Responsibilities for signing in. In addition, instructors with incorrect answers stated that they were either "Somewhat" Or "Very Certain" of their answers. Overall, in this section instructors displayed a high level of certainty (varying from 60% to 70%) when answering correctly and two instructors were able to select all correct answers. All participants were able to list the three requirements that a student must meet in order to pass a class. In the ?Plagiarism? Section, 60 percent of instructors (n=6) were able to identify that all of the characteristics listed were considered plagiarism. Each of the instructors who provided incorrect answers (n=4) failed to indicate that ?giving incorrect information about the source of a quotation? Was considered plagiarism. In the scenario the instructors were able to provide reasoned rationale for their procedures. All of the responses indicated an understanding of the Adult Basic Education policies on cheating. Adult Basic Education Lab instructors completed a survey that was comprised of scenarios. In each of the scenarios the instructors indicated that they were aware of Adult Basic Education policies on academic integrity. In addition, the instructors all provided the same responses including rationale, procedure, discipline, and follow-up.

Outcome: Intervention Strategy Team (IST) meetings will be held and led by the Assistant Director

Type	Measurement	Tool	Participants	Assessor	Criteria
SA					Completed.

Data: Completed.

Action: Completed.



Adult Basic Education (ABE) Assistant Director

To: Madelyn Arballo

From: Nancy Aguirre, M.A., Project Coordinator, Research & Institutional Effectiveness Office
and Dan Lamoree, B.A/B.S., Educational Research Assessment Analyst

Date: June 28, 2010

When you are referring to the data from this report, please remember to acknowledge that it was done through the office of Research and Institutional Effectiveness and that results of this report could not be possible without the assistance of Adult Basic Education.

Abstract

The Adult Basic Education (ABE) faculty will create effective course syllabi and submit to the Assistant Director, annually. Key ABE services deal with curriculum, instruction, and student support. The Transcript evaluation process will be redefined to improve accuracy and flow of the current process. Faculty will understand relevant topics relating to academic integrity. Intervention Strategy Team (IST) meetings will be held and led by the Assistant Director. The Assistant Director will assess the syllabi of ABE faculty. One-hundred percent of ABE faculty will create an effective course syllabus with the necessary components. A checklist of necessary syllabi components will be completed for each course syllabus.

The purpose of this project is to directly support the development of curriculum and instruction as well as the implementation of Student Learning Outcomes (SLOs) in the Adult Basic Education (ABE) department. It is the goal of the department to meet the needs of at-risk students; this project will help support the additional management necessary to provide these services. ABE students face personal and academic barriers, which will pose difficulties in completing their Basic Skills courses. Students who have challenges will be the focal point of these resources and will obtain gains, both academically and career-wise.

There are no full-time faculty members in ABE. A non-teaching faculty member is needed to support curriculum development for ABE courses. These ABE courses are all Basic Skills courses. Adjustments to the course syllabi are made so that they are effective and relevant to the course. A timeline and the results of the syllabi checklists were submitted to the office of Research and Institutional Effectiveness. The ABE Assistant Director will analyze the current process, consult with relevant staff, and determine a more streamlined approach to the process. After providing the faculty with topics relating to academic integrity for ABE students, 100% of the faculty will be able to demonstrate ABE department policies relating to academic integrity. A short survey on academic integrity in ABE courses was administered to faculty in April 2010.

Purpose

The point is to target the non-credit students attending the ABE courses. Annually, there are 3,000 adult students who attend ABE courses, which consist of the Adult High School Diploma Program, GED Prep, computer literacy, non-credit basic skills, and ASVAB Preparation. The goal of this particular analysis is to ensure that faculty will understand relevant topics

relating to academic integrity; one-hundred percent will be able to demonstrate the ABE department policies relating to academic integrity at the end of this process. The goal is to ensure this ideal is successfully met. This is done in order to provide the highest quality of services to at-risk students.

Method

Participants

Ten high school instructors and three basic skills lab instructors from the Adult Basic Education Department participated in semester meetings during the summer, fall, winter, and spring; they reviewed topics relating to academic integrity with the Assistant Director.

Design

This study is a non-experimental, cross-sectional design. All able and willing people participated.

Measures

ABE instructors were asked to complete a survey containing the topics related to academic integrity that were provided to them in their semester meetings. The survey was divided into four parts. The first section contained a series of True/False statements, and then the respondent had to rate how certain they were of their answer on a 3-point scale, which ranged from very certain, somewhat certain, to not very certain. Next, the individual was given a list of items that dealt with plagiarism and had to check off all of the items that they felt constituted as plagiarism. The third section asked respondents to list the three requirements that must be met before a student can get credit for a course. Lastly, the final section presents a scenario where a student submitted an essay that contains little of his or her own writing.

Nevertheless, the student asserts that he or she wrote it. The respondent then must describe what course of action they would take and how the situation would be handled insofar as their grade in the course as well as any disciplinary action.

The second survey presents a scenario where a student is taking a test for Personal Computer Applications. It then proceeds to present some different situations that can occur while the student is taking the computer-based test. Some of these situations are as follows: The student is looking at an unrelated website; the student presents ID that does not resemble him or her; the student is looking in his or her textbook; the student is conversing with another peer; the student asks you for help, etc. The respondent then must state what steps they would take with the student, whether they would allow the student to pass the test and be allowed to take future tests, any possible disciplinary action, and finally, if this would change how you monitor the student in the future.

Procedure

Ten high school instructors and three Basic Skills lab instructors from the Adult Basic Education Department participated in semester meetings (summer, fall, winter, and spring) where they reviewed topics relating to academic integrity with the Assistant Director. These topics were closely aligned to ABE and college academic policies presented to students at orientation and included plagiarism, HS course requirements, attendance requirements, and grading criteria. On June 3, 2010, at a summer 2010 faculty planning meeting, ABE instructors were asked to complete a survey containing the topics related to academic integrity that were provided to them in their semester meetings. Surveys were then collected and analyzed. The entire faculty members who were present at the meeting completed the survey (N=13). Lab

instructors completed a strictly qualitative survey and the HS program completed a quantitative/qualitative survey.

Results

All of the faculty members completed the academic integrity survey and were able to demonstrate department policies relating to academic integrity. While the survey showed that instructors possess an adequate understanding of the academic integrity standards for Adult Basic Education, it also exposed areas for improvement. High school instructors completed a four part survey: In the “classroom situations” portion of the survey, 20% of the instructors (n=2) incorrectly answered questions based on resubmitting assignments, skipping work, and students’ responsibilities for signing in. In addition, instructors with incorrect answers stated that they were either “somewhat” or “very” certain of their answers. Overall, in this section, instructors displayed a high level of certainty (varying from 60% to 70%) when answering correctly and two instructors were able to select all correct answers.

All participants were able to list the three requirements that a student must meet in order to pass a class. In the “Plagiarism” section, 60% of instructors (n=6) were able to identify that all of the characteristics listed were considered plagiarism. Each of the instructors who provided incorrect answers (n=4) failed to indicate that “giving incorrect information about the source of a quotation” was considered plagiarism. In the scenario the instructors were able to provide reasoned rationale for their procedures. All of the responses indicated an understanding of the Adult Basic Education policies on cheating.

Adult Basic Education Lab instructors completed a survey that was comprised of scenarios. In each of the scenarios the instructors indicated that they were aware of Adult Basic

Education policies on academic integrity. In addition, the instructors all provided the same responses including rationale, procedure, discipline, and follow-up.

Discussion

The instructors were all aware of the college's policies on academic integrity, but the results still demonstrated that there is room for improvement. Instructors felt secure in some of the incorrect answers that they provided. About 20% - 30% provided incorrect answers to some of the questions. All of the instructors were able to list three requirements that a student needs in order to pass a class. They also display an understanding of the Adult Basic Education policies on cheating.

Limitations

It is possible that instructors have not encountered the scenarios presented in the survey in their classrooms and could view them as hypothetical. Thus, they may not be applicable to these instructors in their classrooms.

Recommendations

- The survey showed that while instructors possess knowledge of the Adult Basic Education academic integrity standards, it may be helpful to provide non- program specific information on academic integrity, such as what constitutes plagiarism.
- In addition, the survey results indicated that policies where recent updates have been made (e.g. enforcing a more stringent anti-skipping assignments policy) as well as policies where students benefit from instructors' flexibility (e.g. allowing students to recoup, time not indicated on sign-in sheets, and allowing them to

make up assignments to pass a class) may require additional emphasis and communication on the part of supervisors.

Academic Integrity Survey – HS PROGRAM

	True/False (circle one)		How certain are you of your answer? (check one)		
	True	False	Very certain	Somewhat certain	Not very certain
Students need to turn in their work every day					
A student has a final grade of 68.2%. You determine that she can bring up her grade to a 70% and pass if she resubmits six assignments. The student can fix the assignments and pass the class.					
A student completes all of the work for a course, but has only done 55 hours of seat time and urgently needs his grade submitted to his high school. You tell the student that you cannot yet give him credit for the course.					
Students are allowed to skip two assignments (not necessarily in order) before they are no longer allowed to submit additional work for grading.					
Students who forget to sign in can still get credit for those hours.					
If a student has a high "A" and will still get an "A" if she does not complete the last 10 assignments of the course, she still needs to do the last 10 assignments.					

Check the following items that are considered plagiarism: (from www.academicintegrity.org)

- turning in someone else's work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not

What are the three requirements that must be met before a student can get credit for a course?

1. _____
2. _____
3. _____

SCENARIO

A student submits an essay that you think might be plagiarized. However, when you speak to the student she tells you that she wrote it. You discover that the essay contains very little of the student's own writing.

How would you go about verifying whether or not the work was plagiarized?

What steps would you take with the student?

Would the plagiarism affect the student's grade on the assignment? If yes, how?

Would the plagiarism affect the student's grade in the class? If yes, how?

What, if any, disciplinary action would you take?

What impact would the plagiarism have on how you monitor and/or evaluate the student in the future?

Academic Integrity Survey-Lab Situations

A student is taking a test for Personal Computer Applications.

Here some different situations that could occur while students are taking computer-based tests. Please let us know how you would respond to each of these situations:

Situations	What steps would you take with the student?	Would you allow the student to pass the test?	Would the student be allowed to take future tests?	What, if any, disciplinary action would you take?	Would this change how you monitor the student in the future? If yes, how?
The student appears to be looking at another website while taking the test.					
The student appears to be looking in the textbook during the test.					
The student asks you for help.					
The student is talking to a neighbor during the test, but you are not sure what they are talking about.					
The student completes the test, but then cannot explain to you how she came up with the answers.					

A student is taking a typing test or Mt. SAC Placement Test.

Here some different situations that could occur while students are taking typing tests and Mt. SAC Placement tests. Please let us know how you would respond to each of these situations:

Situations	What steps would you take with the student?	Would you allow the student to get a typing test certificate?	Would the student be allowed to take future tests?	What, if any, disciplinary action would you take?	Would this change how you monitor the student in the future? If yes, how?
The student presents ID that does not resemble her.					
The student does not have ID.					
The student appears to be looking at another website while taking the test.					
You realize that the student is taking a timed test that she has already taken for practice.					

ABE Curriculum Development and SLO Support Staff

Goal: Provide direct support to faculty for curriculum development and SLO implementation

Outcome: Funds will be provided to hire non-teaching faculty to develop curriculum and implement SLO process

Type	Measurement	Tool	Participants	Assessor	Criteria
SA			Non-teaching faculty		Participants will develop and implement curricula and SLOs appropriate for course content.

Data: Completed.

Action: Completed.

Outcome: ABE SLO implementation plan for 2009-10 will be created by faculty on a semester basis

Type	Measurement	Tool	Participants	Assessor	Criteria
SA			ABE Faculty		50% of active ABE courses will be assessed and entered into e-PIE by August 2010.

Data: Completed.

Action: Completed.

Outcome: HSR faculty will create final exams that meet CA HS standards and meet expected content rigor

Type	Measurement	Tool	Participants	Assessor	Criteria
SLO		Rubric	HSR Faculty	HSR Faculty	75% of all HSR final exams will rate "meets expectations" on all components of the faculty created rubric

Data: Of the 306 final exams, 29 exceeded expectations, 222 met expectations, and 55 did not meet expectations. As a result, 82% of finals constructed for non-credit high school exams met or exceeded expectations; this surpassed the self-imposed benchmark for determining the success of this project by 7%.

Action: Develop discipline specific rubrics which more clearly define the expectations given the content of the course. Expand and clarify the expectations for all rubrics.

Outcome: New course outlines and Career Development and College Preparation (CDCP) Certificate for GED Preparation program will be submitted to the Ed Design Committee

Type	Measurement	Tool	Participants	Assessor	Criteria
SA			ABE Faculty		ABE Faculty write official GED course outlines and complete the CDCP certificate application

Data: Completed.

Action: Completed.

Outcome: The application process for submitting HSR courses for UC a-g approval will be completed.

Type	Measurement	Tool	Participants	Assessor	Criteria
SA					Course outlines will be submitted to University of California advisory faculty for input in fall 2009. Revisions will be completed by ABE faculty in specific content areas by January 2010. Application will be submitted in February 2010. A timeline and checklist will be provided to RIE.

Data: Project completed; a-g application was submitted on 5/24/10

Action: Completed.



Adult Basic Education (ABE) Curriculum Development and Faculty SLO Support

To: Madelyn Arballo

From: Nancy Aguirre, M.A., Project Coordinator and Dan Lamoree, B.A/B.S., Educational
Research Assessment Analyst, Research & Institutional Effectiveness Office

Date: June 21st, 2010

When you are referring to the data from this report, please remember to acknowledge that it was done through the Office of Research and Institutional Effectiveness and that results of this report could not be possible without the assistance of Adult Basic Education.

Abstract

The Adult Basic Education (ABE) Department targets individuals who are at-risk and provides the necessary services that will enable them to be successful in college. Funds will be used to hire non-teaching faculty to develop the curriculum and implement the SLO process. The implementation plan will be created by faculty on a semester basis for the 2009-2010 school year. They will also create final exams and will write GED course outlines. Fifty percent of active ABE courses will be assessed and entered into e-PIE by August 2010. Seventy-five percent of all final exams will “meet expectations” on all components of the faculty-created rubric.

Adult Basic Education (ABE) establishes numerous forms of assistance for its students. Faculty development in Basic Skills, along with improvements in teaching, is both supported and encouraged. Faculty plays a key role in needs assessment, planning, and implementation of staff development programs as well as activities that support Basic Skills programs. Learning theories are applied in the development of courses. The purpose of this project is to directly support the development of curriculum, instruction, and implementation of student learning outcomes in ABE. There are no full-time faculty members in ABE, so non-teaching faculty members are needed to support curriculum development. Non-teaching faculty will be hired on a semester basis to develop curriculum, create new SLOs and implement them, as appropriate for course content. Hours will be documented by spring 2010. A schedule must be developed and course outlines. The high school curriculum must be assessed to determine whether assignments, rubrics, tests, as well as projects are effective and appropriate for the course. The faculty worked together to make any necessary adjustments to the course syllabus based on this assessment.

The impact of this project is that the ABE SLO implementation plan for 2009-2010 will be created by faculty on a semester basis. The faculty created final exams that meet California High School standards and content rigor. Faculty created a rubric to rate the standards for all HS final exams. New course outlines, Career Development, and College Preparation (CDCP) Certificate for GED Preparation program were submitted to the Ed Design Committee. Course outlines were submitted to University of California advisory faculty for input in fall 2009. Revisions were completed by ABE faculty in specific content areas by January 2010. The goal is

that 75% of all HSR final exams will rate “meets expectations” on all components of the faculty created rubric.

Purpose

The quality of the ABE curriculum must meet accepted standards in order to ensure the Adult Basic Education and Continuing Education department achieve WASC and ACCJC accreditation expectations for Student Learning.

Method

Participants

Ten ABE instructors were led by a non-teaching faculty member over the period of an academic year, from Fall 2009 to Spring 2010.

Design

This research is a non-experimental, cross-sectional design. No random assignment was used and no control group was used. All able and willing respondents participated.

Measures

The participants utilized a 3-point scale rubric with six variables to evaluate all the High School non-credit final exams¹. The variables are as follows: course standards, question types, synthesis and analysis, exam length, difficulty, and format. Lastly, the evaluators were asked to list the number of objective (e.g., multiple choice or matching, true or false, and fill-in) and subjective (short answer, maps or charts or graphs, essays, and projects) items on the final exam.

¹ See Appendix A for assessment instrument

Procedure

High School Summer School Program (HSSSP) instructors were asked to refer to the rubric when constructing their final exams. Once the instructors had completed the final exams, they were sent to the participants; three-hundred six final exams were submitted for review.

Results

Of the 306 final exams, 29 exceeded expectations, 222 met expectations, and 55 did not meet expectations. As a result, 82% of finals constructed for non-credit high school exams met or exceeded expectations; this surpassed the self-imposed benchmark for determining the success of this project by 7%.

Discussion

The project was a success. This enabled both the Adult Basic Education department and Continuing Education division to move toward WASC and ACCJC accreditation expectations. Although the results of this analysis were overwhelmingly positive, some improvements can still be implemented to this project. The structure of the final exams could be restructured, and rubrics should be discipline-specific. These limitations will be discussed in further detail in the following section.

Limitations

A limitation to this research is such that English and Social Science final exams submitted were exclusively multiple choice exams and lacked analysis. This was due, in part, by the lack of clearly defined expectations on the evaluation rubric. Additionally, other subjects, such as Math and Science, exhibited rigor as well as analysis but the question formats were one-sided.

Recommendations

- Develop discipline specific rubrics which more clearly define the expectations given the content of the course.
 - Expand and clarify the expectations for all rubrics.



Name: _____
 School: _____
 Subject: _____

Summer School Final Exam Rubric

	Below Expectations	Meets Expectations	Exceeds Expectations
Questions cover the standards for the course/semester.			
There are a variety of types of questions (multiple choice, matching, fill in the blanks, short answers, essays, maps; questions allow students to show their work).			
The students are required to synthesize and analyze information (questions do more than just require fact memorization).			
The length (not too short or too long) of the final matches the rigor necessary for a final exam.			
The questions match the rigor necessary for a final exam.			
The final is in a presentable format (font, spacing, instructions) for students.			

Exams:

CF _____ MT (A or B) _____

OVERALL RATING : BE ME E (circle one)

Calculate the number of questions per category:

Objective:

___ multiple choice/matching ___ true/false ___ fill in

Subjective:

___ short answer ___ maps/charts/graphs ___ essays

___ project

04.15.10

African American Student Success Project

Goal: To empower African American and other students through intentional and deliberate opportunities to achieve academic success while striving to achieve equity among African American and other students in academic success, access, retention, degree completion, and transfer within a climate that recognizes and celebrates students for their academic success.

Outcome: As a result of a student being enrolled in ASPIRE, the student will know how student and academic support services can benefit them.

Type	Measurement	Tool	Participants	Assessor	Criteria
SLO	Knowledge	Web Survey	85 students enrolled in ASPIRE	RIE	70% of students will indicate on the survey that they have a clear educational goal and they know what they need to do (and what classes to take) in order to achieve it. 70% will report they have formed a bond with the college by selecting agree or strongly agree on questions 1 through 4 and 6 on the second section of the web survey.

Data: This SLO also had positive results and was achieved; 93% of participants responded that they had a clear educational goal and knew what they needed to do to achieve it. The majority of respondents selected Strongly Agree with Agree following closely behind. This SLO also had positive results and was achieved, with an average of 87% of participants responded with Agree or better to the aggregate of questions 1 through 4 and 6 on the survey. Students felt a connection to the college with 85% responded positively by Agreeing or better. Additionally, 92.5% of respondents also felt a sense of community within ASPIRE. 82% of participants felt they had connected with Mt. San Antonio College staff, faculty, and administration. A staggering 90% responded that they made friends within ASPIRE with 70% selecting Strongly Agree. Lastly, 87.5% of participants felt ASPIRE events had cultivated a sense of community.

Action: Based on the results for this outcome, it is clear that students understand their educational goal and what they need to do to achieve it; what the data fails to tell us, is how many students actually have an educational plan on file that they are using to plan their course selections each semester. In the future we will assess the students' use of an educational plan to select their courses each semester, which will provide more accurate data regarding students' use of an educational plan. Based on the results for this outcome, it is clear that students have formed a bond and feel connected to the college. As a result of this data, we will continue to connect students to faculty, staff, and administrators through the mentoring program as well as with the monthly ASPIRE events.

Outcome: As a result of a student being enrolled in ASPIRE, the student will feel they have formed a bond with the college

Type	Measurement	Tool	Participants	Assessor	Criteria
SLO	Engagement	Web Survey	85 students enrolled in ASPIRE	RIE	70% will report they have formed a bond with the college by selecting agree or strongly agree on questions 1 through 4 and 6 on the second section of the web survey

Data: This SLO also had positive results and was achieved, with an average of 87% of participants responded with Agree or better to the aggregate of questions 1 through 4 and 6 on the survey. Students felt a connection to the college with 85% responded positively by Agreeing or better. Additionally, 92.5% of respondents also felt a sense of community within ASPIRE. 82% of participants felt they had connected with Mt. San Antonio College staff, faculty, and administration. A staggering 90% responded that they made friends within ASPIRE with 70% selecting Strongly Agree. Lastly, 87.5% of participants felt ASPIRE events had cultivated a sense of community.

Action: Based on the results for this outcome, it is clear that students have formed a bond and feel connected to the college. As a result of this data, we will continue to connect students to faculty, staff, and administrators through the mentoring program as well as with the monthly ASPIRE events.

Outcome: Students will indicate knowledge of their chosen academic goal and a clear path in which to achieve it.

Type	Measurement	Tool	Participants	Assessor	Criteria
SLO	Knowledge	Web Survey	85 active students in the ASPIRE program	RIE	70% of students will indicate on the survey that they have a clear educational goal and they know what they need to do (and what classes to take) in order to achieve it

Data:

Action:

Outcome: Students enrolled in ASPIRE will have higher success rates than their non-ASPIRE enrolled African-American counterparts when comparing the elective learning community sections to other sections of the same course in the spring 2009 semester

Type	Measurement	Tool	Participants	Assessor	Criteria
AUO	Success		85 students enrolled in ASPIRE	RIE	Participants of ASPIRE will have a 10% higher success rate than their non-ASPIRE counterparts in the same course

Data: This AUO was achieved. Aggregate student success for African American Non-Hispanics in ASPIRE associated courses was 61.9% while success for African American Non-Hispanics in similar non-ASPIRE courses was 45.3%.

Action: Although the results were positive, the sample size from students in the ASPIRE program was small. In the future, we will use data based on CRN numbers for the ASPIRE Learning Community courses, since ASPIRE is a diverse program and every student in the ASPIRE Learning Community regardless of how they identify ethnically, is considered to be a participant in the program. This will provide more accurate data regarding student success.

Outcome: Students enrolled in ASPIRE will have lower drop rates than their non-ASPIRE enrolled African-American counterparts when comparing the elective learning community sections to other sections of the same course in the spring 2009 semester

Type	Measurement	Tool	Participants	Assessor	Criteria
AUO	Drop Rate		85 students enrolled in ASPIRE	RIE	Participants will have 10% lower drop rates than their non-ASPIRE peers examined at the course level

Data: This AUO was achieved. No African American Non-Hispanics enrolled in ASPIRE courses dropped before census while 14.1% of African American Non-Hispanics dropped similar non-ASPIRE courses.

Action: Although the results were positive, the sample size from students in the ASPIRE program was small. In the future, we will use data based on CRN numbers for the ASPIRE Learning Community courses, since ASPIRE is a diverse program and every student in the ASPIRE Learning Community regardless of how they identify ethnically, is considered to be a participant in the program. This will provide more accurate data regarding student persistence.



ASPIRE

To: Dyrell Foster

From: Daniel Lamoree, Educational Research Assessment Analyst & Nancy Aguirre, Project Coordinator, Office of Research and Institutional Effectiveness

Date: April 7, 2010

When you are referring to the data from this report, please remember to acknowledge that it was done through the department of Research and Institutional Effectiveness. The following report is only possible through the assistance provided by the Counseling department and specifically, Dyrell Foster.

Abstract

The African-American Student Program Inspiring Responsibility for Education (ASPIRE) aims squarely at increasing the success, retention, and persistence of African-American students at Mt. SAC. This is done via learning communities, mentoring, progress monitoring, counseling, and advisement. Three Student Learning Outcomes (SLOs) and two Administrative Unit Outcomes (AUOs) were associated with this project; specifically, they investigated the effect ASPIRE had on connectedness, creating educational plans, and knowledge of student and academic support services, success rates, and drop rates. Participants were given an online survey querying them on these constructs. All outcomes were successfully met. It is the recommendation of the RIE department for the ASPIRE program to reduce the number of self-report Lickert scale questions and supplement the tool with qualitative questions.

Historically, at Mt. San Antonio College, African-American students have lower success, retention, and persistence rates than their Caucasian, Asian, and Hispanic peers; as a result, they have been identified as an at-risk population. ASPIRE attempts to bridge the equity gap between African-American students and other student populations at Mt. San Antonio College; to do this, the ASPIRE program aims at increasing the success, retention, and persistence of African-American students through an action-oriented mentoring model using learning communities, mentoring, progress monitoring, counseling, and advisement. The five aforementioned actions of ASPIRE are facilitated and implemented by a program aide and steering committee made up of 12 members composed of classified staff, faculty, one administrator, and students. At the time of initial enrollment in the Spring 2010 semester, 85 students enrolled in ASPIRE. There are four requirements to be enrolled in the ASPIRE program: (1) be currently enrolled in a minimum of 6 units at Mt. SAC, (2) maintain a 2.0 cumulative GPA, (3) attend an ASPIRE orientation, and (4) Adhere to all additional items listed in the Commitment to Success Contract once admitted to the program. The elective learning community courses consisted of English 68 and English 1A, coupled with a mandatory counseling course.

Purpose

The purpose of this analysis was to examine the knowledge participants have of means to overcome barriers to their educational goals for the spring 2010 term at Mt. San Antonio College. Additionally, needs assessment and evaluation of program components were also assessed for internal record keeping.

Method

Participants

A web-based survey was administered to students at Mt. San Antonio College that had participated in ASPIRE. A total of 43 students participated. Ethnicity, gender, and age were collected.

Design

This research is a non-experimental design, cross-sectional design. No random assignment was used and no control group was used. All able and willing students participated.

Measures

The results of previous research conducted in fall 2008 for ASPIRE by the internal Research and Institutional Effectiveness (RIE) office recommended participation of the survey be more heavily enforced. To address the lack of response rate, RIE has created a web-based survey thereby increasing the ease of use for participating students in the program. This web-based survey was designed and developed by the joint efforts of Dyrell Foster and the office of Research and Institutional Effectiveness¹. The survey was offered in English only. The survey includes questions grouped into four major sections: general college experience, ASPIRE experience, mentor experience, and self-efficacy. Lastly, demographic data was gathered; this included: age, gender, ethnicity, first date of enrollment in ASPIRE, and educational goal. The grouped questions had the format of a five-point Likert scale with one being “strongly disagree,” five being “strongly agree,” and three being “neutral.” A qualitative question was presented after each grouped section collecting the comments of the participant.

¹ See Appendix A for survey instrument

In order to measure the effectiveness of the ASPIRE program, five outcomes (numbered) were used. (1) Students will develop a thorough educational goal with a counselor or advisor; this was assessed by the aggregate of items 4 through 7 on the first section of the survey. (2) ASPIRE students will feel they have formed a bond with the college; on the second section of the survey, items 1 through 4 and item 6 were aggregated to assess this SLO. (3) Participants will know how academic and student support services can benefit them. Item 3 on the first part of the survey was used to assess this SLO. The benchmark for success pertaining to the three aforementioned SLOs was determined by 70% of participants responding with *Agree* or better. (4) Participants will have 10% lower drop rates than their non-ASPIRE counterparts. (5) Participants will have 10% higher success rates than their non-ASPIRE counterparts.

Procedure

Students enrolled in ASPIRE were given a link embedded within an email from Dyrell Foster describing the desire for their participation in the online survey. As compensation for their participation in the survey, they were awarded ASPIRE hoodies. This email was sent out on May 17th. The online survey was open for three weeks and stopped June 4th. On May 21st and 28th, RIE checked the participation of students and sent a list of all those that had participated to Dyrell Foster. Students that had not participated yet were sent another email each time. Drop and success rates were gathered through an Argos data block created by the office of Research and Institutional Effectiveness.

Results

Overall, the results of the online survey were overwhelmingly positive². The first SLO was achieved, as seen in figure 1, with an average of 92.4% of participants responding with *Agree* or better to the aggregate of 4 items³. Item 4 had only one person *Disagree* while 95.2% *Agreed* or better; this demonstrated that the majority of students felt their educational plan was helpful. Item 5 saw similar results

with 93% of participants responding with *Agree* or better; the majority *Strongly Agreed*. No respondents *Disagreed* or worse to Item 6 and 93% of respondents *Agreed* or better with the majority

Strongly Agreeing. Clearly, students

know how campus support services can benefit them and they take initiative to use them if needed. Finally, 88.4% of respondents felt they knew how campus academic services could benefit them.

The second SLO attached to this project had positive results as seen in figure 2; an average of 87% of participants responded with *Agree* or better to the aggregate of the 5 items.

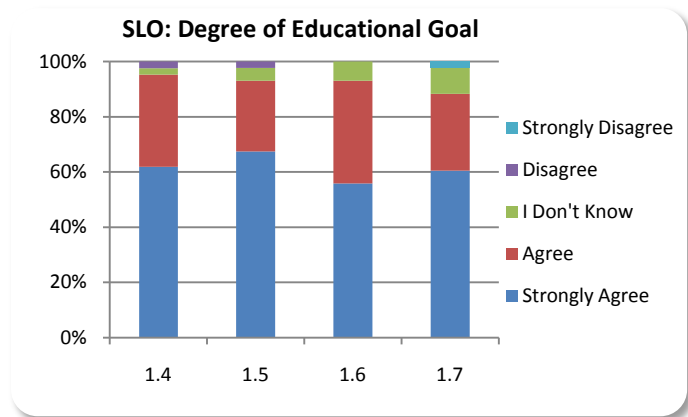


Figure 1

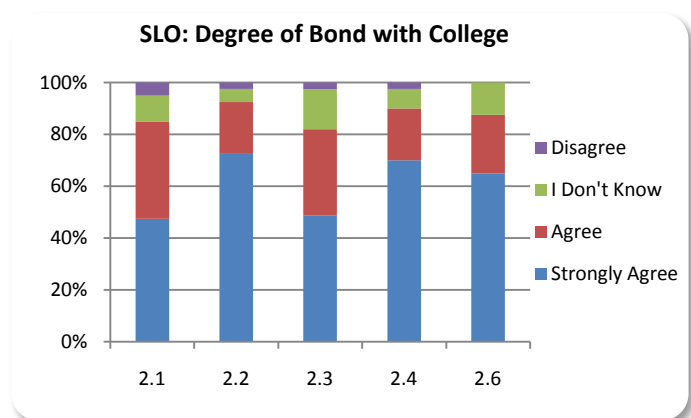


Figure 2

² See Appendix B for individual Item data

³ See Appendix C for SLO data

Students felt a connection to the college with 85% responded positively by *Agreeing* or better. Additionally, 92.5% of respondents also felt a sense of community within ASPIRE. Eighty-two percent of participants, the lowest of the five items, felt they had connected with Mt. San Antonio College staff, faculty, and administration. A staggering 90% responded that they made friends within ASPIRE with 70% selecting *Strongly Agree*. Lastly, 87.5% of participants felt ASPIRE events had cultivated a sense of community.

The last remaining Student Learning Outcome associated with the online survey instrument was achieved; ninety-three percent of participants responded that they had a clear educational goal and knew what they needed to do to achieve it. The majority of respondents selected *Strongly Agree* with *Agree* following closely behind.

The remaining two AUOs were achieved. Aggregate student success for African American Non-Hispanics in ASPIRE associated courses was 61.9% while success for African American Non-Hispanics in similar non-ASPIRE courses was 45.3%. Additionally, no African American Non-Hispanics enrolled in ASPIRE courses dropped before census while 14.1% of African American Non-Hispanics dropped similar non-ASPIRE courses.

Discussion

The effects of the African American Non-Hispanics enrolled in the ASPIRE program are readily apparent when compared to their non-ASPIRE counterparts. The program empowers students by imparting knowledge of student and academic support services coupled with counseling; thus, there is a forging of a clear and distinct path for academic progress as well as achievement. The comparative success rates bolster the aforementioned assertions. The program also galvanizes the formation of bonds between peers and the college; this is

evidenced by the fact that ASPIRE students have lower drop rates before census date than their non-ASPIRE peers. Clearly, the ASPIRE program is a resounding success.

Limitations

The data set of African American Non-Hispanic, either in ASPIRE or not, was too limited. While 60 students were enrolled in the two ASPIRE courses, only 13 indicated they were African American Non-Hispanic. Unfortunately, the cause of this problem lies externally to the ASPIRE program as many enrolled students have withheld their ethnicity when registering to Mt. San Antonio College. Additionally, of the 60 students enrolled in ASPIRE courses, only 43 completed the survey. As a consequence, the generalizability of the findings herein has poor strength given the size of the data set.

Recommendations

- While the implementation and delivery of this survey instrument was done electronically to combat the poor response rate of yesteryear, RIE recommends creating a paper version and administering the survey during the associated ASPIRE courses; this ensures a captive audience.
- The length of the survey may be a limiting factor to the completion rate of the survey; the number of questions per construct should be reduced and supplemented by qualitative questions delving deeper into said constructs.

Untitled

Aspire Inventory

Please complete the entire survey below. As a member of the ASPIRE program, your opinions and reflections are extremely valuable. The answers you provide will remain confidential. Please be as honest as possible with your thoughts, feelings and attitudes. There is no right or wrong answer on this survey.

Please indicate your level agreement with the following statements regarding your experiences at Mt. SAC

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I feel welcomed on the college campus					
I have a clear educational goal and I know what I need to do (and what classes to take) in order to achieve it					
I met with a counselor or advisor and developed a thorough educational plan to achieve my academic goals					
I find the education plan developed with my counselor or advisor to be helpful					
I know how campus support services can benefit me (Counseling, Career & Transfer Center, Financial Aid, EOP&S, CARE and/or other programs)					
I take initiative to utilize campus support services when needed (Counseling, Career & Transfer Center, Financial Aid, EOP&S, CARE and/or other programs)					
I know how campus academic services can benefit me (Tutoring, WIN program, Math Resource Center, Writing Center and/or other programs)					
I take initiative to utilize campus academic services when needed (Tutoring, WIN program, Math Resource Center, Writing Center and/or other programs)					
I find it challenging to be a successful student and have a social life on campus					
I feel that I am treated equally when compared to other students at Mt. SAC					
Overall, I feel positive about my experiences at Mt. SAC					

Per semester, I meet with my counselor or advisor:

- 0 times
- 1-2 times
- 3-4 times
- 5+ times

[http://surveys.mtsac.edu/cgi-bin/rws3.pl?FORM=ASPIRE\[7/19/2010 3:49:40 PM\]](http://surveys.mtsac.edu/cgi-bin/rws3.pl?FORM=ASPIRE[7/19/2010 3:49:40 PM])

Aspire General

Please indicate your level agreement with the following statements regarding the time you spent with ASPIRE

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I feel a connection to the college					
With ASPIRE, I feel a sense of community					
I feel connected to the Mt. SAC staff, faculty and administration					
I have made friends in ASPIRE					
My peers in ASPIRE help motivate me to succeed in college					
I feel the ASPIRE events have brought me a sense of community					
While at Mt. SAC, I intend to continue my participation in ASPIRE					
I believe the ASPIRE program has helped to enhance my college experience					
Generally, I submit my progress reports each semester					

Additional comments about your experience with the ASPIRE program (300 character max):

<http://surveys.mtsac.edu/cgi-bin/rws3.pl?FORM=aspire&UID=ffffff090c8f02>[7/19/2010 3:50:08 PM]

ASPIRE Mentor

Please indicate your level agreement with the following statements regarding the mentoring experience you had with ASPIRE

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
My ASPIRE mentor and I have thoroughly discussed my academic goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It has been a challenge for me to find the time to meet with my ASPIRE mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My ASPIRE mentor believes in my ability to be successful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My ASPIRE mentor supports me as I pursue my goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My ASPIRE mentor was a good match for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My ASPIRE mentor and I have a positive relationship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that the ASPIRE program should make mentoring optional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If having a mentor was optional, I would request to have an ASPIRE mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Per semester, I meet with my mentor:

- 0 times
- 1-2 times
- 3-4 times
- 5+ times

Additional comments about your ASPIRE mentoring experience (300 character Max):

[http://surveys.mtsac.edu/cgi-bin/rws3.pl?FORM=aspire&UID=ffffff090c8f02\[7/19/2010 3:50:17 PM\]](http://surveys.mtsac.edu/cgi-bin/rws3.pl?FORM=aspire&UID=ffffff090c8f02[7/19/2010 3:50:17 PM])

ASPIRE Student

Please indicate your level agreement with the following statements regarding your self-perception as a student

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I will continue my studies at Mt. SAC in order to graduate and/or transfer					
I am confident that I will reach my educational goals					
I feel that financial obstacles will NOT prevent me from being successful					
I see myself as a successful student					
Without support from the ASPIRE program, I feel I will NOT reach my goals					
Generally, I am confident in my abilities as a student					
I feel that the personal obstacles in my life will prevent me from being successful					
If I struggle in my classes, I know who and where to get help					
As a result of being in ASPIRE, I feel more confident about my abilities as a student					
Additional comments about yourself as a result of participating in the ASPIRE program (300 character max):					

[http://surveys.mtsac.edu/cgi-bin/rws3.pl?FORM=aspire&UID=ffffff090c8f02\[7/19/2010 3:50:24 PM\]](http://surveys.mtsac.edu/cgi-bin/rws3.pl?FORM=aspire&UID=ffffff090c8f02[7/19/2010 3:50:24 PM])

ASPIRE Demographics

**be a
successful
student?
Please be
specific.
(300
character
max)**

**What do
you like
most
about the
ASPIRE
program?**

**How could
the
ASPIRE
program
be
improved?**



<http://surveys.mtsac.edu/cgi-bin/nws3.pl?FORM=aspire&UID=f#####090c8f027/19/2010 3:50:32 PM>

ASPIRE Complete

Thank you for your time. Your answers have been submitted.

[http://surveys.mtsac.edu/cgi-bin/rws3.pl?FORM=aspire&UID=ffffff090c8f02\[7/19/2010 3:50:43 PM\]](http://surveys.mtsac.edu/cgi-bin/rws3.pl?FORM=aspire&UID=ffffff090c8f02[7/19/2010 3:50:43 PM])

I find the education plan developed with my counselor or advisor to be helpful

	Frequency	Valid Percent	Cumulative Percent
Strongly Agree	26	61.9%	61.9%
Agree	14	33.3%	95.2%
Disagree	1	2.4%	97.6%
I Don't Know	1	2.4%	100.0%
Total	42	100.0%	

I know how campus support services can benefit me (Counseling, Career & Transfer Center, Financial Aid, EOP&S, CARE and/or other programs)

	Frequency	Valid Percent	Cumulative Percent
Strongly Agree	29	67.4%	67.4%
Agree	11	25.6%	93.0%
I Don't Know	2	4.7%	97.7%
Disagree	1	2.3%	100.0%
Total	43	100.0%	

I take initiative to utilize campus support services when needed (Counseling, Career & Transfer Center, Financial Aid, EOP&S, CARE and/or other programs)

	Frequency	Valid Percent	Cumulative Percent
Strongly Agree	24	55.8%	55.8%
Agree	16	37.2%	93.0%
I Don't Know	3	7.0%	100.0%
Total	43	100.0%	

I know how campus academic services can benefit me (Tutoring, WIN program, Math Resource Center, Writing Center and/or other programs)

	Frequency	Valid Percent	Cumulative Percent
Strongly Agree	26	60.5%	60.5%
Agree	12	27.9%	88.4%
I Don't Know	4	9.3%	97.7%
Strongly Disagree	1	2.3%	100.0%
Total	43	100.0%	

I feel a connection to the college

	Frequency	Valid Percent	Cumulative Percent
Strongly Agree	19	47.5%	47.5%
Agree	15	37.5%	85.0%
I Don't Know	4	10.0%	95.0%
Disagree	2	5.0%	100.0%
Total	40	100.0%	

With ASPIRE, I feel a sense of community

	Frequency	Valid Percent	Cumulative Percent
Strongly Agree	29	72.5%	72.5%
Agree	8	20.0%	92.5%
I Don't Know	2	5.0%	97.5%
Disagree	1	2.5%	100.0%
Total	40	100.0%	

I feel connected to the Mt. SAC staff, faculty and administration

	Frequency	Valid Percent	Cumulative Percent
Strongly Agree	19	48.7%	48.7%
Agree	13	33.3%	82.1%
I Don't Know	6	15.4%	97.4%
Disagree	1	2.6%	100.0%
Total	39	100.0%	

I have made friends in ASPIRE

	Frequency	Valid Percent	Cumulative Percent
Strongly Agree	28	70.0%	70.0%
Agree	8	20.0%	90.0%
I Don't Know	3	7.5%	97.5%
Disagree	1	2.5%	100.0%
Total	40	100.0%	

I feel the ASPIRE events have brought me a sense of community

	Frequency	Valid Percent	Cumulative Percent
Strongly Agree	26	65.0%	65.0%
Agree	9	22.5%	87.5%
I Don't Know	5	12.5%	100.0%
Total	40	100.0%	

I have a clear educational goal and I know what I need to do (and what classes to take) in order to achieve it

	Frequency	Valid Percent	Cumulative Percent
Strongly Agree	22	51.2%	51.2%
Agree	18	41.9%	93.0%
I Don't Know	2	4.7%	97.7%
Disagree	1	2.3%	100.0%
Total	43	100.0%	

Students will indicate knowledge of their chosen academic goal and a clear path in which to achieve it.

	Frequency	Valid Percent	Cumulative Percent
Strongly Agree	105	61.4%	61%
Agree	53	31.0%	92.4%
I Don't Know	10	5.8%	98.2%
Disagree	2	1.2%	99.4%
Strongly Disagree	1	0.6%	100.0%
Total	171	100.0%	

As a result of a student being enrolled in ASPIRE, the student will feel they have formed a bond with the college

	Frequency	Valid Percent	Cumulative Percent
Strongly Agree	121	60.5%	61%
Agree	53	26.5%	87.0%
I Don't Know	20	10.0%	97.0%
Disagree	5	2.5%	99.5%
Strongly Disagree	1	0.5%	100.0%
Total	200	100.0%	

As a result of a student being enrolled in ASPIRE, the student will know how student and academic support services can benefit them

	Frequency	Valid Percent	Cumulative Percent
Strongly Agree	22	51.2%	51.2%
Agree	18	41.9%	93.0%
I Don't Know	2	4.7%	97.7%
Disagree	1	2.3%	100.0%
Total	43	100.0%	

ASPIRE Comparison Data

	#dropB4Census	%dropB4Census	#enrolledAfterCensus	#success	%success
ASPIRE	0	0%	21	13	61.9%
NonASPIRE	13	14.1%	86	39	45.3%

AmLa Adjunct Mentoring

Goal: The faculty play a primary role in needs assessment, planning, and implementation of staff development programs and activities in support of basic skills programs. Developmental education faculty employ a variety of instructional methods to accommodate student diversity

Outcome: Participants of the AmLa Adjunct Mentoring workshop will be informed about SLOs including definition, purpose, and assessment.

Type	Measurement	Tool	Participants	Assessor	Criteria
SLO	Knowledge	Test	Faculty attending the workshop		85% will score 85%+ on the test.

Data: 100% of the AmLa faculty participated in a “test” to assess comprehension of the salient points of the AmLa Adjunct workshop. The test was administered using i>clickers to demonstrate the use of this technology in the classroom. The participants scored an average of 87% on the test. The goal was met. 100% of the faculty participated on the “test” with an average of 87% correct answers.

Action: The test results indicated two possibilities. One, not all participants were equally adept at using the clickers. It was a valuable learning tool for instructors to realize that training in how to use the clickers is necessary. Also, the “test” was given at the end of the workshop, but it was written before the workshop started. During the course of the workshop, valuable dialog occurred, and some changes were made to the rubric. Some of the answers on the “test” did not accurately reflect the discussion that had taken place prior to the test. Thus, while the goal of 85% comprehension was reached, the comprehension rate was not as high as might have been expected.

Outcome: Faculty will use the developed rubric to evaluate student writing.

Type	Measurement	Tool	Participants	Assessor	Criteria
SA			AmLa Faculty.	AmLa Department Chair	100% will evaluate writing and turn in the evaluations to the AmLa Department Chair.

Data: 100% of the faculty used the rubric to evaluate student writing for the AmLa writing course SLO’s. The evaluations were turned into the department chair by the due date for grade submission of the Spring semester. The results were tabulated by the department chair and used for department discussion of the AmLa writing course SLO’s during the first meeting in August of 2010.

Action: The AmLa Adjunct workshop was very successful in that the AmLa writing course SLO’s and rubric were thoroughly discussed and understood by all the writing faculty in AmLa. The administration of the assessment for the SLO’s went very smoothly with 100% participation. The results of the assessment will be used in the fall of 2010 to complete the SLO cycle for the courses. Additionally, faculty benefited from the demonstration of the use of i>clickers in the classroom.

Outcome: AmLa Faculty will participate in the demonstration of i>clickers

Type	Measurement	Tool	Participants	Assessor	Criteria
SA			AmLa Faculty		100% will participate in i>clickers demonstration

Data: 100% of the faculty participated in a demonstration of the use of i>clickers in the classroom.

Action: The demonstration was very beneficial, and at least two additional instructors consequently are using the clickers in their classes.

AMLA Tutoring

Goal: Programs provide comprehensive academic support mechanisms, including the use of trained tutors

Outcome: Tutors must be credentialed to offer the specialized services related to speech, reading, and writing in the AmLa Tutoring Center. AmLa students will receive effective specialized tutoring from certificated instructor

Type	Measurement	Tool	Participants	Assessor	Criteria
SLO		Survey	Students that have received AmLa tutoring		90% will indicate AmLa tutoring is effective

Data: This objective was met. The self-imposed criterion of success of 90% for the effectiveness of AmLa tutors over other tutoring was achieved with exactly 90% of participants selecting Agree or better.

Action: We know from this data that students feel the AmLa tutoring is more effective, but we do not know why they feel this way. One recommendation for future research might be to increase the number of qualitative items that test the knowledge gained from the tutoring session. The goal of this process would be for students to internalize study skills and knowledge and become more self-reliant in the future. Another recommendation would be to ask deeper questions to the tutees about what specifically was better in the tutoring session.

Outcome: AmLa students who utilize the services of AmLa tutoring will have higher success rates than students who do not utilize the services provided by AmLa tutoring

Type	Measurement	Tool	Participants	Assessor	Criteria
AUO	Success		Students receiving AmLa tutoring		15% increase in the success rates of students who received AmLa tutoring over students who did not participate in AmLa tutoring

Data: This objective criterion was not met. The aggregate of students receiving tutoring experienced a 10% increased success rate.

Action: This goal was not met, but when compared to the increase of 6% from the previous year, we see improvement. Also, according to "Basic Skills as a Foundation for Student success in California Community Colleges, (the "Poppy copy) p. 10, "Studies commonly report increases of five to 15 percent as an indication of success. Changes in success rates are usually incremental need to build over a long period of time." We may need to set a different criterion for success and be patient for success rates to change. In addition, we should start a dialogue with the other tutoring facilities on campus to compare our success and retention data to success and retention data from all tutoring services on campus. This may provide insight to a more realistic goal.

Outcome: AmLa students who utilize the services of AmLa tutoring will have higher retention rates than students who do not utilize the services provided by AmLa tutoring

Type	Measurement	Tool	Participants	Assessor	Criteria
SA	Retention		Students receiving AmLa Tutoring		7% increase in retention rates of students who received AmLa tutoring over students who did not participate in AmLa tutoring

Data: The retention rate goal was met. The cohort of students participating in AmLa tutoring saw a 9% increase in retention rates.

Action: This goal was met. The Use of Results from the previous SLO also apply to this SLO. In addition to an assessment that looks at success and retention, another goal for this project is to increase the numbers of students who take advantage of tutoring. Our SLO data from our writing courses show that the students taking night classes have weaker language and mechanic skills when compared to the day students. We have had difficulty getting night students to take advantage of this resource. A goal for this project might be to increase the number of night class students who take advantage of tutoring.



AmLa Tutoring

To: Glenda Bro

From: Nancy Aguirre, M.A., Project Coordinator and Dan Lamoree, B.A/B.S., Educational Research Assessment Analyst, Research & Institutional Effectiveness Office

Date: June 6th, 2010

When you are referring to the data from this report, please remember to acknowledge it was done through office of Research and Institutional Effectiveness and results of this report could not be possible without the assistance of the American Language Department.

Abstract

The American Language (AmLa) Department provided comprehensive academic support mechanisms, which included trained tutors, for students who are not native speakers. These students required specialized tutoring targeting their specialized subject matter and grammar. Thus, AmLa tutors have a degree in teaching English as a second language. This research looked at the expansion of AmLa tutoring hours during peak hours and the resulting satisfaction with the tutorial support received. Specifically, this research delved into the perceptions of participants as to whether they thought AmLa tutoring was the most effective tutoring they received for their AmLa courses. A singular question evaluated this construct with a 4-point scale ranging from *Strongly Agree* to *Strongly Disagree*; the self-imposed criterion of success was that 90% of participants would respond with a response of *Agree* or better, which was achieved. Students receiving specialized AmLa tutoring saw an increased success rate of 10% and increased retention rate of 9%.

The American Language (AmLa) Department is designed to assist students who are not native English speakers. The subject matter and content of a tutoring session for these students is very compartmentalized as well as specific. Tutors who have credentials in teaching ESL are more proficient than peer tutors, as would be expected. There are circumstances where a tutor from the Writing or Tutoring Center knows a certain item is incorrect but cannot explain why to the student. We can never expect to train peer tutors to become proficient in the grammar and specialized needs of these students. The tutors used in the AmLa tutoring program have degrees in the area of teaching English as a second language.

For over two years, the Basic Skills Initiative has funded tutoring provided by tutors with Masters Degrees in TESOL. All of the tutors have been noncredit or AmLa faculty at Mt. SAC. Students who receive tutoring from AmLa should have a higher success and retention rate than those who do not. The tutors offer help in speech, reading, and writing; they are scheduled to meet in Building 66-243, which is in the same area where almost all of the AmLa classes are scheduled. The tutors are scheduled to tutor 24 hours a week during times that are most convenient for students, which was derived from a student-based needs assessment. AmLa students should self-report that they received the most effective tutoring for grammar issues and that it is the most effective tutoring. Student surveys were administered in the last two weeks of the semester to all of the AmLa classes. Students seek tutoring at the other tutoring centers on campus and as such, it is important to note how AmLa tutoring compares with the other services.

Purpose

The main objective of this analysis is to investigate the effectiveness of the AmLa

tutoring program and gauge student satisfaction. It is necessary to measure how the AmLa tutoring compares to other tutoring services. The goal is that 90% of AmLa tutored students will state that AmLa tutoring is the most effective tutoring method for AmLa classes. Also, there will be a 7% increase in retention rates and a 15% increase in success rates of those who received AmLa tutoring over students who did not participate in AmLa tutoring.

Method

Participants

A total of 66 participants were used in this analysis, all of whom are students in the AmLa program and have used its tutoring services. All of these survey respondents used the AmLa tutoring during the spring 2010 semester.

Design

This study is a non-experimental, cross-sectional design. All able and willing people participated.

Measures

A one-page survey was used which consisted of 7 Likert scale questions¹. They were on a 4-point scale and ranged from *Strongly Agree* (4) to *Strongly Disagree* (1). Respondents were also provided with an *I don't know* option. The survey asked questions on whether the tutor was helpful, friendly, knew the subject, and helped the student succeed in their class(es). It also assessed whether the tutoring helped them understand the course materials and if it helped them find errors in their work. Lastly, the students were asked if they would recommend AmLa tutoring to other Mt. SAC students. Since it is important to investigate whether the students

¹ See Appendix A for survey instrument

use any other tutoring services aside from AmLa, the survey asked the students to list other ones they used and to rate whether those services were more effective than AmLa tutoring. Students were then asked, in an open-ended question, to list one area for improvement regarding the program.

Procedure

AmLa students were asked to complete a short survey. It took students approximately 5 minutes to complete, and it was administered in all AmLa classes by the teachers. Each of the instructors provided a survey to their students.

Results

Overall, participants had exceptionally positive ratings of each item in the survey as seen in Figure 1². Exceedingly few people rated survey items as *I Don't Know* or *Disagree* while the vast majority of participants responded with *Agree* or

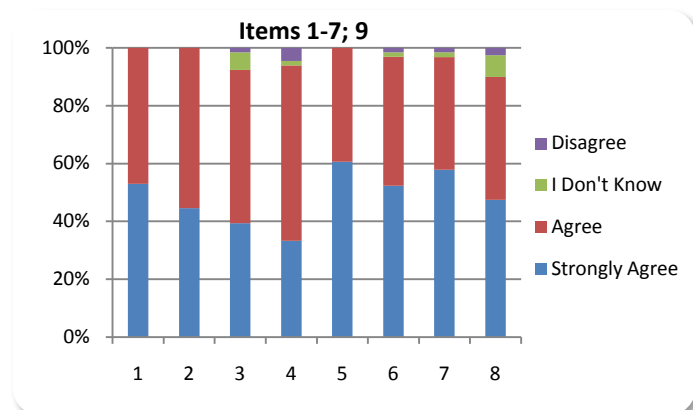


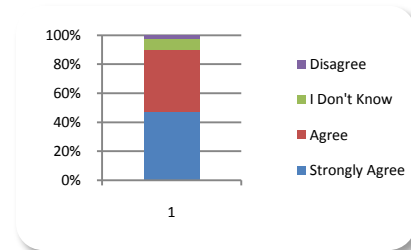
Figure 1

better. A staggering combined 100%, with 53% selecting *Strongly Agree*, stated they thought the meeting with the tutor was helpful. Similarly, participants stated the tutor knew the subject they needed help with; 98.5% of participants responded with *Agree* or better. Item 3 yielded a result of 98.5% *Agree* or better, and Item 4 had a response of 93.9% *Agree* or better; the majority of respondents chose the *Strongly Agree* response item. Clearly, participants feel the

² See Appendix B for individual item data

tutoring effectively helped both the participant succeed in classes and understand course material. Participants were also asked if the tutor was able to help them find errors in their work; 100% of participants stated they *Agree* or better.

The tutors were reportedly friendly with roughly 97% selecting *Agree* or better. Also, 97% responded with *Agree* or better that they would recommend AmLA



tutoring to other students. Finally, the last survey item asked participants that received tutoring elsewhere if the AmLa tutoring they received was the most effective tutoring for their classes. This single question comprised the SLO tied to this project; exactly, 90% responded with *Agree* or better with only one dissenter as seen in Figure 2. It was expected that there would be a 7% increase in retention rates for those who received AmLA tutoring over those who did not; this SLO was met since there was a retention rate of 9%. In addition, another goal was that there would be a 15% increase in success rates of those who received AmLa tutoring over students who did not participate in AmLa tutoring. This objective was not met since there was a 10% increase.

Discussion

As evidenced by the responses on the survey, the AmLa tutors were supremely effective and additionally, participants receiving tutoring elsewhere felt the AmLa tutors were best suited to help them with AmLa courses. The self-imposed criterion of success of 90% for the effectiveness of AmLa tutors over other tutoring was achieved with exactly 90% of participants selecting *Agree* or better. The objective that students receiving specialized AmLa tutoring would have a 15% increased success rate was not achieved; the aggregate of students receiving

tutoring experienced a 10% increased success rate. However, the retention rate goal of 7% was met as the cohort of students participating in AmLa tutoring saw a 9% increase in retention rates. With that said, future research needs to dig deeper into how constructs specifically contribute to student success; essentially, *how* or *why* are these AmLa tutors better able to communicate to the tutees the concepts or impart study skills.

Limitations

The survey did not address knowledge attained by the tutee but instead the perception that AmLa tutors were best able to help them with their AmLa courses; the survey did not delve into *how* or *why* the AmLa tutors were better or differed from external tutors. Confounding the generalizability of this research is the fact that external tutors may not possess the content knowledge contrasted with an AmLa tutor; if this is the case, contrasting the skill of the external tutors would be an inappropriate comparison as the knowledge of content is the primary barrier and not skill.

Recommendations

- Increase the number of qualitative items testing knowledge gained from the service; the goal being, students receiving help from the AmLa tutor should be able to internalize study skills so as to become more self-reliant in the future.
- Query the participants on *how* or *why* the AmLa tutors were better than external tutorial services. Were the differences in mastery of content, delivery of knowledge, or both? What content do AmLa tutors possess over that of external tutors?

AMLA Tutoring Services Survey, Spring 2010

In order to meet the needs of our students we would like to ask you a few questions about the tutoring you received through AmLa, in Building 66. If you have never received tutoring at this location do not complete this questionnaire.

Your opinion is important!

Please fill in each bubble completely. Do not answer these questions about tutors in the LAC or the Writing Center. These questions are only related to tutoring in Building 66.

Please tell us how much you agree with the following	Strongly Agree	Agree	Disagree	Strongly Disagree	I don't know
1. Meeting with the tutor was helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The tutor knew the subject I needed help with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Tutoring is helping me succeed in my class/es.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The tutoring I received has helped me understand the course materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The tutoring I received has helped me find errors in my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I would recommend AmLa tutoring to other Mt. SAC students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The tutors are friendly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Have you received tutoring for your AmLa classes at other locations on campus?		<input type="radio"/>	Yes	<input type="radio"/>	No

Answer 8a and 8b only if you answered "yes" to Question 8

8a. If yes, what other tutoring services have you used? _____

8b. If yes, how much do you agree with the following statement?

Strongly Agree Agree Disagree Strongly Disagree I don't know

The tutoring I received through AmLa tutoring in Building 66 is the most effective tutoring for my AmLa classes.

9. Please provide us with one improvement we can make to better meet your needs.

Student ID Number: A _____ Name: _____

0	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1) Meeting with the tutor was helpful

	Frequency	Percent	Cumulative Percent
Strongly Agree	35	53.0	53.0
Agree	31	47.0	100.0
Total	66	100.0	

2) The tutor knew the subject I needed help with

	Frequency	Percent	Cumulative Percent
Strongly Agree	29	43.9	43.9
Agree	36	54.5	98.5
I Don't Know	1	1.5	100.0
Total	66	100.0	

3) Tutoring is helping me succeed in my class/es

	Frequency	Percent	Cumulative Percent
Strongly Agree	26	39.4	39.4
Agree	35	53.0	92.4
I Don't Know	4	6.1	98.5
Disagree	1	1.5	100.0
Total	66	100.0	

4) The tutoring I received has helped me understand the course materials

	Frequency	Percent	Cumulative Percent
Strongly Agree	22	33.3	33.3
Agree	40	60.6	93.9
I Don't Know	1	1.5	95.5
Disagree	3	4.5	100.0
Total	66	100.0	

5) The tutoring I received has helped me find errors in my work

	Frequency	Percent	Cumulative Percent
Strongly Agree	40	60.6	60.6
Agree	26	39.4	100.0
Total	66	100.0	

6) I would recommend AmLa tutoring to other Mt. SAC students

	Frequency	Percent	Cumulative Percent
Strongly Agree	34	52.3	52.3
Agree	29	44.6	96.9
I Don't Know	1	1.5	98.5
Disagree	1	1.5	100.0
Total	65	100.0	

7) The tutors are friendly

	Frequency	Percent	Cumulative Percent
Strongly Agree	37	57.8	57.8
Agree	25	39.1	96.9
I Don't Know	1	1.6	98.4
Disagree	1	1.6	100.0
Total	64	100.0	

8) Have you received tutoring for your AmLa classes at other locations on campus?

	Frequency	Percent	Cumulative Percent
Yes	15	23.4	23.4
No	49	76.6	100.0
Total	64	100.0	

9) The tutoring I received through AmLa tutoring in Building 66 is the most effective tutoring for my AmLa classes

	Frequency	Percent	Cumulative Percent
Strongly Agree	19	47.5	47.5
Agree	17	42.5	90.0
I Don't Know	3	7.5	97.5
Disagree	1	2.5	100.0
Total	40	100.0	

SLO1) AmLa students will receive effective specialized tutoring from certificated instructors

	Frequency	Percent	Cumulative Percent
Strongly Agree	19	47.5	47.5
Agree	17	42.5	90.0
I Don't Know	3	7.5	97.5
Disagree	1	2.5	100.0
Total	40	100.0	

Basic Skills Travel

Goal: Staff development opportunities are flexible, varied, and responsive to developmental needs of individual faculty

Outcome: Professional and Organizational Development (POD) will provide funds to Mt. SAC employees to attend conferences related to their role in Basic Skills Education

Type	Measurement	Tool	Participants	Assessor	Criteria
SA				Daniel Morales	80% of allotted funds will be distributed by June 15

Data: \$40,000 was allocated for professional development travel and conference related to Basic Skills. Remaining in the fund on July 1 was \$7,365.00. 82% of the funds were distributed.

Action: On March 25, 2010, the BSCC approved the Conference and Travel survey form and process. As of that date, the procedure for funding is as follows:

- 1) Through POD, the attendee fills out a form requesting funding. The attendee needs to explain how the conference relates to Basic Skills and what the expected outcomes are.
- 2) The funding request is reviewed and approved or denied for Basic Skills funding by the Faculty Coordinator of the BSCC.
- 3) After the conference, the attendee must complete a survey which requires the attendee to summarize the key concepts of the event, how the even benefitted his/her role in basic skills education, and how the attendee shared the information with department colleagues or specialized area.
- 4) After the survey was received by POD, the attendee was reimbursed for conference and travel expenses.

This process ensures a method of approval, and it ensures that the conference attendees thoughtfully reflect and share their experiences with their colleagues. In March, the amount funded per conference attendee changed from \$750 to \$1,000 so that the funds would be allocated by June. The funding amount and process will remain the same in the future.

Outcome: As a result of attending conferences related to Basic Skills Education, recipients of Basic Skills conference and travel funds will self-report outcomes in implementing their role in Basic Skills education.

Type	Measurement	Tool	Participants	Assessor	Criteria
SLO		Survey	Participants attending conferences related to Basic Skills Education		80% will report beneficial outcomes from attending the conference

Data: 100% of attendees completed the survey which required them to self-report expectations, outcomes, and methods of sharing. The results of the survey indicated beneficial outcomes.

Action: The survey process is effective and will remain in effect in the future.

Developmental Education Conference

Goal: Provide enhanced professional development opportunities for faculty/staff via one-day Developmental Education Conference

Outcome: As a result of attending the Basic Skills One-Day conference, participants will indicate knowledge acquired

Type	Measurement	Tool	Participants	Assessor	Criteria
SLO	Knowledge	Survey	Attendees of the One-Day conference	Rick Stepp-Bolling, Lori Walker, Susanna	80% will respond to the aggregate of items 1 and 2 with a score of 4 or higher on a Likert scale of 1 to 5.

Data: 92% responded with a score of 4 or higher on a Likert scale of 1 to 5.

Action: Increase the number of qualitative questions concerning how participants plan on utilizing the information gained at the Parachutes and Ladders Conference:

- o What is the strategy they plan to implement.
- o How they plan to implement it.
- o The foreseeable benefits (e.g., student engagement, bonding, etc.) of implementing the strategy in their classroom(s). Parachutes and Ladders 12
- o The foreseeable barriers to successfully implementing the strategy in their classroom(s).
- The second page of the survey uses a 5-point Likert scale, which contains the following ratings: poor, below average, average, above average, and good. To avoid ambiguity, the rating system should range from Poor, Fair, Average, Good, and Excellent.

Outcome: As a result of attending the Basic Skills One-Day conference, participants will indicate awareness acquired

Type	Measurement	Tool	Participants	Assessor	Criteria
SLO	Awareness	Survey	Participants of the one-day conference	Rick Stepp-Bolling, Lori Walker, Susanna	80% will respond to the aggregate of items 3 and 4 with a score of 4 or higher on a Likert scale of 1 to 5.

Data: 94% responded to the aggregate of items 3 and 4 with a score of 4 or higher on a Likert scale of 1 to 5.

Action: Increase the number of qualitative questions concerning how participants plan on utilizing the information gained at the Parachutes and Ladders Conference:

- o What is the strategy they plan to implement.
- o How they plan to implement it.
- o The foreseeable benefits (e.g., student engagement, bonding, etc.) of implementing the strategy in their classroom(s). Parachutes and Ladders 12
- o The foreseeable barriers to successfully implementing the strategy in their classroom(s).
- The second page of the survey uses a 5-point Likert scale, which contains the following ratings: poor, below average, average, above average, and good. To avoid ambiguity, the rating system should range from Poor, Fair, Average, Good, and Excellent.

Outcome: As a result of attending the Basic Skills One-Day conference, participants will indicate their level of satisfaction

Type	Measurement	Tool	Participants	Assessor	Criteria
SLO	Satisfaction	Survey	Participants of a one-day conference	Rick Stepp-Bolling, Lori Walker, Susanna	80% will respond to item 14 with a score of 4+ on a Likert scale of 1 to 5.

Data: 100% responded to item 14 with a score of 4+ on a Likert scale of 1 to 5.

Action: Increase the number of qualitative questions concerning how participants plan on utilizing the information gained at the Parachutes and Ladders Conference:

- o What is the strategy they plan to implement.
- o How they plan to implement it.
- o The foreseeable benefits (e.g., student engagement, bonding, etc.) of implementing the strategy in their classroom(s). Parachutes and Ladders 12
- o The foreseeable barriers to successfully implementing the strategy in their classroom(s).
 - The second page of the survey uses a 5-point Likert scale, which contains the following ratings: poor, below average, average, above average, and good. To avoid ambiguity, the rating system should range from Poor, Fair, Average, Good, and Excellent.

Outcome: Attendees will indicate what aspects of One-Day conference need to be improved upon.

Type	Measurement	Tool	Participants	Assessor	Criteria
SA	Needs Assessment	Survey	Attendees of one-day conference	Rick Stepp-Bolling, Lori Walker, Susanna	33% will respond to all of the open-ended items.

Data: At least 50% responded to each open-ended item.

Action: Increase the number of qualitative questions concerning how participants plan on utilizing the information gained at the Parachutes and Ladders Conference:

- o What is the strategy they plan to implement.
- o How they plan to implement it.
- o The foreseeable benefits (e.g., student engagement, bonding, etc.) of implementing the strategy in their classroom(s). Parachutes and Ladders 12
- o The foreseeable barriers to successfully implementing the strategy in their classroom(s).
 - The second page of the survey uses a 5-point Likert scale, which contains the following ratings: poor, below average, average, above average, and good. To avoid ambiguity, the rating system should range from Poor, Fair, Average, Good, and Excellent.



Parachutes and Ladders Conference Evaluation Analysis

To: Rick Stepp-Bolling
From: Nancy Aguirre, M.A., Project Coordinator and Dan Lamoree, B.A/B.S., Educational
Research Assessment Analyst, Research & Institutional Effectiveness Office
Date: June 7, 2010

When you are referring to the data from this report, please remember to acknowledge that it was done through the office of Research and Institutional Effectiveness and that results of this report could not be possible without the assistance of the Developmental Education team.

Abstract

Developmental Education (DE) provides enhanced professional development opportunities for faculty and staff. It focuses on principles of cognitive, psychological, and social developmental processes. These theories are utilized to create effective teaching practices most suitable for student needs. The Parachutes and Ladders Conference allows faculty members to learn about these best teaching practices. The conference consisted of a keynote speaker and breakout sessions. At the end of the conference, they were asked to complete a survey on their level of satisfaction with their experiences. Overall, conference participants responded favorably; they acquired knowledge, awareness, and also expressed a high level of satisfaction.

Purpose

The purpose of this analysis was to examine three constructs: satisfaction; knowledge; and awareness. These three constructs encapsulate the core principles the Developmental Education team wanted participants to take away from the conference.

Rationale for Study

The Developmental Education team's objective is to encourage and support participation in professional development in order to strengthen programs as well as services. The Developmental Educational team will stir dialogue among departments, committees, teams, and employee groups across campus. In turn, faculty members will be better able to address the needs of their students. The team provides numerous opportunities for faculty and staff to participate in professional development conferences and certification modules. On April 23, 2010, the team held a conference entitled Parachutes and Ladders, which enabled participants to learn about best teaching practices. The conference consisted of presentations made by faculty and guest speakers. Following the keynote speaker, participants attended one of three breakout sessions in both the morning and afternoon.

Method**Participants**

There were a total of 32 individuals who completed the survey and each of them participated in the Parachutes and Ladders Conference on April 23, 2010.

Design

This study is a non-experimental cross-sectional design. All able and willing people participated.

Measures

Three Student Learning Objectives (SLOs) are used as a metric for success of the conference. To measure these SLOs a survey was administered by the Developmental Education team to participants of the Parachutes and Ladders Conference¹. It consists of 14 Likert scale items and four open-ended questions. The first 10 items contained a 5-point Likert scale, which ranged from (5) strongly agree to (1) strongly disagree with a neutral midpoint (3). The first two items on the survey constitute the first Student Learning Objective; participants will indicate they have acquired knowledge about Faculty Inquiry Groups (FIGs). The self-imposed criteria for success for this SLO was that 80% of respondents would indicate a degree of "agree" or better to the aggregate of the two survey items. The first item asked participants to indicate the level of agreement as to whether they can explain what a faculty interest group is; the second item asked to what degree they can express a basic understanding of how to participate in a FIG. The second Student Learning Objective tied to this project is composed of Items 3 and 4 on the survey. This SLO asked the participant to indicate their degree of confidence in their basic awareness of how a FIG is designed and used. They also had to provide a rating, according to this same scale, on the value of FIG-based learning assessments. Again, the criteria for success on this SLO was that 80% of respondents would indicate a degree of "agree" or better to the aggregate of the two survey items. The third and final Student Learning Objective born out of this project was that participants would be satisfied with the workshop. Item 14 is the sole survey item that measured this satisfaction construct; the criteria for success on this SLO was that 80% of respondents would indicate a degree of "agree" or

¹ See Appendix A

better. This analysis also investigated whether the information was clear and easy to follow and if there was enough material at the conference. It also focused on whether the keynote speakers provided useful examples, were thought-provoking, were well-prepared, and enhanced the presentation with media. The next questions were also based on a 5-point Likert scale and ranged from (5) good to (1) poor with an average midpoint (3). Respondents were asked to rate the morning and afternoon breakout sessions they attended. Then they had to provide an overall conference rating and score the pace of it. Finally, four open-ended questions asked what they liked most about the breakout sessions and the conference, in general. It also asked what aspects can be improved from the breakout sessions and conference.

Procedure

The Parachutes and Ladders evaluation was administered at the conference on April 23, 2010 in Building 9-C. The survey was administered by the Director of the Developmental Education program. Each participant received a bag with a folder, conference information, and notepad. Within the bag, one could find a conference evaluation sheet. Participants were asked to complete this evaluation survey at the end of the conference. It took participants about 7 minutes to complete.

Results

Overall, participants had very positive ratings of each item in the survey². They possessed a fairly decent level of understanding of what constitutes a Faculty Inquiry Group (FIG). Most individuals rated these items as “strongly agree” or “agree.” An overwhelming

² See Appendix B

majority of respondents rated the components of the conference with the highest possible rating. There were only a few neutral or negative ratings. Participants felt the information provided was clear and easy to follow, and there was enough material at the conference. They also felt the keynote speakers provided useful examples, were well-prepared, were thought-provoking, and enhanced the presentation with media tools. Respondents were then asked to rate the morning and afternoon breakout sessions that they attended.

Morning Breakout Sessions

The *Student Voices* breakout session received the most positive results out of the morning sessions. Most respondents rated it as “good,” and a few gave it an “average” rating. Eighty percent rated the *Equity as the Practice of Liberation and Love* breakout session as “good,” which is the highest possible rating. One person rated this session as “above average,” and another individual rated this as “average.” The session entitled, *Acceleration in English and Math*, received the two highest ratings. Most individuals stated it was “good” while the remaining eighteen percent rated it as “above average.”

Afternoon Breakout Sessions

In terms of the afternoon breakout sessions, there were similarities in the ratings between two of the sessions. However, one of them received very distinct ratings when compared to both the morning and afternoon sessions. Eighty-nine percent found the *Developing Students’ Critical Thinking Inside GE Courses* to be “good,” while eleven percent felt that it was “above average.” Ninety-two percent provided the highest rating for the session *Contextualizing Basic Skill Inside Career and Technical Programs*, and 11% rated it as “above average.” The session ratings for *Moving Students From ‘Following’ to ‘Exploring’ Stances on*

Learners had more variability than any other session. Fifty percent rated it as “good,” yet 25% rated it as “above average” and “average.” The pace for the conference was rated as “good” at 86%, with a 7% rating for both the “above average” and “average” categories. Seventy-nine percent gave the conference an overall rating of “good,” and 21% said that it was “above average.” A graph illustrating these findings is depicted below in Figure 1.

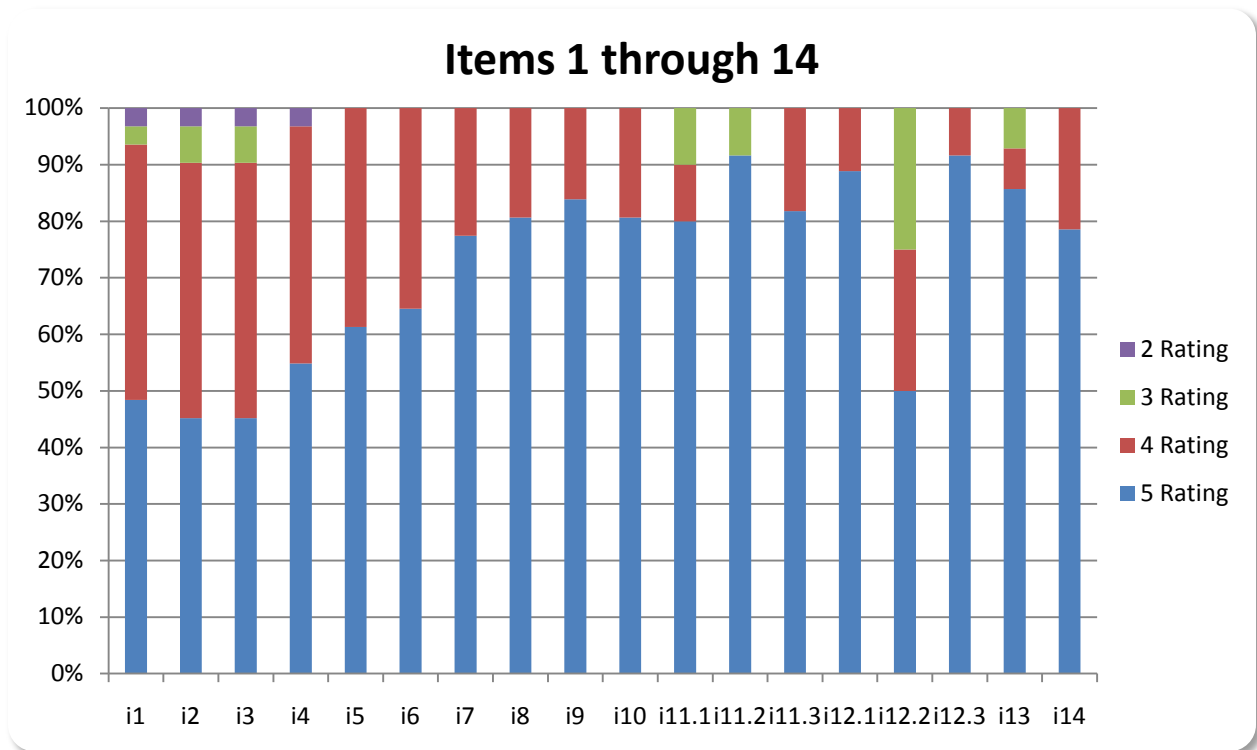


Figure 1

SLO1) As a result of attending the Basic Skills One-Day conference, participants will indicate knowledge acquired

Ninety-two percent indicated they attained knowledge of FIGs as a result of the conference. Only a few respondents provided neutral or negative ratings. This SLO was achieved.

	Frequency	Percent	Cumulative Percent
Strongly Agree	29	46.8	46.8
Agree	28	45.2	91.9
Neutral	3	4.8	96.8
Disagree	2	3.2	100.0
Total	62	100.0	

Figure 2: First Student Learning Outcome

Participants were also able to indicate the awareness that they acquired; 94% provided positive ratings for these items. This SLO was also achieved.

SLO2) As a result of attending the Basic Skills One-Day conference, participants will indicate awareness acquired

	Frequency	Percent	Cumulative Percent
Strongly Agree	31	50.0	50.0
Agree	27	43.5	93.5
Neutral	2	3.2	96.8
Disagree	2	3.2	100.0
Total	62	100	

Figure 3: Second Student Learning Outcome

Lastly, 100% gave either a “good” or “above average” rating for their level of conference satisfaction. Respondents provided a staggering positive response rate. This SLO was easily achieved.

SLO3) As a result of attending the Basic Skills One-Day conference, participants will indicate their level of satisfaction

	Frequency	Percent	Cumulative Percent
Good	22	78.6	78.6
Above Average	6	21.4	100.0
Total	28	100.0	

Figure 4: Third Student Learning Outcome

These aforementioned results can be found in the graph below. This breaks down the responses provided for each component, comparatively. It is evident that participants felt highly satisfied with the conference. Most individuals felt that the level of knowledge and awareness they gained was high. There were few negative and neutral ratings for these two categories. The satisfaction piece had only positive ratings.

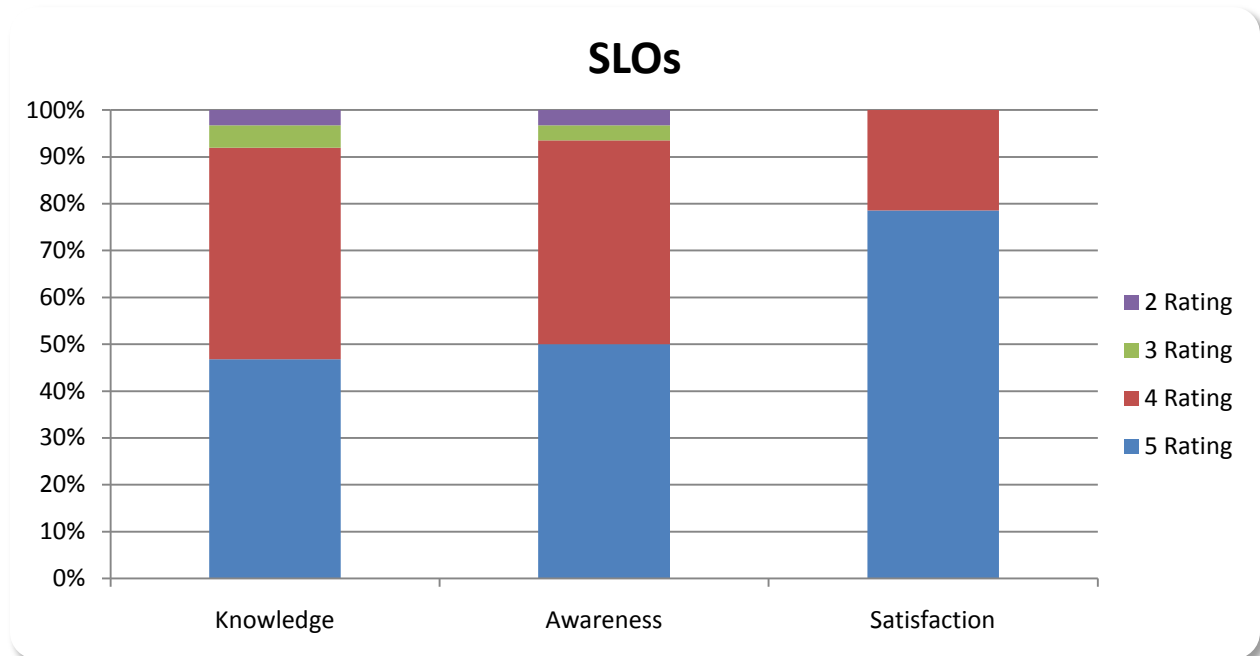


Figure 5: Overall SLO Results

Qualitative Analysis

The majority of participants liked that the breakout sessions were engaging and informative (9 and 8 respondents, respectively)³. A few enjoyed the videos and the applicability of the material. Eight individuals provided other responses, which included the following comments: *The critical thinking skills presentation was awesome; the presentation of data to support findings was useful; discussion, examples, participants' input; they kept overlapping on important themes; I was able to take the time and reflect in my own teaching; teaching critical thinking in various disciplines; and the presenters seemed genuinely passionate about their subjects.*

³ See Appendix C

The breakout sessions could be improved by making them longer (4 respondents), two individuals wanted more media while three people felt that it could have been more interactive. A few stated that nothing needed to be improved (4 respondents). Better catalogue descriptions such as more precise, less vague language could be used (1 respondent). The technology could be more dependable (1 respondent), and the classrooms should contain tables in order to facilitate interactions (1 respondent). Instead of setting aside time for activities, the time should be used for reflection because audience participation felt contrived within such an abbreviated timeframe.

One of the most valuable aspects of the conference was the inquiry process (7 respondents) and that it was informative (6 respondents). The Keynote Speakers also received positive feedback (5 respondents). Three participants felt that it was applicable, and nine individuals provided other, unrelated comments. One person found it inspirational, and another simply stated that the conference was great. It was described as a building community with intriguing topics, and it gave suggestions on how to improve the critical-thinking process. One person liked the reflections on the teaching process, and another individual appreciated the enthusiasm of the educators for the work they are doing to help students. A comment was made where it was stated that auto-reflection was an integral aspect of pedagogy and that figural language conditions our own conceptualizations on a thorough level. One counselor was new to teaching, so this information and hearing how instructors struggle made this person feel less alone.

As far as overall improvement, a few respondents mentioned that nothing should be changed (5 respondents). Three individuals felt that the conference should be longer and that

the location should be moved. They felt that Room 9C was not ideal and that perhaps, a room that is more representative of Mt. SAC should be used. Two individuals felt that there should be a debriefing, collaborative piece because there was no opportunity to reflect as a group. One person wanted a quicker notification and information on how they can get involved by making their own FIG. A wider audience would have been beneficial because they felt that the information that was presented had much practicality. The technology should be prepped and ready to go for presenters. Bottled water should have been provided for participants. The handouts should be proofread prior to administration, and leads should be provided on how to acquire more information on the topic of discussion.

Discussion

The Parachutes and Ladders was an overwhelming success as demonstrated by the positive responses to the qualitative and quantitative items on the survey. As such, the Basic Skills Initiative funds provided to the Developmental Education team was an excellent expenditure of appropriated monies. That said, given comments for improvement to the conference, it may be beneficial to extend the length of the conference from 9:00 - 15:00 to 9:00 - 18:00. Other comments addressed the desire to have time at the end of the conference to come together as a group and reflect on the content of the conference. With the extra time allotment, the conference could include a debriefing and/or collaborative period wherein participants of the workshop could come together and discuss ways in which they could integrate what they learned from the workshop into their courses. Essentially, while no doubt lingers as to the satisfaction of the conference, the applicability of the content remains in question as participants are not asked *how* they plan to implement any of the material

presented in the workshop in the classroom; a period of reflection and collaboration between colleagues bookending the conference would reinforce the material presented as well as verbally circulate ideas among colleagues about how they might *apply* the information gained. At this point, participants would be surveyed on general satisfaction of the conference, as per usual, but additionally, how they plan to implement the information learned as a result of attending the workshop.

Limitations

There is no way to measure whether attendees were actually able to utilize and apply the concepts that they learned from the conference. It would be interesting to note whether their instructional practices were modified in any way following the conference. Perhaps, they might have had difficulties implementing key strategies that they found intriguing. Pinpointing the techniques that were implemented in the classroom would provide a more accurate picture of which concepts were deemed the most useful. It is possible that some strategies might be more effective if they were presented in a different manner.

Recommendations

- Increase the number of qualitative questions concerning how participants plan on utilizing the information gained at the Parachutes and Ladders Conference:
 - *What* is the strategy they plan to implement.
 - *How* they plan to implement it.
 - The foreseeable *benefits* (e.g., student engagement, bonding, etc.) of implementing the strategy in their classroom(s).

- The foreseeable *barriers* to successfully implementing the strategy in their classroom(s).
- The second page of the survey uses a 5-point Likert scale, which contains the following ratings: poor, below average, average, above average, and good. To avoid ambiguity, the rating system should range from Poor, Fair, Average, Good, and Excellent.

Parachutes and Ladders Conference Evaluation



You are invited to participate in this survey about the *Parachutes and Ladders VIII Conference*. Your thoughts and opinions are important to us and will help us improve future events. This survey is in paper format only. If you need accommodation or assistance to complete this, please call the Research office at ext. 4708. Your answers will be completely confidential.

INSTRUCTIONS: Please bubble in the item according to your thoughts and feelings regarding this conference. Items are ranked on the following scale: “strongly agree,” “agree,” “neutral,” “disagree” & “strongly disagree”

LEARNING OBJECTIVES MET

Now that I have completed the Developmental Education Conference, “Parachutes and Ladders IX”... I am able to ...

	strongly agree	agree	neutral	disagree	strongly disagree
1. Explain what a faculty interest group is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Express a basic understanding of how I can participate in a FIG	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

AWARENESS & INTEREST OBJECTIVES

After completing the Developmental Education Conference, “Parachutes and Ladders IX”... I am confident that . . .

	strongly agree	agree	neutral	disagree	strongly disagree
3. I have a basic awareness of how a FIG is designed/used	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I have a basic awareness of the value of FIG-based learning assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

EFFECTIVENESS OF MATERIALS AND METHODS

When I think about the Developmental Education Conference, “Parachutes and Ladders IX” ...

	strongly agree	agree	neutral	disagree	strongly disagree
5. The information provided was clear and easy to follow	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. There was enough material at the conference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The keynote speakers provided useful examples	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The keynote speakers were thought-provoking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The keynote speakers were well prepared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10 The keynote speakers enhanced the presentation with media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Parachutes and Ladders Conference Evaluation

Appendix A

Parachutes and Ladders 14



YOUR RATINGS AND OPINION

We want to know your thoughts about the Developmental Education Conference, "Parachutes and Ladders IX"

	good	Above average	average	below average	poor
11. Rate the morning breakout session you attended:					
Equity as the Practice of Liberation and Love	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Voices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acceleration in English and Math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Rate the afternoon breakout session you attended:					
Developing Students' Critical Thinking Inside GE Courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Moving Students From "Following" to "Exploring" Stances on Learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contextualizing Basic Skill Inside Career and Technical Programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. The overall pace of the conference was . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. My overall rating for the conference is . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. What did you like most about the breakout sessions you attended?					
16. How could the breakout sessions be improved?					
17. What did you find most valuable about the conference overall ?					
18. What could be improved about the conference overall ?					

*Thank you for your participation!
Please turn in this survey to a designated area
At the conference or turn into Professional Development.*

1) Now that I have completed the Developmental Education Conference, "Parachutes and Ladders IX"... I am able to explain what a faculty interest group is

	Frequency	Percent	Cumulative Percent
Strongly Agree	15	48.4	48.4
Agree	14	45.2	93.5
Neutral	1	3.2	96.8
Disagree	1	3.2	100.0
Total	31	100.0	

2) Now that I have completed the Developmental Education Conference, "Parachutes and Ladders IX"... I am able to express a basic understanding of how I can participate in a FIG

	Frequency	Percent	Cumulative Percent
Strongly Agree	14	45.2	45.2
Agree	14	45.2	90.3
Neutral	2	6.5	96.8
Disagree	1	3.2	100.0
Total	31	100.0	

3) After completing the Developmental Education Conference, "Parachutes and Ladders IX"... I am confident that I have a basic awareness of how a FIG is designed/used

	Frequency	Percent	Cumulative Percent
Strongly Agree	14	45.2	45.2
Agree	14	45.2	90.3
Neutral	2	6.5	96.8
Disagree	1	3.2	100.0
Total	31	100.0	

4) After completing the Developmental Education Conference, "Parachutes and Ladders IX"... I am confident that I have a basic awareness of the value of FIG-based learning assessments

	Frequency	Percent	Cumulative Percent
Strongly Agree	17	54.8	54.8
Agree	13	41.9	96.8
Disagree	1	3.2	100.0
Total	31	100.0	

5) When I think about the Developmental Education Conference, "Parachutes and Ladders IX" ... the information provided was clear and easy to follow

	Frequency	Percent	Cumulative Percent
Strongly Agree	19	61.3	61.3
Agree	12	38.7	100.0
Total	31	100.0	

6) When I think about the Developmental Education Conference, "Parachutes and Ladders IX" ... there was enough material at the conference

	Frequency	Percent	Cumulative Percent
Strongly Agree	20	64.5	64.5
Agree	11	35.5	100.0
Total	31	100.0	

7) When I think about the Developmental Education Conference, "Parachutes and Ladders IX" ... the keynote speakers provided useful examples

	Frequency	Percent	Cumulative Percent
Strongly Agree	24	77.4	77.4
Agree	7	22.6	100.0
Total	31	100.0	

8) When I think about the Developmental Education Conference, "Parachutes and Ladders IX" ... the keynote speakers were thought-provoking

	Frequency	Percent	Cumulative Percent
Strongly Agree	25	80.6	80.6
Agree	6	19.4	100.0
Total	31	100.0	

9) When I think about the Developmental Education Conference, "Parachutes and Ladders IX" ... the keynote speakers were well prepared

	Frequency	Percent	Cumulative Percent
Strongly Agree	26	83.9	83.9
Agree	5	16.1	100.0
Total	31	100.0	

10) When I think about the Developmental Education Conference, "Parachutes and Ladders IX" ... the keynote speakers enhanced the presentation with media

	Frequency	Percent	Cumulative Percent
Strongly Agree	25	80.6	80.6
Agree	6	19.4	100.0
Total	31	100.0	

11.1) Rate the morning breakout session you attended: Equity as the Practice of Liberation and Love

	Frequency	Percent	Cumulative Percent
good	8	80	80
above average	1	10.0	90.0
average	1	10.0	100.0
Total	10	100.0	

11.2) Rate the morning breakout session you attended: Student Voices

	Frequency	Percent	Cumulative Percent
good	11	91.7	91.7
average	1	8.3	100.0
Total	12	100.0	

11.3) Rate the morning breakout session you attended: Acceleration in English and Math

	Frequency	Percent	Cumulative Percent
good	9	81.8	81.8
above average	2	18.2	100.0
Total	11	100.0	

12.1) Rate the afternoon breakout session you attended: Developing Students' Critical Thinking Inside GE Courses

	Frequency	Percent	Cumulative Percent
good	8	88.9	88.9
above average	1	11.1	100.0
Total	9	100.0	

12.3) Rate the afternoon breakout session you attended: Contextualizing Basic Skill Inside Career and Technical Programs

	Frequency	Percent	Cumulative Percent
good	11	91.7	91.7
above average	1	8.3	100.0
Total	12	100.0	

13) The overall pace of the conference was . . .

	Frequency	Percent	Cumulative Percent
good	24	85.7	85.7
above average	2	7.1	92.9
average	2	7.1	100.0
Total	28	100.0	

14) My overall rating for the conference is . . .

	Frequency	Percent	Cumulative Percent
good	22	78.6	78.6
above average	6	21.4	100.0
Total	28	100.0	

15) What did you like most about the breakout sessions you attended?	Engaging	Informative	Videos	Applicable	Other
I thought that the critical thinking skills presentation was awesome.	0	0	0	0	1
AM Session: experiential engagement that really worked to help me understand and then how to apply PM Session: gave broad cross-section of CTE and “softskill” instruction	1	1	0	0	0
A.M. What’s so phony about peace, love and understanding? More attention should’ve been given to education as an inherently traumatic process in itself. There was a “hair of the dog” quality to the presentation. And alliteration doesn’t necessarily make for sound pedagogy. Recall the “3-R’s”? P.M. Excellent empirical examples and practical pedagogical strategies offered. More information than A.M. breakout	0	0	0	1	0
Outstanding ideas being carried out around the state	0	1	0	0	0
Great broad info	0	1	0	0	0
Videos of actual experience, very real and useful	0	0	1	0	0
Interaction with attendees	1	0	0	0	0
Presentation of data to support findings	0	0	0	0	1
Intimate and comfortable and learned many new things	1	1	0	0	0
Hearing what faculty and consultants are doing, and seeing the students in the videos	0	0	1	0	0
Discussion, examples, participants input	0	0	0	0	1
They were informative	0	1	0	0	0
New ideas, interaction, thought provoking	0	1	0	0	0
Interaction and communication of ideas	1	1	0	0	0
They kept overlapping on important themes	0	0	0	0	1
I liked the practices shared to improve student learning	0	0	0	0	1
The group interaction / the student videos	1	0	1	0	0
Interactive b/c learn new ways to present material in my own class	1	0	0	0	0
Practical and immediately applicable topics	0	0	0	1	0
Informative and well structured	0	1	0	0	0
The acceleration in English and Math was brilliant. I learned so much and I have so many ideas that I can’t wait to implement in my course.	0	0	0	1	0
Implementing them to my teaching	0	0	0	1	0
I was able to take time and reflect in my own teaching	0	0	0	0	1
Teachy critical thinking in various discipline	0	0	0	0	1
The presenters seemed genuinely passionate about their subjects	0	0	0	0	1
Interactive activities	1	0	0	0	0
Interactive and easy to apply	1	0	0	0	0
They were very comfortable and interactive	1	0	0	0	0
Totals	9	8	3	4	8

16) How could the breakout sessions be improved?	Nothing	Longer	More Media	More Interactive	Other
No improvement necessary	1	0	0	0	0
Longer session – 1 ½ hrs? Description of PM session didn't match well	0	1	0	0	0
Maybe more discussion, but that would mean more time	0	0	0	1	0
Nothing at this time	1	0	0	0	0
Could be a bit longer	0	1	0	0	0
Better catalogue descriptions – more precise less vague language	0	0	0	0	1
More videos and media	0	0	1	0	0
Technology more dependable	0	0	0	0	1
Classrooms with tables so that we can interact more easily	0	0	0	0	1
For these, longer sessions for more time for interaction would have been great	0	1	0	1	0
None. They were organized, concise, and insightful. Well, there is one thing, I would like to have attended more of the breakout sessions	1	0	0	0	0
More concrete examples (videos are great) ways to apply concepts	0	0	1	0	0
Make them more interactive	0	0	0	1	0
Audience participation often seems so contrived within such an abbreviated timeframe – why not permit reflection rather than “activities”?	0	0	0	0	1
I liked them as they were	1	0	0	0	0
Morning session needed more time. Afternoon session's videos were too dark. Would love to have a student at each session. Points made by each team too wordy need key terms, power points, way too dense	0	1	0	0	0
Totals	4	4	2	3	4

17) What did you find most valuable about the conference overall?	Informative	Keynote Speakers	Applicable	Inquiry Process	Other
The overview of the FIN process	0	0	0	1	0
Inspiration	0	0	0	0	1
The consistent focus on inquiry as it serves improving instruction and learning. Quality of presentation was great	0	0	0	1	0
Everything was great	0	0	0	0	1
So many ideas came about	1	0	0	0	0
Gaining understanding of FIGs and process	0	0	0	1	0
Learning about examples of how to teaching practice is change thru inquiry	0	0	0	1	0
I am a counselor new to teaching so this information and hearing how instructors struggle with things made me feel less alone.	0	0	0	0	1
(Food was good – parking was paid for) Enthusiasm of educators for the work they are doing to help students	0	0	0	0	1
Introduction to FIG	0	0	0	1	0
Good information	1	0	0	0	0
Very informative, great ideas, great food	1	0	0	0	0
Great topic and speakers	1	1	0	0	0
I learned how important it is to include student voices in our inquiries	0	0	0	1	0
I enjoyed the keynote speakers very much	0	1	0	0	0
The keynote speakers!	0	1	0	0	0
Gave me good ideas to move forward on pet projects.	1	0	0	0	0
I have an idea for a FIG that I was able to develop. I also have fantastic ideas about curriculum for my department.	0	0	1	0	0
Reflections about the teaching process	0	0	0	0	1
Excellent take away tools. Only able to attend keynote, but it really got me thinking about ideas to increase student success	0	1	0	0	0
Lots and Lots. What I can do to improve critical thinking	0	0	0	0	1
Intriguing topics	0	0	0	0	1
Auto-reflection as an integral aspect of pedagogy – also, how thoroughly figural language conditions our conceptualizations.	0	0	0	0	1
Building community	0	0	0	0	1
Very informative	1	0	0	0	0
I learned things that I can use now and in future endeavors	0	0	1	0	0
Excellent. Learning about the faculty inquiry cycle. Collaboration across disciplines. Transfer from class to field.	0	0	1	1	0
Keynote presenters were thought provoking – did very well!	0	1	0	0	0
Totals	6	5	3	7	9

18) What could be improved about the conference overall?	Nothing	Longer	Location	Debriefing Session	Other
N/A	1	0	0	0	0
None	1	0	0	0	0
No suggestions	1	0	0	0	0
Everything was great	1	0	0	0	0
Quicker notification	0	0	0	0	1
Hearing more from participants – more audience engagement. More time	0	1	0	0	0
Longer 9 to 5 – there is a lot more day left	0	1	0	0	0
How can we get involved – make our own FIG?	0	0	0	0	1
Wider attendance – it was so great	0	0	0	0	1
Have technology prepped and ready to go for presenters	0	0	0	0	1
Food was good. It would have been nice if bottled water had been provided	0	0	0	0	1
Location (9C not ideal).	0	0	1	0	0
More time to attend more of the breakout sessions	0	1	0	0	0
Aside glad we had tables to sit at and not rows of chairs perhaps use some other room besides 9C show the best of Mt SAC?	0	0	1	0	0
This was great but the room is bit old. Perhaps different location.	0	0	1	0	0
Close out session	0	0	0	1	0
Somebody should proofread the handouts (“What outside literature and research can I bring to bare [sic]”? And last I checked data is a plural noun)	0	0	0	0	1
It was perfect!	1	0	0	0	0
Info on how to get more info on topic of discussion	0	0	0	0	1
I would like a debriefing collaborative piece. Keynote -> breakout, breakout ->Wrap-up. It was just over – fade to black. No chance to reflect as a group?	0	0	0	1	0
Totals	5	3	3	2	7

Developmental Education Faculty Certificate Program

Goal: Provide enhanced professional development opportunities for faculty/staff

Outcome: DE Certification graduates will demonstrate their knowledge of developmental education through articulation of specific concepts

Type	Measurement	Tool	Participants	Assessor	Criteria
SLO	Knowledge	Scenario	DE Certificate Graduates	Rick Stepp-Bolling, Lori Walker, Susana Cevallos	100% will score 4+ on a scale from 1 to 5 on the completeness of their answers.

Data: Emotional Intelligence Needs in the Classroom received the highest, average rating at 3.00. Successful Learning Community Principles and Locus of Control/Self-Efficacy have the lowest ratings; they both received an aggregate score of 2.00. Active Learning Strategies and DE Philosophy both have averages of 2.66. The criteria was not met.

Action: The coordinators of the program felt that the Successful Learning Community Principles questions did not adequately request the information they were hoping to retrieve. In future assessments, they would like to rewrite the questions so they can more appropriately ascertain the information they were trying to assess. The Locus of Control/Self-Efficacy concept can be addressed differently in the classroom. This could, potentially, make professors more aware of how it influences student success and how to create activities as well as experiences to help promote the concept within their students. In addition, a larger sample size should be used so the results have more generalizability and assessment should take place months after the professors have completed their certification modules. This should produce more accurate measures and more representative results.

Outcome: DE Certification graduates will demonstrate their application of DE teaching methods in the classroom

Type	Measurement	Tool	Participants	Assessor	Criteria
SLO	Application	Scenario	DE Certification graduates	Rick Stepp-Bolling, Lori Walker, Susana Cevallos	95% will score 3+ on a scale from 1 to 5. 70% of the DE Cert Graduates will score a 4 on a scale from 1 to 5.

Data: The Emotional Intelligence Needs in the Classroom had the highest aggregate rating (3.00). Active Learning Strategies and DE Philosophy came in second with an average of 2.66. Successful Learning Community Principles and Locus of Control/Self-Efficacy received the lowest ratings at 2.00. Only four individuals participated in this analysis.

Action: Control/Self-Efficacy concept can be addressed differently in the classroom. This could, potentially, make professors more aware of how it influences student success and how to create activities as well as experiences to help promote the concept within their students. In addition, a larger sample size should be used so the results have more generalizability and assessment should take place months after the professors have completed their certification modules. This should produce more accurate measures and more representative results.



Developmental Education (DE) Certification Analysis

To: Lori Walker & Susie Cevallos-Castaneda
From: Nancy Aguirre, M.A., Project Coordinator and Dan Lamoree, B.A/B.S., Educational
Research Assessment Analyst, Research & Institutional Effectiveness Office
Date: June 16, 2010

When you are referring to the data from this report, please remember to acknowledge that it was done through the Office of Research and Institutional Effectiveness and results of this report could not be possible without the assistance of the Developmental Education team.

Abstract

Developmental Education (DE) provides a certification process where faculty members become acquainted with developmental theories that can be incorporated into their instructional practices. This is done in order to promote optimal learning in a manner that is most suitable and adaptable for students. The DE Certification graduates will demonstrate their knowledge of developmental education through the articulation of specific concepts and will demonstrate their application of these teaching methods within their own classrooms. Faculty members were supposed to be evaluated during a Flex Day workshop. However, about 75% of the attendees had not completed any Certification modules; thus, a new type of assessment was developed. Respondents scored fairly well, but the assessment was comprised of only four individuals. Therefore, the generalizability of these results is restricted.

Rationale for the Study

The goal of Developmental Education program was to incorporate cognitive, emotional, and social theories along with research in order to use best teaching practices that took student needs and development into account. It offered a Certification program and some workshops for faculty members at Mt. SAC. The Certification program consisted of three modules. The first module was offered in the fall semester, and the last two modules were given in spring. Module one provided the philosophy and definitions of developmental education. It introduced the concepts of development education, student-centered learning, affective domain of learning, brain-based research, multiple intelligences, and emotional intelligences. Module two examined the integration of a developmental education approach within the classroom. The main topics were assessment, problem-based learning, project-based learning, and incorporating study skills into content areas. Module three was an introduction to learning communities and developing a holistic developmental approach in the classroom. This module had two objectives; the first one introduced individuals to the background and opportunities for learning community experiences on campus. The second one assisted participants in developing a personalized portfolio for one of their classes where they could develop a comprehensive approach to the creation, development and delivery of developmental education principles within their own courses. For each module, faculty attend eight courses for a total of sixteen hours of class time and sixteen hours of homework. They could earn two units of crossover credit for their participation in each module for a total of six units of crossover credit once they complete the program. Seventy-four full-time and six adjunct faculty members enrolled in the modules, and 52 completed the entire Certification process.

The DE program facilitators offered a workshop on Flex Day; this event was meant to provide professional development for faculty members and staff at Mt. SAC. It took place on February 19, 2010. The DE workshop was called Sharing Best Practices from a Developmental Perspective and was held in Building 26D, Room G290. The DE team was hoping to measure the conceptual knowledge DE certified faculty members had acquired through the modules. The only setback with this layout was that most attendees had not completed any of the modules. Therefore, they were unable to provide solutions to specific questions that were posed which were based on the DE models. There were 27 participants, and only 7 individuals had completed one or more modules. The questions revolved around emotional intelligence, Bloom's Taxonomy, classroom assessment, Triune Brain Theory, and Locus of Control/Self-Efficacy. The responses provided were diverse and varied. This workshop was designed to assess whether faculty members who completed the modules could still recall DE-specific theories and successfully apply them. This was rather difficult to measure since the majority of participants were not certified.

A solution had to be devised in order to properly address this unexpected and unintended consequence; the conceptual knowledge of certified faculty members still needed to be assessed. Therefore, a tool was created where respondents were presented with three different scenarios in which they were asked to provide suggestions for key issues. One of them dealt with a student worried about paying for classes, books, and is concerned about whether he can measure up to his seemingly more intelligent peers. Another scenario dealt with a professor who had trouble getting his students to complete the assigned readings and focus on

lectures. The last question asked the respondent to define Developmental Education to someone who has not been through the modules but shared a linked class with them.

Purpose

The purpose of this analysis was to determine the efficacy of the Developmental Education Certification program and investigate whether faculty members could apply the tools acquired. The goal was to measure their knowledge of Developmental Education theories by assessing whether they were able to construct reasonable solutions to certain posed problems. This pinpointed the level of conceptual knowledge they gained through the Certification process and will dictate their ability to utilize it.

Method

Participants

Initially, there were 27 participants who all attended the Flex Day workshop entitled Sharing Best Practices from a Developmental Perspective and was located in Building 26D, Room G290. It took place on Friday, February, 19, 2010. Once the assessment method had to be revised, the participants assessed were the recently DE certified faculty members. There were a total of four individuals who completed the assessment during spring 2010.

Design

This study is a non-experimental cross-sectional design. All able and willing people participated.

Measures

The Flex Day tool investigated faculty members' knowledge and ability to apply theories on emotional intelligence, Bloom's Taxonomy, classroom assessment, Triune Brain Theory, and

Locus of Control/Self-Efficacy. A rubric was designed for each of these theories where individual responses were rated on a 3-point gradient. A score of 3 indicated a thorough understanding of the theory and the ability to apply it appropriately. The key was that respondents were not only able to conceptually define a theory but could also provide specific examples to support their definition. The faculty member should be able to describe how a particular theory is applied in their classroom. The faculty members were given a scenario and then they had to provide an example of how they solved the issue in their classroom. A score of 1 indicated the respondent did not have an understanding of the theory and could not apply it. A score of 3 demonstrates the individual understood the concept and how it applied to the classroom. However, they could not provide specific examples of how to use it in their own class.

In order to assess the recently DE certified faculty members, they were provided with three different scenarios in which they were prompted to provide a response or possible solution. They were expected to incorporate DE theories. The first scenario depicted a student who had fears about being a successful student and paying for college. It asked respondents to list the problems that occurred in the scenario and for any suggestions they can make to correct some of those issues. Finally, it asked what advice they would provide to this professor if they were teaching a linked class with them. The second scenario described a professor who was having trouble getting his students to complete the assigned readings. As a result, he decided to base his lecture on the readings, but he noticed students quickly became bored. A colleague of his asked whether their responses on tests indicated they were effectively absorbing the information. The professor noted his tests are all scantron and the grades of his class measured up with the rest of the department. The questions then asked what problems are suggested by

the conversation, how they would, personally, handle the situation, and what advice they would give to the professor. The third and final question asked how they would define Developmental Education to someone who had not been through the modules but was teaching a linked class with them.

To assess the faculty members' responses, a three-point rubric was used which looked at the following concepts in developmental education: Emotional Intelligence Needs in the Classroom, Active Learning Strategies, Successful Learning Community Principles, Locus of Control/Self-Efficacy, and DE Philosophy. The rubric was comprised of a 3-point gradient scale. Each of the aforementioned concepts was graded on a 3-point scale, separately.

Procedure

During the Flex Day workshop, participants were provided with a brief definition of a DE concept, which was followed by a related question or scenario. The faculty members then had to provide an example of how they solved this problem in their classrooms. The scenarios were presented on PowerPoint slides. The 27 faculty members were separated into groups of 4 or 5 individuals. They then had to discuss the possible solution within their group and share it with the rest of the class. For example, they were asked what they do to make students feel connected in the first week of class. One professor said they each wear name tags, which includes a hobby they enjoy. They are then allotted time to socialize for a bit. Another professor mentioned he does a speed dating type of activity with the students; they were paired up and had one minute to take turns answering three questions on the board. When their time was up, they moved onto the next person. Other questions that came up were how faculty members

handled tardiness, how student attention was maintained throughout the lesson, and what was done to promote self-responsibility.

Three of the DE team members directed this activity which lasted for an hour and fifteen minutes. As the participants provided their responses, the three team members scored their responses on a 5-point rubric scale. The rubric was based on the breadth and depth of knowledge they possessed on emotional intelligence, Bloom's Taxonomy, classroom assessment, Triune Brain Theory, and locus of control/self-efficacy. However, it was difficult to assess the faculty members on these concepts since the grand majority did not participate in any of the DE modules. They were not very familiar with how to incorporate these theories into their classrooms.

The revised version of this assessment also consisted of providing hypothetical scenarios to faculty members. They were each given three scenarios to provide solutions for. However, these were given to the professors as a homework assignment in the last week of the course and were then scored on a 3-point scale. This would ensure they had been exposed to the DE concepts and theories. The professors then had to apply the knowledge they just acquired.

Results

Four people completed this assessment, and each of their scores was compiled as aggregates. The results are as follows:

DE Concept	Rubric Response Average
Emotional Intelligence Needs in the Classroom	3.00
Active Learning Strategies	2.66
Successful Learning Community Principles	2.00
Locus of Control/Self-Efficacy	2.00
DE Philosophy	2.66

Table 1: Final Aggregate Scores

Emotional Intelligence Needs in the Classroom received the highest, average rating at 3.00. Successful Learning Community Principles and Locus of Control/Self-Efficacy have the lowest ratings; they both received an aggregate score of 2.00. Active Learning Strategies and DE Philosophy both have averages of 2.66.

Discussion

The Emotional Intelligence Needs in the Classroom had the highest aggregate rating (3.00). Active Learning Strategies and DE Philosophy came in second with an average of 2.66. Successful Learning Community Principles and Locus of Control/Self-Efficacy received the lowest ratings at 2.00. The sample size was relatively small, so these results cannot, necessarily, be globalized as it does not provide a precise measurement with such few subjects. It would be wise to use an augmented sample size, next year, in order to ensure the results could be generalized. Few generalizations can be made because this is not a highly representative sample of the entire population. Also, information recall is best when the information is still fresh; it would be interesting to see whether these subjects could be assessed once they had the opportunity to actually apply the material in their classrooms. It would also be easier to determine which concepts resonated most and were retained over time. Perhaps, the participants should be assessed several months after they had completed the modules. The program coordinators would utilize this information to make judgment calls regarding the modules. It would provide them with an idea of which concepts are being applied appropriately and will, simultaneously, tell them which theories were the most challenging. They could then

determine how to possibly restructure their program, so these concepts become more salient, and their utility is enhanced.

Limitations

The small sample size limits the generalizations that can be formulated based on these findings, alone. Because only four subjects were used, the conclusions made cannot be too broad. It is possible the results might be a bit different given more participants. One must ensure the sample size is representative of all individuals who have participated in the certification modules. Also, the strength of recall will be much higher when subjects are assessed when the information is still fresh. A more accurate measurement might take place after participants have been given the opportunity to apply some of these concepts within their own classrooms. More precise results could be generated once the instructors have been able to implement some of these concepts over the course of a few months.

Recommendations

The coordinators of the program felt that the Successful Learning Community Principles questions did not adequately request the information they were hoping to retrieve. In future assessments, they would like to rewrite the questions so they can more appropriately ascertain the information they were trying to assess. The Locus of Control/Self-Efficacy concept can be addressed differently in the classroom. This could, potentially, make professors more aware of how it influences student success and how to create activities as well as experiences to help promote the concept within their students. In addition, a larger sample size should be used so the results have more generalizability and assessment should take place months after the

professors have completed their certification modules. This should produce more accurate measures and more representative results.

Possible DE Scenarios

It is the first day of class and Michael, an eighteen year old in his first semester at Mt. SAC, listens to his professor talk about the policies of his class. After listening to the attendance policy, the grading policy and the no-extra credit policy, Michael begins to slip into a somnolent state and must continually shake his head in order to stay awake. Michael begins to wonder whether his new job at Home Depot will pay for all the books he will need. He looks around at the other students who seem to be much more intelligent and older looking. Michael was never a great student in high school, so much of his concern now is whether he will be able to meet the academic standards of all these new classes. Now the professor is going over the syllabus which reminds Michael that he still needs to pay for his classes at the Bursar's Office, but he needs to try to pick up a math class first. All the math classes were closed at the time of his registration, so he needs to rush to the math building right after this class to see if he can add.

Questions:

1. What are some of the problems occurring in this scenario?
2. What suggestions would you make to correct some of those problems?
3. If you were teaching a linked class with this professor, what advice would you have given him/her?

Professor Taylor and Professor Kioke teach a linked learning community class and are having a discussion about the best way to deal with students not reading the assigned textbook material. They both agree that it is a problem. Professor Taylor says, "Students don't read the text and when I try to have a discussion about the material, they sit there like bumps on a log. That's the reason I've gone back to lecturing about the material they haven't read."

Professor Kioke looks concerned and says, "But how do your students react to the lectures?"

"They are bored out of their minds, of course, but that's not my concern. They are here to get an education and it's my responsibility to give them the information they need to be successful," says Professor Taylor.

"I see," says Professor Kioke, "but how do they do on the tests? Do their responses show that they understand the material?"

Now it's Professor Taylor that looks confused. "The tests are all scantrons, so I'm not sure I know what you mean by 'responses.' Their grades are about the same as everyone else's in the department. But let's face it, not everyone is college level material. I'm just separating the wheat from the chaff."

Questions:

1. What problems are being suggested by this conversation?
2. How would you handle the situation(s)?
3. If Professor Taylor and you taught linked classes, what words of advice would you give him/her?

If someone were teaching a linked class with you and hadn't been through the modules, how would you define Developmental Education to him/her?

DE Concept	3	2	2	1
Emotional Intelligence Needs in the Classroom	Understands EI and how it applies to the classroom. Is able to give specific examples of how to incorporate EI in the classroom.	Examples are offered for how it is used in the classroom but does not articulate EI philosophy.	Understands EI and how it applies to the classroom, but does not give specific examples of its use	Does not remember the concept or how it can be applied.
Active Learning Strategies	Understands the philosophy supporting active learning strategies and is able to articulate actions and activities that support their purpose.	Examples are offered for how it is used in the classroom but does not articulate the philosophy supporting active learning strategies	Understands the philosophy supporting active learning strategies but gives no example of its application within a real-world scenario	Does not remember the concept or how it can be applied
Successful Learning Community Principles	Understands the philosophy supporting learning communities and is able to articulate actions and activities that support their purpose.	Examples are offered for how it is used in the classroom but does not articulate the philosophy supporting successful learning communities	Understands the philosophy supporting learning communities but gives no example of its application within a real-world scenario	Does not remember the concept or how it can be applied
Locus of Control/ Self-Efficacy	Understands the concept of Self-Efficacy and is able to give examples of how that is promoted in the classroom.	Understands the Self-Efficacy concept but gives limited examples of how to promote it in the classroom.	Gives an example of promoting Self-Efficacy in the classroom but does not show clear understanding of the theory or reasoning behind it.	Does not show understanding of the Self-Efficacy concept AND cannot apply it.
DE Philosophy	Understands DE Philosophy and includes all major concepts that undergird its definition	Understands DE Philosophy and includes some of the major concepts that undergird its definition.	Has a weak understanding of DE Philosophy and offers few of the major concepts that undergird its definition.	Does not show understanding of DE Philosophy.

DSPS Hourly Personnel

Goal: The intent of this project is to provide DSPS students with quick resolution to their counseling-related issues as a way to enhance their academic success in one or more of their basic skills course (s)

Outcome: DSPS students will identify specific strategies and/or options they can apply to their presenting problem

Type	Measurement	Tool	Participants	Assessor	Criteria
SLO	Knowledge	Survey	Students enrolled in the DSPS High Tech Center (HTC) who use drop-in counseling services		75% will report increased knowledge about the presenting problem.

Data: Sixteen students received drop-in counseling and completed the student surveys. 100% of respondents reportedly felt they learned information or gained knowledge about their presenting problems, and they reported that the counseling sessions were helpful.

Action: All respondents responded positive to the survey questions; however, only 16 students sought drop-in counseling during the 16 weeks of drop-in counseling made available to students. While some students presented issues directly related to disability factors or those on which the disability may have an influence, a few had questions solely related to academic requirements that could have been addressed through general counseling or advising services on campus. The counseling-related needs of students that had been identified by DSPS faculty in the HTC did not seem to have been addressed effectively by providing a counselor in the HTC for quick, drop-in counseling sessions. If drop-in counseling is considered in the future, it seems that the DSPS counseling faculty will need to determine appropriate types of issues to be addressed in a brief drop-in encounter. Additionally, drop-in counseling may need to take place in a more centralized location such as the main DSPS counseling offices so that the counselor has direct access to student files and has more opportunity to serve a greater number of students.

Outcome: DSPS drop in counseling services will be an effective use of time

Type	Measurement	Tool	Participants	Assessor	Criteria
AUO	Effectiveness	Survey	DSPS Counselors		75% will report the session was an effective use of time.

Data: Sixteen students received drop-in counseling and completed the student surveys. 100% of respondents reportedly felt they learned information or gained knowledge about their presenting problems, and they reported that the counseling sessions were helpful.

Action: Although data was not formally collected by the counselor for the effectiveness of the sessions, serving only a total of 16 students during the Spring 2010 term is not considered effective use of counseling time.

Outcome: DSPS students will feel the session as helpful

Type	Measurement	Tool	Participants	Assessor	Criteria
SLO	Knowledge	Paper Survey	Students enrolled in the DSPS High Tech Center (HTC) who use drop-in counseling services		75% will report the session was helpful.

Data: Sixteen students received drop-in counseling and completed the student surveys. 100% of respondents reportedly felt they learned information or gained knowledge about their presenting problems, and they reported that the counseling sessions were helpful.

Action: All respondents responded positive to the survey questions; however, only 16 students sought drop-in counseling during the 16 weeks of drop-in counseling made available to students. While some students presented issues directly related to disability factors or those on which the disability may have an influence, a few had questions solely related to academic requirements that could have been addressed through general counseling or advising services on campus. The counseling-related needs of students that had been identified by DSPS faculty in the HTC did not seem to have been addressed effectively by providing a counselor in the HTC for quick, drop-in counseling sessions. If drop-in counseling is considered in the future, it seems that the DSPS counseling faculty will need to determine appropriate types of issues to be addressed in a brief drop-in encounter. Additionally, drop-in counseling may need to take place in a more centralized location such as the main DSPS counseling offices so that the counselor has direct access to student files and has more opportunity to serve a greater number of students.



DSPS Hourly Personnel

To: Grace Hanson

From: Nancy Aguirre, M.A., Project Coordinator and Dan Lamoree, B.A/B.S., Educational Research Assessment Analyst, Research & Institutional Effectiveness Office

Date: July 8, 2010

When you are referring to the data from this report, please remember to acknowledge that it was done through the Office of Research and Institutional Effectiveness and that results of this report could not be possible without the assistance of DSPS.

Abstract

Disabled Student Program and Services (DSPS) provides services to students that have cognitive, physical, and sensory disabilities. The program has a High Tech Center (HTC), which is a computer lab that provides adaptive tools and software designed to assist in learning and communication. Students also complete their homework in the HTC. The HTC professors also give brief-counseling sessions to students and help them resolve any academic issues. These issues have a tendency to disrupt the instructional activities of the HTC. Students are encouraged to make appointments with the DSPS Counselor. However, the wait time to meet with a counselor has grown exponentially and is now at a 3-week wait. There are obvious benefits to students who receive academic support from the DSPS. Offering drop-in counseling would provide immediate assistance and thus, enhance student success. In addition, the volume of disruptions would decrease in the HTC, which would benefit all students with disabilities who are enrolled in, at least, one Basic Skills course. Students will be assessed through a survey, and at least, 60% will report that drop-in counseling increased their academic success. Success and retention of HTC students will also be recorded.

Disabled Student Program and Services (DSPS) is structured to assist students who possess cognitive, physical, or sensory disabilities. Within the DSPS, students can find the High Tech Center (HTC), which offers learning and communication equipment and software designed to enhance students' skill level. Students also feel comfortable completing their homework in the HTC and they consult with HTC professors regarding any academic issues they might have. These issues act as a disruption to the ongoing activities of the Center and detract from student learning. Students can make an appointment with a DSPS Counselor, but time slots fill-up rather quickly. The wait period to meet with a counselor is often a 3-week period. These students are already at-risk and denying them of immediate assistance can pose further detriments to their academic success. Students need advice on numerous issues such as disclosing their disability status to their non-DSPS professors, handling a problem with a non-DSPS professor, advice on whether or not to withdraw from courses they are struggling in, and advice on subsequent courses. These problems have a direct and paramount effect on student achievement. The prolonged time lag may result in students being unsuccessful in their classes.

Most DSPS students place in Basic Skills math and English classes. Their success and failures have a profound impact on their motivation and persistence. Students who receive aid in math and English tend to succeed, academically. Providing the students with a drop-in counselor would not only provide immediate assistance, but it would also reduce the HTC clutter as well as the number of disruptions. Students will also have additional time with the HTC professors as a result.

Students will be given a survey that assesses their perception of the DSPS Counselor and whether this contributes to their academic success. DSPS students will identify specific

strategies or options they can apply to their presenting problem. They will be able to recognize which executive function deficits are acting as obstacles to their educational experience. They will be able to demonstrate improvement in that specific area of executive function after the counseling intervention. The number of students who visit with the counselor will also be recorded. The adjunct counselor will be stationed at the HTC four to six hours each week. Students will complete the survey directly after their session with the counselor. The counselor will also fill out a survey regarding the issue the student posed concerns about and the outcome of the session.

Two Student Learning Outcomes (SLOs) and one Administrative Unit Outcome (AUO) are attached to this project. The first is that at least 75% of the students using the drop-in counseling service will report having gained knowledge or information about their presenting problem. The second SLO states that 75% of the students will feel the session was helpful. Lastly, the AUO for this project is that 75% of the DSPS counselors will feel the session was an effective use of time. The timeline for this project is winter and spring 2010.

Purpose

It is imperative to assess whether the inclusion of the drop-in counselor contributes to student success and will find that the session was helpful. The goal is to ensure that the sessions are an effective use of time. If any problems persist, a restructuring of the counseling session might ensue.

Method

Participants

There were 16 students, who were enrolled in the DSPS HTC that used drop-in counseling services, that participated in this analysis. This was done to gather information on whether or not they perceived the Drop-In counseling sessions as helpful and how it benefitted them. The Drop-In Counselor also completed a separate short survey to identify the reason for the visit and rate the effectiveness of the session.

Design

This study is a non-experimental, cross-sectional design. All able and willing people participated.

Measures

The student survey consisted of four items; the first three required yes or no responses. The statements were as follows: *The session was enough time to address my problem/question, I know what my options are that may help me with my problem, and the drop-in counseling session was helpful.* Lastly, students were given an open-ended response item that asked what they learned, specifically, from the counseling drop-in session. It requested examples such as how to add a class, where to go for tutoring, how to request accommodations, etc. Students also had to provide the date of their visit and their Banner ID number.

The counselor survey filled out the Banner ID for the student and date of the visit. The counselor then had to indicate whether the student is enrolled in HTC. The survey then presents a checklist of possible concerns or problems that the student might have had. It is the responsibility of the counselor to mark which questions the student had. The categories are as

follows: Academic counseling, accommodations issues/concerns, personal issue, disability-related issues, study skills/learning strategies, campus referral, or other. Following each category was space for the counselor to elaborate on the particular issue. At the end of the survey, there was a section for the counselor to write about the outcome of the session.

Procedure

After the counseling session, students were given a survey in order to gauge their experiences with the counselor and determine the effectiveness of the session. After the session, the counselor then completed a survey which measured the outcome of the session.

Results

The two SLOs measured by the student survey had 16 respondents. Of the 16, all reported that they found the counseling session helpful. Similarly, all 16 respondents reportedly felt they learned information or knowledge about their presenting problem. Both SLOs were achieved. No data was collected for the effectiveness of the session by the counselor; therefore, one cannot determine whether this AUO was achieved.

Discussion

All 16 respondents responded positively to the survey questions, but once again, the sample size was relatively small. Thus, one cannot formulate too many solid assertions on these results, alone. Several ideas must be kept in mind in order to more properly target and measure these SLOs. A restructuring of the assessment tool could yield more generalizable and valid results.

Limitations

The assessment tools lacked depth; the questions were framed in a dichotomous format which did not allow for any degree of variance within questions. Secondly, only one question was developed for each of the SLOs and AUO. More questions provide different lenses to investigate the constructs thereby increasing construct validity. Lastly, the small sample coupled with a lack of variance results in poor generalizability of the results found herein.

Recommendations

- The assessment tool should contain more questions so that it becomes more robust and allows multiple constructs to be measured in greater depth.
- Also, a larger sample size should be used to increase generalizability.

Counselor Survey of Drop-In Counseling Session
Spring 2010

Banner ID: _____ Date: _____

HTC Student: Yes No

Student presenting concern(s)/problem(s):

- Academic counseling

- Accommodations issues/concerns

- Personal issues

- Disability-related issues

- Study skills/learning strategies

- Campus referral

- Other: _____

Outcome of session:

HTC Survey

This survey is available in alternate formats upon request. Please contact DSP&S at (909) 594-5611, x4290 and mention the title of this survey.

Banner ID:	Date:

#	Directions: <i>Carefully bubble</i> your answers to the following questions.	Yes	No
1	The session was enough time to address my problem/question.	<input type="radio"/>	<input type="radio"/>
2	I know what my options are that may help me with my problem.	<input type="radio"/>	<input type="radio"/>
3	The drop-in counseling session was helpful.	<input type="radio"/>	<input type="radio"/>

What specifically did you learn from your drop-in counseling session? (Examples: how to add a class; where to go for tutoring; how to request accommodations, etc.)

Educational Research Assessment Analyst

Goal: Regular program evaluations are conducted, results are disseminated widely and data are used to improve practice

Outcome: The Basic Skills action plan requires personnel to perform necessary research functions related to the grant. A full-time Educational Research Assessment Analyst will be hired, in coordination with the Director of Research and Institutional Effectiveness, to support the Basic Skills projects

Type	Measurement	Tool	Participants	Assessor	Criteria
SA					The full-time ERAA position will be filled effective July 1, 2009 for the 2009-2010 academic year

Data: The position was filled on February 1, 2010.

Action: The ERAA was hired and supports Basic Skills projects.

Outcome: The Educational Research Analyst will assist project managers with the development, assessment and reporting of outcomes for projects funded in excess of \$20,000

Type	Measurement	Tool	Participants	Assessor	Criteria
SA					Eighty percent of active BSI projects approved and funded by November 1, 2009 for the 2009-2010 academic year will have columns 1- 3 on the BSI-PIE form completed by December 4, 2009

Data: The ERAA met with the Project Managers to assist with their projects and construct their 3-Column Model.

Action: The 3-Column models were completed by March 2010.

Outcome: The Basic Skills initiative funding and grant process is in its third year at Mt. San Antonio College. The level of research and findings should progress to provide a more comprehensive assessment of the funded projects with each successive year

Type	Measurement	Tool	Participants	Assessor	Criteria
SLO	Quality	Rubric	ERAA	Barbara McNeice-Stallard	80% of the projects will score 3+ on a two-point scale Rubric with two variables. The variables in question were (1) the clarity and depth of the SLO/AUO, and (2) did the Use of Results tie back to the data and did the plan of action have a focus on future improvement of the project or program.

Data: The SLO was met. 24 of 29 (83%) projects were given a rating of 3+.

Action: A small minority of projects had identified SLOs when they were more akin to AUOs or SAs. To this end, RIE will endeavor to more clearly articulate to project managers what operationally defines each of the three Outcome types by conducting orientation for new and old project managers, as well as, construct instructional documents on how to construct meaningful, feasible, and central Outcomes. Additionally, few project managers had exceptional action plans given the data for their project. As a result, RIE will engage the project managers more directly and help facilitate any dialogue between departments of joint projects by holding face-to-face meetings. Additionally, RIE will alter the reporting of projects to be less narrative, and more digestible by using the Distance Learning Student Satisfaction Survey report as a template for information dissemination.

Outcome: The Basic Skills researchers will inform the Mt. San Antonio College campus about the BSI projects through a newsletter disseminated college-wide

Type	Measurement	Tool	Participants	Assessor	Criteria
SA			ERAA & Research Assistant		The ERAA and Research Assistant will produce a newsletter based on data obtained from the February 2010 midterm reports. This newsletter will be circulated electronically to all Mt. SAC faculty and staff.

Data: The ERAA worked on developing and editing the newsletter according to the data obtained from the Basic Skills reports.

Action: The newsletter was completed in March 2010.

ESL Adjunct Counselor

Goal: Counseling support provided is substantial, accessible, and integrated with academic courses/programs

Outcome: Adjunct ESL counselor will provide information and guidance through VESL Career Paths course entitled VESL Career & Life Planning that includes academic planning, job search skills, and interview practice

Type	Measurement	Tool	Participants	Assessor	Criteria
SLO	Knowledge	Rubric	Students Enrolled in the VESL Career & Life Planning course	Adjunct ESL Counselor	70% of participants will score a 14+ on a rubric consisting of 5 variables on a 4-point scale indicating clearly identified academic and career goals accompanied by a timeline of short-term and long-term benchmarks for accomplishing their goals

Data: 15 students were evaluated for this SLO. Of the total assessed, 80% (12 students) scored 70% or higher according to the rubric.

Action: The rubric was a pilot instrument that was applied to the evening students enrolled in the VESL Career & Life Planning course. The assessment will be implemented again in the fall, with both daytime and evening courses to gain insight into any variations or patterns that may emerge.



Adjunct ESL Counselor:
Office of Instruction and Outreach

To: Liza Becker
From: Nancy Aguirre, M.A., Project Coordinator and Dan Lamoree, B.A/B.S., Educational
Research Assessment Analyst, Research & Institutional Effectiveness Office
Date: June 17, 2010

When you are referring to the data from this report, please remember to acknowledge that it was done through the Office of Research and Institutional Effectiveness and that results of this report could not be possible without the assistance of Vocational English as a Second Language (VESL).

Abstract

Vocational English as a Second Language (VESL) provides services for English Language Learners. One of these resources is counseling support. The Adjunct ESL counselor will provide information and guidance through the VESL Career Paths course entitled *VESL Career & Life Planning*, which includes academic planning, job search skills, and interview practice. Students completed a, post-only, short answer final exam to state their academic and career goals; they also identified timelines for accomplishing those goals. It is imperative to measure what knowledge and tools students have acquired from these counseling sessions. The VESL staff seeks to comprehend what tools students are obtaining from the program. Most of the students scores ranged from 15-18. Eighty percent of the students received a score of 70% or higher on the rubric.

The Vocational English as a Second Language (VESL) program seeks to improve the quality of English acquisition of its Mt. SAC student population. It targets students who are English Learners and offers a wide variety of services, which includes counseling. The VESL coordinators want to ensure that their students are effectively receiving the services that they need. Thus, this evaluation acts as a stepping stone, which enables the staff to gain a wider understanding of the program's underlying mechanics. An Adjunct ESL Counselor will be available through the VESL Career Paths course, entitled *VESL Career & Life Planning*. The Adjunct Counselor will assist students in academic planning, job search skills, and will provide them with interview practice. The assessment of this feature will be accomplished by administering a, post-only, short-answer exam to students in the VESL Career and Life Planning course. This assessment was scheduled for the end of spring 2010. A 4-point rubric was developed by the instructor in order to assess the responses to the short answer items. 70% of evaluated students will score 14 points or higher, indicating a moderate-to-strong understanding of the direction and anticipated time to accomplish their goals. The assessment of the student responses took place on May 25, 2010. The Adjunct ESL Counselor assessed each of these student-generated responses.

Purpose

The purpose of this analysis is to determine whether student goals become established and crystallized as a result of working with the Adjunct Counselor. The students should have a clearer direction, both academically and career-wise. They should also have an idea of the time it would take to accomplish each of these goals and the steps that are necessary for accomplishing each one. This assessment will allow the VESL staff to measure these objectives.

Method

Participants

Fifteen students participated in this evaluation; each of them was part of the VESL Career Path Course entitled VESL: Career Development (noncredit mirror course to Counseling 5: Career/Life Planning).

Design

This research is a non-experimental, cross-sectional design. No random assignment was used and no control group was used. All able and willing students participated.

Measures

A 4-point rubric was used, and it was comprised of five different criterion items. Each item was phrased in the form of a question. These questions are as follows: What is your educational goal? How long do you plan to take to complete your educational goal? What is your career goal? What steps are you taking to reach your career goal? How long do you plan to take to pursue your career goal? The responses to each of these items were then graded on this 4-point scale in terms of their thoroughness and specificity of ideas. This would clue in on whether the student was completely undecided or unsure about their goals, had a high level of uncertainty, low levels of uncertainty, or had no uncertainty. Each of these gradients contained an example of what a particular response, for each cell, would look like. For example: One question asks, "How long do you plan to take to complete your educational goal?" The possible responses, from low to high, are as follows: "I'm not sure"; "Before I have kids"; "2-4 years"; "3

years, first AMLA classes and then general education". It is evident that each response varies in the level of detail and certainty provided.

Procedure

Students who met with the Adjunct Counselor as part of the VESL Career Path Course entitled VESL: Career Development (noncredit mirror course to Counseling 5: Career/Life Planning) took part in this assessment. Students were given a posttest-only, short-answer, final exam. The counselor administered this exam during class time, which gathers on Tuesdays from 6:30-10pm in Building 66, Room 286. This assessment took place at the end of the spring 2010 semester and was given to students as part of their final exam for the course. This was done to assess the students' ability to establish their academic and careers goals as well as create a timeline for these objectives. A rubric will be used to assess the responses to the short-answer exam.

Results

The most possible points that could have been earned on this exam were 20 points since there were five categories with a maximum of four points each. The smallest score that a person could have received is zero. Most students received scores that ranged from 15 - 18. There was a great deal of variability in the final scores that were generated. These are illustrated in the table below for all 15 participants.

Final Score	Frequency	Percent	Cumulative Percent
20	1	6.70%	6.70%
19	1	6.70%	13.30%
18	3	20.00%	33.30%
17	1	6.70%	40.00%
16	3	20.00%	60.00%
15	2	13.30%	73.30%
14	1	6.70%	80.00%
12	1	6.70%	86.70%
8	1	6.70%	93.30%
5	1	6.70%	100.00%
Total	15	100.00%	

The SLO for this project is that 70% will obtain a score of 70% or higher on the rubric. The criterion was met since 80% reached this standard

Discussion

Students seemed to score fairly well on this assessment; however, there were still quite a few who obtained low scores. Most student attained scores of 15-18, and this number dissipated at the more extreme scores on both ends. The SLO criterion was successfully met since 80% of the students received a score of 70% or higher on this scale. Having knowledge of these statistics allows the VESL program coordinators to pinpoint the level of awareness and knowledge that students possess on how to formulate professional goals and timelines. Since a number of students are still struggling with this process, VESL coordinators might restructure the manner in which students are instructed on how to develop their goals. Although most students were able to elaborately state their goals and define a timeframe, the message is still not clear to some students. Perhaps, the VESL coordinators can design a way in which to make the procedure more salient to students.

Limitations

Overall, the students were supposed to meet with the Adjunct Counselor the same number of times; this was structured as a course. However, there is a possibility that attendance might have varied a bit across students. It might be useful to include data on student attendance in the report in order to gauge whether those who score poorly are missing class more frequently than those who score high.

Recommendations

- Class attendance should be incorporated in this analysis in order to assess whether those who struggle more so with defining their goals have attended class consistently.

Career Skills and Guidance – Michael Ngo (Adjunct ESL Counselor)

Post-Test Only Scoring Rubric and Example Responses

Criterion	Did not provide detail or explanation about objective (completely undecided or unsure)	Explained and provided a general idea about objective (high level of uncertainty)	Explained and provided a general idea and some details about objective (low level of uncertainty)	Explained and provided ideas and details about objective (no uncertainty)	
Points	1	2	3	4	Total (20 max)
What is your educational goal?	"I don't know"	"Something about business or computers"	"A degree in being a computer software person"	"A transfer degree in computer science, toward a BA in Networking"	
How long do you plan to take to complete your educational goal?	"I'm not sure"	"Before I have kids"	"2-4 years"	"3 years; first AMLA classes and then general education"	
What is your career goal?	<No response>	"Something with computers"	"I'd like to own my own business"	"I would like to own a computer repair shop that fixes hardware and software"	
What steps are you taking to reach your career goal?	"Finishing this test"	"Starting to take credit classes"	"I'm taking AMLA next semester."	"First get my AA, then my BA, then look into business development"	
How long do you plan to take to pursue your career goal?	"As long as it takes"	"Probably 10 years"	"A couple of years for my degree, then business"	"2-3 years to finish my AA, then 2 years at a university, then start to look at business opportunities in computers."	

**VESL Career Development: Career & Life Planning Course
Spring 2010 / Evening Cohort
Prepared by: Michael Ngo (Adjunct ESL Counselor)**

#	What is your educational goal?	How long do you plan to take to complete your educational goal?	What is your career goal?	What steps are you taking to reach your career goal?	How long do you plan to take to pursue your career goal?	Total Pts.
1	Master Degree or higher. (4pts)	Four years. (3pts)	Technology Business. (3pts)	Improving my English. (2pts)	Four years. (3pts)	15
2	Bachelor Degree. (4pts)	Four years. (3pts)	Business (3pts)	2 years basic education in community college. 2 year major education in university. (4pts)	In ten years, be a manager in a international company. (4pts)	18
3	Master Degree. (4pts)	3 years. (3pts)	Software engineer. (3pts)	Take courses. Get more work experience. (3pts)	About two years. (3pts)	16
4	Register Nurse. (4pts)	In five years. (3pts)	To be. (1pt)	I'm taking classes related to the medical field. Like, Anatomy and physiology, medical terminology and human diseases. (4pts)	9 months. (3pts)	15
5	Get an Associate Degree. (4pts)	I don't know. (1pt)	I don't know yet. (1pt)	First of all, I trying to improve my skill to speak English. (3pts)	4 years maximum. (3pts)	12
6	Credit Certificate Program. (4pts)	About six month. (3pts)	My career goal is about Tourism field or hospitality management. (4pts)	First of all, I am taking classes to improve my English skills, then I would like to get involve in credit classes related with my career goal. (4pts)	I think maybe 1 or 2 more years. (3pts)	18

#	What is your educational goal?	How long do you plan to take to complete your educational goal?	What is your career goal?	What steps are you taking to reach your career goal?	How long do you plan to take to pursue your career goal?	Total Pts.
7	I would like to get master's degree. (4pts)	I think. It's going to take about 5 years and 8 months. (3pts)	I think. I'm going to change the major for nursing. (3pts)	First, I will improve my English. Then, I will start taking 2 courses that relate the major. (4pts)	For my career goal, I think. I might take about 2 years and 6 months or 3 years. (3pts)	17
8	My educational goal is to continue improving English skills and computer skills. I am planning to pursue a Master degree in the future. (4pts)	One year will take for English and computer. After that I will continue to get credit classes for my accomplishment. (4pts)	Sociologist (teaching major) (4pts)	Increasing my English skills and my ability to operation of computer. (4pts)	1 year English and Computer. 2 years professional accomplishment. (4pts)	20
9	For now, I don't have any educational goal. I have to go back to Brazil for a while because I still have business there. When I come back, I will plan my goal. Now I'm just try to learn as much I can. (1pt)	(no response) (1pt)	(no response) (1pt)	(no response) (1pt)	(no response) (1pt)	5
10	My educational goal is Master Degree and higher (4pts)	Probably in three to five years. (3pts)	As soon as I earn next level of my education, I could be promoted to higher level. (3pts)	Going to VESL 2 or AMLA class. (3pts)	Within one or two years. (3pts)	16
11	I am planning to start	Four years (3pts)	Human Nutrition and	First, I need to	For 2011, I am planning to	19

#	What is your educational goal?	How long do you plan to take to complete your educational goal?	What is your career goal?	What steps are you taking to reach your career goal?	How long do you plan to take to pursue your career goal?	Total Pts.
	getting credit classes such as AMLA and computer. For next semester, I hope I start getting some classes for Human Nutrition and Food Science. (4pts)		Food Science. My wish is help people feel better when they have a bad illness such as diabetic. (4pts)	improve my reading in English also my writing skill and I am planning to learn something every day. (4pts)	start my new career. This year is to learn English as much as possible. (4pts)	
12	Bachelor degree or probably Master Degree if possible. (4pts)	6 years approximately. (3pts)	My goal is to improve all my specific requirements and do an enforce to realize that I want into my career enrollment and also learn much more. (4pts)	I going to take all the English credits and the requirements to complete my career as well as I pretend (4pts)	6 years in total (3pts)	18
13	Associate degree (4pts)	4 years (3pts)	Graphic designer (3pts)	VESL 2 to graphic design (3pts)	4 years (3pts)	16
14	To speak English as much as possible (2pts)	One year and a half. (3pts)	(no response) (1pt)	(no response) (1pt)	(no response) (1pt)	8
15	I am a life-learner and by now, I want to learn about business and computer (web design). If I can enhance my financial situation, I will try to take credit classes to pursue a bachelor degree on Business (4pts)	I am not sure about the time, maybe between one or three years (3pts)	I want to do too many things on the future, but it depends on something out of my control by now, I want to have my own business and get a contractor's license. Actually I am working in construction by myself. (3pts)	I want to take AMLA 42 and AMLA 43. My goal is going to the University. (3pts)	I won't give up until finish. I do not want to know by now, how many years it is going to take of my time. (1pts)	14

ESL Registration Clerk

Goal: Culturally Responsive Teaching theory and practices are applied to all aspects of the developmental instructional programs and services

Outcome: The ESL frontline registration clerks are dedicated to serving the needs of a diverse population of non-native English speakers. A student survey conducted in 2008 indicated that the ESL could improve overall student satisfaction by increasing the level of helpfulness with information needs. Students registering for Spring 2010 ESL courses will be satisfied with the services provided by the ESL staff

Type	Measurement	Tool	Participants	Assessor	Criteria
SLO	Satisfaction	Survey	Students receiving services provided by ESL frontline staff		90% will report they are satisfied with the services provided by the ESL frontline staff

Data: The results of this project demonstrated a high level of satisfaction (87.5%) with the ESL registration staff but just narrowly missed the self-imposed standard (i.e., criteria of success) of 90%.

Action: Based on robust qualitative feedback and the narrowly missed criteria of success, the ESL department's registration and counseling teams will identify areas of improvement in the coming year. These include dissemination of information in a clearer and more ubiquitous manner; expansion of service hours by adding bilingual registration staff; integration and enhanced presentation of policies and procedures during new student orientation and registration; and making sure students have adequate access to ESL counseling team.

Outcome: The ESL department will improve the types of materials and information provided for ESL students with a range of English proficiency in order to facilitate understanding of noncredit programs and services the department provides

Type	Measurement	Tool	Participants	Assessor	Criteria
SA					The ESL department will identify at least one language in which materials are not currently printed.

Data: Korean was shown to be the third most popular, following Spanish and Chinese, language of participants.

Action: The ESL department will endeavor to produce and disseminate information in Korean for the coming academic years



ESL Registration Clerks & Frontline Services

To: Deejay Santiago

From: Daniel Lamoree, Educational Research Assessment Analyst, Nancy Aguirre, Project Coordinator, & Cathy Stute, Project Coordinator

Date: April 7, 2010

When you are referring to the data from this report, please remember to acknowledge that it was done through the department of Research and Institutional Effectiveness. The following report is only possible through the assistance provided by the ESL department and specifically, Deejay Santiago.

Abstract

The ESL department employed two additional registration clerks via Basic Skills Initiative appropriations to facilitate the process of registration for non-credit ESL courses. Having the employees allows the use of a “one-stop” model wherein the ESL registration staff assessed potential students using the in-house CAP test, provide an orientation, and help them register for courses. Participants were surveyed as to their satisfaction with the interaction with the ESL registration staff. The results of this project demonstrate a high level of satisfaction (87.5%) with the ESL registration staff but just narrowly missing the self-imposed standard (i.e., criteria of success) of 90%. Additionally, the ESL department added printed resources in Korean.

Purpose

The purpose of this analysis was to examine the satisfaction of the services provided by two registration clerks hired for the spring 2010 term at Mt. San Antonio College facilitating registration for prospective ESL students. Additionally, the ESL department evaluated the need for printed resources in languages not printed.

Rationale for Study

Noncredit ESL courses are an open-entry enrollment process necessitating accurate and reliable information in addition to guidance thereby facilitating students seeking enrollment in noncredit ESL courses. At the time the proposal for the project, *Noncredit ESL Front-line Services: Access & Persistence Enhancement Project*, was submitted to the Basic Skills Coordinating Committee in fall of 2009, 1510 students were underserved. That is to say, the aforementioned students completed the ESL placement test (i.e., ESL CAP Test) and noncredit ESL orientation but were unable to enroll in courses they initially sought; subsequently, they were placed on a waitlist. Of the 1510 students on the waitlist, 727 were contacted by ESL registration staff when the fill-rate dipped below maximum enrollment. Consequently, 409 of the 727 students contacted were able to add a course in progress. The 783 students not contacted by the ESL registration staff remained on the waitlist and were unable to add any courses.

Previous research, a 2008 internal Mt. San Antonio College student survey conducted for the WASC Initial Application, suggested the ESL department could improve overall student satisfaction by increasing the level of helpfulness and with information needs. To address the level of helpfulness, the ESL department channeled appropriated funds from the Basic Skills

Initiative which allowed for the employment of two Registration Clerks to help students enroll in noncredit ESL courses. The registration staff used a “one-stop” model of registration wherein both orientation and assessment are completed; it was the goal of the ESL department that the model used above bundled with bilingual skills, and flexible schedule of the registration staff would increase the level of satisfaction with noncredit ESL registration. To address improving the dissemination of information about the ESL department, they planned to collect and aggregate the native languages of students; this would allow the ESL department to identify languages requiring printed materials.

Method

Participants

The survey was administered to students at Mt. San Antonio College that had received services from the ESL registration staff. A total of 1178 students participated. Ethnicity, cultural background, gender and age were not collected.

Design

This research is a non-experimental, cross-sectional design. No random assignment was used and no control group was used. All able and willing students participated.

Measures

A paper survey was designed and developed by the joint efforts of DeeJay Santiago and the office of Research and Institutional Effectiveness (Appendix A). The survey was offered in English and Spanish formats. The survey includes questions regarding the satisfaction of the experience with the registration staff and the assessment of printed materials in the native language of the participant. The first four items on the survey use a Likert scale from one to

five with one being “strongly disagree,” five being “strongly agree,” and three being “not sure.” The fifth question collapses the scale from one to five to one to three with the above gradient. These five items compose the satisfaction of the interaction between the participant and ESL registration staff.

Procedure

Students that received services during the open registration period – February 8th to February 17th, 2010 – were asked to fill out a survey immediately following the assistance by the staff; participation was voluntary. The survey was administered by those staff members directly helping the participants. Anecdotally, the survey took a modest amount of time to complete - approximately 15-20 minutes. Participants completed the survey within the proximity of the ESL building.

Results

The team hoped 90% of the participants surveyed will report they are satisfied with their interaction with the ESL registration staff. This satisfaction is derived from the examination of the first 5 items on the survey; frequencies were run for each of the first five items. Additionally, a survey item inquiring about the native language of the participant was asked to assess the frequency of languages of non-English speakers receiving services from the ESL registration staff.

Analysis: Item 1:

The ESL registration staff is helpful

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	295	25.0	39.8	39.8
	Agree	393	33.4	53.0	92.7
	Not Sure	14	1.2	1.9	94.6
	Disagree	11	.9	1.5	96.1
	Strongly Disagree	29	2.5	3.9	100.0
	Total	742	63.0	100.0	
Missing	Missing	436	37.0		
Total		1178	100.0		

The results indicate over 90% of the respondents agreed or strongly agreed the registration staff was helpful while only 5.4% disagreed or strongly disagreed.

Analysis: Item 2:

The ESL registration staff can successfully answer my questions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	260	22.1	34.6	34.6
	Agree	420	35.7	55.9	90.5
	Not Sure	30	2.5	4.0	94.5
	Disagree	12	1.0	1.6	96.1
	Strongly Disagree	29	2.5	3.9	100.0
	Total	751	63.8	100.0	
Missing	Missing	427	36.2		
Total		1178	100.0		

The results indicate over 90% of the respondents agreed or strongly agreed the registration successfully answered the respondents questions while only 5.5% disagreed or strongly disagreed.

Analysis: Item 3:

The ESL registration staff helps me to register for classes easily, when there is no waiting list for my class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	259	22.0	33.8	33.8
	Agree	405	34.4	52.8	86.6
	Not Sure	62	5.3	8.1	94.7
	Disagree	12	1.0	1.6	96.2
	Strongly Disagree	29	2.5	3.8	100.0
	Total	767	65.1	100.0	
Missing	Missing	411	34.9		
Total		1178	100.0		

The results indicate just under 90% of the respondents agreed or strongly agreed the registration staff helped the respondent easily register for classes when no corresponding waitlist was active while only 5.3% disagreed or strongly disagreed.

Analysis: Item 4:

The ESL registration staff helps me with class complaints

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	196	16.6	27.0	27.0
	Agree	387	32.9	53.2	80.2
	Not Sure	111	9.4	15.3	95.5
	Disagree	12	1.0	1.7	97.1
	Strongly Disagree	21	1.8	2.9	100.0
	Total	727	61.7	100.0	
Missing	Missing	451	38.3		
Total		1178	100.0		

The results indicate under 90% of the respondents agreed or strongly agreed the registration staff helped the respondent with class complaints while only 4.5% disagreed or strongly disagreed.

Analysis: Item 5:

The ESL registration office is open during hours which are convenient for me

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	723	61.4	87.1	87.1
	Not Sure	80	6.8	9.6	96.7
	Disagree	27	2.3	3.3	100.0
	Total	830	70.5	100.0	
Missing	Missing	348	29.5		
Total		1178	100.0		

The results indicate just under 90% of the respondents agreed the registration staff was open during hours which were convenient while only 3.3% disagreed.

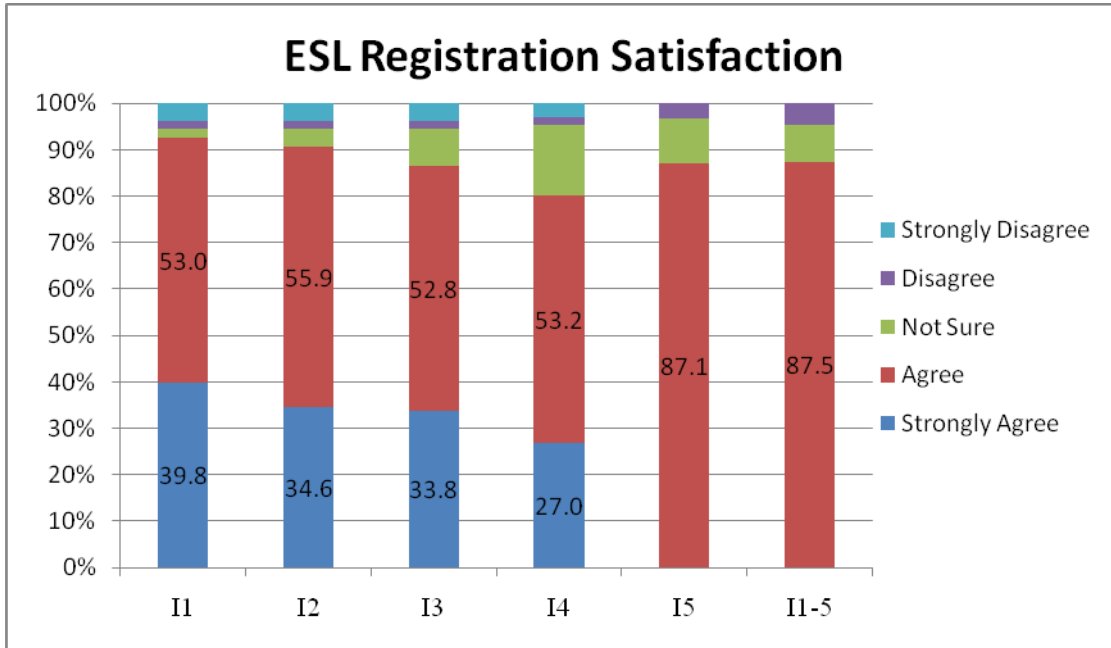
Analysis: Aggregated Items 1 through 5

Aggregated Items 1 through 5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree or Agree	3338	56.7	87.5	87.5
	Not Sure	297	5.0	7.8	95.2
	Strongly Disagree or Disagree	182	3.1	4.8	100.00
	Total	3817	64.8	100.0	
Missing	Missing	2073	35.2		
Total		5890	100.0		

The results indicate just under 90% of the respondents were satisfied with their interaction with the ESL Registration staff.

Graphical Analysis: Items 1 through 5 and Aggregated Items 1 through 5



Analysis: Item 13

		Native Languages		
		Frequency	Percent	Cumulative Percent
Valid	Spanish	224	39.4	39.4
	Chinese	222	39	78.4
	Korean	42	7.4	85.8
	Vietnamese	18	3.2	88.9
	Arabic	12	2.1	91.0
	Thai	9	1.6	92.6
	Japanese	8	1.4	94.0
	Mandarin	7	1.2	95.3
	Farsi	6	1.1	96.3
	Portuguese	5	0.9	97.2
	Burmese	4	0.7	97.9
	Albanian	4	0.7	98.6
	Taiwanese	3	0.5	99.1
	Cambodian	1	0.2	99.3
	French	1	0.2	99.5
	Indonesia	1	0.2	99.6
	Napali	1	0.2	99.8
	Russian	1	0.2	100
Total		569	100	

The above non-English languages were reported with two clear frontrunners in Spanish and Chinese while Korean was a distant third.

Discussion

It was found that the criteria of success – 90% of the participants surveyed would rate the interaction with the ESL registration staff as satisfactory – was ultimately unsupported by a narrow margin. The overall aggregate of items one through five was a mere two and one half percent below the threshold for success. While the evidence failed to support the criteria of success the program was still exceptionally successful boasting an 87.5% aggregated success rate among respondents.

The evidence also supported a large number of non-English speaking languages; the ESL department will best be able to supplement their ability to disseminate of information by adding two or more languages to their array of printed materials

Limitations

A limitation to this project is the number of respondents incorrectly completing the survey thereby decreasing the number of properly measured responses. This is evidenced by the fact that a large percentage of responses were coded as “missing” indicating improper bubbling of their answers. Additionally, there is no data on the response rate of both potential and actual participants; that is to say, the number of those declining to fill out the survey was not captured and therefore the data may not accurately represent the population served by the ESL registration staff. Roughly half responded to the question regarding their native language: item 13 on the survey. With such a low response rate of those participants captured, the accuracy of the languages requiring printed materials may be considered modest.

Recommendations

- Future research may focus on the following:
 - Needs assessment of potential ESL students; what do they want that they aren’t receiving now?
 - How confident are they registering unaided after receiving assistance by the ESL registration staff?
 - Item 3 on the survey should be changed for future surveys as prospective students do not register for ESL classes unaided; student registration is handled by ESL staff.

Appendix A

**English as a Second Language (ESL) / Continuing Education Division
Registration Satisfaction Survey**

This survey is available in alternate formats upon request. Please contact DSP&S at (909) 594-5611, x4290 and mention Registration Satisfaction Survey conducted by the Research and Institutional Effectiveness Office

#	Directions: <i>Carefully bubble</i> your answers to the following questions.	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1	The ESL registration staff is helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	The ESL registration staff can successfully answer my questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	The ESL registration staff helps me to register for classes easily, when there is no waiting list for my class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	The ESL registration staff helps me with class complaints	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
#		Disagree		Not Sure		Agree
5	The ESL registration office is open during hours which are convenient for me	<input type="radio"/>		<input type="radio"/>		<input type="radio"/>
6	If you disagree , what hours would be convenient for you?					
#		No		Not Sure		Yes
7	I understand the class change policies of the ESL department	<input type="radio"/>		<input type="radio"/>		<input type="radio"/>
8	The class change policies are fair	<input type="radio"/>		<input type="radio"/>		<input type="radio"/>
9	If you answered not sure or no to question #8, why?					
#	Written information for these policies/procedures is available in my native language:	No			Yes	
10	The ESL Program	<input type="radio"/>				<input type="radio"/>
11	Registration	<input type="radio"/>				<input type="radio"/>
12	ESL Counseling Services	<input type="radio"/>				<input type="radio"/>
13	My native language is:					

Additional Comments

Appendix A

Inglés como Segunda Idioma/División de Educación Continua Encuesta de Satisfacción de Matriculación

Esta encuesta está disponible en formatos alternativos si la solicita. Por favor contacte DSP&S at (909) 594-5611, x4290 y mencione la Encuesta de Satisfacción de Matriculación conducido por La Oficina de Investigación y Eficacia Institucional

#	Direcciones: Cuidadosamente llene los círculos par las siguientes preguntas.	Completamente en desacuerdo.	No estoy de acuerdo	No Estoy Seguro	De Acuerdo	Completamente de acuerdo.
1	El personal de Matriculación de ESL fue muy amable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	El personal de Matriculación de ESL pueden respondió preguntas exitosamente	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	El personal de Matriculación de ESL me ayuda a matricularme para las clases fácilmente cuando no hay lista de espera en la propia clase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	El personal de Matriculación de ESL me ayuda con quejas que tengo de una clase.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
#		No estoy de acuerdo		No Estoy Seguro		Estoy de acuerdo
5	La la oficina de Matriculación de ESL está abierta en las horas que me conviene	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
6	Si Ud. no está de acuerdo, ¿cuales horas serían convenientes para Ud.?					
#		No	No Estoy Seguro		Si	
7	Yo entiendo las reglas del Departamento de ESL para cambiar clase.	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
8	Las reglas para cambiar clase son Justas	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
9	Si respondió “no” o “ no estoy seguro” en la pregunta # 8, escriba ¿por qué?					
#	¿Cuál información escrita (ver abajo) de estas reglas/procedimientos está disponible en mi propia lengua?	No		Si		
10	El Programa de ESL	<input type="radio"/>	<input type="radio"/>			<input type="radio"/>
11	Matriculación	<input type="radio"/>	<input type="radio"/>			<input type="radio"/>
12	Servicios del Consejero de ESL	<input type="radio"/>	<input type="radio"/>			<input type="radio"/>
13	Mi primer lengua es:					

Comentarios Adiconales

High School Referral & Adult Diploma Tutoring and Counseling

Goal: Increase the overall percentage of credits earned by High School Referral students.

Outcome: Funds will be available to provide counseling to enrolled HSR students

Type	Measurement	Tool	Participants	Assessor	Criteria
SA			AD and HSR Counselors		Counselors will be hired by December 2009 and Winter 2010. This provides an additional 618 hours for Low Performing AD and HSR students

Data: Completed.

Action: Completed.

Outcome: While meeting with a counselor, low performing/failing students will create an action plan to assist them in earning credits

Type	Measurement	Tool	Participants	Assessor	Criteria
SA		Action Plan	Low Performing AD and HSR Students	AD and HSR Counselors and Instructors	50% will create an Action Plan with the counselor. 50% of those creating an Action Plan will complete 75% of the tasks on the Action Plan

Data: HSR - There were 143 students who created action plans with counselor, and this is 100% of those targeted. 39% completed all the tasks on the action plans. Of this number, 77 students, or 54% of those having action plans, earned credits and completed 93% of their action plan steps. This is compared to those who did not finish/pass the class, where 18% of the steps were completed and those who dropped, where 37% of the action plan steps were completed. The criterion was not met since those creating action plans completed 39% of their plans.

AD - There were 55 students who created action plans, and there were 106 targeted. Therefore, 52% of the targeted population created action plans, and 12% completed the steps of the action plan. Of those creating action plans, 36% earned credits and these students completed 65% of their action plan steps. This is compared to those who did not finish/pass the class where 46% of the tasks were completed and those who dropped where 18% of the steps were completed. The criterion was not met since those creating action plans completed 12% of their plans.

Action: Counselors believed that if students persisted, then the action plans were helpful. It was suggested that had the projected started in the Fall, there would be more time to work with students in completing these action plans. The likelihood of more action plans being completed would then increase.

Outcome: Tutors will be hired to provide one-on-one tutoring to students in the AD/ HSR Program

Type	Measurement	Tool	Participants	Assessor	Criteria
SA			AD and HSR Tutors		Tutors will be hired in Fall 2009 and provide 3400 hours of tutoring for AD and HSR Programs

Data: Completed.

Action: Completed.

Outcome: As a result of in-class one-on-one tutoring, AD and HSR students will communicate effectively and become more self-directed in their learning by identifying their plan for completing the assignment/project or preparing for a test

Type	Measurement	Tool	Participants	Assessor	Criteria
SLO	Knowledge	Rubric	AD and HSR students receiving tutoring	AD and HSR tutors	75% of HSR students and 50% of AD students will score a rating of "meets expectations" on all three sections.

Data: AD: The tutors provided 3,437 tutoring sessions to 183 AD students, with many of the students participating in multiple sessions. Of the total tutoring sessions, students scored a "meets" or "exceeds" expectations for 70% of the sessions; the objective that 50% would achieve a rating of "meets" or "exceeds" expectations was met. Of the 183 students who received tutoring, 78 or 43% earned high school credits. This falls short of the objective of having 75% of tutored AD students achieve five or more credits.

HSR: The tutors provided 9,060 tutoring sessions to 480 HSR students, with many of the students participating in multiple sessions. Of the total tutoring sessions, students scored a "meets" or "exceeds" expectations for 67% of the sessions. Of the 480 students who received tutoring, 350 or 73% earned high school credits. For the HSR program, there were 143 students who created action plans with counselor, and this is 100% of those targeted. Thirty-nine percent completed all the tasks on the action plans. Of this number, 77 students, or 54%, of those having action plans earned credits and completed 93% of their action plan steps. This is compared to those who did not finish/pass the class, where 18% of the steps were completed and those who dropped, where 37% of the action plan steps were completed. The criterion was not met since those creating action plans completed 39% of their plans.

Action: According to the classroom instructors and tutors, the concept of self-directed learning can be further explored.

- Different criteria should be developed for ESL students because tutors utilized another set of teaching strategies with this pool.
- Perhaps, some more clear-cut guidelines on how to rate student motivational levels would be helpful for tutors.

Outcome: As a result of receiving counseling and/or tutoring, Low Performing HSR students and AD students will contribute to an overall increase in credits earned compared to 2009 data

Type	Measurement	Tool	Participants	Assessor	Criteria
AUO			Low Performing HSR students and AD students		1) 10% increase in HS credits earned by both HSR and AD students. 2) 75% of HSR and AD students receiving tutoring will earn at least 5 HS credits. 3) 75% of the HSR students receiving counseling and completing 75% of the tasks on the Action Plan will complete at least 5 HS credits.

Data: There was an overall increase in the credits earned in the HSR Program. From the previous academic year, there was a 7% increase in the number of courses completed.

Action: Counseling and tutoring efforts were effective in the overall course completion rate for HSR students. Tutors and counselors believe that more focus needs to be on increasing persistence and improving inconsistent attendance patterns of students. This would allow staff to have more contact which would result in more students completing courses.



High School Referral (HSR) & Adult Diploma (AD) Low Performing Students

To: Madelyn Arballo

From: Nancy Aguirre, M.A., Project Coordinator and Dan Lamoree, B.A/B.S., Educational
Research Assessment Analyst, Research & Institutional Effectiveness Office

Date: July 26, 2010

When you are referring to the data from this report, please remember to acknowledge that it was done through the Office of Research and Institutional Effectiveness and that results of this report could not be possible without the assistance of Adult Basic Education.

Abstract

Many young students participate in the courses offered at the Adult Basic Education (ABE) Department. This particular analysis focuses on the High School Referral (HSR) Program and Adult Diploma (AD) Program, which are both components of the high school program. These students have fallen behind in school due to any challenges or obstacles in their personal as well as academic lives. This project will ensure that students are sufficiently prepared in Basic Skills courses, and it will inform the program staff on the effectiveness of the services they offer. The AD project seeks to assist students in increasing the number of credits they earn by 10%, overall. It also will examine the effectiveness of tutoring as well as its impact on student achievement. While not all Student Learning Outcomes were met, the implementation of Action Plans yielded positive results.

The Adult Basic Education (ABE) Department contains a high school program, which assists students who are not fully prepared for college or do not have sufficient high school credits. There are two components to this overarching program; one is the High School Referral (HSR) Program, and the other is the Adult Diploma (AD) Program. These programs serve over 2,500 students each year. Specifically, the HSR Program targets about 1,600 students, and the sample will be about 63% of the fall 2009 - spring 2010 population. The purpose of this program is to enable students to make-up any missing high school credits. These students are at-risk for not graduating from high school or being underprepared to attend college. Tutors and counselors are available to assist students in completing credits. The project will examine course completion rates. More students should complete high school credits and earn a diploma. Tutors will log all student contact hours, and counselors will record notes from their meetings with students. Student progress and attendance will be documented for future reference.

The AD Program is for students 17 and older, which is the most difficult, labor intensive group in the ABE Department. This is because students are high school drop-outs and come from tumultuous backgrounds such as foster care, abusive home environments, gangs, incarceration, as well as poverty. They are learning to cope with these challenges and have probably never experienced positive relationships in school. In-class tutors help increase the number of student credits earned and diplomas earned, which is the goal of this project. They assist students with the tools on how to become self-directed learners. Other objectives are that students' Basic Skills will improve. This will be done by examining the following components: Frequency and characteristics of tutor usage; the relationship between time spent

in tutoring and credits earned; anecdotal data; and professional development opportunities for tutors.

To facilitate this process, Counselors and Tutors will be hired and provide 618 and 3400 hours of support, respectively. Low performing students will be identified and referred to counseling; during this counseling session, an action plan will be developed to best guide the student toward success. Additionally, tutors and program staff will create a rubric which will rate how well the students understood concepts presented in the tutoring session.

The specific objectives of this project are as follows: (1) of the HSR students and AD students receiving tutoring, 75% of HSR students along with 50% of AD students will score a *meets expectations* rating on all three sections of the tutoring rubric, (2) there will be an overall 10% increase in high school credits earned in the HSR and AD program, (3) of the HSR and AD students tutored, 75% will earn at least five high school credits, (4) of the targeted HSR population that received counseling, 75% of the students who completed 75% of the tasks on the action plan will achieve at least five high school credits, (5) 50% of identified students will create an Action Plan with a counselor, and (6) of the students that created an Action Plan, 50% will complete 75% of the tasks on their Action Plan.

Purpose

Analysis of the HSR Program is essential because it addresses the needs of at-risk students in non-credit Basic Skills classes. Almost 32% of the HSR students become Mt. SAC credit students; thus, it is important to ensure that the students are well-prepared for college-level courses. This project will inform the HSR directors on the efficacy of their program, so that any necessary modifications can be made.

Students in AD have the chance to receive individual assistance and claim ownership of their studies. They should have greater odds of earning a diploma and gain motivation to continue forth in their education. Considering that this is such an at-risk population, meeting their needs is crucial. This assessment will help investigate whether this objective is being met in the anticipated capacity. As a result of one-on-one tutoring, AD and HSR students will communicate effectively as well as become more self-directed in their learning by identifying their plan for completing the assignment/project or preparing for a test.

Method

Participants

A sample of the HSR and AD students participated. For HSR, there were 480 students while AD had 183 students.

Design

This study is a non-experimental, cross-sectional design. All able and willing people participated.

Measures

An action plan rating was used in this analysis; first of all, it asked whether students even created an action plan with a counselor, which was rated dichotomously. Next, the student was assessed on whether they completed the recommended steps of the individual action plan. The criteria centers on attendance, productivity, academic success, counseling follow-up, and any other possible actions. Additionally, students receiving tutorial support were assessed using a rubric to evaluate their tutorial interaction. The rubric consisted of a boolean question querying the student if they had read the directions to the assignment. Then the

student was rated on three variables (articulation, understanding, application) on a 3-point scale ranging from 1 (below expectations) to 3 (exceeds expectations). Lastly, another boolean question asked the evaluator if the student returned to their desk to complete the assignment.

Procedure

In January 2010, tutors and ABE department faculty worked collaboratively to create a rubric that would be used after in-class tutoring sessions. They determined the areas that they observed students may benefit from a more focused effort. These were goal setting for completing an assignment or studying for tests as well as the ability for students to be more independent in their learning. A rubric was created that would measure these areas. Once the rubrics were finalized in February 2010, the in-class tutors tested the rubric for two weeks. After a two week period, the rubric was slightly adjusted and was then utilized for the remainder of the semester. A scoring sheet that allowed the tutors to list multiple students' names and ratings was also created. Once the final rubric was approved for use by tutors and faculty in February 2010, the project was underway.

The development of a student action plan began in January 2010. HSR and AD counseling faculty determined that students needed a more defined plan of action for completing credits. While they provided interventions on an ongoing basis to students who appeared to be at-risk of not completing credits, the students generally did not create a written plan of action. Furthermore, the counselors believed the students' input on their own plan was critical to the success of the action plan and completion of their courses.

The action plan format was created by the counselors with components necessary to guide the students. It included progress information for the student, attendance information,

and a section indicating the student's academic steps. It was decided by all of the counselors that although the action plans were individual and would differ among students, there were two steps that all students needed to have listed on their action plans. These were 1) to complete the course with a "C" or better, and 2) complete at least 62.5 hours of seat time in order to earn credits. The process for defining a low-performing student was the counselors' next steps. It was determined that the criteria for a low performing student were as follows:

- Attendance in excess of 80-90 hours (without completing the class)
- Current grade below 70%
- Less than 20% of assignments done*
- Referrals from teaching faculty

**Newer students would not be identified for intervention since they would be expected to have less work completed.*

If students met any of the above criteria, then they would be recommended for an action plan. In February 2010, Students were identified through referrals from the classroom faculty and course records listing grades and hours attended. Counselors sent emails to instructors asking to meet with the students when they arrived for class. The first meeting was conducted in this manner. The counselor, in conjunction with the student, then discussed any progress and completed an action plan. Subsequent meetings, which were part of the action plans, were also discussed and sometimes scheduled for the following weeks.

Counselors monitored these students' grades and attendance after the first meeting. These would be discussed at subsequent meetings. Additionally, the instructors provided feedback on study habits, classroom issues, and learning challenges observed about the students. The students were monitored until they finished the class, stopped attending, or dropped out of the program. The project ended May 28, 2010.

Generally, students initiated assistance from the tutor when needed. At the beginning of the project, the tutors informed the students that they were working on a project to assist students in learning better study habits. The tutors explained that they wanted the students to come prepared to each session only after they read the directions and had first attempted the work on their own. In addition, they told the students that they would be rating them on how well they demonstrated that they understood the material after tutoring and had an action plan to complete their goals. After the session was over, the tutors marked the students' ratings on a tally sheet. The tutors submitted the tally sheets to the high school supervisor on a weekly basis, and she gave them to a staff member to compile. The data collection period was February 2010 to May 2010.

Results

The tutors provided 3,437 tutoring sessions to 183 AD students, with many of the students participating in multiple sessions. Of the total tutoring sessions, students scored a “meets” or “exceeds” expectations for 70% of the sessions; the objective that 50% would achieve a rating of "meets" or "exceeds" expectations was met. Of the 183 students who received tutoring, 78 or 43% earned high school credits. This falls short of the objective of having 75% of tutored AD students achieve five or more credits.

For the AD program, there were 55 students who created action plans, and there were 106 targeted. Therefore, 52% of the targeted population created action plans, and 12% completed the steps of the action plan. Of those creating action plans, 36% earned credits, and these students completed 65% of their action plan steps. This is compared to those who did not finish/pass the class where 46% of the tasks were completed, and those who dropped where

18% of the steps were completed. The criteria were not met since those creating action plans completed 12% of their plans.

The tutors provided 9,060 tutoring sessions to 480 HSR students, with many of the students participating in multiple sessions. Of the total tutoring sessions, students scored a “meets” or “exceeds” expectations for 67% of the sessions. Of the 480 students who received tutoring, 350 or 73% earned high school credits. For the HSR program, there were 143 students who created action plans with counselor, and this is 100% of those targeted. Thirty-nine percent completed all the tasks on the action plans. Of this number, 77 students, or 54%, of those having action plans earned credits and completed 93% of their action plan steps. This is compared to those who did not finish/pass the class, where 18% of the steps were completed and those who dropped, where 37% of the action plan steps were completed. The criteria were not met since those creating action plans completed 39% of their plans.

Discussion

Although the results above show that the criteria were not met for this project, there is one finding that is evident. That is, those who earned credits completed more steps of their action plans than students who dropped or did not earn credits. This supports the fact that action plans may have assisted students in completing their credits. Counselors believe this is due to the fact that students took ownership of their progress and felt some accountability with the action plans.

According to the counselors, the action plan is a tool that they will continue using with students in future semesters, since it provided students with concrete steps to complete their credits. One of the challenges faced in this project was the limited time to organize the project

and then implement the action plans. Counselors would change the timing and begin action plans in fall semesters. Another is more prevalent for AD counselors who state that the most difficult challenge was to simply make contact with students who were struggling. Almost half of these students had already dropped out before intervention efforts were possible.

Other insight gotten from this project was that students were more willing to come to follow-up counseling appointments after having clearer expectations regarding their coursework. Also, counselors noted that by involving students with the creation of the action plans, they took more ownership of the responsibility.

The biggest obstacle in serving students who were low-performing was with regards to transiency, especially with Adult Diploma students. These students often dropped out without any notice and did not leave contact information. Therefore, counselors could not determine the reasons for students dropping out, which would help them with preventative measures for other students at-risk of dropout. HSR counselors had more of an ability to contact students who stopped attending to verify that they had dropped out of the program. The counselors believe that a greater emphasis on challenges students may face should be presented at orientation. This may prevent some students from dropping out and/or encourage them to seek intervention prior to dropping out of school.

There were two SLO's that the AD program met; they had at least 50% of their students score a *meets expectations* rating on all three sections of the tutoring rubric. Their results showed that 70% accomplished this goal. The AD program also had at least 50% of their students create an action plan with their counselor. The only SLO that the HSR program met is

that 100% of the students created an action plan with their counselor; the goal was that 50% of them would accomplish this. Therefore, this objective was greatly surpassed.

In-class tutoring is a valuable resource for high school referral and adult high school diploma students. It is evident that the students frequently access tutoring. Overall, the tutors believe the project allowed them to provide students with more structured learning and study skills strategies. The tutors found it challenging to rate some students' efforts because it was difficult to determine students' levels of motivation and willingness to complete work. The tutors did not always recognize if students were simply unmotivated or unable to do so. Further training for tutors and instructional support staff relating to student motivation may enable staff to use a different lens when determining an instructional approach.

Another area that can be further examined is the concept of self-directed learning. Tutors reported that students struggled with independent learning although they emphasized and tried to teach students to self-direct their own learning prior to asking for assistance. This was very difficult for some students, and perhaps some training for students as well as tutors on how to direct their own learning would be helpful. Teaching students how to take notes, outline chapters, take tests, etc. are all study skills that tutors believe would help in encouraging students to be more self-directed.

With regards to the rubric, the tutors believed the rubric was generally easy to score; however, some ratings were too similar, did not contain enough description, and may not have been accurate. It was difficult for tutors to know if their ratings were consistent with other tutors' ratings. In addition, when tutoring for assignments and tests, students had a different level of motivation; thus, the ratings were often quite different for the same students. More

discussion on the rubric and descriptions would have been helpful. The tutors also suggested having monthly tutor meetings to share best practices on tutoring and study skills strategies. Finally, some of the tutors suggested that the rubric may not have been an effective tool for rating students whose first language was not English. They had entirely different experiences as well as strategies with these students and the rubric was often not applicable. Further consideration of ESL students when creating BSI projects would be beneficial in serving them more effectively.

Limitations

The tutors had some difficulty in rating student motivation and willingness to complete their assignments. The tutors faced obstacles in trying to instruct students on how to self-direct and become independent learners. Tutors also had no way of knowing whether they had interrater reliability with their fellow tutors. In other words, there was no way to ensure that their ratings had consistency with other tutors. Students were also motivated differently for assignments, tests, etc. Thus, it was possible that one student had inconsistent ratings.

Recommendations

- The concept of self-directed learning can be further explored.
- Different criteria should be developed for ESL students because tutors utilized another set of teaching strategies with this pool.
- Perhaps, some more clear-cut guidelines on how to rate student motivational levels would be helpful for tutors.

Tutoring Rubric – AD Program

Q1: Student read the directions to the assignment Yes No

		1 Below expectations	2 Meets expectations	3 Exceeds expectations
A	Student is able to describe clearly and in detail the problem he/she is having on the assignment or project.	No Articulation or requires assistance to describe the problem.	Independently describes the problem clearly and in detail.	Articulates a possible solution or plan of action to solve the problem
B	Student will demonstrate their understanding of the concepts learned by: <ul style="list-style-type: none"> • Repeating the answer/solution/process for getting there OR <ul style="list-style-type: none"> • Writing the answer/solution/process and how it was determined 	Cannot articulate the concepts from the tutoring session needed to complete the assignment. (even with assistance)	Explains the concepts, without assistance from the tutoring session, needed to complete the assignment.	Draws connections to other assignments/concept (able to build on previous lessons)
C	Student is able to describe the next steps they will take to complete the assignment/project, prepare for a test or solve the problem he/she is having.	Cannot list the next steps needed to complete the assignment. (is unsure of what to do when returning to his/her desk or may show some hesitation in answering)	Lists the steps to be performed when returning to his/her desk. Might need slight reminder of steps.	Performs the next steps needed to complete the assignment; Is expected to continue working with no assistance.

Q2: Student returns to his/her desk and completes the rest of the assignment Yes No

Name _____

Subject _____ Assignment # _____ Grade _____ (instructor requested)

TABE score _____ (instructor requested)



High School Program Student Success Action Plan

Please list out various ways in which you can be more successful in your class.

- 1. Fulfilled seat time requirement (minimum of 62.5 hours)
- 2. Completed all course assignments
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

Total Steps Completed: _____

Final Grade in class: _____

Student Name: _____

Subject: _____ ID# _____

Initial Meeting Date: _____ Hours to Date: _____

Follow-Up Meeting Date: _____ Hours to Date: _____

Student Signature

Counselor Signature

Learning Assistance Center Tutoring

Goal: A comprehensive system of support services exist, and is characterized by a high degree of integration among academic and student support services

Outcome: Students identified as "at-risk" from the Early Alert, Bridge, athletics, EOPS/Calworks, DSP&S, and probation level 1 programs will benefit from LAC services

Type	Measurement	Tool	Participants	Assessor	Criteria
AUO			Students in the Bridge, athletics, EOPS/Calworks, DSP&S, and probation level 1 programs who have completed at least 90 minutes of tutoring or 6 hours of Supplemental Instruction		70% will pass the course for which they received tutoring

Data: In Progress. ETA: mid October.

Action: In Progress. ETA: mid October.

Outcome: Students will report increased confidence after working with a tutor

Type	Measurement	Tool	Participants	Assessor	Criteria
SLO	Confidence	Paper Survey	Students receiving tutoring		The LAC will develop a survey for students that includes 2-3 math problems reflecting an identified concept and student perceptions of tutoring. The survey will be distributed at the MARC in spring 2010. At least 100 students will receive the survey after attending a tutoring session involving the surveyed concept. 70% will score 3 out of 4 on a 4

Data: The student survey was conducted in fall 2009 in the MARC. 78 surveys were completed: 28 Math 51 students, 48 Math 71 students, and 2 unknown students. 82% of those surveyed scored in the 3-4 point range; 18% scored in the 0-2 point range.

Action: The criterion was only partly met--more than 70% of those surveyed scored in the 3 to 4 point range on a 4 point rubric; however, the number of surveys received fell short of the projected 100. Therefore, the survey will be repeated in Fall 2010 in order to reach the projected number of surveys and to assess if the results will be repeated.

Outcome: Tutors who receive training will have knowledge on program procedures and tutoring strategies

Type	Measurement	Tool	Participants	Assessor	Criteria
SLO	Knowledge	Paper Survey	Tutors that work with basic skills level students	Bailey Smith	70% will report an adequate level of knowledge on the training topics at the end of training. Additionally, 70% will state they have applied the knowledge they gained 1+ times with 30-45 days after the end of training

Data: Criteria for success were met such that over 70% reported that they possess an adequate level of knowledge about the training topics and that they have applied the knowledge gained from the training session.

Action: Tutorial Services staff will continue to refine the survey format, to see if there is a way to assess tutor level of knowledge without requiring memorization or repetition of facts or vocabulary. In addition, ID numbers will be used for the pre, post, and post-post surveys, to track individual responses.



Skills Lab Tutor Training

Pre, Post, and Post-Post Testing Analyses

To: Meghan Chen/Bailey Smith

From: Nancy Aguirre, M.A., Project Coordinator and Dan Lamoree, B.A./B.S., Educational Research Assessment Analyst, Research & Institutional Effectiveness Office

Date: May 27, 2010

When you are referring to the data from this report, please remember to acknowledge that it was done through the Office of Research and Institutional Effectiveness and that results of this report could not be possible without the help of the Learning Assistance Center and the Learning Resources Division.

Abstract

This report assesses the impact of the Skills Lab Tutor Training Session, which took place in March 2010. Tutors took a pretest where they had to conduct a self-assessment on their current level of knowledge about the training topics. They rated their knowledge on a Likert scale and then listed what they hoped to acquire from the training session. Following the training, participants filled out the same survey, as a post-test, and had to list out the techniques that they learned. Then 30-45 days after the training, respondents were, once again, asked to fill out a survey on whether they applied the knowledge and skills they learned from the training. Immediately after the training session, participants provided more positive responses towards their knowledge of Basic Skills student demographics and tutoring techniques. Most respondents stated that their primary focus in the training was to learn techniques that would most effectively aid students with learning disabilities. Others hoped to learn about the demographics of Basic Skills students, such as their psychological and social characteristics. Participants appreciated the wide range of skills taught at the training. The P post-post survey results from April 2010 could then display the actual utility and application of these training concepts. Most tutors reported a heavier reliance on the Socratic Method following the training session as was reported in the post-post survey.

Introduction

Purpose

The purpose of this report is to provide feedback on whether the Skills Lab Tutor Training Session provided adequate information regarding academic, social, and psychological characteristics of targeted students to prospective tutors. Its objective was also to instruct tutors on how to implement a variety of teaching techniques, so that they can be more effective tutors for Basic Skills students. Tutors who receive training will have gained knowledge on how to implement effective tutoring strategies.

Rationale for Study

Respondents of a Skills Lab Tutor Training Session were asked to complete three units of assessments regarding their experiences with the training; this included a pre, post, and post-

post survey. The training included information on how to effectively address the needs of students and how to properly implement specific tutoring techniques. The main goal of this session is to improve the quality of tutoring that students receive.

The pre and post tests were identical with the exception of the open-ended item at the end of the survey and the last Likert scale item. The pretest asked participants what they hoped to learn from this training and to list any specific questions they have about tutoring students in Basic Skills classes. Whereas, the posttest had participants list specific techniques or relevant ideas they learned from this training about tutoring students in Basic Skills classes. These were done in the form of an open-ended question. The remaining items consisted of three, Likert scale items, which were on a 5-point scale; “5” was used for “Strongly Agree” and “1” was used for “Strongly Disagree”. Question one contained three subsets, which asked participants to rate their level of knowledge concerning the academic, social, and psychological characteristics of Basic Skills students. Participants then rated their knowledge of whether they know a variety of tutoring techniques that help students in Basic Skills classes learn better. The last Likert scale item was different from pre to posttest. The pretest had participants rate whether they would like to know more about how to be an effective tutor for Basic Skills students. On the contrary, the posttest required participants to rate whether they now know more about how to be an effective tutor for students in Basic Skills classes. The post-post test had these same Likert scale items along with three open-ended questions. The first one asked respondents to list specific techniques or relevant ideas that they have implemented this semester when tutoring Basic Skills courses. Secondly, they are asked to comment on anything they have changed about their tutoring techniques to better serve Basic Skills students. Lastly, they can list any specific techniques or strategies from the training that they have found difficult or been unable to implement. The question also has them explain how these techniques have been difficult. The pretest was administered before the training session, and the posttest was completed immediately after the training. The post-post survey was filled out 30-45 days after the training in order to assess the application of knowledge from the training.

Respondents had more favorable ratings from pre to posttest. Therefore, they felt more confident in their abilities and knowledge of how to implement certain strategies. The post-post test had a few neutral responses, but the majority of responses for the Likert scale items were positive. Tutors learned how to implement Singapore math and felt that they could use a wider variety of teaching techniques. They began to rely a bit more on the Socratic Method. They have a greater awareness of student abilities and background. Tutors are still having difficulties with instructing students who are indifferent or provide simple, one-word answers.

The main objective of the training session was that 70% would report that they have an adequate level of knowledge about the training topics. This goal was exceeded since the grand majority felt confident with the knowledge that they acquired from the training. Also, at least 70% did report that they have applied the knowledge that they have gained from the session. Thus, this objective was met as well.

Method

Participants

There were a total of fourteen participants in this study, and they all completed the Skills Lab Tutor Training in March 2010. These individuals are interested in serving as tutors for students, at Mt. SAC, who are in Basic Skills courses.

Design

This study incorporates a cross-sectional design since it provides a snapshot of a particular cohort through a specific moment in time.

Measures

Three paper surveys were designed and developed by the joint efforts of Bailey Smith and the office of Research and Institutional Effectiveness. The pretest survey includes questions regarding the respondents' incoming knowledge on Basic Skills students' academic, social, and psychological characteristics (Appendix I). It asks whether they know a variety of tutoring techniques that can aid Basic Skills students, and questions whether they would like to know more about being an effective tutor for Basic Skills students. It also contains an open-ended question on what they hope to learn from this training. The posttest includes the same questions on the academic, social, and psychological characteristics of Basic Skills students as well as their knowledge about a variety of tutoring techniques (Appendix II). Lastly, it assesses whether participants now know more about how to be an effective tutor for Basic Skills students, and it asks them to list specific techniques or relevant ideas they learned from this training. The Likert scale items are on a 5-point scale and ranges from "1" (Strongly Disagree) to "5" (Strongly Agree). These five items compose the level of knowledge that the training participants possess before and after the training session. The post-post survey also contains the same questions on the academic, social, and psychological characteristics of students (Appendix III). The fourth question states that the tutor uses a variety of tutoring techniques that helps students in Basic Skills classes learn better. The fifth Likert scale question states that they know how to be an effective tutor for students in Basic Skills classes. This survey also has three open-ended questions, which are specific to the post-post survey only. It asks the respondent to list specific techniques or relevant ideas they have implemented this semester that they learned from the training. They are then asked to comment on anything that they have changed regarding their tutoring techniques as a result of the training. Finally, they must list the techniques or strategies that they have found difficult or been unable to implement from the training. They have to highlight how these techniques or strategies have been difficult.

Procedure

Students that received the Skills Lab Tutoring Training in March 2010 were asked to fill out a survey immediately before and then after the training session. The survey was administered in two locations: 6-122 and 6-225, during two sessions of tutor training. John Cardenas, the Tutorial Services supervisor, administered the survey, which took the tutors about five minutes to complete. The post-post survey was attached to tutors' timecards in Tutorial Services. They were told to place it in manila envelopes in John Cardenas' mailbox at their leisure. The survey trickled in over a one-week period and took tutors about five minutes to complete.

Results

Responses to the Likert Scale Items

Generally speaking, there was a difference in the type of responses from pre to post-testing. Following the tutoring training session, respondents rated each Likert Scale item more favorably, which can imply that they feel more knowledgeable and confident about factors pertaining to tutoring and the student demographic. In pretesting, a few respondents provided negative answers to items, indicating that they “disagreed” or “strongly disagreed” with the adequacy of their current level of knowledge in terms of tutoring and student characteristics. However, in the posttest, the only responses that were selected were “strongly agree” and “agree” with the exception of the items that dealt with knowledge of social and psychological characteristics. These two items also received neutral ratings. Knowledge of social characteristics received one neutral rating; whereas, the item on knowledge of psychological characteristics received two neutral ratings. In the post-post assessment, the ratings were scattered across the “strongly agree”, “agree”, and “neutral” options. Generally speaking, most ratings fell into the “strongly agree” and “agree” options. Only a few respondents chose the “neutral” category. There were no negative ratings in the post-post assessment.

Differences in Mean Scores Across Assessments

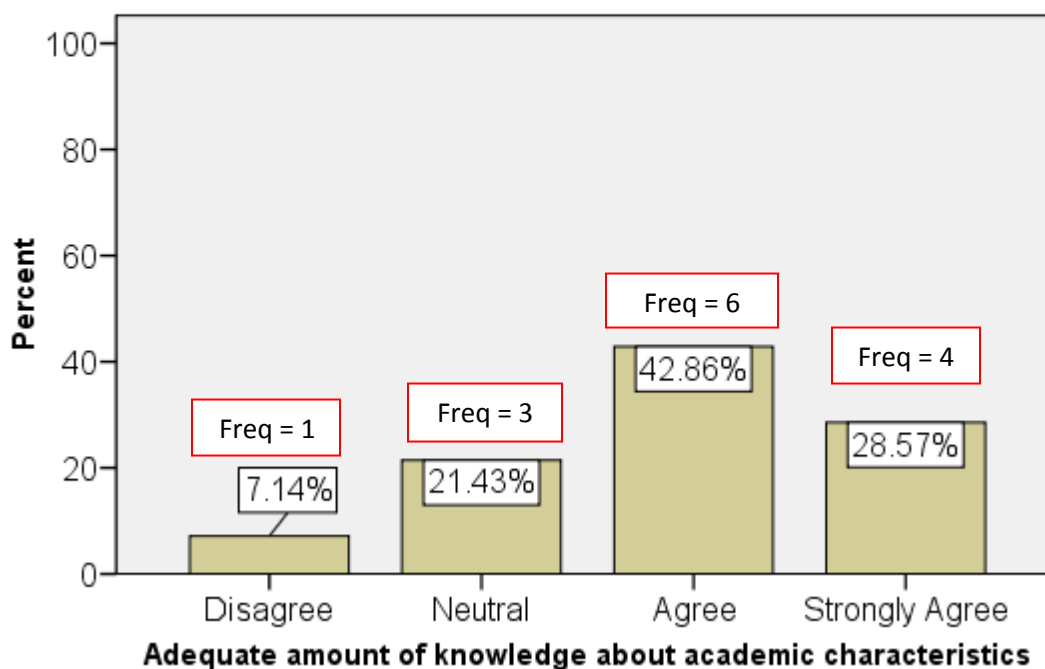
All of the items had an increased mean, from pre to posttest, with the exception of the item entitled, “I now know more about how to be an effective tutor for students in Basic Skills classes”, which remained the same at 4.71. Thus, it contains a mean difference of 0.000. The mean scores for the posttest were all higher than those of the post-post. The post-post mean scores were all greater than the pretest mean scores with the exception of the statement that reads, “I now know more about how to be an effective tutor for students in Basic Skills classes.” Below is a table displaying the differences in mean scores for each item in the survey according to the survey type. The mean differences are negative when the post or posttests mean scores were greater than the previous assessment. The mean scores are positive when the mean scores were higher for the survey that was taken afterwards (e.g., “pre to posttest” had higher mean scores for pre or “post to post-post” had higher mean scores for the posttest, not the post-post).

Table 1: Mean Differences

Item	Pre to Post	Post to Post-Post	Pre to Post-Post
Adequate amount of knowledge about social characteristics	-1.214	0.175	-1.039
Adequate amount of knowledge about psychological characteristics	-0.956	0.294	-0.662
I believe I know a variety of tutoring techniques that help students in Basic Skills classes learn better.	-0.841	0.042	-0.799
Adequate amount of knowledge about academic characteristics.	-0.714	0.643	-.071
I now know more about how to be an effective tutor for students in Basic Skills classes	0.000	0.169	0.169

Graph 1a: Adequate amount of knowledge about academic characteristics

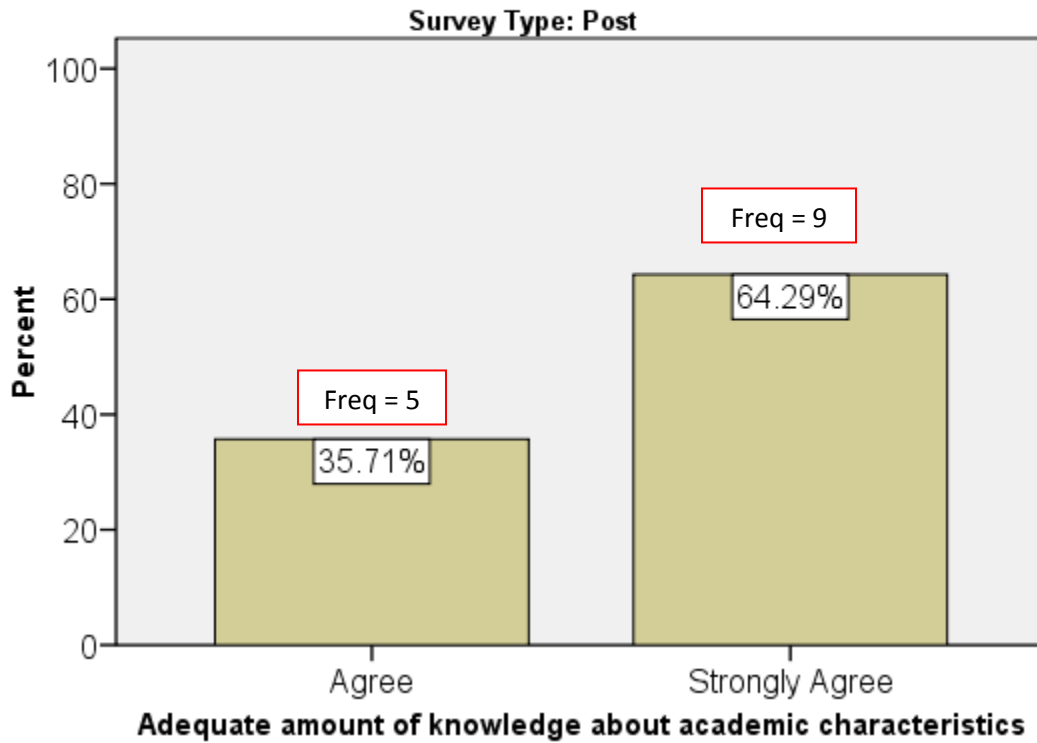
Survey Type: Pre



Pre: Mean = 3.93

Total Number of Respondents: 14

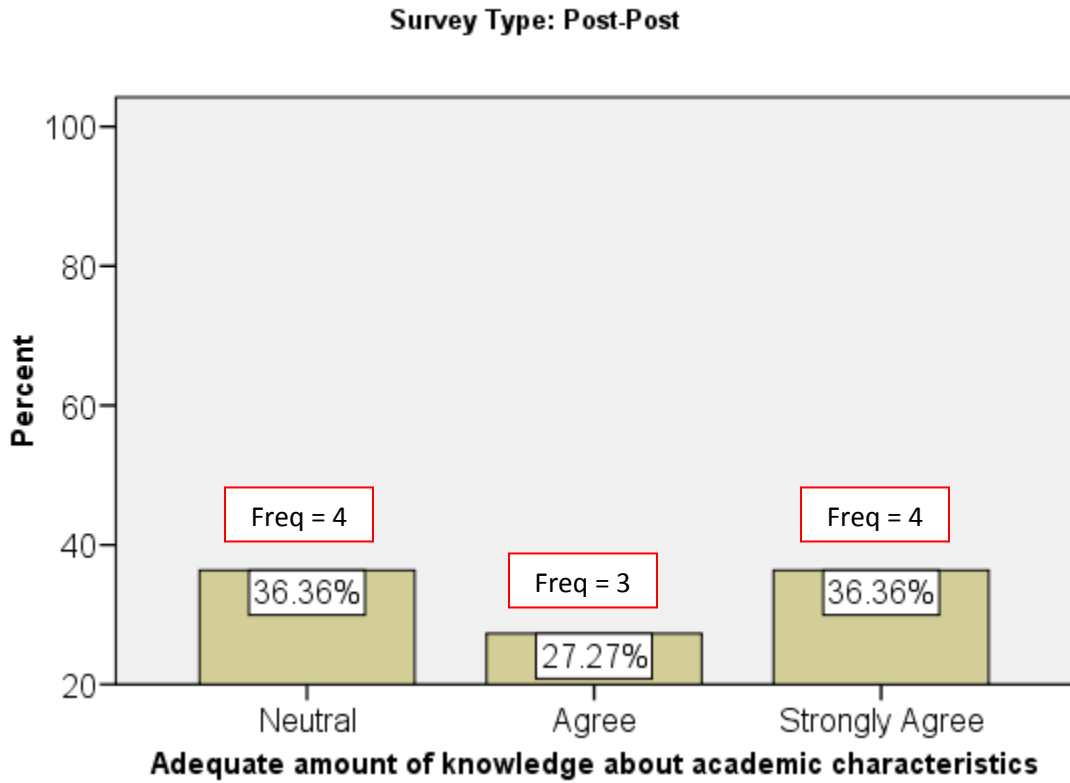
Graph 1b: Adequate amount of knowledge about academic characteristics



Post: Mean = 4.64

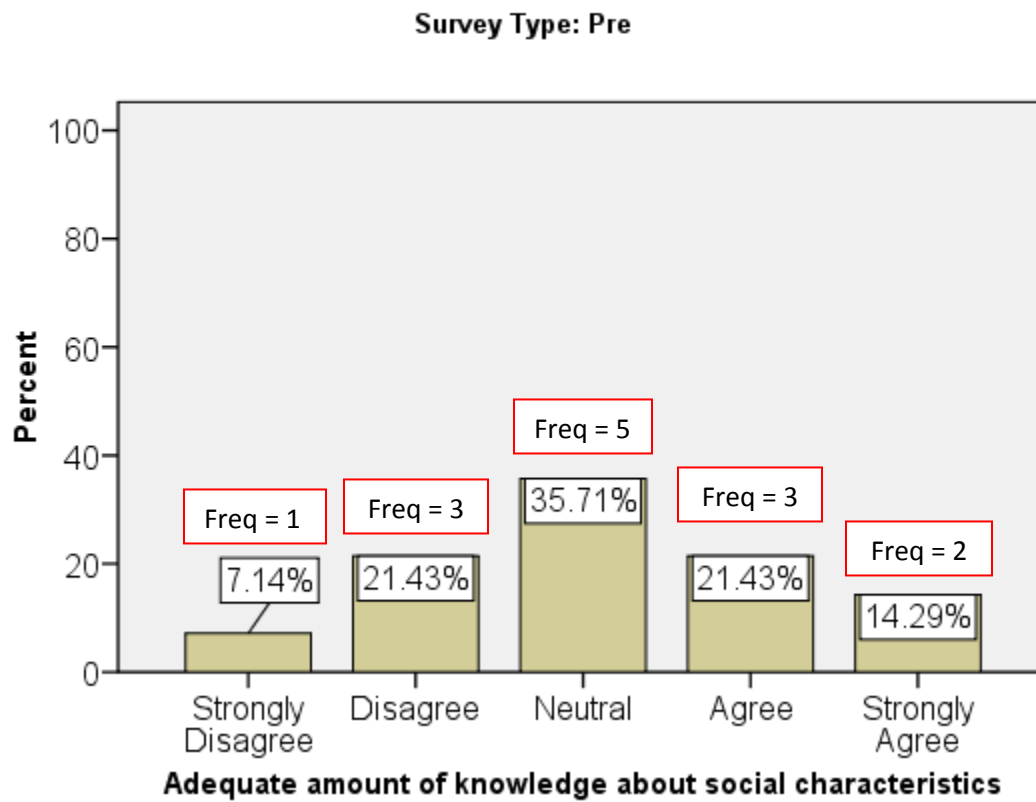
Total Number of Respondents: 14

Graph 1c: Adequate amount of knowledge about academic characteristics



Post- Post: Mean = 4.00
Total Number of Respondents: 11

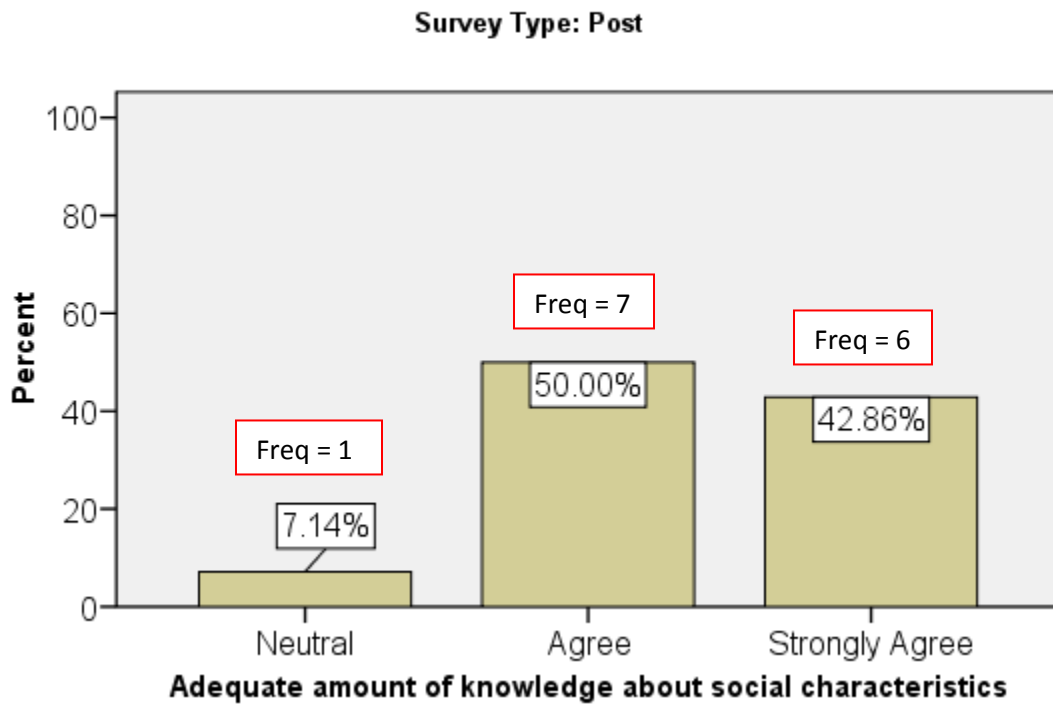
Graph 2a: Adequate amount of knowledge about social characteristics



Pre: Mean = 3.14

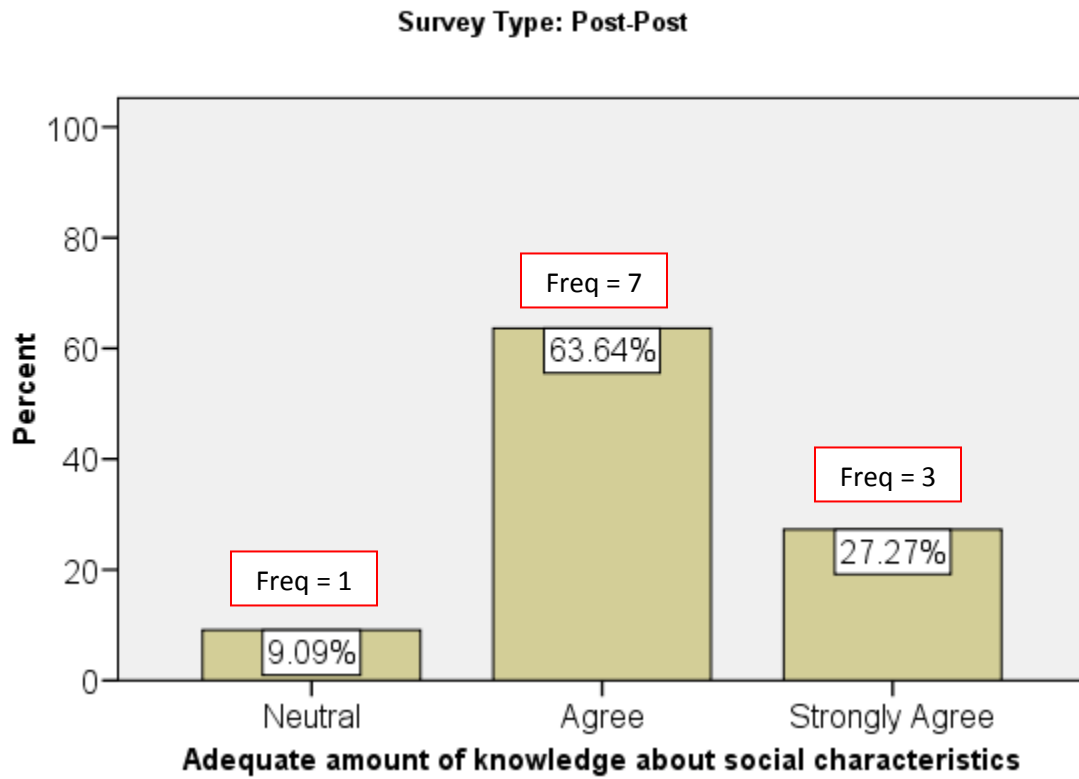
Total Number of Respondents: 14

Graph 2b: Adequate amount of knowledae about social characteristics



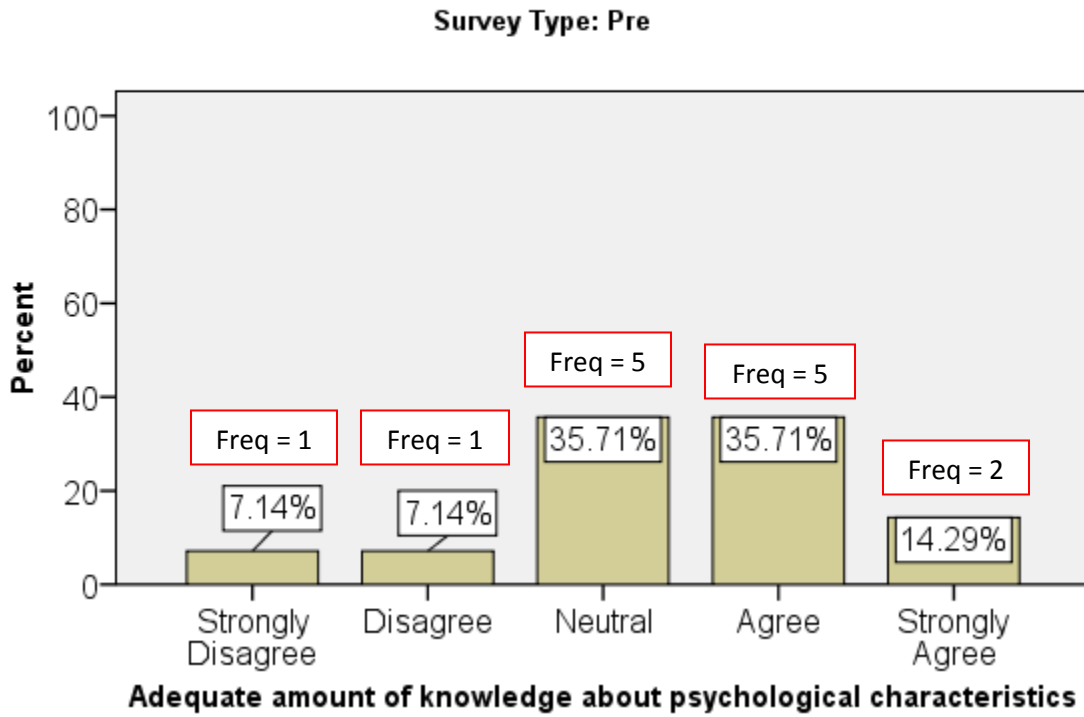
Post: Mean = 4.36
Total Number of Respondents: 14

Graph 2c: Adequate amount of knowledge about social characteristics



Post-Post: Mean = 4.18
Total Number of Respondents: 11

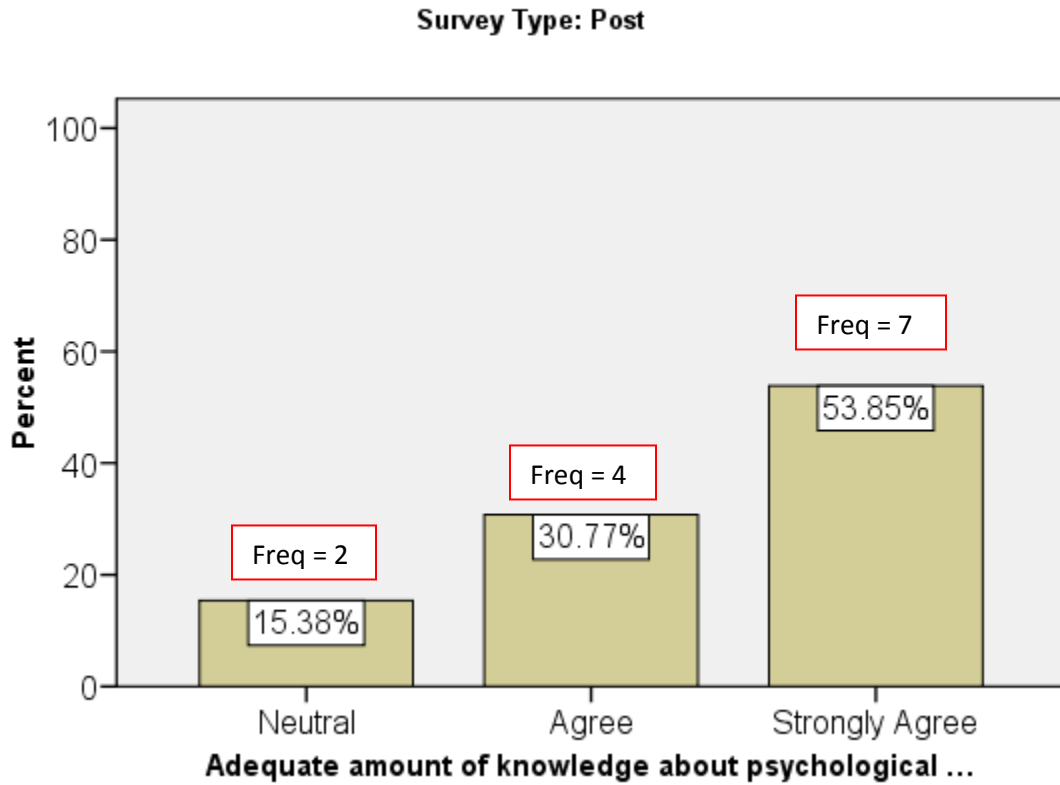
Graph 3a: Adequate amount of knowledge about psychological characteristics



Pre: Mean = 3.43

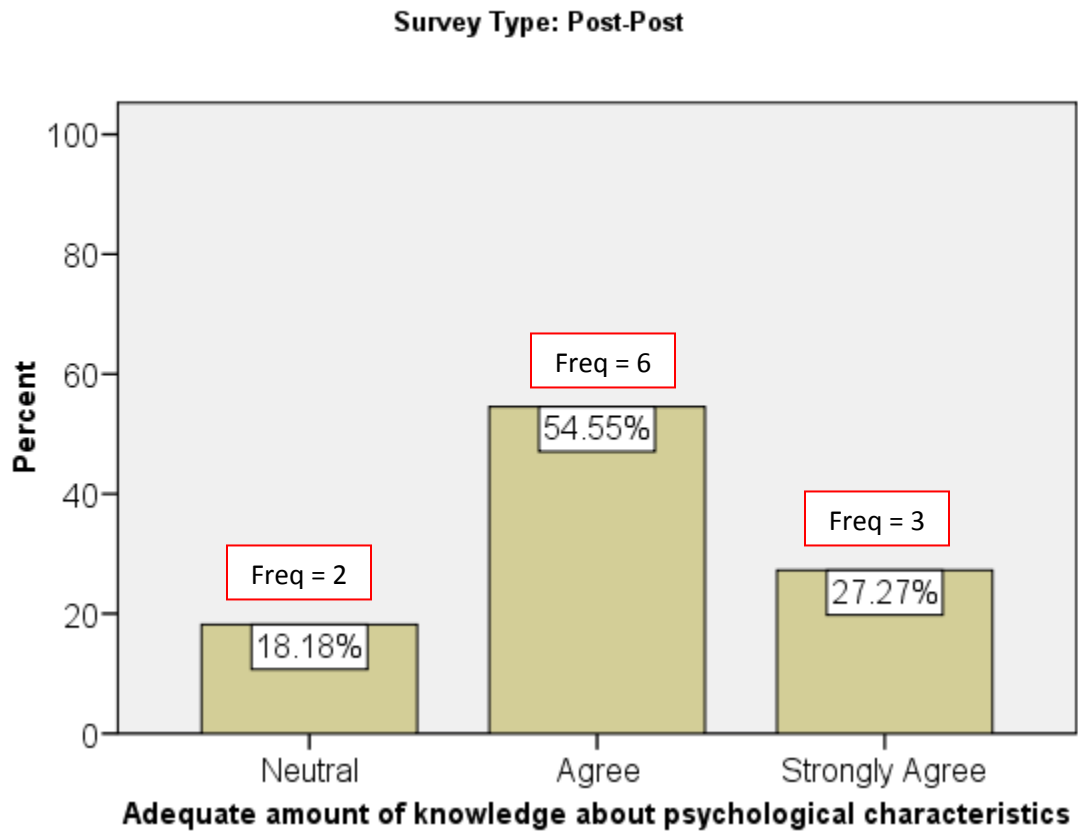
Total Number of Respondents: 14

Graph 3b: Adequate amount of knowledge about psychological characteristics



Post: Mean = 4.38
Total Number of Respondents: 13

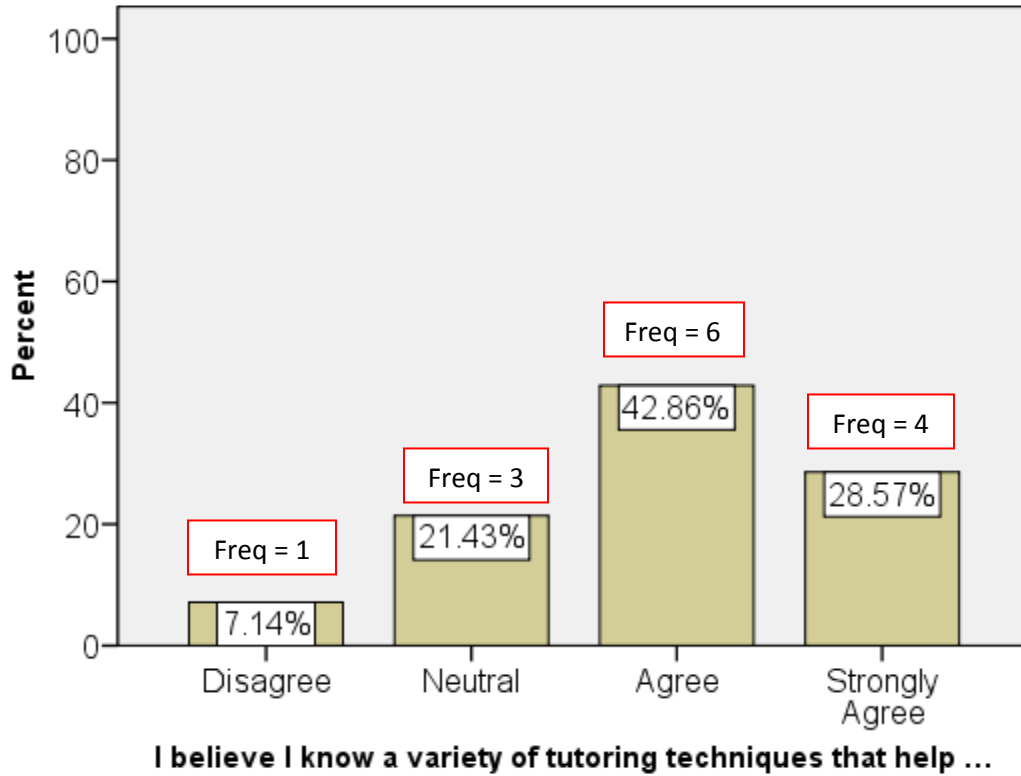
Graph 3c: Adequate amount of knowledge about psychological characteristics



Post-Post: Mean = 4.09
Total Number of Respondents: 11

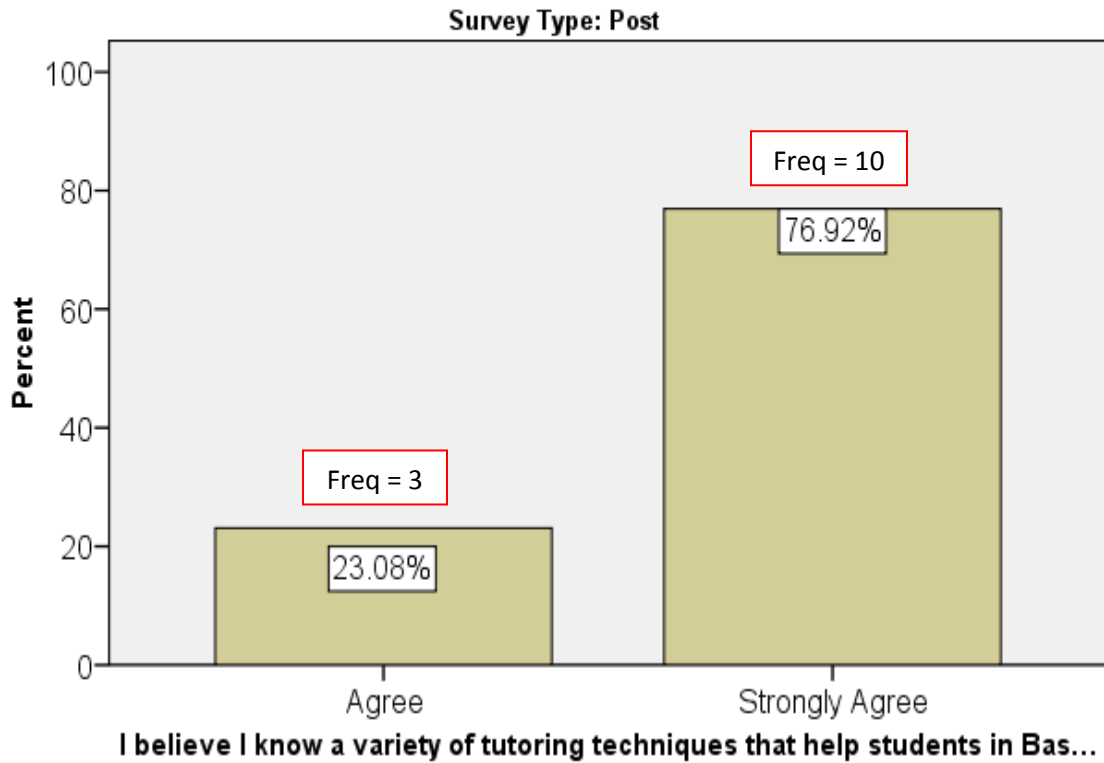
Graph 4a: I believe I know a variety of tutoring techniques that help students in Basic Skills classes learn better

Survey Type: Pre



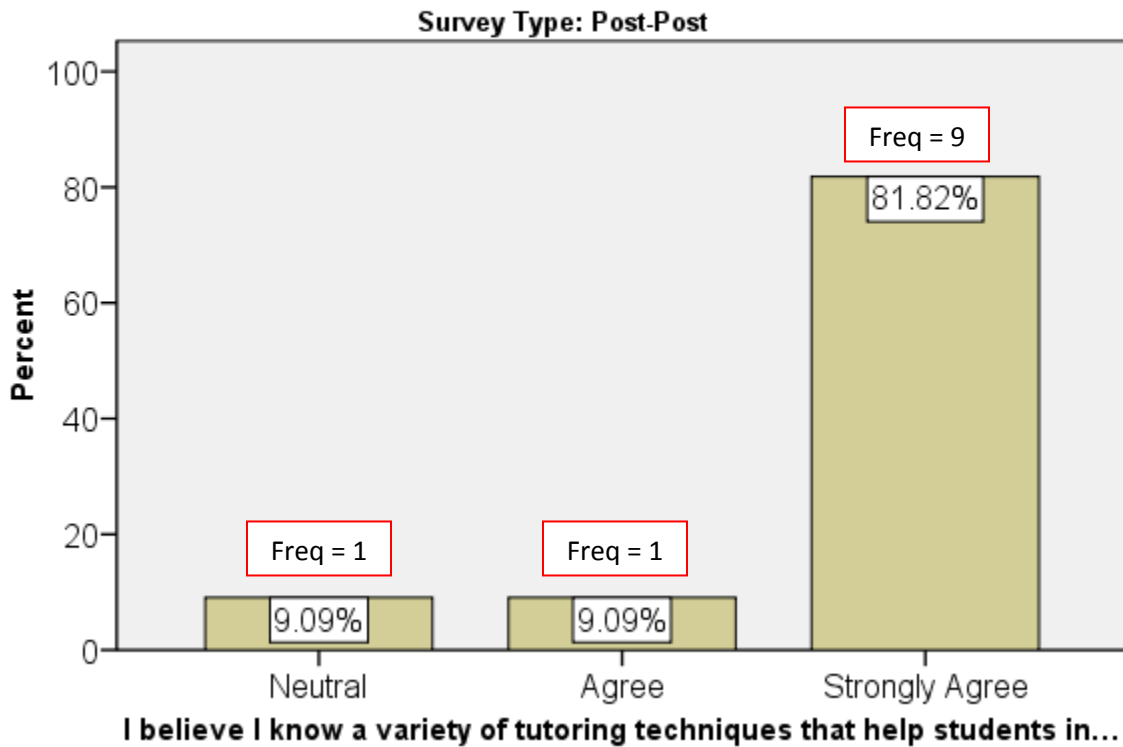
Pre: Mean = 3.93
Total Number of Respondents: 14

4b: I believe I know a variety of tutoring techniques that help students in Basic Skills classes learn better



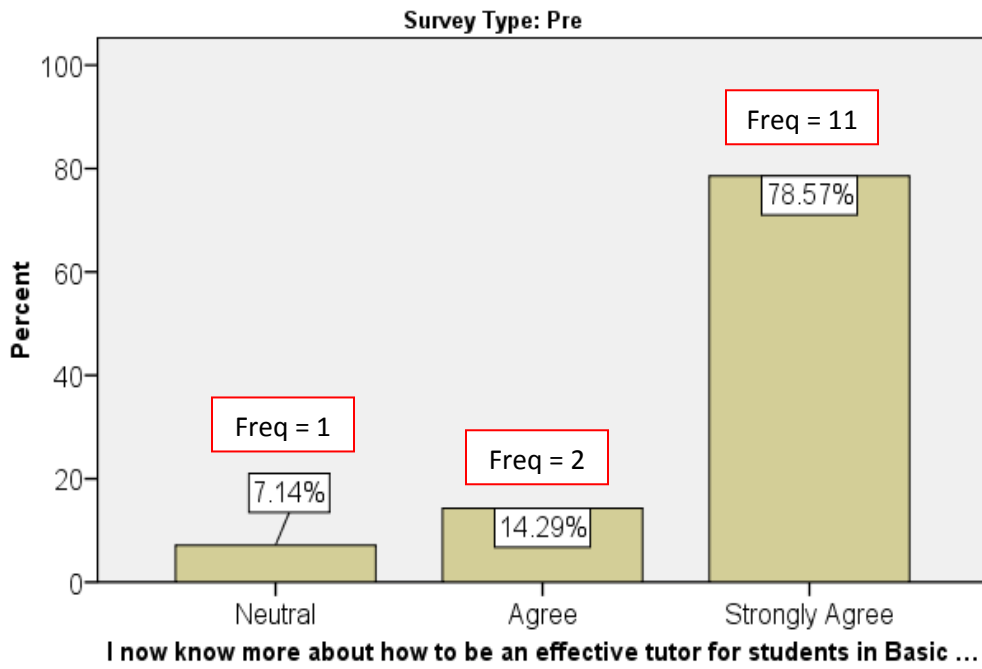
Post: Mean = 4.77
Total Number of Respondents: 13

Graph 4c: I believe I know a variety of tutoring techniques that help students in Basic Skills classes learn better



Post-Post: Mean = 4.73
Total Number of Respondents: 11

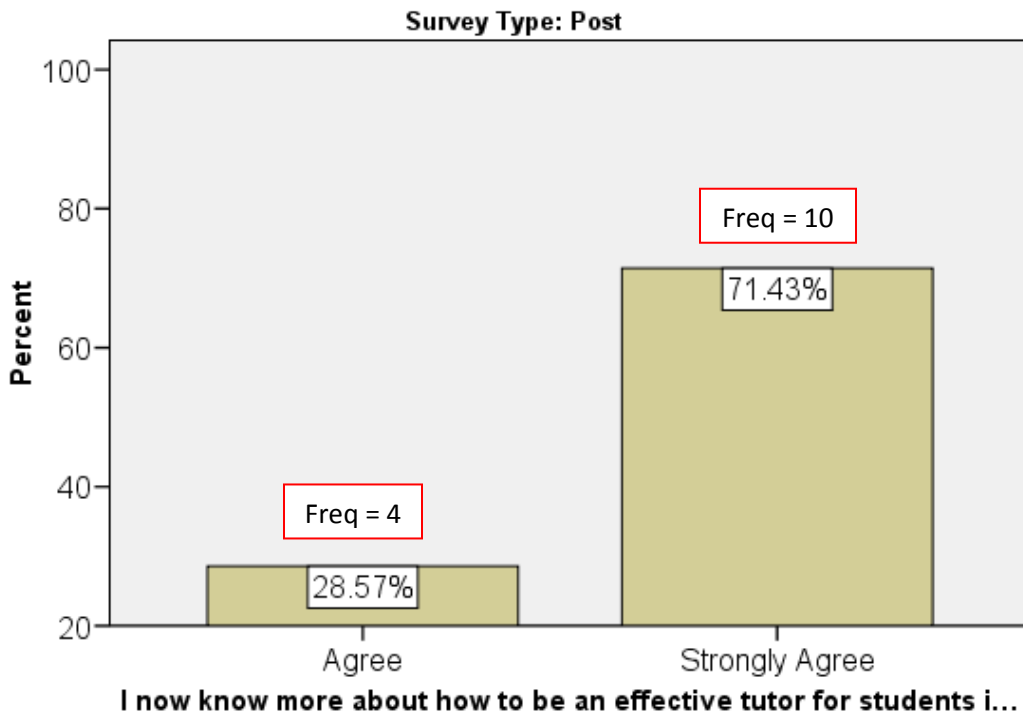
Graph 5a: I now know more about how to be an effective tutor for students in Basic Skills classes



Pre: Mean = 4.71

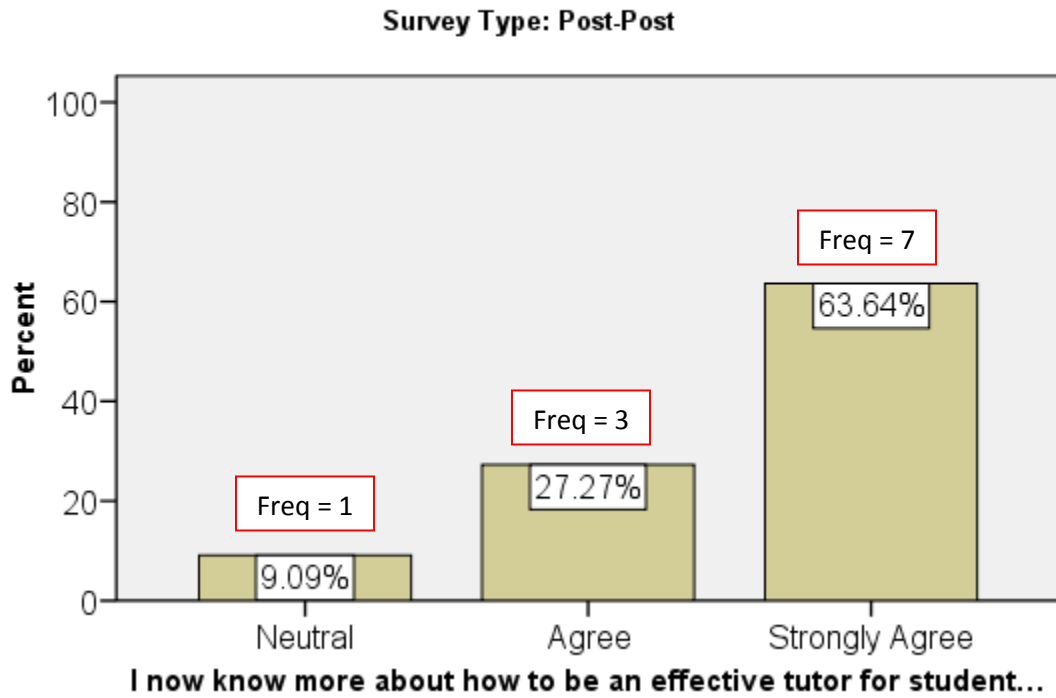
Total Number of Respondents: 14

Graph 5b: I now know more about how to be an effective tutor for students in Basic Skills classes



Post: Mean = 4.71
Total Number of Respondents: 14

Graph 5c: I now know more about how to be an effective tutor for students in Basic Skills classes



Post-Post: Mean = 4.55
Total Number of Respondents: 11

Open-ended Responses: Qualitative Analysis

Both the pre and posttest had one open-ended question at the end of the survey. The pretest asked respondents what they hoped to learn from this training and has them list any specific questions they might have about tutoring students in Basic Skills classes. The posttest inquired about specific techniques or relevant ideas they learned from this training about tutoring students in Basic Skills classes. Below is the breakdown of these responses according to test type.

Pretest

Most respondents indicated that what they hope to learn most from this training are techniques that will most effectively aid students with learning disabilities (5 respondents). Others hoped to learn about the demographics of Basic Skills students such as their psychological and social characteristics (3 respondents). A few wanted to learn general tutoring strategies that will facilitate learning (2 respondents) while some stated that they want to brush up on their math (2 respondents). One respondent indicated was not sure what they hoped to learn from the training session.

Posttest

The responses that attendees provided for the posttest were more multifaceted, which made it difficult to group responses into thematic categories. Respondents made the following statements:

- The skills lab guide was very helpful.
- Specific questioning to learn reason for non-response, and list of characteristics of basic skills students.
- It was great to hear responses from other tutors, and the training session was interesting, informative and beneficial.
- Helping hearing impaired students with emotional or psychological issues and students with extrinsic goals.
- Techniques on how to handle special circumstances with students (especially disabled students and students with psychological/social issues).
- Different math techniques, better motivation techniques for students, and more on the perspectives of students.
- I hadn't thought about a few of the social issues, such as fees and basic survival needs.
- Also, I learned to ask if EOPS could help the students and to suggest seeking additional resources and to encourage the students to continue their studies to raise their educational goals.
- I learned more about what backgrounds the students come from. Also a few more techniques to help students succeed.
- Having students work through the even numbered problems in the book for extra practice as a way to supplement and reinforce the students 'learning.

Post-Post Test:

Respondents listed several techniques or principles that they have implemented this semester. They used words of encouragement, humor, and tried to help students relax during the tutoring session. Four tutors specifically mentioned that they rely more so on the Socratic Method, and one individual mentioned that they utilize key words from Bloom's Taxonomy.

They are now more aware of student disabilities, background, and learning level (5 respondents). Students are also instructed to review their notes and refer to their textbook for further mastery of definitions and concepts. One response stated that they have tried to implement every technique, but unfortunately, have not had the opportunity to do so. Two tutors have walked their students through the mathematical procedures with Singapore math. One of these tutors incorporated both the traditional and Singapore methods into their tutoring sessions but found that it merely confused the students.

Insofar as any specific techniques or strategies from the training that they have found difficult or been unable to implement, six individuals provided responses. Each response is listed below:

- I have been unable to implement the suggestions for working with indifferent students. Have not come across this situation yet.
- I have not done much with the Singapore math information we discussed.
- When a student is unresponsive or gives one word answers is when I have difficulty implementing strategies. They really don't talk and their body language can't be read.
- Sometimes it is hard to implement any technique because a student can hide what is going on with him/her academically, socially, and psychologically.
- The usage of the pictures in place of teaching the actual parts of speech. Students learning grammar this way don't even know what a verb/noun is!
- Using anything but visual kinesthetic means of tutoring. They are difficult because I have difficulty tutoring students and don't have the same learning style I have.

Discussion

Respondents had more favorable ratings from pre to posttest with the exception of the final item, "I now know more about how to be an effective tutor in Basic Skills classes", which had no difference in mean scores. This item had a mean of 4.71 in both the pre and posttest. Following the training, it is apparent that tutors felt more confident in their knowledge regarding student backgrounds and tutoring techniques. In pretesting, a few respondents provided negative answers to some items, indicating that they "disagreed" or "strongly disagreed" with the adequacy of their current level of knowledge in terms of tutoring and student characteristics. On the contrary, in the posttest, the majority of responses selected were "strongly agree" and "agree". The only items that also received neutral ratings were the items that pertained to the knowledge of social and psychological characteristics. Knowledge of social characteristics received one neutral rating; whereas, the item on knowledge of psychological characteristics received two neutral ratings. The post-post assessment had ratings, which ranged from "strongly agree", "agree" to "neutral". Generally speaking, most ratings fell into the "strongly agree" and "agree" options. Only a few respondents chose the "neutral" category. There were no negative ratings in the post-post assessment.

Coming into the tutoring training session, participants were interested in learning about the tutoring techniques that would benefit students and also hoped to become informed on the demographics of this student population. They wished to effectively address the needs of students with disabilities. Based on the open-ended responses on the posttest, it is apparent that participants learned a variety of techniques and concepts as a result of this tutoring training session. They felt that it was helpful to hear responses from other tutors during the training session and that it was interesting, informative and beneficial. They learned about how

to motivate their students and techniques on how to handle special circumstances with students. They acquired better insight on student backgrounds as well. In the post-post survey, tutors listed the techniques or principles they were able to implement this semester. They reported using more words of encouragement, humor, and relaxation techniques. Four tutors specifically mentioned that they rely more so on the Socratic Method, and one individual mentioned that they utilize key words from Bloom's Taxonomy. They appreciate the fact that they are now more aware of student disabilities, background, and learning level. One respondent stated that they have tried to implement every technique, but unfortunately, have not had the opportunity to do so. Two tutors have walked their students through the mathematical procedures with Singapore math. One of these tutors incorporated both the traditional and Singapore methods into their tutoring sessions but found that it proved to be challenging for the students. One tutor is still struggling with how to properly address students who are unresponsive or provide one-word answers. Another individual mentioned that sometimes it is difficult to implement a technique because students can hide what is occurring with them academically, socially, and psychologically.

In subsequent surveys, tutors could be asked to respond to specific scenarios with solutions and techniques that they have learned from the training session. Respondents should also be required to list out the techniques that they are already familiar with, prior to partaking in training. This will better gauge their initial level of knowledge. Omitting the cheat sheet from the post-post survey will provide a more precise measurement of knowledge and recall. Although the main objective of the survey is not to measure rote memorization, it is still important to understand which techniques were most salient to the tutors. Providing a cheat sheet would forfeit this component. It could also be beneficial to individually link the surveys across pre, post, and post-post testing through the use of identification numbers. Instead of reporting the results solely in terms of aggregates, one can also measure any individual differences. One person might be an anomaly and thus, tweak the overall, aggregate scores. A clearer window could be established if we can, somehow, highlight, what is occurring on an individual level. It is also difficult to produce too many generalizations with such a small sample size and given the fact that there are a few missing cases in this analysis. Nevertheless, the criteria for success were met such that over 70% reported that they possess an adequate level of knowledge about the training topics and that they have applied the knowledge gained from the training session. Three cases were missing from the post-post test, so this might yield different results.

Limitations

This analysis used a relatively small sample size, so it might be difficult to generalize these findings to all future tutors' training sessions since it is not an all-encompassing, representative sample. Also, there was no way to match individual survey respondents from pre, post, to post-post since no identification numbers were used. Thus, results had to be reported in the form of aggregates as opposed to assessing it through an individual level. Lastly, two of the questions on the posttest were left blank, so this alters the posttest mean for these two items. Therefore, it lowers the precision of the mean for the survey items concerning "knowledge about psychological characteristics of Basic Skills students" and "knowledge of tutoring techniques that help students in Basic Skills classes learn better". Also, not everyone

completed the post-post survey since it had three missing cases. Including these respondents might have slightly altered the results.

Recommendations

In future surveys, it could be beneficial to assess the actual knowledge of respondents as opposed to investigating confidence levels only. Respondents could be provided with specific scenarios and then be asked to provide one or two tutoring techniques on how to address or solve that particular issue. Under Item 2, which asks respondents what tutoring techniques they know, it should ask respondents to actually list the tutoring techniques that they are familiar with. This way we can gain a better understanding of the type of knowledge that they possess. Also, the term “tutoring techniques” can be defined in a variety of ways, so it might be helpful to know what respondents consider a tutoring technique by allowing them to list the ones they know. In addition, the post-post survey contains a “cheat sheet” with a list of topics from the training, so that respondents can refer to this when answering questions on the techniques they learned. In any subsequent assessments, this sheet should be omitted, so the respondents knowledge and recall can accurately be examined. This will better highlight what techniques and strategies stood out the most because respondents are able to recall them without any assistance.

Skills Lab Tutor Training
Pre-Training Survey
March 2010

Please indicate your level of agreement with the following statements, using 1 for “Strongly Disagree” and 5 for “Strongly Agree”.

1. I have an adequate amount of knowledge about:
 - a) the **academic** characteristics of students in Basic Skills classes (for example, reading abilities, math background, or experiences with college-level writing)

1 2 3 4 5
 - b) the **social** characteristics of students in Basic Skills classes (for example, income levels, communities they live in, or family backgrounds)

1 2 3 4 5
 - c) the **psychological** characteristics of students in Basic Skills classes (for example, attitudes towards school, confidence levels, or motivation)

1 2 3 4 5

2. I believe I know a variety of tutoring techniques that help students in Basic Skills classes learn better

1 2 3 4 5

3. I would like to know more about how to be an effective tutor for students in Basic Skills classes

1 2 3 4 5

What do you hope to learn from this training? Please list any specific questions you have about tutoring students in Basic Skills classes:

Skills Lab Tutor Training
Post-Training Survey
March 2010

Please indicate your level of agreement with the following statements, using 5 for “Strongly Agree” and 1 for “Strongly Disagree”.

1. I have an adequate amount of knowledge about:
 - a) the **academic** characteristics of students in Basic Skills classes (for example, reading abilities, math background, or experiences with college-level writing)

1	2	3	4	5
---	---	---	---	---
 - b) the **social** characteristics of students in Basic Skills classes (for example, income levels, communities they live in, or family backgrounds)

1	2	3	4	5
---	---	---	---	---
 - c) the **psychological** characteristics of students in Basic Skills classes (for example, attitudes towards school, confidence levels, or motivation)

2	2	3	4	5
---	---	---	---	---
2. I believe I know a variety of tutoring techniques that help students in Basic Skills classes learn better

1	2	3	4	5
---	---	---	---	---
3. I now know more about how to be an effective tutor for students in Basic Skills classes

1	2	3	4	5
---	---	---	---	---

Please list specific techniques or relevant ideas you learned from this training about tutoring students in Basic Skills classes:

Skills Lab Tutor Training Post-Training Follow-Up Survey

April 2010

Please reflect on the tutor training you attended in March regarding working with students in Basic Skills/Skills Lab courses (a list of topics from the training is on the other side of this sheet, to help refresh your memory). Indicate your level of agreement with the following statements, using 5 for “Strongly Agree” and 1 for “Strongly Disagree”.

1. I have an adequate amount of knowledge about:
- a) the **academic** characteristics of students in Basic Skills classes (for example, reading abilities, math background, or experiences with college-level writing)

1 2 3 4 5

- b) the **social** characteristics of students in Basic Skills classes (for example, income levels, communities they live in, or family backgrounds)

1 2 3 4 5

- c) the **psychological** characteristics of students in Basic Skills classes (for example, attitudes towards school, confidence levels, or motivation)

3 2 3 4 5

2. I use a variety of tutoring techniques that help students in Basic Skills classes learn better

1 2 3 4 5

3. I know how to be an effective tutor for students in Basic Skills classes

1 2 3 4 5

Please list specific techniques or relevant ideas you have implemented this semester, from the training, when tutoring students in Basic Skills courses:

Please comment on anything you have changed about your tutoring techniques to better serve students in Basic Skills courses based on the training you received:

What specific techniques or strategies, from the training, have you found difficult or been unable to implement? How have they been difficult?

Learning Communities Peer Advising

Goal: To support students who are actively enrolled in a basic skills learning community

Outcome: As a result of participating in the peer advising program, students will be able to demonstrate knowledge of support services and resources

Type	Measurement	Tool	Participants	Assessor	Criteria
SLO	Knowledge	Scenario	12-14 students in the peer advising program	Bianca Garcia Valle	80% will answer all 3 scenarios correctly.

Data: This SLO was achieved, with an average of 81.2% of participants responding the correct answer as an aggregate the three scenarios on the survey. The results demonstrate that the majority of participants were able to demonstrate knowledge of support services and resources.

Action: Based on the results for this outcome, it is clear that peer advisors are able to demonstrate knowledge of support services and resources. As a result of this data, we will continue to assess the training of peer advisors to ensure that they are prepared to refer students to appropriate services and resources when necessary.

Bridge Peer Advisor Focus Groups: Spring 2010

Bianca G. Valle, Graduate Intern
Mt. San Antonio College
May 20, 2010

Purpose

The purpose of the study is to identify effective training strategies and skills that are beneficial to the Bridge Peer Advisors.

Bridge Program: Overview

The Bridge Program is for freshmen who will begin their studies in the fall semester who are undecided on their future career or are stressed about starting college. Using a learning community environment, students are given personalized attention to increase their success, academically, and to increase their use of college services. Staff and faculty who provide this personalized attention are from different programmatic areas such as English, mathematics counseling, financial aid, as well as transfer and advising specialists.

Literature Review

A review of the literature on peer advising suggests that peer advising is important and valuable. Hence, it is essential that peer advisors are thoroughly trained in order to be effective. The following areas are themes that were salient in the literature; the literature made it easier to understand these concepts and possibly utilize them in designing future training agendas.

The Importance of Peer Advising

A lot of the literature reinforced that peer advising is important and valuable and in some cases, necessary. Currently, over 65% of institutions surveyed have peer advising or peer mentoring programs (Koring, 2005). Oftentimes, “the need for helping outpaces the availability of the professional resources” (Zakaria, 2007, p. 3). This is often the case in regard to academic advising at community colleges and universities. There are typically many students that need academic advising and not nearly enough academic counselors to fill the need. Because of this, peer advisors play an important role in satisfying this arena.

Additionally, peer advisors provide a unique perspective that academic counselors cannot. Because peer advisors are also students, they assist other students who are generally similar in age, status and knowledge (Zakaria, 2005). Peer advisors can empathize and sympathize with students in a distinctive way; they often know what it is like to feel frustrated about not getting into a class because it is full or having a difficult professor with seemingly unreasonable assignments. In addition, some students feel more comfortable talking to someone their own age, so they prefer seeing a peer advisor (Lo, 2006). Some students would also rather see a peer advisor because the

peer advisor has taken many of the same classes and understands the experience of being a student (Shiner, 1999).

Problems in Peer Advising

While peer advisors are valuable resources for providing advising, the literature also recognizes that there are a few problems that come with using peer advisors. One study found that students being advised by peer counselors were about as satisfied as students with no advisor at all (Belcheir, 1998). This dissatisfaction could be largely due to a lack of training. Many programs rely heavily on peer advising programs but do not provide nearly enough training; Lo (2006) suggests that “the amount of training received, if any, is significantly disproportional to the level of responsibility and power that peer advisors are given” (p. 181). This is a problem because if peer advisors are not adequately trained, they can do more harm than good (Zakaria, 2005). For example, if a peer advisor is unsure of how to respond to a student inquiry, meaning they do not know where or to whom to refer the student to, they could be setting the student up for failure. Peer advisors can make inaccurate assumptions that could potentially lead the student towards significant oversights. Rather than helping the student, the peer advisor is serving as a hindrance.

Training

Much of the literature focuses on ways of implementing training programs for peer advisors. Peer advisors must be culturally sensitive and must be familiar with cross-cultural counseling techniques (Frisz, 1999). Because peer advisors work with a diverse population of students with different backgrounds, they must be aware of these differences. It is important for them to not only tolerate these differences but to also find effective ways of working with them. Diversity training also helps the peer advisors better relate to their fellow students, consequently making them stronger peer advisors.

During the training process, the literature recommends that the most effective learning occurs when the peer advisors are actively involved in the learning process (Reynolds, 2000). They should be involved and have a say in areas they would like to be trained. The learning process should be a collaborative effort between the trainers and the peer advisors. This makes the training process more meaningful, because the peer advisors are learning what they want to learn while academic counselors make sure the training is relevant to advising.

Student development theory should be included in the peer advisor training process. Using student development theory in academic advising contributes to a more holistic approach to advising (Dickson, 1998). Theory gives peer advisors a more educated view of understanding where students are coming from. For example, Perry’s (1985) Cognitive Development Model could help peer advisors understand if a student is in the dualistic position, the peer advisor might try to help them through to multiplicity. Teaching peer advisors student development theory will help them to better understand their students and, as a result, they will become better advisors. It is also important that peer advisors are educated about the many different ethical considerations in relation to advising. For example, they need to know how to make good decisions in regard to confidentiality and dual relationships (Zakaria, 2007). Peer advisors need to be trained to make sound ethical decisions to gain trust with their advisees.

Assessment

It is also important that the peer advisors are evaluated to make sure they provide accurate and effective advisement to students. As cited by Majnerick (2002), one program used evaluation strategies to provide feedback, determine whether the training was meeting their program goals, and to increase program credibility in order to secure funding. Assessment is very valuable because it is a way to test whether or not the training program is doing an effective job of preparing the peer advisors to provide students with accurate advice.

Methods

Subjects/Participants

Current Bridge Peer Advisors were asked to participate in this study. Peer Advisors were informed of the study and focus group date by the Bridge Program Advisors.

Focus Group Questions

In addition to the focus group questions, the focus group participants also received a Supplemental Survey. The focus group questions and the Supplemental Survey were formulated by a graduate intern. They were then reviewed by the Associate Dean of Counseling as well as by a manager and staff member from the Office of Research & Institutional Effectiveness. Both the questions and survey were reviewed for content. Participants received the Supplemental Survey at their desks upon first arrival. The Supplemental Survey served as an individual task that was designed to allow participants the opportunity to reflect and call upon his/her skills as a current Peer Advisor.

Part I of the Supplemental Survey was designed to elicit a qualitative response.

1. Did you participate in the Bridge Program as a student? Yes or No
2. How did you hear about the Bridge Program, and what made you want to become a Peer Advisor?
3. If you had to identify the top three training/subjects/skills necessary to be a successful Peer Advisor, what would they be and why?
4. If you had to identify the three least necessary training subjects/skills to be a successful Peer Advisor, which would they be and why?
5. Can you provide an example of something you learned (outside of training) while serving as a Peer Advisor?
6. If a potential Bridge student asked you why they should participate in the Bridge Program, what would you tell them?

7. In two-three sentences, describe how Bridge has impacted your life.

Part II of the Supplemental Survey was designed to measure the successful application of the Student Learning Outcomes as identified for Peer Advisor training.

As a Peer Advisor you experience a variety of student issues and concerns. Please read the following scenarios and provide us with what you feel would be an appropriate response.

1. A student who is currently listed as an undecided major informs you that she would like to enroll in the nursing program. She also asks you what classes she should take next semester to help her get into the nursing program and prepare her to transfer to UCLA. How would you respond to this student?
2. A student shares with you that she is having difficulty starting her English paper. She feels that her writing skills are weak and fears that she will not pass this class. How would you respond to this student?
3. Over the summer, you have witnessed a Bridge student who exhibits signs of rage in several different capacities; during group activities, competitions or games, or when challenged with a different perspective or opinion. You approach this student about his temperament, to which he replies “Yeah, I know. I just feel so angry all the time, and I don’t know what to do about it?” How would you respond to this student?

Once the Supplemental Survey was completed by all participants, the group formed a circle and the facilitator addressed the predetermined scheduled questions.

Opening (to get them acquainted and feeling connected with each other and the moderator); review guidelines and create structure for the focus group.

1. Use “I” Statements
2. Be Respectful of others
3. Make a commitment to participate
4. Engage with the group
5. Confidentiality

Once the guidelines and structure has been established, the focus group questions portion began.

Introduction (begins discussion of topic)

1. How did you hear about the Bridge Program, and what made you want to become a Peer Advisor?

Key Questions (Obtains insight on areas of central concern in the study)

2. How would you describe your level of comfort with communication and interpersonal skills prior to training? And after training?

3. If you had to identify the top three training/subjects/skills necessary to be a successful Peer Advisor, what would they be and why?
4. If you had to identify the three least necessary training subjects/skills to be a successful Peer Advisor, which would they be and why?
5. If you were designing the training for Bridge Peer Advisors, what areas or subjects would you introduce that are not currently part of training?
6. Can you provide an example of something you learned (outside of training) while serving as a Peer Advisor?

Ending (helps researchers determine where to place emphasis and brings closure to the discussion)

7. Has being a Peer Advisor impacted you personally? In what way? (Develop personally, comfort with communication, job transferable skills, etc.)
8. If a potential Bridge student asked you why they should participate in the Bridge Program, what would you tell them?
9. Could you tell me about some of your experiences as a Peer Advisor?

Procedures

A qualitative design was done using focus groups. Current Bridge Peer Advisors asked to participate in the focus group. A moderator and note-taker were present for the focus group. Neither the moderator nor the note taker was connected with the Bridge Program. Before the session began, students were asked to complete a consent form. The incentive for coming to the session was breakfast croissants, yogurt, juice, and water.

Analyses

The sessions were transcribed during the focus group. After the study is completed, a one-page summary of the findings will be mailed to participants and the full report will be given to the Bridge Program staff.

The moderator was asked to deal with vague answers by asking probing questions such as:

- Would you explain further?
- Can you give me an example?
- Is there anything else?
- Please describe what you mean.

Analyses proceeded until data saturation was reached (i.e., no new themes were evident).

Response Rate

A single focus group was conducted. The number of participants is listed below.

Focus Group	Invited (n)	Attended (n)	Percentage who attended
Session #1	9	9 (5 females; 4 males)	100%

Results

The focus group was recorded, verbatim, by the note taker and later thematically analyzed by the note taker. The questions generated an adequate amount of discussion between the students. The thematic strands are listed below relative to each question.

- How did you hear about the Bridge Program and what made you want to become a Peer Advisor?

Peer Advisors listed Senior’s Day, Cash for College, High School Outreach, peers, high school teachers, and counselors as exposing them to the Bridge Program. In regards to considering becoming a Peer Advisor, participants cited the Counseling 20 Class announcements as well as encouragement from previous peer advisor(s), peers and counselors. Peer Advisors described the overall consideration for becoming a Peer Advisor as a desire to give back to the program and the future Bridge students. Some Peer Advisors described themselves as shy and uncomfortable with large groups. These participants stated that they viewed the Peer Advisor position as a means to challenge themselves. One participant described being so shy and intimidated by the role of the Peer Advisor that he opted to apply for office staff as a means to gradually adjust. This participant received an offer to serve as a Peer Advisor. Despite his fear, he felt that if the Bridge staff saw something in him, then he knew he could succeed as a Peer Advisor.

- How would you describe your level of comfort with communication and interpersonal skills prior to training? And after training?

Prior to receiving training, participants felt that their communication skills were adequate and appropriate for their peer groups. One participant stated that she had taken speech class and felt comfortable speaking in her class setting simply because she knew her classmates. However, she felt, somewhat, uncomfortable with an audience that is completely unknown to her. Other participants stated that, in general, they felt comfortable prior to training. Upon receiving training, participants felt that they had a more formal approach to communicating with students and found that the formal counseling techniques fell flat when working with Bridge students. One participant described the counseling techniques as “robotic” and explained that while he found the techniques useful, he had to “tweak” them to match his own personal communication style. The participants shared that despite being nervous, they had to “jump in” and tailor their communication style to match the needs of each individual student. A theme amongst the Peer Advisors was an acute awareness of leadership position and a concern for communicating in a professional manner. One

participant described his fear of accidentally using profanity while speaking with a student. Other Peer Advisors shared that they were also concerned and conscious of presenting themselves in a positive manner. Primarily, they were concerned with providing accurate information to students. As shared by a Peer Advisor, “students will cling to your exact words”, so you need to be absolutely accurate and consistent with others in relying information.

Peer Advisors shared that a particularly difficult student group to communicate with are older students, particularly mothers. Peer Advisors described having mostly young students during the summer and older students during the fall through spring semesters. The participants described having a hard time communicating with the older students because many found that this student group did not respect them as leaders. Because they are much younger than their students, the students do not respect the advice or direction given by the Peer Advisors. Peer Advisors described older students telling them “I have children older than you” and feeling like they were viewed as “punk kids”. Peer Advisors shared that it is hard for older students to respect them perhaps because their training and experience is not seen as valid by older students. Another Peer Advisor shared that one older student had preconceived ideas of what a Peer Advisor’s role is and would question the competency as well as the effectiveness of the Peer Advisors.

- If you had to identify the top three training/subjects/skills necessary to be a successful Peer Advisor, what would they be and why?

Peer Advisors identified the following as key training/subjects/skills they received training in.

One participant stated that networking was a vital skill necessary to, successfully, serve as a Peer Advisor. This Peer Advisor felt that establishing and maintaining a strong network between him, SI, faculty, as well as the students, is important in tracking student success. Diversity education was also identified a significant subject of training. Peer Advisors described the Bridge participants as having different backgrounds, beliefs, life styles, and circumstances; they felt it was important for training to teach one to respect these differences. Peer Advisors also felt that clarity of roles and creating boundaries was an important area for training. Peer Advisors described finding balance between leadership positions and peer roles with Bridge participants. In order to perform adequately, a peer advisor must be able to identify their duties and time commitments as key areas of knowledge. Lastly empathy, as taught in Counseling 20, was identified as an essential skill for Peer Advisors to effectively serve Bridge students. Participants described first generation students as an example of a subpopulation that requires empathy in service.

Peer Advisors stated that working with at-risk students required that they “not judge those people and understand where they are coming from and sometimes they are not showing up or doing homework and just trying to understand what they are going through [sic].” Peer Advisors also identified empathy as working collaboratively with diversity education.

Peer Advisors identified the following as key training/subjects/skills they would like to receive training in. Peer Advisors identified patience has a key skill necessary when working with recent high school graduates. “Personally, patience and dealing with high school students and they have high egos and they’re up here and they really think they know it all stuck up and snobby and they or you get that ‘do you know what I’ve been through’, that vibe [sic]”. Patience must be combined with persistence. Peer Advisors stated that while remaining patient is important, persistence is how Bridge students will be won over. Peer Advisors described summer and fall semesters as dramatically different from one another. Flexibility was cited as especially important during the summer semester. One participant stated that flexibility should be the slogan for the summer program. Peer advisors had to be able to adjust to sudden changes in their schedule and last minute assignments during the summer. Lastly, there was a discussion about the change in format and resources from the 2008-2009 Peer Advisor Training. Peer Advisors who had participated in both the 2008 and 2009 trainings felt that the 2008 training provided was more detailed. It provided a more thorough training manual, training meetings were more frequent, and the learning was more “hands-on”. Participants of the 2008 training described it as “intense”. By comparison, the returning Peer Advisors felt that the 2009 training was less formal in its format. Peer Advisors recalled receiving information packets throughout training but did not receive an official manual. The information provided during training was vaguer, and it relied on the Peer Advisors commitment to review the informational packets, individually. They stated that this did not happen. Peer Advisors believed that one explanation of the discrepancy between 2008 and 2009 training was the amount of new Peer Advisors in 2008. The 2008 year had six new Peer Advisors while 2009 had only three. Peer Advisors assume that the training was designed differently due to the majority of returning Peer Advisors in 2009; however, they felt that a more detailed, formal training process would have benefited both new and returning Peer Advisors.

A new Peer Advisor stated that while he did not receive the 2008 training, he felt that the training he received was sufficient and “seniors staff is not going to hold your hand step-by- step, and you had to rely on your veteran peer advisors and you learn whatever I could and asked office staff that knew [sic]”. A returning Peer Advisor added that he thought the emergency procedures training, such as for earthquakes, was an excellent and necessary addition to the 2009 training curricula.

- If you had to identify the three least necessary training subjects/skills to be a successful Peer Advisor, which would they be and why?

The single subject/issue that was identified as somewhat unnecessary was professional attire. Peer Advisors felt that unless the Peer Advisor position is your absolute first job, you would not need to be told how to dress properly. In general, all Peer Advisors stated that the training they received was absolutely necessary. One Peer Advisor stated that despite finding some parts of the trainings boring and having to be at training early in the morning, he is grateful for the training he received. He realized that everything he had been taught was significant to the position.

- If you were designing the training for Bridge Peer Advisors, what areas or subjects would you introduce that are not currently part of training?

Peer Advisors stated that the completion of a speech class, much like Counseling 20 or Lead 55, should be mandatory prior to serving as a Peer Advisor. They also identified the student office staff as having significant student contact with Bridge students and believe that the student office staff should also be mandated to complete Counseling 20 as a job requirement. Peer Advisors stated that Bridge students go to the front desk to ask questions about Bridge. Therefore, they should be included in the Peer Advisor training to ensure a consistent and accurate knowledge base. Peer Advisors work with student office staff on a regular basis. Peer Advisors as well as office staff should participate in trainings together and be fully knowledgeable about both areas of service to create a cohesive working relationship. Peer Advisors also identified a need for conflict resolution skills, in regards to working with peers/groups as well as in managing issues amongst the Bridge Students. Lastly, Peer Advisors would like to see more team building activities, such as the scavenger hunt, because are educational, fun, and promote team unity.

- Can you provide an example of something you learned (outside of training) while serving as a Peer Advisor?

Peer Advisors were able to develop many skills while performing their duties. They were able to further develop and identify personal public speaking skills while working with Bridge Students as well as with assisting in classes. Peer Advisors also learned how to navigate the campus through case-by-case identification of campus resources, staff, and programs. Peer Advisors' administrative skills were also developed through assigned tasks such as completing time sheets, requesting printing, and time management. With time, Peer Advisors familiarized themselves with protocol and policies, such as FERPA, when dealing with concerned parents. Peer Advisors also grew in their knowledge of what is expected of them and when to refer to a higher authority, such as an angry/concerned parent. Peer Advisors expressed confidence in their skills and knowledge as time passed. In addition to confidence, Peer Advisors also were able to recognize his/her own limitations. Peer Advisors describe initially wanting to help every student and ensure student success for all Bridge participants. With time, they have realized that they cannot control the individual students' decisions. Sometimes, they may not be able reach a student or prevent a failure.

- Has being a Peer Advisor impacted you, personally? In what way? (Develop personally, comfort with communication, job transferable skills, etc.)
1. Upon asking this question the entire group sighed and collectively stated that the Bridge Program has become a "home away from home". They are each better for participating in the program both as students and as Peer Advisors. One Peer Advisor stated that "Really it is like a second family – I spend more time here at Mt. SAC than I do at my house. I get here at 8 am and don't leave until 5 pm; I'm here all day. You get that support here and even though my parents support me going to school, they didn't finish college and they couldn't help me if even if they wanted to. Just receiving that help . . . just having that

support they really prepare me and obviously not every student does well but they pretty much give you all the tools and it's pretty much all up to you" [sic].

It was unanimously stated that participating in Bridge had "changed my life". In an attempt to preserve the significance of the Peer Advisor experience, below are some direct quotes from the Peer Advisors:

- Right now, I want to get into counseling and educational counseling and things like that. I know as a Bridge student, the program completely changed my life, and it made me care about being a student. That was my motivation, to help me see and show me what my future career is going to be like. It gave me so much motivation, and it made me want to do that for other students.
 - Being the first of my family to go to college, I didn't know what to expect and through all the counseling classes you know what to do and I have younger sisters, and I'm already planning their future. I can recommend classes or courses and. . . . I don't think if I was a part of Bridge, I would be transferring.
 - Definitely changed my life just the Bridge program has given me a lot of support that I didn't receive at home. It helps to know that someone is there for you and give you support and very important to know that some cares about you.
 - It really helped me out just like all they said. They [parents/friends] supported me, and they don't understand and my background from where I'm coming from - coming from there and coming here and so much going on in your life and they really gave me a lot of support and they helped me out A LOT, A LOT, A LOT, and I really appreciate that.
 - As a student and a Peer Advisor, you're surrounded by people that have the same goals. And they don't understand, and it's easier because you have a support group.
 - Home away from home.
- If a potential Bridge student asked you why they should participate in the Bridge Program, what would you tell them?
 - Just do it!
 - Trust the process
 - It may be cheesy at first, but just go for it and do it.
 - It's like a life-changing experience; it really is
 - I would tell a student go for it because you have nothing to lose but everything to gain.
 - Could you tell me about some of your experiences as a Peer Advisor?

In an attempt to preserve the significance of the Peer Advisor experience, below are some direct quotes from the Peer Advisors:

- I knew I was a responsible person, but working with Bridge, I was more responsible and more mature. I was unorganized and I had to take responsibility for myself and 30 or 60 students and you have to check up on them and ask if you're doing

homework or going to class. To me, it made me feel like I had matured a little bit more, and my perspective has changed from “who cares about that”, to “why wouldn’t you care about that”.

- It’s just a really good experience and teaches you how to work with other people from different backgrounds and how to deal with students, and it’s really good experience that can be applied to life
- I had two different counselors; the first would kick back, and then another kept me on my toes. One counselor was my faculty for Counseling 20, so obviously she trained me. So, I really have to try hard for her. Honestly, the professor that taught you everything that you know you have to try hard. I was unorganized, and now I have a calendar, and now I’m way more responsible and taught me how to work with counselors, professors, students; anything you do here, or in the office, it can be applied to life in any way or form. You got to talk to different people in your worksite, and it’s really helped a lot - every aspect, emotionally, physically, just every aspect.
- When I first started coming to school, I would meet with other Counselors, and it just wasn’t the same, and now that you’re around those counselors, you just grow that connection, and I call one my tia, and you’re more comfortable speaking with them, and it’s easier to communicate with them and because they know you, and it’s hopeful.
- It really helped me build self-esteem and that I have a purpose; it’s the little things like when someone asks where something is, and you show them. It makes me feel good. Before I didn’t have much self-esteem, as a student and being a Peer Advisor really brought that out, and it makes you relate to students. It makes you. . .you can help other people that are like me.
- It was a life changing experience coming from high school to becoming a Peer Advisor, and I knew myself, and what I was capable of and my abilities and someone acknowledge them, and it’s great. A lot of people depend on me, and I’m just very grateful, and it makes you realize like you have a purpose in life, and you’re not just coming to school, but you’re coming to help someone and just that feeling that you helped someone for a day.
- It’s a support group; it really does help you a lot, Just the other day, in the counselor class ,all my students started opening up about what they’re going through, and I have a story I’m going through, and they can open up and relate to me, and it’s great to know that you can help students, and it’s really great.
- I feel like I matured I guess. One thing I got out of this program and being I want to get better grades, and you have to tell your students this [getting bad grades] is bad. I learned to be an example and have more integrity and something I’m very proud to say. I think I have a good bond with the students bringing them out to the big world. It felt very good. I don’t know where I would be without this program. I’d be lost; I can honestly say I feel good. Very extremely happy.
- I just learned how to appreciate people and give them a chance. Even when I started to be a Peer Advisor, I really wanted to help, but I was judging people and didn’t want to work with them because they don’t know me. But little by little, you just give people a chance.
- Appreciate women! [high five with other]

Limitations

A limitation of this study is related to cause and effect. This study cannot prove that the Bridge Program was the only factor for student success. Students might have relied on other tutoring or advising services. However, based on the Peer Advisor's own testimony, the program provided the tools as well as the opportunity to facilitate growth and academic success.

Further Research

In order to continue this research, Bridge Program staff should consider creating Student Learning Outcomes prior to training and identify if Peer Advisors are receiving the desired learning outcomes. Perhaps, Peer Advisors can participate in a pre and post test, to measure growth between training.

Conclusions

Overall, it is very apparent that the Peer Advisors feel a strong commitment and admiration for the services provided by the Bridge Program. They also have a personal commitment to ensuring that future Bridge Students receive the same "life changing" experience that the Peer Advisors' encountered. The findings from this study are related to the literature viewed earlier. The findings from the literature demonstrated that the Peer Advisors are uniquely qualified to speak on the training subject and skills. They are better adept at relating to the students they advise and can provide firsthand feedback. As stated by Dickson (1998) involving students in the creation of training will result in a more holistic approach. Essential skills that a Peer Advisor must possess are the ability to network and display patience. Administrative skills are also developed and the advisor gains knowledge of the underpinning mechanics of the college. They feel as though this arena is like a second family. A strong network system is built and then cultivated. One drawback is that Peer Advisors have mostly older students during the fall and spring semesters. These individuals have a difficulty respecting their Peer Advisors as leaders since a number of them have children their age. Overall, the feedback with Peer Advising has been positive; students appreciate having a support group where they can build their self-confidence and enhance their skills.

Recommendations

- Given the feedback provided by the Peer Advisor, it is recommended that the Bridge staff include Peer Advisor feedback when creating the curricula for upcoming trainings to insure that the intent of the training correlates with the Peer Advisors' experience.

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Library & Learning Resources

Goal: Continuously develop the library collections to support the college curriculum and life-long learning through the effective management and acquisition of materials

Outcome: Library patrons will use books purchased with Basic Skills funding.

Type	Measurement	Tool	Participants	Assessor	Criteria
SA			Library patrons		Library faculty will track and analyze usage statistics of books purchased with Basic Skills funding. Library faculty and staff will code books throughout Fall Semester 2009 and Winter Intersession 2010. 30% of books purchased with Basic Skills funding will circulate at least once. Library faculty will analyze transaction data obtained from the SirsiDynix integrated library system during July, 2010

Data: Transaction statistics indicate that 58% of books purchased with Basic Skills funding circulated at least once. Highest circulation was noted in the 300s (social sciences), 800s (literature), and children's collection.

Action: Library faculty will deepen its understanding of the use and non-use of the materials in the 300 division. To identify strengths and weaknesses in this division, faculty will analyze circulation statistics by subdivision (ex. 300, 310, 320, etc.).

Library faculty will compare the circulation statistics of materials purchased with Basic Skills funding to the circulation statistics of the entire collection.

Library faculty noted the high use of the children's collection confirms its value to the campus

Outcome: Library patrons will use full-text database subscriptions purchased with Basic Skills funding.

Type	Measurement	Tool	Participants	Assessor	Criteria
SA					Library faculty will track and analyze usage statistics of databases subscribed to with Basic Skills funding. Usage statistics will indicate that databases subscribed to with Basic Skills funding will have at least 75,000 searches during from July 1, 2009 through June 30, 2010. Library faculty will analyze usage statistics obtained from database vendors during July, 2010.

Data: Usage statistics indicate that databases subscribed to with Basic Skills funding had at least 2,000,000 searches between July 1, 2009 and June 30, 2010.

Lowest usage was noted in two database subscriptions – 1) Literature Resource Center and 2) a collection of online reference databases via ABC-CLIO/Greenwood

Action: In addition to gathering usage statistics from the database vendors, Library faculty will track the usage of ebooks, such as the ABC-CLIO/ Greenwood titles, via the links provided in the Library Catalog record.

To increase usage Library faculty will report out the availability of these resources to the campus community via general and targeted announcements.

Consideration will also be given to other factors impacting usage

Library Weekend Support

Goal: Provide instruction-based reference services to support users' educational and research needs

Outcome: Students visiting the Library Reference Desk will be satisfied with the experience

Type	Measurement	Tool	Participants	Assessor	Criteria
SLO	Satisfaction	Survey	students surveyed at the Library Reference Desk		75% will have an average of 4 or more on a survey rating Reference Desk interactions. 25% will score a 2 or less on any individual question.

Data: 95% or more of students surveyed at the Library Reference Desk rated their satisfaction with the reference interaction at 4 (agree) or 5 (strongly agree). Fewer than 5% of students scored a 2 or less on any individual question. 40% of survey respondents indicated they were in basic skills courses. Most students approached the reference desk to 1) research a topic or 2) look for a book.

Action: Library faculty and administration reviewed the results of this project. BSI project manager will work with Research & Institutional Effectiveness to develop a project to assess the self-reliance of students who interact with Library faculty at the reference desk.



Library Weekend Support

To: Emily Woolery

From: Daniel Lamoree, Educational Research Assessment Analyst and Nancy Aguirre, M.A.,
Project Coordinator, Research & Institutional Effectiveness Office

Date: June 16, 2010

When you are referring to the data from this report, please remember to acknowledge that it was done through the department of Research and Institutional Effectiveness. The following report is only possible through the assistance provided by the Mt. SAC library and specifically, Emily Woolery.

Abstract

The library at Mt. San Antonio College serves as an essential Academic Support resource for students. However, budget cuts reduced the open hours of the library. Basic Skills Initiative monies have funded the scheduling of faculty members on the Library Reference Desk with the goal to expand the hours of instruction offered as this Desk. This project examines the satisfaction students have with the Reference Desk faculty members by administering a survey to students immediately following an interaction with the Reference Desk faculty; overwhelmingly, participants were extraordinarily satisfied with their interactions. The self-imposed criteria for success of 75% was easily surpassed with a staggering 95% satisfaction rate. Future research looks to examine the ability for students to become self-reliant as a result of interacting with a Reference Desk faculty member.

Purpose

The purpose of this analysis was to examine student satisfaction with the extended hours of instruction provided by faculty working at the Library Reference Desk. Faculty hours at the Library Reference Desk were extended during the Fall 2009 and Spring 2010 semesters at Mt. San Antonio College.

Rationale for Study

Academic support services are essential to the success of Basic Skills students and students as a whole. One such example of an Academic support service is the Mt. San Antonio College library. The Mt. San Antonio College library developed print and online collections thereby supporting the curricular and learning needs of students; specific needs include reading, writing, mathematics, English as a Second Language, learning skills, and study skills. The intricacy of these collections requires knowledgeable Reference Desk faculty so as to best help students navigate the collections. In that vein, Basic Skills monies were used to increase hours of instruction at the Library Reference Desk. The hours of instructional coverage for both fall 2009 and spring 2010 semesters were as follows: Monday through Thursday from 7:30 to 21:30, Friday from 7:30 to 16:30, and Saturday from 9:00 to 16:00. Additionally, two faculty members were available to instruct students during peak times.

Method**Participants**

The survey was administered to students at Mt. San Antonio College that had received support from the Reference Desk during the extended library hours. A total of 432 students participated. Ethnicity, cultural background, gender and age were not collected.

Design

This research is a non-experimental, cross-sectional design. No random assignment was used and no control group was used. All able and willing students participated.

Measures

A paper survey was designed and developed by the joint efforts of Emily Woolery and the office of Research and Institutional Effectiveness¹. The survey was offered in English. One Student Learning Outcome was attached to the project; it measured satisfaction with the interaction provided by Library Reference Desk faculty. To measure this satisfaction construct, five Likert scale questions queried the participant on various aspects of their experience interacting with Reference Desk faculty; these items, in aggregate, comprised the means to assess the success of the project. The scale for these questions ranged from (1) *Strongly Disagree* to (5) *Strongly Agree*. Success was self-defined as 75% of participants rating the aggregate of these questions with a response of *Agree* or better. The survey instrument also had three *Yes* or *No* questions; specifically, they asked if the participant would come back to the reference desk, if the participant would recommend a friend to the Reference Desk, and lastly, if the participant was currently enrolled in Basis Skills course. One multiple response item asked the participant their reason for visiting the library; six possible selections were presented.

Procedure

Students that received services from the Reference Desk during the period of April 19th through May 4st 2010 were asked to voluntarily complete the survey. The survey was administered by those faculty members directly helping the participants. Anecdotally, the

¹ See Appendix A for survey instrument

survey took a modest amount of time to complete, approximately 5 minutes. Participants completed the survey within the proximity of the Mt. San Antonio College library.

Results

Overall, participants had exceptionally positive ratings of each item in the survey as seen in Figure 1². Exceedingly few people

rated survey items as *Neutral*, *Disagree*, or *Strongly Disagree* while the vast majority of participants responded with *Strongly Agree*

followed by *Agree*. A staggering combined 96%, with 84% selecting

Strongly Agree, stated they thought the Reference Desk faculty was approachable. Similarly, participants stated the Reference Desk faculty was courteous; 96% of participants responded with *Agree* or better. Item 3 yielded a result of 95% *Agree* or better and Item 4 had a response of 95% *Agree* or better; the majority of respondents chose the *Strongly Agree* response item.

Clearly, participants feel the Reference Desk faculty is both friendly and available. Lastly, participants were asked about the willingness of the Reference Desk faculty to help them locate information; 96% responded with *Agree* or better with 87% indicated that they *Strongly Agree*.

The aggregate of these five survey items yielded responses of *Agree* or better in excess of 95%; the SLO was easily achieved as it surpassed the self-imposed criteria of success of 75%.

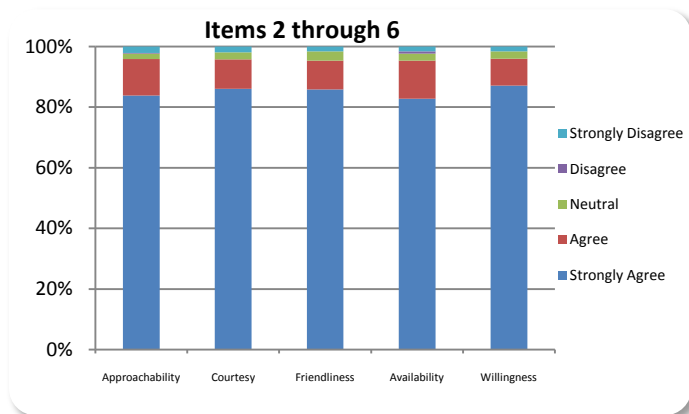


Figure 1

² See Appendix B for individual item data

As seen in Figure 2, participants also indicated they would come back to the library Reference Desk; 99.8% had a response of *Yes*. Furthermore, 99.5% of participants responded that they would recommend the Reference Desk to a friend. However, only 40% of participants indicated they were enrolled in a Basic Skills

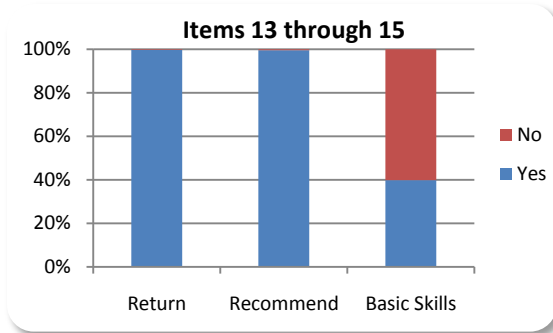


Figure 2

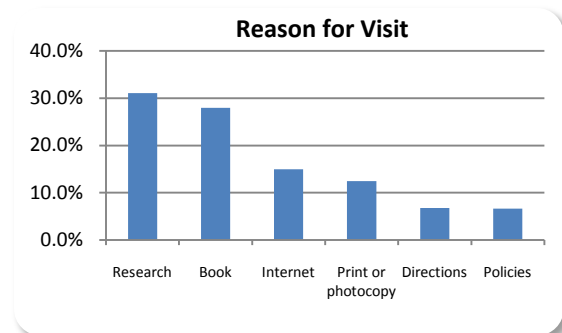


Figure 3

course. Finally, most participants indicated they visited the library to research a topic; this was closely followed by looking for a book. Figure 3 illustrates the possible choices.

Discussion

As evidenced by the responses on the survey, the Reference Desk faculty was supremely effective by instilling a high level of satisfaction within participants. The self-imposed criteria of success of 75% for the satisfaction SLO was easily met. With that said, future research needs to dig deeper into how constructs specifically contribute to student success; essentially, *how* are these constructs influencing the students receiving services.

Limitations

The survey did not address knowledge but instead, satisfaction which may not be a good predictor of actual demonstrable behavior. After receiving help from the Reference Desk, would participants be able to find material within the collections on their own? Another

limitation is that participants were not given an opportunity cost for the extended library hours; without an opportunity cost, satisfaction with a service is predicted to be much higher.

Recommendations

- Increase the number of qualitative items or construct scenarios to test knowledge gained from the service; the goal being, students receiving help from the Reference Desk would become self-reliant.
- Query the participants on a negatively framed question regarding their feelings if they were unable to get help during the extended library hours this BSI project provided. E.g., *if you were unable to receive help during the current library hours, to what degree would this be a deterrent to your academic success.*

Library Reference Desk Satisfaction Survey

This survey is available in alternate formats upon request. Please contact DSP&S at (909) 594-5611, x4290 and mention the title of this survey as conducted by the Research and Institutional Effectiveness Office

Directions: Carefully bubble your answers like this ● **NOT** like these ☒ ☑ ☐

#	The reason for my visit is:	Bubble all that apply					
1	Research a topic	<input type="radio"/>					
2	Look for a book	<input type="radio"/>					
3	Search the Internet	<input type="radio"/>					
4	Print / photocopy	<input type="radio"/>					
5	Get directions	<input type="radio"/>					
6	Learn about library policies	<input type="radio"/>					
7	Other						
#	How satisfied are you with the assistance you receive at the Library Reference Desk?	Very Dissatisfied ☹️	Dissatisfied 😞	Neutral 😐	Satisfied 😊	Very Satisfied 😄	N/A
8	Approachability of librarian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	Courtesy of librarian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	Friendliness of librarian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	Availability of librarian when assistance is needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	Willingness of librarian to help me locate information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
#		No			Yes		
13	Would you come back to the Library Reference Desk?	<input type="radio"/>			<input type="radio"/>		
14	Would you recommend to your friends to ask for assistance from the librarians at the Library's Reference Desk?	<input type="radio"/>			<input type="radio"/>		
15	Are you currently enrolled in one or more of the following programs or courses: Adult Basic Education, High School Referral, AmLa, LERN, MATH50, MATH51, READ70, READ80, ENGL64, ENGL65, ENGL66, ENGL67, ENGL75, STDY80	<input type="radio"/>			<input type="radio"/>		

Items 1 through 6

	Responses		
	Frequency	Percent	Percent of Cases
Research a topic	251	31.1%	63.7%
Look for a book	226	28.0%	57.4%
Search the Internet	121	15.0%	30.7%
Print / photocopy	101	12.5%	25.6%
Get directions	55	6.8%	14.0%
Learn about library policies	54	6.7%	13.7%
Total	808	100.0%	205.1%

Approachability of librarian

	Frequency	Percent	Cumulative Percent
Strongly Agree	362	83.8%	83.8%
Agree	52	12.0%	95.8%
Neutral	8	1.9%	97.7%
Disagree	1	0.2%	97.9%
Strongly Disagree	9	2.1%	100.0%
Total	432	100.0%	

Courtesy of librarian

	Frequency	Percent	Cumulative Percent
Strongly Agree	371	86.1%	86.1%
Agree	42	9.7%	95.8%
Neutral	10	2.3%	98.1%
Strongly Disagree	8	1.9%	100.0%
Total	431	100.0%	

Friendliness of librarian

	Frequency	Percent	Cumulative Percent
Strongly Agree	370	85.8%	85.8%
Agree	41	9.5%	95.4%
Neutral	13	3.0%	98.4%
Strongly Disagree	7	1.6%	100.0%
Total	431	100.0%	

Availability of librarian when assistance is needed

	Frequency	Percent	Cumulative Percent
Strongly Agree	356	82.8%	82.8%
Agree	54	12.6%	95.3%
Neutral	10	2.3%	97.7%
Disagree	3	0.7%	98.4%
Strongly Disagree	7	1.6%	100.0%
Total	430	100.0%	

Willingness of librarian to help me locate information

	Frequency	Percent	Cumulative Percent
Strongly Agree	373	87.1%	87.1%
Agree	38	8.9%	96.0%
Neutral	10	2.3%	98.4%
Strongly Disagree	7	1.6%	100.0%
Total	428	100.0%	

Would you come back to the Library Reference Desk?

	Frequency	Percent	Cumulative Percent
Yes	432	99.8%	99.8%
No	1	0.2%	100.0%
Total	433	100.0%	

Would you recommend to your friends to ask for assistance from the librarians at the Library's Reference Desk?

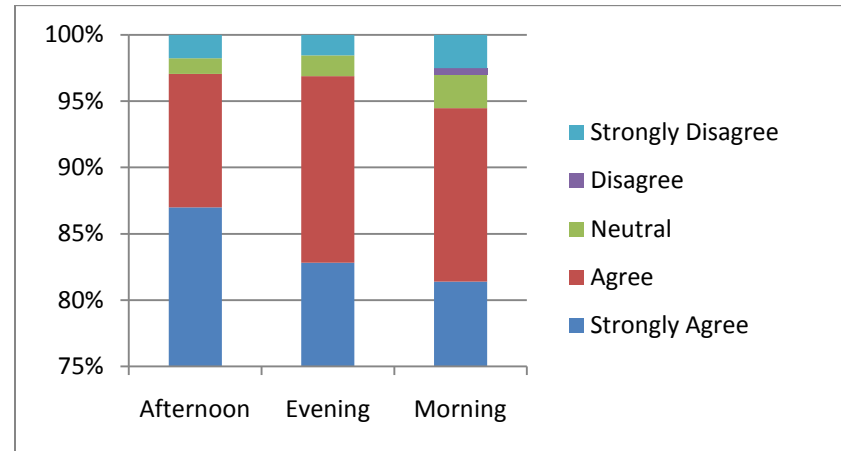
	Frequency	Percent	Cumulative Percent
Yes	430	99.5%	99.5%
No	2	0.5%	100.0%
Total	432	100.0%	

Are you currently enrolled in one or more basic skills courses:

	Frequency	Percent	Cumulative Percent
Yes	165	40.0%	40.0%
No	248	60.0%	100.0%
Total	413	100.0%	

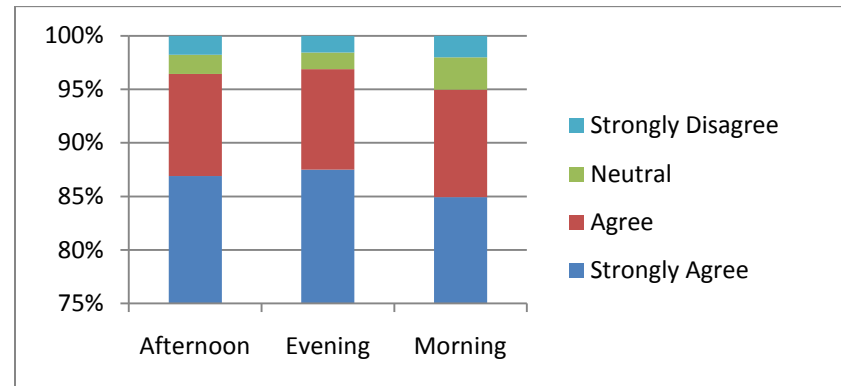
Approachability of librarian

		Time			Total
		Afternoon	Evening	Morning	
Strongly Agree	Count	147	53	162	362
	% within Time	87.0%	82.8%	81.4%	83.8%
Agree	Count	17	9	26	52
	% within Time	10.1%	14.1%	13.1%	12.0%
Neutral	Count	2	1	5	8
	% within Time	1.2%	1.6%	2.5%	1.9%
Disagree	Count	0	0	1	1
	% within Time	.0%	.0%	.5%	.2%
Strongly Disagree	Count	3	1	5	9
	% within Time	1.8%	1.6%	2.5%	2.1%
Total	Count	169	64	199	432
	% within Time	100.0%	100.0%	100.0%	100.0%



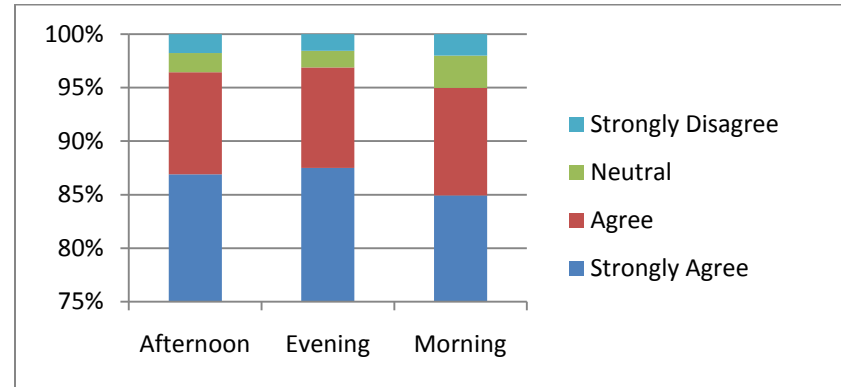
Courtesy of librarian

		Time			Total
		Afternoon	Evening	Morning	
Strongly Agree	Count	146	56	169	371
	% within Time	86.9%	87.5%	84.9%	86.1%
Agree	Count	16	6	20	42
	% within Time	9.5%	9.4%	10.1%	9.7%
Neutral	Count	3	1	6	10
	% within Time	1.8%	1.6%	3.0%	2.3%
Strongly Disagree	Count	3	1	4	8
	% within Time	1.8%	1.6%	2.0%	1.9%
Total	Count	168	64	199	431
	% within Time	100.0%	100.0%	100.0%	100.0%



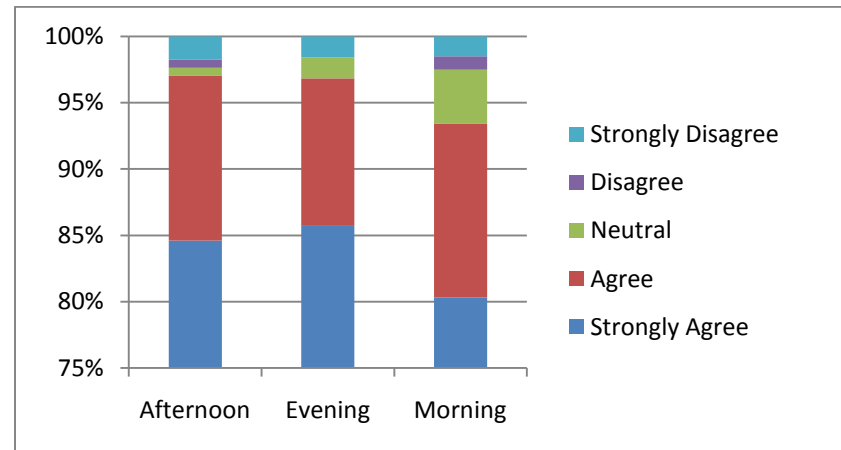
Friendliness of librarian

		Time			Total
		Afternoon	Evening	Morning	
Strongly Agree	Count	145	55	170	370
	% within Time	85.8%	87.3%	85.4%	85.8%
Agree	Count	16	5	20	41
	% within Time	9.5%	7.9%	10.1%	9.5%
Neutral	Count	5	2	6	13
	% within Time	3.0%	3.2%	3.0%	3.0%
Strongly Disagree	Count	3	1	3	7
	% within Time	1.8%	1.6%	1.5%	1.6%
Total	Count	169	63	199	431
	% within Time	100.0%	100.0%	100.0%	100.0%



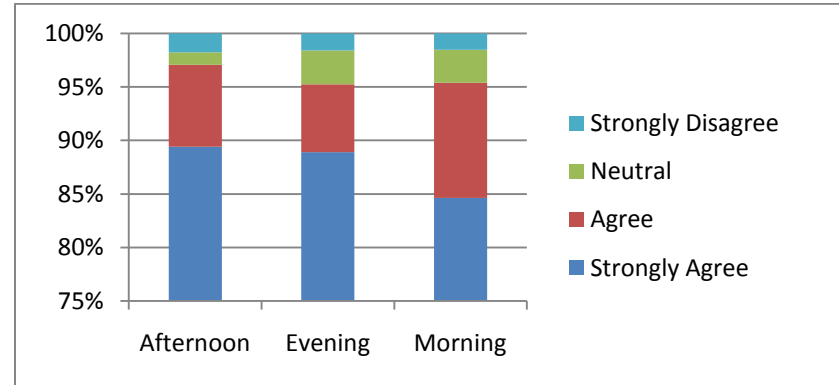
Availability of librarian when assistance is needed

		Time			Total
		Afternoon	Evening	Morning	
Strongly Agree	Count	143	54	159	356
	% within Time	84.6%	85.7%	80.3%	82.8%
Agree	Count	21	7	26	54
	% within Time	12.4%	11.1%	13.1%	12.6%
Neutral	Count	1	1	8	10
	% within Time	.6%	1.6%	4.0%	2.3%
Disagree	Count	1	0	2	3
	% within Time	.6%	.0%	1.0%	.7%
Strongly Disagree	Count	3	1	3	7
	% within Time	1.8%	1.6%	1.5%	1.6%
Total	Count	169	63	198	430
	% within Time	100.0%	100.0%	100.0%	100.0%



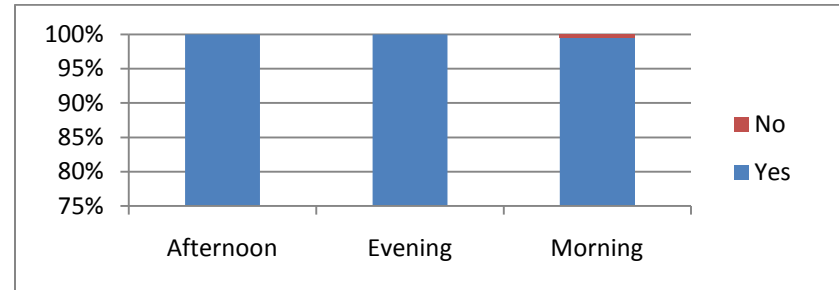
Willingness of librarian to help me locate information

		Time			Total
		Afternoon	Evening	Morning	
Strongly Agree	Count	152	56	165	373
	% within Time	89.4%	88.9%	84.6%	87.1%
Agree	Count	13	4	21	38
	% within Time	7.6%	6.3%	10.8%	8.9%
Neutral	Count	2	2	6	10
	% within Time	1.2%	3.2%	3.1%	2.3%
Strongly Disagree	Count	3	1	3	7
	% within Time	1.8%	1.6%	1.5%	1.6%
Total	Count	170	63	195	428
	% within Time	100.0%	100.0%	100.0%	100.0%



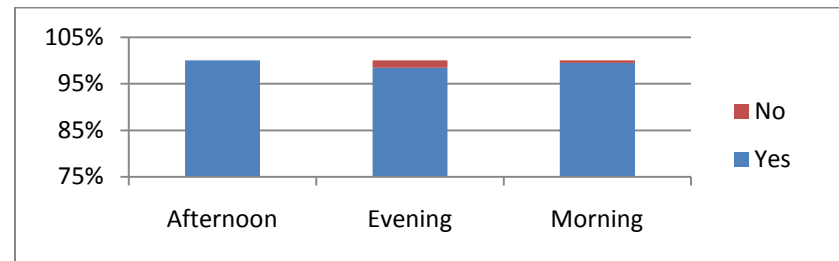
Would you come back to the Library Reference Desk?

		Time			Total
		Afternoon	Evening	Morning	
Yes	Count	169	65	198	432
	% within Time	100.0%	100.0%	99.5%	99.8%
No	Count	0	0	1	1
	% within Time	.0%	.0%	.5%	.2%
Total	Count	169	65	199	433
	% within Time	100.0%	100.0%	100.0%	100.0%



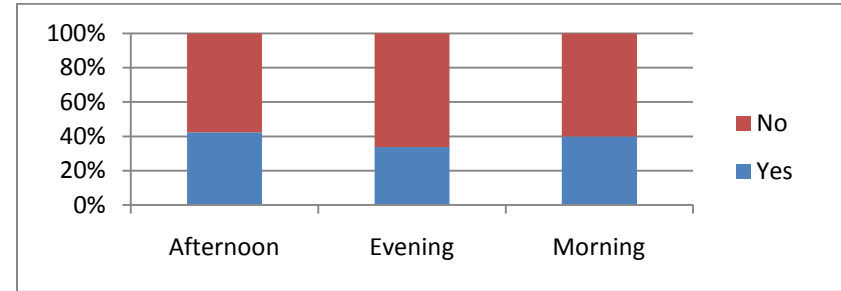
Would you recommend to your friends to ask for assistance from the librarians at the Library's Reference Desk?

		Time			Total
		Afternoon	Evening	Morning	
Yes	Count	168	64	198	430
	% within Time	100.0%	98.5%	99.5%	99.5%
No	Count	0	1	1	2
	% within Time	.0%	1.5%	.5%	.5%
Total	Count	168	65	199	432
	% within Time	100.0%	100.0%	100.0%	100.0%



Are you currently enrolled in one or more basic skills courses:

		Time			Total
		Afternoon	Evening	Morning	
Yes	Count	69	21	75	165
	% within Time	42.3%	33.9%	39.9%	40.0%
No	Count	94	41	113	248
	% within Time	57.7%	66.1%	60.1%	60.0%
Total	Count	163	62	188	413
	% within Time	100.0%	100.0%	100.0%	100.0%



MARC Technician

Goal: Programs provide comprehensive academic support mechanisms, including the use of trained tutors.

Outcome: The purpose of the MARC is to provide students with personal tutoring and learning tools so that they may be successful in mathematics. The MARC technician is responsible for ensuring the lab is conducive to achieving success

Type	Measurement	Tool	Participants	Assessor	Criteria
SLO	Confidence	Survey	Students utilizing the MARC	Department Chair	90% will report the MARC meets their needs. 90% will report the MARC increase their confidence level for achieving success in mathematics.

Data: For the first SLO dealing with the weather or not the MARC meets the needs of student, the combine results from surveys collected during the winter 2010 intersession and spring 2010 semester is 87% which fell short of the stated criterion for success. The criterion was not met for the second SLO which measured students' confidence in the MARC being able to increase their level of success in mathematics courses. The combined results from the winter 2010 intersession and spring semester is 80%.

Action: At the department meeting, questions regarding sampling were raised. Since the surveys were administered to students in the MARC, some faculty members were concerned that the students may have been unintentionally influenced by the survey administrators and therefore less forthcoming about negative attitudes. Additionally, it was mentioned that we should also administer surveys in the classroom setting, since students who may have had unfavorable experiences or attitudes about the MARC may not have returned to the MARC and were therefore not represented in the sample. The results from this round of surveys will be used as a baseline for future assessment endeavors. The department chair and MARC technician have discussed the survey results and will incorporate strategies designed to increase student confidence in the MARC during the 2010-2011 academic year.

Outcome: The effectiveness of the MARC program is demonstrated through the analysis of success rates

Type	Measurement	Tool	Participants	Assessor	Criteria
SLO	Success		Students utilizing the MARC		Participants using the lab five or more hours during each term will have a 10% higher success rate in their enrolled math course than students who used the lab fewer than five hours for the term

Data: Based on the winter 2010 intersession and spring 2010 semester overall success rates for basic skills courses is 55.7%. Students attending the MARC for more than five hours had a 67.9% success rate versus a 52.2% success rate for students who spent less than five hours in the MARC. Students who utilize the MARC services for more than 5 hours had a 15.7% higher success rate.

Action: The department has for a long time recognized the fact that students who utilize the services in the MARC have higher success rates than those who do not. The department chair and MARC laboratory technician will meet regularly during the 2010 – 2011 academic year to develop a new student survey designed to solicit student feedback for suggestions that may further improve the effectiveness of the MARC. The positive demonstration of student success from the aforementioned terms will be used to bolster funding requests for additional tutors.

Outcome: The effectiveness of the MARC program is demonstrated through the analysis of retention rates

Type	Measurement	Tool	Participants	Assessor	Criteria
SLO			Students utilizing the MARC		Students who use the MARC lab five or more hours during each term will have a 10% higher retention rate in their enrolled math course than students who used the lab fewer than five hours for the term

Data: For the winter 2010 intersession and spring 2010 semester the overall retention rates for Basic Skills courses is 84.8%. The retention rate for students who spend five or more hours in the MARC is 93.3% whereas the retention rate for students who spend less than five hours in the MARC is 82.3%. Students who spent more than five hours in the MARC therefore had an 11% higher retention rate than those who do not.

Action: The department is satisfied with the significantly higher retention rates for students who utilize the MARC services for more than five hours in a semester or intersession. This positive demonstration of effectiveness of the MARC will be included when requesting funding for additional tutors.

Outcome: The effectiveness of the MARC program is demonstrated through student willingness to visit the MARC for assistance with problems that they do not recognize or know how to do

Type	Measurement	Tool	Participants	Assessor	Criteria
SLO	Willingness	Survey			90% that don't know how to solve the sample problems will indicate that they would seek assistance from the MARC

Data: The cumulative results from the winter 2010 intersession and the spring 2010 semester is that 93% of students surveyed would visit the MARC for assistance if they needed help solving the sample problems.

Action: At the department meeting, questions regarding sampling were raised. Since the surveys were administered to students in the MARC, some faculty members were concerned that the students may have been unintentionally influenced by the survey administrators and therefore less forthcoming about negative attitudes. Additionally, it was mentioned that we should also administer surveys in the classroom setting, since students who may have had unfavorable experiences or attitudes about the MARC may not have returned to the MARC and were therefore not represented in the sample. The results from this round of surveys will be used as a baseline for future assessment endeavors. With regards to the current SLO, the department chair and MARC technician have discussed the possibility that the criterion for success may not be met in future surveys conducted in the classroom setting versus in the MARC. Advertising (pamphlet distribution) strategies have been discussed and will be implemented during the 2010-2011 academic year.



MARC Student Survey Analyses

To: Matt Judd / Chris McDonald
From: Nancy Aguirre, M.A., Project Coordinator and Dan Lamoree, B.A/B.S., Educational Research Assessment Analyst, Research & Institutional Effectiveness Office
Date: June 23, 2010

When you are referring to the data from this report, please remember to acknowledge that it was done through the department of Research and Institutional Effectiveness and that results of this report could not be possible without the assistance of the MARC Program.

Abstract

This report assesses the impact of MARC tutoring on Basic Skills students by investigating their attitudes towards math, their perception of the MARC's tutors and staff, mathematical knowledge, and suggestions for improvement. The focal point of this analysis is to ensure that the MARC program met student needs and increased student confidence level for achieving success in mathematics. Lastly, the purpose is also to affirm that students will seek assistance from the MARC if they do not know how to solve a math problem. These students were examined in winter and spring 2010 through the use of a survey, which contained Likert scale questions, multiple choice questions, and two open-ended questions. Two out of the three SLO's were not met. They were right under the baseline for the criteria for success. However, it is still evident that the MARC program has a large impact on student success and knowledge.

Mt. San Antonio College Basic Skills students who use the MARC tutoring program were asked to complete a survey on their perception of math, MARC resources, tutors, and staff. It was administered to students after they received tutoring and was completed during the winter and spring 2010 intersession. It investigated whether any particular aspect of the MARC needs to be modified in terms of the services it provides and how this is accomplished. The purpose of MARC is to enhance academic achievement in mathematics, potentially reduce math anxiety, and increase positive affect towards math. It is designed to provide tutoring to students who are struggling and need further assistance in math. The purpose of this survey was threefold. It sought to measure whether the MARC is meeting student needs and increasing their confidence levels for achieving mathematical success. In addition, it examined whether students will seek assistance from the MARC if they do not know how to solve a math problem.

The same survey was used for both semesters. Some of the questions were in the form of a Likert scale where students had to rate items that ranged from *Strongly Disagree* to *Strongly Agree*. These items focused on math anxiety, level of confidence towards math, and whether attending tutoring at the MARC helps to alleviate their stress towards math. Students then had to rate the level of helpfulness, supportiveness, and knowledge of tutors and staff. Students were also required to complete several conceptual math questions in order to tap into their level of mathematical knowledge. Open-ended items asked students about the type of math workshops they would attend in the MARC and solicited suggestions that they might have on how to improve the program. The findings of this analysis will be used to improve the quality of services that are provided by the MARC and to ensure that students are effectively receiving the assistance they need.

Purpose

The purpose of these analyses is to provide feedback on whether the needs of Basic Skills students are adequately being met through the MARC program. Students reported on key components of the MARC in terms of the level of support, helpfulness, and knowledge of the tutors. Students were asked to solve sample problems and report on any changes in their math confidence levels. The key points of focus are whether student needs are met, if the MARC helps increase student confidence levels, and whether students are likely to seek assistance from the MARC when help is needed.

Method**Participants**

A total of 152 subjects were used in this analysis, all of whom are users of the MARC program who seek its tutoring services. There were 58 students in the winter analysis, and 94 students in spring. There were 21 males, 36 females in winter. In spring, there were 31 males and 60 females. Most of these students are enrolled either in Math 51. Their participation in the MARC program varied from one visit during the semester to eight or more. All of these survey respondents used the MARC during the winter or spring 2010 semester.

Design

This study is a non-experimental cross-sectional design. All able and willing people participated.

Measures

A paper survey was designed and developed by the joint efforts of Chris McDonald and the Office of Research and Institutional Effectiveness (Appendix A). The survey asks students to

label what math class they are currently enrolled in and how they learned about the MARC. It also contains Likert scale questions on their attitudes towards math such as whether they like to take math classes, whether they feel anxious when faced with a challenging math problem, their confidence and stress towards math, math classes, and math exams. It also examines whether students need to review a lesson several times in order to understand it. The survey also asks students who they seek help from whenever they have challenging math problems, and it examines their perception, confidence, and comfort levels in math after visiting the MARC.

These questions were rated on a 5-point scale where 5 is *Strongly Agree*, 1 is *Strongly Disagree*, and there is a middle score of 3 for *Unsure*. They rated the level of knowledge, helpfulness, and supportiveness of both the staff and tutors in the MARC on a 5-point scale where 5 is *Very High* and 1 is *Very Low* with 3 as a middle score of *Unsure*.

They also rated how helpful the MARC is as a support area for their math studies and the effect that attending the MARC will have on increasing their grade in math. Students then had to indicate which of the following study aids/tools (provided by the MARC) they have used: Textbook(s); borrowed calculator(s); rented calculator(s); videos, CD's, DVD's; computers and/or software; and worksheets. The students were asked to check off all of the math courses that they completed in high school, at Mt. SAC, or another college.

The next section contains questions assessing student mathematical knowledge. It questions their knowledge on the Pythagorean Theorem, area of a circle, perimeter of a rectangle, point-slope form for a linear equation, and the quadratic formula. If students felt that assistance would be needed to solve these aforementioned problems, they were required

to state who they would seek help from. Lastly, the survey ended with two open-ended questions. The first question asked what math workshops they would like to attend in the MARC, and the second one asked them for any suggestions on how to improve the MARC.

Procedure

Students that received services during the winter and spring 2010 semester were asked to fill out a survey immediately following tutoring assistance by the MARC. The survey was administered in the MARC in Building 61. It was administered by James Abbott, and the students took about 6 minutes to complete the survey.

Results

There were a total of 58 participants in this analysis for winter, 21 males and 36 females. Twenty students were currently enrolled in Math 50 and 38 were enrolled in Math 51. Most Basic Skills students had learned about the MARC program through an instructor (86%). Four percent knew about the program through their classmates, and 10% heard about it through another source. Insofar as the math courses these students completed in high school, 56 individuals finished Algebra I, and 51 completed Geometry. Lastly, 36 students completed Algebra II or higher (See Appendix E). Students took a wide variety of college math courses either at Mt. SAC or another college. Most students completed pre-Algebra (60); quite a few students finished LERN 49 (39), and Elementary Algebra (35). Only 3 students finished Plane Geometry (See Appendix E).

In spring, there were 94 students who took part in this analysis; this was comprised of 31 males and 60 females. There were 25 students in Math 50, and 60 in Math 51. 83% learned about the MARC from an instructor, and 7% heard about the program through classmates. Ten

percent learned about the program from other sources. In terms of the high school courses that students completed, 75 took Algebra I, 49 took Geometry, and 45 completed Algebra II or higher. The breakdown of college courses that students took was similar to those from winter. Sixty took Pre-Algebra, 54 took LERN 49, 36 students completed Elementary Algebra, and 2 students took Plane Geometry.

Student Learning Outcomes (SLOs)

The first SLO assessed whether the MARC met the needs of the participants. This was based on a series of questions that students answered regarding their perception of staff as well as tutor helpfulness, supportiveness, and knowledge. Lastly, it had students rate the effect that the MARC would have on

increasing their math grade. Those that provided *High* to *Very High* ratings had a cumulative percent of 88% for winter semester. Students in the spring semester had a rating of

87%. The overall rating for both

semesters was 87%. This was just under the criterion for success, which had a baseline of 90%; thus, this SLO was not met.

The second SLO examined whether the MARC lab helps to increase their level of confidence for achieving success in mathematics. This was addressed by an item that reads, “Visiting the MARC has increased my confidence in my math classes.”

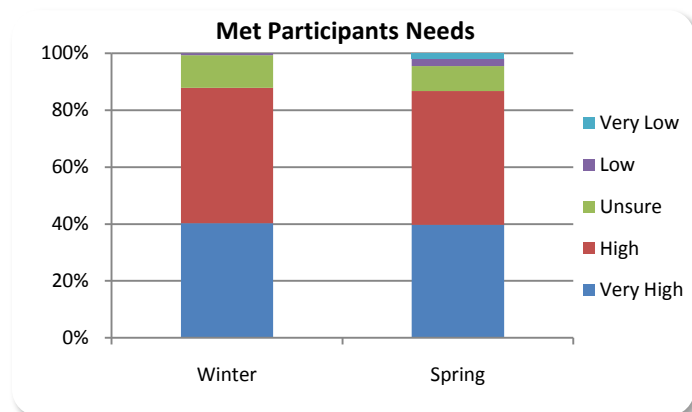


Figure 1

Seventy-nine percent selected either *Strongly Agree* or *Agree* for winter semester, and 80% chose these same ratings for spring semester. The criterion for success was 90%; therefore, this SLO was not met. The overall percentage for both semesters was 80%.

The third SLO investigated whether students would seek assistance from the MARC if they indicated that they do not know how to

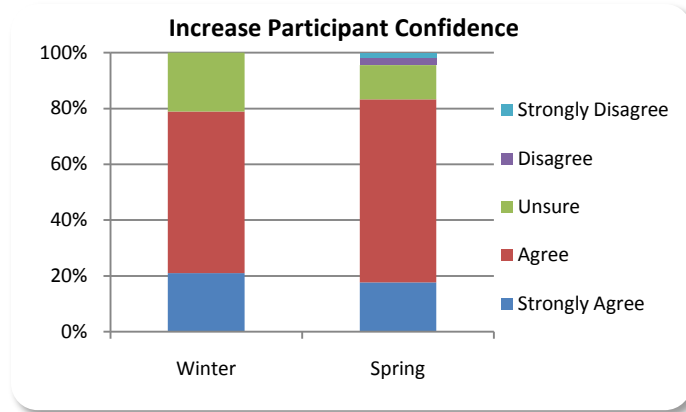


Figure 2

solve some survey, sample problems. The criterion for success was met for both semesters; the goal was that 90% would state that they would use the MARC as a resource. Ninety-four percent, in the winter semester, would use the MARC for help, and ninety-two percent from the spring semester would also resort

to the MARC. Cumulatively, 93% stated that they would visit the MARC for assistance on the sample math problems on the survey if they had difficulties. In total, 77% mentioned that they would need assistance with

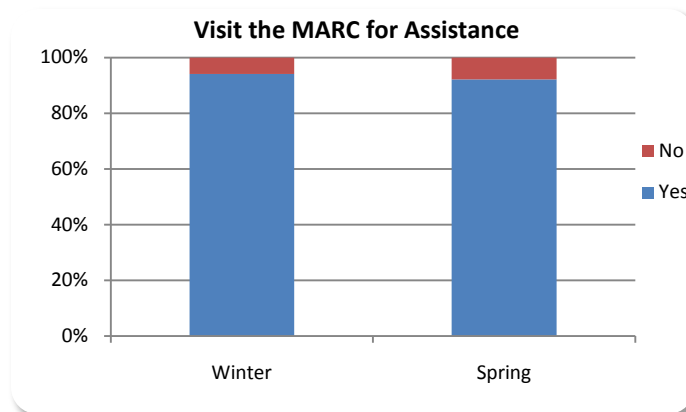


Figure 3

the sample math problems in the survey. Out of those students that would need help, 83% would use their instructor as a resource. Sixty-five percent would seek assistance from a classmate, and 60% would ask a friend/family member.

Level of Knowledge

The number of correct responses that each student received on the survey, sample math problems varied according to number of MARC visits and math course they were enrolled in (See Appendix B). It is evident that the students with the greatest visitation frequency had the greatest number of correct and incorrect responses, ironically enough. There was a drastic difference between students who had visited the MARC 8 times or more versus those who had gone seven or less times. The students in Math 51 also tended to score higher than those enrolled in Math 50 (See Appendix C).

Common Likert Scale Themes

The Likert Scale questions could be grouped according to overarching themes. The survey examined the following aspects: positive affect, negative affect, assistance sought, and impact of the MARC program (See Appendix D). For positive affect, students do like to take math classes since most of them either selected *Agree* or *Strongly Agree*. Most also *Agree* that their textbook helps facilitate their understanding of math. Insofar as feeling confident in completing problems on their own, 29% *Disagreed* with this statement; 28% *Agreed*, and 26% were *Unsure*. These aforementioned statistics were the results for the winter semester. The spring semester had 34% *Agree* with this statement, and 25% *Disagree*. For both the winter and spring semesters, most students *Agreed* or were *Unsure* about whether they liked showing their classmates how to solve math problems. The majority of students in both spring and winter semester *Agreed* that they like to see the steps they used to arrive at a mathematical solution.

As far as the questions that encompass the negative affect construct, most students

Agreed or *Strongly Disagreed* with the notion that they feel anxious when faced with a challenging math problem. The data for winter demonstrates that the majority of students *Agreed* or *Strongly Disagreed* with the idea that math is difficult for them. Whereas, for spring, 36% *Agreed*, 21% *Disagreed*, and 20% *Strongly Agreed*. When asked if they feel a lot of stress when taking an exam, most of the winter cohort *Agreed*, and the spring users either *Strongly Agreed* or *Agreed*. Forty-eight percent of the students in winter stated that they need to review a math lesson several times before they can understand it. Thirty-eight percent *Agreed* with this statement in spring, and 27% *Strongly Agreed*. Twenty-nine percent of students *Agreed* with the statement that reads, "I become frustrated with the number of steps involved in solving math problems." Twenty-seven percent *Disagreed* with the statement, and 22% *Strongly Agreed* in winter. In spring semester, 41% *Agreed*, 24% *Disagreed*, and 20% *Strongly Agreed*.

In terms of seeking assistance from others for math, most students *Agreed* or were *Unsure* about preferring to do their homework in a group setting with classmates. They also *Agreed* or were *Unsure* about feeling comfortable with going to their math instructor's office hours. This was evident in both winter and spring. Most students *Agreed* that they would prefer to do their homework with the help of a tutor.

Most students *Agreed* that they would consult with their professor first about the mathematical questions they have prior to visiting the MARC. In the winter semester, sixty percent of students *Agreed* that they feel confident attending tutoring in the MARC. For the spring semester, 47% *Agreed* with this statement. After coming to the MARC, 51% of the winter semester students *Agreed* that they feel less stress when taking a math exam. Forty-eight

percent felt this same way in spring. After coming to the MARC, 45% of the winter semester students felt more comfortable completing their math homework, and 61% provided this same response in spring.

Tools and Study Aids Used

There was no great difference from winter to spring in terms of the utility of the MARC tools and study aids (Appendix E). The item that possessed the largest difference from winter to spring were the computers and/or software provided by the MARC. Thirty-seven people stated that they used it in winter, and 22 used it in spring. The tool that was most readily used was the textbooks provided by the MARC. The calculators borrowed from the MARC received the second highest ratings for utility. Videos, CDs, DVDs provided by the MARC had the lowest, overall, frequency of use. Fourteen individuals used them in winter, and eight people used them in spring.

Qualitative Analyses: Math Workshops

The first open-ended question of the survey asked students to list what math workshops they would like to attend in the MARC. The following are the workshops that students would like to see: Any workshop (7 respondents); Math 71 (5 respondents), and of the five students who listed Math 71, some went into further detail. One student said they would like a workshop on factoring for Math 71, another mentioned that a workshop on both Math 71 and 51 would be helpful. One student would like to know how to use calculators for Math 71, and another stated that they would like a workshop pertaining to Math 50, 51, 71, and above. Some students wish to receive advice on how to study for exams (2 respondents). Many indicated that they do not know (8 respondents) while some listed “none” as their response (5

respondents). A few stated that a response to this question is “not available” (4 respondents). Four of the students’ responses did not fit into any of the aforementioned categories. Those responses are as follows: Geometry; depends on what is given; yes, but will need to be before or after my classes; any for the class I am enrolled in.

Qualitative Analyses: Suggestions on Improvement

The second open-ended question asked students for any suggestions that they might have on how to improve the MARC. Many students indicated that the schedule of when the MARC is open should be tweaked (7 respondents). Their specific comments regarding this are as follows: One individual would like the MARC to be open on weekends; another would like it open on Friday during winter; someone mentioned that it should be open every day while someone else thinks it should open at 8am. One other person also feels that the MARC should be open on Saturdays. It was mentioned that the MARC should be open before classes start so that students can rent a calculator, and another student said that it should close later for students who cannot come in during the morning or afternoon.

A few students feel that the MARC is too noisy, which makes it hard to focus (2 respondents). Some believe that more tutors are needed in order to accommodate all of the students who need help (5 respondents). Out of those five respondents, one person stated that they also need big study rooms in conjunction with more tutors. A few stated that it is difficult to understand some of the tutors due to language barriers (2 respondents), and others said that it is good so far (5 respondents). One of these five respondents said that the program is good and that perhaps, it should be expanded more. Others stated issues that could not be fit into any particular theme, and those are as follows: There should be workshops on logarithmic

functions; there should be a sign-in sheet for tutors; there should be complimentary coffee; the MARC should be kept clean; students should be allowed to reserve study rooms for large groups; there should be a pencil dispenser/eraser dispenser because pencils/erasers run out fast; private tutoring groups based on one's individual, math-level; there should be more tables in the middle of the room as opposed to chairs; and math books should be rented for free. The majority of students indicated that they have no suggestions for improvement (15 respondents).

Discussion

A total of 152 subjects were used in this analysis, all of whom are users of the MARC program who seek its tutoring services. There were 58 students in the winter analysis, and 94 students in spring. There were 21 males, 36 females in winter. In spring, there were 31 males and 60 females. Most of these students are enrolled either in Math 51. Most of these students heard about the MARC program through an instructor.

The goal of the first SLO is that 90% of students would state that the MARC program met their needs. The baseline for this SLO was barely missed since this construct yielded a percentage of 87%. The second SLO, which sought to examine whether the MARC helps increase student confidence level for achieving success in mathematics, was also not met. The criterion for success is 90%, but the findings produced an outcome of 80%. The third SLO assessed whether students would seek assistance from the MARC if they indicated that they do not know how to solve some the sample problems. The goal was that 90% would state that they would use the MARC as a resource, and this expectation was slightly exceeded since it yielded an outcome of 93%.

The number of correct responses that each student received on the sample math problems varied according to number of MARC visits and math course they were enrolled in (See Appendix B). Students enrolled in Math 51 and those with the highest visitation frequency had the most correct responses. Most students *Agreed* or *Strongly Agreed* that they do like to take math classes. However, the majority of students feel a lot of stress when taking a math exam. Students were split on the concept of feeling anxious when faced with a challenging math problem and on the idea that math is difficult for them. For both of these questions, the distribution was divided mainly between *Agreed* or *Strongly Disagreed*.

The MARC students relied on numerous tools; the ones that were most prominent were the textbooks that the MARC provides, whose usage was 32.7%. This was followed by borrowed calculators (19.7%). As far as suggestions on how to improve the program, the majority of students who responded to this question indicated that they have no suggestions for improvement (15 respondents). Seven students felt that the MARC should offer longer hours for tutoring, and five students believe that more tutors should be hired. Others felt that the tutoring room is too noisy.

Limitations

Students might have acquired other conceptual knowledge and math skills that are not measured in the survey. Although the survey does contain questions on knowledge, it is not all-encompassing. Thus, we cannot make too many generalizations about student knowledge. Not every math course covers the concepts in the sample problems, so a student might not possess knowledge of certain concepts simply because they have not taken the pertinent course. One other factor to keep in mind is that many students left the open-ended questions blank, or they

only answered one of the two questions. Therefore, we cannot generalize these responses to the entire student population of MARC participants.

Recommendations

In future surveys, it might be best to remove the question after the knowledge section that asks, “Would you ask for assistance with the above problems?” because 8 students answered “no” but still provided responses to the related questions below it. This question does not tell us all that much since it is further broken down in the section below it, which asks who students would seek help from. It is here that students can indicate that they would not seek help from any of these sources. Perhaps, a final question could be included in this section. It can ask, “Would you seek help from another source?” Then students can indicate “yes” or “no” and fill in who this source would be. Also, these results would produce greater variance if a 7-point scale was used as opposed to a 5-point scale. If the scale was broadened, it would create more precision in terms of the items that respondents feel very strongly towards versus those they do not. From a statistical standpoint, this would also increase the reliability of the results.

MARC Student Survey



You are invited to complete a survey about your experience(s) with the MARC lab. Your answers are confidential.

You can use DARK PEN or PENCIL. Please mark the circles fully like this: ● Do not use an ☒ or a ☑

This survey is available in alternate formats upon request. Please contact DSP&S at (909) 594-5611, x4290 and mention MARC Student Survey conducted by the Research and Institutional Effectiveness Office.

Gender: Male Female Banner I.D. # _____

In which math class are you currently enrolled? Math 50 Math 51 Math 71

I learned about the MARC from: Instructor Classmates Other _____

How many times have you visited the MARC this semester?

First time	2 - 3	4 - 5	6 - 7	8 or more
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate how much you agree or disagree with the following statements:

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
I like to take math classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel anxious when faced with a challenging math problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My textbook helps ease my understanding of math.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics is difficult for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident working through my math problems on my own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel a lot of stress taking a math exam.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like to show my classmates how to solve math problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I need to review a math lesson several times before I can understand it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like to see the steps I used to arrive at a mathematical solution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I become frustrated with the number of steps involved in solving math problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I prefer to do my homework in a group setting with classmates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable going to my math instructor's office hours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I prefer to do my homework with the help of a tutor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I have questions, I will ask my professor for help before visiting the MARC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident attending tutoring in the MARC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After coming to the MARC, I feel less stress when taking a math exam.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After coming to the MARC, I feel more comfortable completing my math homework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visiting the MARC has increased my confidence in my math classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate the following items on a scale of very low to very high:

	Very Low	Low	Unsure	High	Very High
The level of knowledge of the <i>tutors</i> in the MARC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The level of helpfulness of the <i>tutors</i> in the MARC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The level of supportiveness of the <i>tutors</i> in the MARC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The level of knowledge of the <i>staff</i> in the MARC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The level of helpfulness of the <i>staff</i> in the MARC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The level of supportiveness of the <i>staff</i> in the MARC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The <i>MARC</i> as a helpful support area for your math studies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The effect that attending the MARC will have on increasing your grade in math.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Check all
that apply

Indicate which of these study aids/tools have you used:

- Textbook(s) provided by the MARC
- Calculator(s) *borrowed* from the MARC
- Calculator(s) *rented* from the MARC
- Videos, CDs, DVDs provided by the MARC
- Computers and/or software provided by the MARC
- Worksheets provided by the MARC

(Over)

MARC Student Survey



Check off all of the math courses you completed in **high school**.

- Algebra 1
 Geometry
 Algebra 2 or higher

Check off all of the math courses you have completed at **Mt. SAC** or **another college**.

- LERN 49
 Pre-Algebra
 Elementary Algebra
 Plane Geometry

If a right triangle has hypotenuse d and legs e & f the Pythagorean Theorem states:

- $d + e = f$
 $d^2 + e^2 = f^2$
 $d = e + f$
 $d^2 = e^2 + f^2$

The area of a circle with radius r is given by:

- $A = 2r$
 $A = 2\pi r$
 $A = 2\pi r^2$
 $A = \pi r^2$

The perimeter of a rectangle with length- l and width- w is given by:

- $P = 2(l + w)$
 $P = l + w$
 $P = lw$
 $P = w^2 + l^2$

The point slope form for a linear equation is:

- $m = \frac{y_2 - y_1}{x_2 - x_1}$
 $y = mx + b$
 $Ax + By = C$
 $y - y_1 = m(x - x_1)$

Given the equation $ax^2 + bx + c = 0$ the quadratic formula is:

- $x = b \pm \frac{\sqrt{b^2 - 4ac}}{2}$
 $x = -b \pm \frac{\sqrt{b^2 - 4ac}}{2a}$
 $x = \frac{b \pm \sqrt{b^2 - 4ac}}{2a}$
 $x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$

Would you ask for assistance with the above problems?

- Yes No

If you answered yes above,

	<u>Yes</u>	<u>No</u>
Would you ask your instructor for assistance with the above problems?	<input type="radio"/>	<input type="radio"/>
Would you ask a classmate for assistance with the above problems?	<input type="radio"/>	<input type="radio"/>
Would you ask a family member/friend for assistance with the above problems?	<input type="radio"/>	<input type="radio"/>
Would you visit the MARC for assistance with the above problems?	<input type="radio"/>	<input type="radio"/>

What math workshops would you like to attend in the MARC?

Would you attend a MARC graphing calculator workshop?

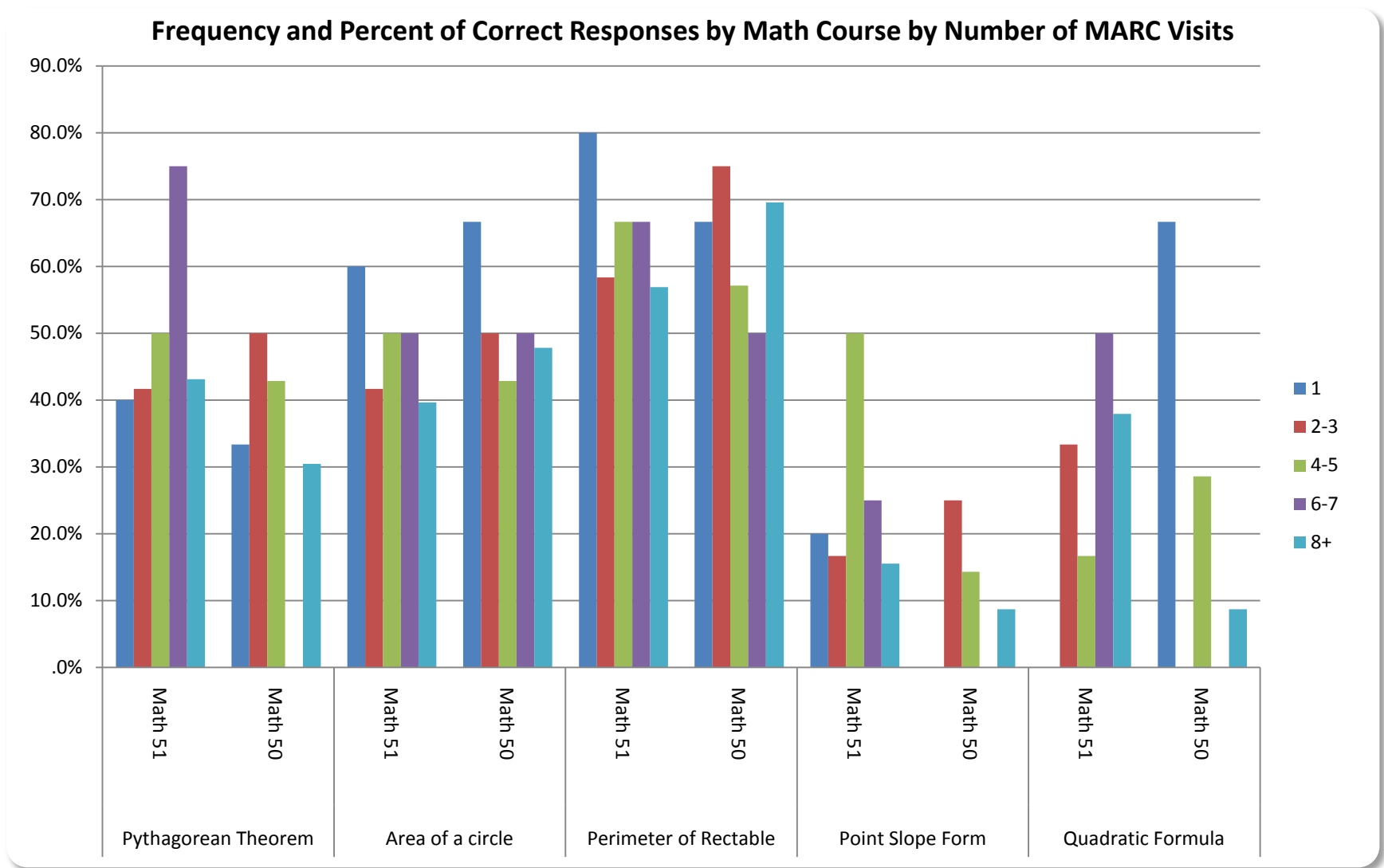
- Yes No

Do you have any suggestions on how to improve the MARC?

Thank you for your participation

Frequency and Percent of Correct Responses by Math Course by Number of MARC Visits

Test Item	Course	Answer	# %	MARC visitations this semester					Total
				1	2-3	4-5	6-7	8+	
Pythagorean Theorem	Math 51	Correct	Row #	2	5	3	9	25	44
			Row %	40.0%	41.7%	50.0%	75.0%	43.1%	47.3%
		Incorrect	Row #	3	7	3	3	33	49
			Row %	60.0%	58.3%	50.0%	25.0%	56.9%	52.7%
	Math 50	Correct	Row #	1	2	3	0	7	13
			Row %	33.3%	50.0%	42.9%	.0%	30.4%	31.7%
		Incorrect	Row #	2	2	4	4	16	28
			Row %	66.7%	50.0%	57.1%	100.0%	69.6%	68.3%
Area of a circle	Math 51	Correct	Row #	3	5	3	6	23	40
			Row %	60.0%	41.7%	50.0%	50.0%	39.7%	43.0%
		Incorrect	Row #	2	7	3	6	35	53
			Row %	40.0%	58.3%	50.0%	50.0%	60.3%	57.0%
	Math 50	Correct	Row #	2	2	3	2	11	20
			Row %	66.7%	50.0%	42.9%	50.0%	47.8%	48.8%
		Incorrect	Row #	1	2	4	2	12	21
			Row %	33.3%	50.0%	57.1%	50.0%	52.2%	51.2%
Perimeter of Rectangle	Math 51	Correct	Row #	4	7	4	8	33	56
			Row %	80.0%	58.3%	66.7%	66.7%	56.9%	60.2%
		Incorrect	Row #	1	5	2	4	25	37
			Row %	20.0%	41.7%	33.3%	33.3%	43.1%	39.8%
	Math 50	Correct	Row #	2	3	4	2	16	27
			Row %	66.7%	75.0%	57.1%	50.0%	69.6%	65.9%
		Incorrect	Row #	1	1	3	2	7	14
			Row %	33.3%	25.0%	42.9%	50.0%	30.4%	34.1%
Point Slope Form	Math 51	Correct	Row #	1	2	3	3	9	18
			Row %	20.0%	16.7%	50.0%	25.0%	15.5%	19.4%
		Incorrect	Row #	4	10	3	9	49	75
			Row %	80.0%	83.3%	50.0%	75.0%	84.5%	80.6%
	Math 50	Correct	Row #	0	1	1	0	2	4
			Row %	.0%	25.0%	14.3%	.0%	8.7%	9.8%
		Incorrect	Row #	3	3	6	4	21	37
			Row %	100.0%	75.0%	85.7%	100.0%	91.3%	90.2%
Quadratic Formula	Math 51	Correct	Row #	0	4	1	6	22	33
			Row %	.0%	33.3%	16.7%	50.0%	37.9%	35.5%
		Incorrect	Row #	5	8	5	6	36	60
			Row %	100.0%	66.7%	83.3%	50.0%	62.1%	64.5%
	Math 50	Correct	Row #	2	0	2	0	2	6
			Row %	66.7%	.0%	28.6%	.0%	8.7%	14.6%
		Incorrect	Row #	1	4	5	4	21	35
			Row %	33.3%	100.0%	71.4%	100.0%	91.3%	85.4%



Term * gender Crosstabulation

			gender		Total
			Male	Female	
Term	Winter	Count	21	36	57
		% within Term	36.8%	63.2%	100.0%
	Spring	Count	31	60	91
		% within Term	34.1%	65.9%	100.0%
Total		Count	52	96	148
		% within Term	35.1%	64.9%	100.0%

Term * In which math class are you currently enrolled? Crosstabulation

			In which math class are you currently enrolled?		Total
			Math 50	Math 51	
Term	Winter	Count	20	38	58
		% within Term	34.5%	65.5%	100.0%
	Spring	Count	25	69	94
		% within Term	26.6%	73.4%	100.0%
Total		Count	45	107	152
		% within Term	29.6%	70.4%	100.0%

Term * I learned about the MARC from Crosstabulation

			I learned about the MARC from			Total
			Instructor	Classmates	Other	
Term	Winter	Count	43	2	5	50
		% within Term	86.0%	4.0%	10.0%	100.0%
	Spring	Count	73	6	9	88
		% within Term	83.0%	6.8%	10.2%	100.0%
Total		Count	116	8	14	138
		% within Term	84.1%	5.8%	10.1%	100.0%

Term * How many times have you visited the MARC this semester? Crosstabulation

			How many times have you visited the MARC this semester?					Total
			First time	2-3	4-5	6-7	8 or more	
Term	Winter	Count	2	7	7	4	32	52
		% within Term	3.8%	13.5%	13.5%	7.7%	61.5%	100.0%
	Spring	Count	6	9	6	12	49	82
		% within Term	7.3%	11.0%	7.3%	14.6%	59.8%	100.0%
Total		Count	8	16	13	16	81	134
		% within Term	6.0%	11.9%	9.7%	11.9%	60.4%	100.0%

Term * I like to take math classes. Crosstabulation

			I like to take math classes.					Total
			Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	
Term	Winter	Count	10	13	9	18	8	58
		% within Term	17.2%	22.4%	15.5%	31.0%	13.8%	100.0%
	Spring	Count	21	18	12	28	15	94
		% within Term	22.3%	19.1%	12.8%	29.8%	16.0%	100.0%
Total		Count	31	31	21	46	23	152
		% within Term	20.4%	20.4%	13.8%	30.3%	15.1%	100.0%

Term * I feel anxious when faced with a challenging math problem. Crosstabulation

			I feel anxious when faced with a challenging math problem.					Total
			Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	
Term	Winter	Count	1	10	8	27	12	58
		% within Term	1.7%	17.2%	13.8%	46.6%	20.7%	100.0%
	Spring	Count	3	19	14	33	24	93
		% within Term	3.2%	20.4%	15.1%	35.5%	25.8%	100.0%
Total		Count	4	29	22	60	36	151
		% within Term	2.6%	19.2%	14.6%	39.7%	23.8%	100.0%

Term * My textbook helps ease my understanding of math. Crosstabulation

			My textbook helps ease my understanding of math.					Total
			Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	
Term	Winter	Count	4	9	11	27	7	58
		% within Term	6.9%	15.5%	19.0%	46.6%	12.1%	100.0%
	Spring	Count	6	21	14	39	14	94
		% within Term	6.4%	22.3%	14.9%	41.5%	14.9%	100.0%
Total		Count	10	30	25	66	21	152
		% within Term	6.6%	19.7%	16.4%	43.4%	13.8%	100.0%

Term * Mathematics is difficult for me. Crosstabulation

			Mathematics is difficult for me.					Total
			Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	
Term	Winter	Count	3	12	11	15	17	58
		% within Term	5.2%	20.7%	19.0%	25.9%	29.3%	100.0%
	Spring	Count	5	20	16	34	19	94
		% within Term	5.3%	21.3%	17.0%	36.2%	20.2%	100.0%
Total		Count	8	32	27	49	36	152
		% within Term	5.3%	21.1%	17.8%	32.2%	23.7%	100.0%

Term * I feel confident working through my math problems on my own. Crosstabulation

			I feel confident working through my math problems on my own.					Total
			Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	
Term	Winter	Count	6	17	15	16	4	58
		% within Term	10.3%	29.3%	25.9%	27.6%	6.9%	100.0%
	Spring	Count	8	23	17	32	14	94
		% within Term	8.5%	24.5%	18.1%	34.0%	14.9%	100.0%
Total		Count	14	40	32	48	18	152
		% within Term	9.2%	26.3%	21.1%	31.6%	11.8%	100.0%

Term * I feel a lot of stress taking a math exam. Crosstabulation

			I feel a lot of stress taking a math exam.					Total
			Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	
Term	Winter	Count	2	12	8	22	13	57
		% within Term	3.5%	21.1%	14.0%	38.6%	22.8%	100.0%
	Spring	Count	2	18	12	29	32	93
		% within Term	2.2%	19.4%	12.9%	31.2%	34.4%	100.0%
Total		Count	4	30	20	51	45	150
		% within Term	2.7%	20.0%	13.3%	34.0%	30.0%	100.0%

Term * I like to show my classmates how to solve math problems. Crosstabulation

			I like to show my classmates how to solve math problems.					Total
			Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	
Term	Winter	Count	3	9	13	29	4	58
		% within Term	5.2%	15.5%	22.4%	50.0%	6.9%	100.0%
	Spring	Count	12	23	26	25	7	93
		% within Term	12.9%	24.7%	28.0%	26.9%	7.5%	100.0%
Total		Count	15	32	39	54	11	151
		% within Term	9.9%	21.2%	25.8%	35.8%	7.3%	100.0%

Term * I need to review a math lesson several times before I can understand it. Crosstabulation

			I need to review a math lesson several times before I can understand it.					Total
			Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	
Term	Winter	Count	3	10	4	28	13	58
		% within Term	5.2%	17.2%	6.9%	48.3%	22.4%	100.0%
	Spring	Count	7	18	8	35	25	93
		% within Term	7.5%	19.4%	8.6%	37.6%	26.9%	100.0%
Total		Count	10	28	12	63	38	151
		% within Term	6.6%	18.5%	7.9%	41.7%	25.2%	100.0%

Term * I like to see the steps I used to arrive at a mathematical solution. Crosstabulation

			I like to see the steps I used to arrive at a mathematical solution.					Total
			Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	
Term	Winter	Count	0	2	6	27	23	58
		% within Term	.0%	3.4%	10.3%	46.6%	39.7%	100.0%
	Spring	Count	2	8	6	45	33	94
		% within Term	2.1%	8.5%	6.4%	47.9%	35.1%	100.0%
Total		Count	2	10	12	72	56	152
		% within Term	1.3%	6.6%	7.9%	47.4%	36.8%	100.0%

Term * I become frustrated with the number of steps involved in solving math problems. Crosstabulation

			I become frustrated with the number of steps involved in solving math problems.					Total
			Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	
Term	Winter	Count	2	16	10	17	13	58
		% within Term	3.4%	27.6%	17.2%	29.3%	22.4%	100.0%
	Spring	Count	2	22	12	38	19	93
		% within Term	2.2%	23.7%	12.9%	40.9%	20.4%	100.0%
Total		Count	4	38	22	55	32	151
		% within Term	2.6%	25.2%	14.6%	36.4%	21.2%	100.0%

Term * I prefer to do my homework in a group setting with classmates. Crosstabulation

			I prefer to do my homework in a group setting with classmates.					Total
			Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	
Term	Winter	Count	2	10	17	21	8	58
		% within Term	3.4%	17.2%	29.3%	36.2%	13.8%	100.0%
	Spring	Count	10	16	25	29	14	94
		% within Term	10.6%	17.0%	26.6%	30.9%	14.9%	100.0%
Total		Count	12	26	42	50	22	152
		% within Term	7.9%	17.1%	27.6%	32.9%	14.5%	100.0%

Term * I feel comfortable going to my math instructor's office hours. Crosstabulation

			I feel comfortable going to my math instructor's office hours.					Total
			Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	
Term	Winter	Count	1	13	20	18	6	58
		% within Term	1.7%	22.4%	34.5%	31.0%	10.3%	100.0%
	Spring	Count	8	15	20	34	17	94
		% within Term	8.5%	16.0%	21.3%	36.2%	18.1%	100.0%
Total		Count	9	28	40	52	23	152
		% within Term	5.9%	18.4%	26.3%	34.2%	15.1%	100.0%

Term * I prefer to do my homework with the help of a tutor. Crosstabulation

			I prefer to do my homework with the help of a tutor.					Total
			Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	
Term	Winter	Count	2	9	13	20	14	58
		% within Term	3.4%	15.5%	22.4%	34.5%	24.1%	100.0%
	Spring	Count	5	12	20	35	22	94
		% within Term	5.3%	12.8%	21.3%	37.2%	23.4%	100.0%
Total		Count	7	21	33	55	36	152
		% within Term	4.6%	13.8%	21.7%	36.2%	23.7%	100.0%

Term * If I have questions, I will ask my professor for help before visiting the MARC. Crosstabulation

			If I have questions, I will ask my professor for help before visiting the MARC.					Total
			Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	
Term	Winter	Count	1	16	12	25	3	57
		% within Term	1.8%	28.1%	21.1%	43.9%	5.3%	100.0%
	Spring	Count	3	26	16	35	12	92
		% within Term	3.3%	28.3%	17.4%	38.0%	13.0%	100.0%
Total		Count	4	42	28	60	15	149
		% within Term	2.7%	28.2%	18.8%	40.3%	10.1%	100.0%

Term * I feel confident attending tutoring in the MARC. Crosstabulation

			I feel confident attending tutoring in the MARC.					Total
			Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	
Term	Winter	Count	1	2	4	34	16	57
		% within Term	1.8%	3.5%	7.0%	59.6%	28.1%	100.0%
	Spring	Count	2	10	6	44	32	94
		% within Term	2.1%	10.6%	6.4%	46.8%	34.0%	100.0%
Total		Count	3	12	10	78	48	151
		% within Term	2.0%	7.9%	6.6%	51.7%	31.8%	100.0%

Term * After coming to the MARC, I feel less stress when taking a math exam. Crosstabulation

			After coming to the MARC, I feel less stress when taking a math exam.					Total
			Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	
Term	Winter	Count	0	0	13	29	15	57
		% within Term	.0%	.0%	22.8%	50.9%	26.3%	100.0%
	Spring	Count	2	8	18	45	21	94
		% within Term	2.1%	8.5%	19.1%	47.9%	22.3%	100.0%
Total		Count	2	8	31	74	36	151
		% within Term	1.3%	5.3%	20.5%	49.0%	23.8%	100.0%

Term * After coming to the MARC, I feel more comfortable completing my math homework. Crosstabulation

			After coming to the MARC, I feel more comfortable completing my math homework.					Total
			Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	
Term	Winter	Count	0	1	10	26	21	58
		% within Term	.0%	1.7%	17.2%	44.8%	36.2%	100.0%
	Spring	Count	1	2	7	57	27	94
		% within Term	1.1%	2.1%	7.4%	60.6%	28.7%	100.0%
Total		Count	1	3	17	83	48	152
		% within Term	.7%	2.0%	11.2%	54.6%	31.6%	100.0%

Term * Visiting the MARC has increased my confidence in my math classes. Crosstabulation

			Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	Total
Term	Winter	Count	0	0	12	33	12	57
		% within Term	.0%	.0%	21.1%	57.9%	21.1%	100.0%
		Cumulative %	.0%	.0%	21.1%	78.9%	100.0%	
	Spring	Count	2	3	14	55	20	94
		% within Term	2.1%	3.2%	14.9%	58.5%	21.3%	100.0%
		Cumulative %	2.1%	5.3%	20.2%	78.7%	100.0%	
Total		Count	2	3	26	88	32	151
		% within Term	1.3%	2.0%	17.2%	58.3%	21.2%	100.0%
		Cumulative %	1.3%	3.3%	20.5%	78.8%	100.0%	

Term * The level of knowledge of the tutors in the MARC. Crosstabulation

			The level of knowledge of the tutors in the MARC.					Total
			Very Low	Low	Unsure	High	Very High	
Term	Winter	Count	0	0	7	28	22	57
		% within Term	.0%	.0%	12.3%	49.1%	38.6%	
	Spring	Count	3	1	10	39	39	92
		% within Term	3.3%	1.1%	10.9%	42.4%	42.4%	
Total		Count	3	1	17	67	61	149
		% within Term	2.0%	.7%	11.4%	45.0%	40.9%	

Term * The level of helpfulness of the tutors in the MARC. Crosstabulation

			The level of helpfulness of the tutors in the MARC.					Total
			Very Low	Low	Unsure	High	Very High	
Term	Winter	Count	0	2	6	29	20	57
		% within Term	.0%	3.5%	10.5%	50.9%	35.1%	
	Spring	Count	2	6	5	44	36	93
		% within Term	2.2%	6.5%	5.4%	47.3%	38.7%	
Total		Count	2	8	11	73	56	150
		% within Term	1.3%	5.3%	7.3%	48.7%	37.3%	

Term * The level of supportiveness of the tutors in the MARC. Crosstabulation

			The level of supportiveness of the tutors in the MARC.					Total
			Very Low	Low	Unsure	High	Very High	
Term	Winter	Count	0	0	5	31	21	57
		% within Term	.0%	.0%	8.8%	54.4%	36.8%	
	Spring	Count	2	3	14	40	33	92
		% within Term	2.2%	3.3%	15.2%	43.5%	35.9%	
Total		Count	2	3	19	71	54	149
		% within Term	1.3%	2.0%	12.8%	47.7%	36.2%	

Term * The level of knowledge of the staff in the MARC. Crosstabulation

			The level of knowledge of the staff in the MARC.					Total
			Very Low	Low	Unsure	High	Very High	
Term	Winter	Count	0	1	9	24	24	58
		% within Term	.0%	1.7%	15.5%	41.4%	41.4%	
	Spring	Count	1	1	9	46	36	93
		% within Term	1.1%	1.1%	9.7%	49.5%	38.7%	
Total		Count	1	2	18	70	60	151
		% within Term	.7%	1.3%	11.9%	46.4%	39.7%	

Term * The level of helpfulness of the staff in the MARC. Crosstabulation

			The level of helpfulness of the staff in the MARC.					Total
			Very Low	Low	Unsure	High	Very High	
Term	Winter	Count	0	0	7	30	21	58
		% within Term	.0%	.0%	12.1%	51.7%	36.2%	
	Spring	Count	1	2	3	53	34	93
		% within Term	1.1%	2.2%	3.2%	57.0%	36.6%	
Total		Count	1	2	10	83	55	151
		% within Term	.7%	1.3%	6.6%	55.0%	36.4%	

Term * The level of supportiveness of the staff in the MARC. Crosstabulation

			The level of supportiveness of the staff in the MARC.					Total
			Very Low	Low	Unsure	High	Very High	
Term	Winter	Count	0	0	9	29	20	58
		% within Term	.0%	.0%	15.5%	50.0%	34.5%	
	Spring	Count	1	6	9	42	34	92
		% within Term	1.1%	6.5%	9.8%	45.7%	37.0%	
Total		Count	1	6	18	71	54	150
		% within Term	.7%	4.0%	12.0%	47.3%	36.0%	

Term * The MARC as a helpful support area for your math studies. Crosstabulation

			The MARC as a helpful support area for your math studies.				Total
			Very Low	Unsure	High	Very High	
Term	Winter	Count	0	2	24	32	58
		% within Term	.0%	3.4%	41.4%	55.2%	100.0%
	Spring	Count	1	3	44	45	93
		% within Term	1.1%	3.2%	47.3%	48.4%	100.0%
Total		Count	1	5	68	77	151
		% within Term	.7%	3.3%	45.0%	51.0%	100.0%

Term * The effect that attending the MARC will have on increasing your grade in math. Crosstabulation

			The effect that attending the MARC will have on increasing your grade in math.					Total
			Very Low	Low	Unsure	High	Very High	
Term	Winter	Count	0	0	8	24	26	58
		% within Term	.0%	.0%	13.8%	41.4%	44.8%	100.0%
	Spring	Count	2	1	12	40	37	92
		% within Term	2.2%	1.1%	13.0%	43.5%	40.2%	100.0%
Total		Count	2	1	20	64	63	150
		% within Term	1.3%	.7%	13.3%	42.7%	42.0%	100.0%

Term * Would you ask for assistance with the above problems? Crosstabulation

			Would you ask for assistance with the above problems?		Total
			Yes	No	
Term	Winter	Count	41	9	50
		% within Term	82.0%	18.0%	100.0%
	Spring	Count	65	22	87
		% within Term	74.7%	25.3%	100.0%
Total		Count	106	31	137
		% within Term	77.4%	22.6%	100.0%

Term * Would you ask your instructor for assistance with the above problems? Crosstabulation

			Would you ask your instructor for assistance with the above problems?		Total
			Yes	No	
Term	Winter	Count	42	8	50
		% within Term	84.0%	16.0%	100.0%
	Spring	Count	62	13	75
		% within Term	82.7%	17.3%	100.0%
Total		Count	104	21	125
		% within Term	83.2%	16.8%	100.0%

Term * Would you ask a classmate for assistance with the above problems? Crosstabulation

			Would you ask a classmate for assistance with the above problems?		Total
			Yes	No	
Term	Winter	Count	38	12	50
		% within Term	76.0%	24.0%	100.0%
	Spring	Count	42	31	73
		% within Term	57.5%	42.5%	100.0%
Total		Count	80	43	123
		% within Term	65.0%	35.0%	100.0%

Term * Would you ask a family member/friend for assistance with the above problems? Crosstabulation

			Would you ask a family member/friend for assistance with the above problems?		Total
			Yes	No	
Term	Winter	Count	30	19	49
		% within Term	61.2%	38.8%	100.0%
	Spring	Count	42	30	72
		% within Term	58.3%	41.7%	100.0%
Total		Count	72	49	121
		% within Term	59.5%	40.5%	100.0%

Term * Would you visit the MARC for assistance with the above problems? Crosstabulation

			Would you visit the MARC for assistance with the above problems?		Total
			Yes	No	
Term	Winter	Count	48	3	51
		% within Term	94.1%	5.9%	100.0%
	Spring	Count	70	6	76
		% within Term	92.1%	7.9%	100.0%
Total		Count	118	9	127
		% within Term	92.9%	7.1%	100.0%

Term * Would you attend a MARC graphing calculator workshop? Crosstabulation

			Would you attend a MARC graphing calculator workshop?		Total
			Yes	No	
Term	Winter	Count	32	17	49
		% within Term	65.3%	34.7%	100.0%
	Spring	Count	42	35	77
		% within Term	54.5%	45.5%	100.0%
Total		Count	74	52	126
		% within Term	58.7%	41.3%	100.0%

High School Course(s)	Frequency	
	Winter	Spring
Algebra 1	56	75
Geometry	51	49
Algebra 2 or higher	36	45

College Course(s)	Frequency	
	Winter	Spring
LERN 49	39	54
Pre-Algebra	60	60
Elementary Algebra	35	36
Plane Geometry	3	2

Tool/Study Aid	Frequency	
	Winter	Spring
Textbook(s) provided by the MARC	68	70
Calculator(s) borrowed from the MARC	41	35
Calculator(s) rented from the MARC	13	14
Videos, CDs, DVDs provided by the MARC	14	8
Computers and/or software provided by the MARC	37	22
Worksheets provided by the MARC	35	28

Promoting Student Success for EOPS, CARE, CalWorks Students

Goal: EOPS will provide tutorial services to students in need of basic skills tutoring

Outcome: As a result of a student receiving 20+ hours of EOPS tutorial services the student will have an increased likelihood to succeed in the course being tutored

Type	Measurement	Tool	Participants	Assessor	Criteria
AUO	Success		Students receiving tutoring receiving 20+ hours of EOPS Tutorial Services		70% will succeed in the course being tutored

Data: 80% of students who received 20+ hours of EOPS tutoring passed the course being tutored.

Action: To survey all students & identify the strengths & weaknesses of the tutoring services.

Outcome: A student participating in counseling services will have a high level of confidence concerning academic achievement, the EOPS requirements, dates and deadline requirements, and course selection for next semester

Type	Measurement	Tool	Participants	Assessor	Criteria
SLO	Confidence	Survey	Students participating in EOPS counseling		75% will report a level of confidence of 4+ on a scale from 1-5 on the following topics: academic achievement (items 5 and 6) , EOPS requirements (items 7, 8, and 9), dates and deadlines requirements (items 1 and 2), and course selection for next semester (items 3 and 4)

Data: 96% positive rating was achieved.

Action: To explore the possibility of increasing the number of qualitative items or construct scenarios to test knowledge gained from the appointment.



Promoting Student Success

To: Irene Herrera

From: Daniel Lamoree, Educational Research Assessment Analyst and Nancy Aguirre, M.A.,
Project Coordinator, Research & Institutional Effectiveness Office

Date: June, 15th 2010

When you are referring to the data from this report, please remember to acknowledge that it was done through the department of Research and Institutional Effectiveness. The following report is only possible through the assistance provided by the EOPS department and specifically, Irene Herrera.

Abstract

The Extended Opportunity Programs & Services (EOPS) department used Basic Skills Initiative (BSI) funds to support one adjunct counselor. The counselor helped guide the EOPS students through the academic process by increasing the confidences of the students. Students receiving services from the counselor were asked to voluntarily complete a survey containing ten items. The survey contained four Student Learning Outcomes (SLOs); all SLOs attached to the survey surpassed the self imposed criteria of success by a large margin. Future research should aim squarely at identifying how this confidence translates to measurable student success.

Purpose

The purpose of this analysis was to examine how specialized tutorial services offered by the EOPS department yielded a high degree of success for the course the students were tutored in. The EOPS department also wanted to examine the degree to which students feel confident about four constructs: academic achievement, EOPS requirements, EOPS dates and deadlines, and course selection for the following semester.

Rationale for Study

The funding for the EOPS department was drastically cut this academic year. As a result, roughly 30% of their budget was lost and consequently, 300 students were underserved. Many EOPS students assess into one or more basic skills courses rendering them Basic Skills students. Historically, EOPS students have had lower success, retention, and persistence rates than their peers as they struggle with a variety of financial and academic issues. As such, the goal of this project was to provide academic counseling and tutorial services to this student population. To achieve the goal of this project, EOPS hired an adjunct counselor and tutor. These two positions facilitated the success, retention, and persistence of students by providing specialized counseling services and classroom instruction, such as Single Parent Academy, College Success Strategies, Learning Styles, Study Skills, Test Taking Strategies, and Reading Comprehension.

According to previous research, a 2007-2008 pilot program entitled, *Promote Academic Students Success (PASS)*, showed increased success, retention, and persistence of participating students enrolled in Basic Skills courses, such as AmlA, LERN, English, and Math. Additionally, *PASS* participants on academic probation had higher GPAs between Spring 2008 and Fall 2008 compared to students of good academic standing and not participating in *PASS*. The funds for

this project directly mimicked the pilot program in an attempt to increase the success, retention, and persistence of this student population.

Method

Participants

The survey was administered to students at Mt. San Antonio College that had scheduled an appointment with the adjunct counselor supported by this project. A total of 144 students participated. Ethnicity, cultural background, gender, and age were not collected.

Design

This research is a non-experimental, cross-sectional design. No random assignment was used and no control group was used. All able and willing students participated.

Measures

A paper survey was designed and developed by the joint efforts of Irene Herrera and the office of Research and Institutional Effectiveness¹. The survey was administered in English. The survey included ten items on a 5-point Likert scale with 1 being *Strongly Disagree* and 5 *Strongly Agree*; each item was framed as a statement concerning the degree of confidence the participant felt. Four constructs were embedded within the survey which similarly constituted four SLOs. Specific survey items were aggregated to measure each construct; they are as follows: Academic Achievement (items 5 and 6), EOPS Requirements (items 7,8, 9, and 10), EOPS Dates and Deadlines (items 1 and 2), and Course Selection (items 3 and 4). The goal of the project was that all SLOs would be met with 75% or more participants responding to the aggregated questions with a rating of *Agree* or better.

¹ See Appendix A for survey instrument

The first item on the survey was a member of the EOPS Dates and Deadlines SLO and stated that the participant would be able to schedule an appointment with their respective counseling contact based on the deadlines and dates established by the EOPS department. Likewise, the second item stated that the participant would be able to submit a progress report to the EOPS department within the specified timeframe; this was the second and final item constituting the aforementioned SLO. The third item on the survey stated that the participant knew what a prerequisite class was while the fourth item on the survey stated that they knew how to use their educational plan developed with their counselor to enroll in classes next semester. Sequentially, items 5 and 6 stated that they were able to achieve their educational objectives because of the support they had that semester and that were able to effectively register for classes using the benefit of priority registration. The eighth item stated they could identify what they needed in order to maintain their eligibility for the EOPS Book Service. The ninth and tenth item stated, respectively, that the participant could contact an EOPS counselor or support staff when they needed and that could speak with an EOPS counselor regarding.

Procedure

The survey was administered from May 3rd, 2010 to June 11th, 2010. Students having received services from the adjunct EOPS counselor were immediately asked to complete the survey following the appointment; participation was voluntary. The survey took a short period of time to complete, roughly 5 minutes. Participants completed the survey within the Student Services building (9B).

Results

Overall, participants had exceptionally positive ratings of each item in the survey as seen in Figure 1². Exceedingly few people rated survey items as *Neutral*, *Disagree*, or *Strongly Disagree* while the vast majority of participants responded with *Strongly Agree* followed by *Agree*. A staggering

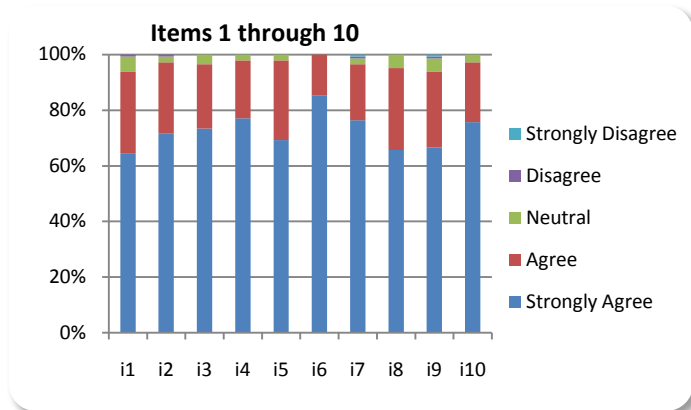


Figure 1

combined 94%, with 65% selecting *Strongly Agree*, felt confident they could schedule appointments based on the dates and deadlines established by the EOPS department. Similarly, participants felt they could submit a progress report to the EOPS department within the specified timeframe as established by the EOPS department; 97% of participants responded with *Agree* or better. These two survey items constituted the EOPS Dates and Deadlines SLO and in aggregate yielded 96% thereby exceeding the self-imposed criteria of success for this SLO.

Item 3 yielded a result of 97% *Agree* or better and Item 4 had a response of 98% *Agree* or better; the majority of respondents chose the *Strongly Agree* response item. Clearly, participants feel confident they can use an educational plan to enroll for the following semester and they understand what a prerequisite course is which comprises the Course Selection SLO. The aggregate of these two survey items was 97%; the SLO was easily achieved.

² See Appendix B for individual item data

Again, as above, responses to items 5 and 6 were overwhelmingly positive. Nearly all respondents had exceptionally high confidence that they could achieve their educational objectives because of the support they received from the EOPS department; 98% selected *Agree* or better with *Strongly Agree* being selected 69% of the time. All participants believed they could effectively register for classes given EOPS priority registration. The aggregate of items 5 and 6 yielded a 99% rate of *Agree* or better; just over 75% of respondents selected *Strongly Agree*. Given a 99% success rate, the Academic Achievement SLO was met.

The last and final SLO was comprised of survey items 7, 8, 9, and 10. As before, each survey item was positive with participants selecting *Agree* or better at 97%, 95%, 94%, and 97%, respectively. Most selections were mostly composed of *Strongly Agree* responses. Thus, participants felt confident they could schedule an appointment with their EOPS counselor, identify the requirements needed to maintain eligibility for the EOPS book service, contact EOPS counselors or support staff, and speak with their counselor regarding personal, academic, or career support. In

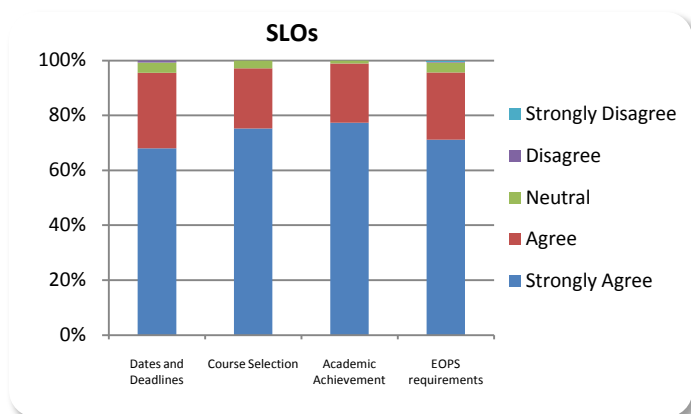


Figure 2

aggregate, these four items had a 96% positive rating; the SLO was achieved. Graphical data for the SLOs can be seen in Figure 2.

Discussion

As evidenced by the responses on the survey, the adjunct counseling was supremely effective by instilling confidence within a specific population with many academic and financial

barriers. The self-imposed criteria of success of 75% for each SLO was easily met. With that said, future research needs to dig deeper into how these constructs specifically contribute to student success; essentially, *how* are these constructs influencing the students receiving services.

Limitations

The survey did not address knowledge but instead, confidence which may not be a good predictor of actual demonstrable behavior. A significant limitation to this research was that all the constructs measured confidence and the survey was administered immediately following a counseling appointment; confidence is naturally highest at this point. However, there is no means to assess the confidence of the participant following an extended duration. It would be helpful to know if confidence levels remain over a long period of time.

Recommendations

- Increase the number of qualitative items or construct scenarios to test knowledge gained from the appointment.

EOPS Inventory

This survey is available in alternate formats upon request. Please contact DSP&S at (909) 594-5611, x4290 and mention the title of this survey

Directions: Carefully bubble your answers like this ● **NOT** like these ~~○~~ ~~○~~ ~~○~~

#	I am confident I can . . .	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	schedule my Counseling Contact based on EOPS' Dates and Deadlines	○	○	○	○	○
2	submit a Progress Report to EOPS during the specified timeframe each semester	○	○	○	○	○
3	understand what a "prerequisite" class is after working with my EOPS Counselor on my educational plan	○	○	○	○	○
4	use the educational plan developed with my EOPS Counselor to enroll in the classes I need next semester	○	○	○	○	○
5	achieve my educational objective(s) because of the support I receive from EOPS	○	○	○	○	○
6	effectively register for classes each semester because of my EOPS priority registration	○	○	○	○	○
7	schedule an appointment with my EOPS Counselor	○	○	○	○	○
8	identify the needed in order to maintain my eligibility for the EOPS Book Service	○	○	○	○	○
9	contact the EOPS Counselors or support staff when I need them	○	○	○	○	○
10	speak with my EOPS Counselor regarding personal, academic, or career support	○	○	○	○	○

1) I am confident I can schedule my Counseling Contact based on EOPS' Dates and Deadlines

	Frequency	Percent	Cumulative Percent
Strongly Agree	93	64.6	64.6
Agree	42	29.2	93.8
Neutral	8	5.6	99.3
Disagree	1	.7	100.0
Total	144	100.0	

2) I am confident I can submit a Progress Report to EOPS during the specified timeframe each semester

	Frequency	Percent	Cumulative Percent
Strongly Agree	103	71.5	71.5
Agree	37	25.7	97.2
Neutral	3	2.1	99.3
Disagree	1	.7	100.0
Total	144	100.0	

3) I am confident I can understand what a "prerequisite" class is after working with my EOPS Counselor on my educational plan

	Frequency	Percent	Cumulative Percent
Strongly Agree	105	72.9	73.4
Agree	33	22.9	96.5
Neutral	5	3.5	100.0
Total	143	99.3	

4) I am confident I can use the educational plan developed with my EOPS Counselor to enroll in the classes I need next semester

	Frequency	Percent	Cumulative Percent
Strongly Agree	111	77.1	77.1
Agree	30	20.8	97.9
Neutral	3	2.1	100.0
Total	144	100.0	

5) I am confident I can achieve my educational objective(s) because of the support I receive from EOPS

	Frequency	Percent	Cumulative Percent
Strongly Agree	99	68.8	69.2
Agree	41	28.5	97.9
Neutral	3	2.1	100.0
Total	143	99.3	

6) I am confident I can effectively register for classes each semester because of my EOPS priority registration

	Frequency	Percent	Cumulative Percent
Strongly Agree	123	85.4	85.4
Agree	21	14.6	100.0
Total	144	100.0	

7) I am confident I can schedule an appointment with my EOPS Counselor

	Frequency	Percent	Cumulative Percent
Strongly Agree	110	76.4	76.4
Agree	29	20.1	96.5
Neutral	3	2.1	98.6
Disagree	1	.7	99.3
Strongly Disagree	1	.7	100.0
Total	144	100.0	

8) I am confident I can identify the needed in order to maintain my eligibility for the EOPS Book Service

	Frequency	Percent	Cumulative Percent
Strongly Agree	94	65.3	65.7
Agree	42	29.2	95.1
Neutral	7	4.9	100.0
Total	143	99.3	

9) I am confident I can contact the EOPS Counselors or support staff when I need them

	Frequency	Percent	Cumulative Percent
Strongly Agree	96	66.7	66.7
Agree	39	27.1	93.8
Neutral	7	4.9	98.6
Disagree	1	.7	99.3
Strongly Disagree	1	.7	100.0
Total	144	100.0	

10) I am confident I can speak with my EOPS Counselor regarding personal, academic, or career support

	Frequency	Percent	Cumulative Percent
Strongly Agree	109	75.7	75.7
Agree	31	21.5	97.2
Neutral	4	2.8	100.0
Total	144	100.0	

Dates and Deadlines

	Frequency	Percent	Cumulative Percent
Strongly Agree	196	68.1	68.1
Agree	79	27.4	95.5
Neutral	11	3.8	99.3
Disagree	2	.7	100.0
Total	288	100.0	

Course Selection

	Frequency	Percent	Cumulative Percent
Strongly Agree	216	75.26	75.3
Agree	63	21.95	97.2
Neutral	8	2.79	100.0
Total	287	100.0	

Academic Achievement

	Frequency	Percent	Cumulative Percent
Strongly Agree	222	77.4	77.4
Agree	62	21.6	99.0
Neutral	3	1.0	100.0
Total	287	100.0	

EOPS Requirements

	Frequency	Percent	Cumulative Percent
Strongly Agree	409	71.1	71.1
Agree	141	24.5	95.7
Neutral	21	3.7	99.3
Disagree	2	.3	99.7
Strongly Disagree	2	.3	100.0
Total	575	100.0	

Re-launching of the Teaching and Learning Center

Goal: Provide enhanced professional development opportunities through the relaunching of the Teaching & Learning Center (TLC)

This goal is in keeping with the effective practice, "Staff development programs are structured and appropriately supported to sustain them as ongoing efforts related to institutional goals for the improvement of teaching and learning" (C.3).

Outcome: To support/conduct faculty inquiry groups (FIGs) through the TLC.

Type	Measurement	Tool	Participants	Assessor	Criteria
SA	Satisfaction	Survey	Three FIGs	TLC Director	Two continuing FIGs (Biology and LERN - Math) and one new FIG (Chemistry) will be funded.

Data: The three identified FIGs were funded.

Action:

Outcome: As a result of attending a TLC workshop, dialogue, or mini-conference, attendees will be satisfied with the experience.

Type	Measurement	Tool	Participants	Assessor	Criteria
SLO	Satisfaction	Survey	Attendees of TLC workshops	TLC Director	70% will indicate satisfaction with the workshop, dialogue, or mini-conference, by an aggregate rating of Agree or better on items 1 through 9 on the survey. Additionally, 30% or less will indicate a rating of Neutral or worse on items 1 through 9 of the survey.

Data: 81% of attendees at the TLC workshop, 100% of the attendees at the mini-conference, and 87% of the participants at the dialogue expressed that they were satisfied with the experience. Thus, the SLO goal that 70% of participants will indicate satisfaction with the workshop by an aggregated rating of "agree" or better was achieved.

Action: The data indicates that the efforts that went into the planning, organization, and implementation of these three activities (workshop, dialogue, and mini-conference) were highly successful. With such overwhelmingly positive results, it is assumed future venues of the same type will garner the similar results; this outcome is closed off until given reason to re-evaluate the experiences offered by the TLC.

Outcome: As a result of attending a TLC workshop, dialogue, or mini-conference, attendees will indicate they plan to apply the knowledge gained from the workshop into the classroom

Type	Measurement	Tool	Participants	Assessor	Criteria
SLO	Knowledge	Survey	Attendees of the workshop	TLC Director	80% will indicate a rating of Agree or better on item 10 of the survey.

Data: 78% of attendees at the TLC workshop, 100% of the attendees at the mini-conference, and 100% of the participants at the dialogue expressed that they planned to apply the knowledge gained from these activities. Thus, the SLO goal that 70% of participants plan to apply the knowledge gained from these activities by an aggregated rating of “agree” or better was achieved.

Action: The data indicates that the selection of topics for these three activities (workshop, dialogue, and mini-conference) was appropriate as the majority of participants who completed the survey expressed plans to implement the knowledge they had gained. Thus, the coordinator will continue to offer workshops, dialogues, and mini-conferences on different topics as the data indicates that this model is well received by faculty. It is necessary to note that for future research, the survey should examine the question of knowledge acquisition and application in greater detail. While respondents said they planned to apply the knowledge gained from the experience, future research should delve deeper into how they plan on implementing the knowledge gained from the experience. Furthermore, the question of what they plan to implement can be expanded upon so as to capture the specific strategies learned from the experience.

Outcome: As a result of participating in a faculty mentor pair, the mentee will be satisfied with the experience

Type	Measurement	Tool	Participants	Assessor	Criteria
SLO	Satisfaction	Survey	Four faculty mentor pairs	TLC Director	75% will indicate satisfaction with the experience by a rating of Agree or better on item 5 on the survey.

Data: 100% of participants indicated satisfaction with the mentor/mentee experience. Thus, the SLO goal that 75% of participants will indicate satisfaction with the workshop by an aggregated rating of “agree” or better was achieved.

Action: The TLC coordinator will continue to facilitate the mentor/mentee relationship by pairing interested faculty members. Given the high marks given to this activity, the TLC coordinator plans to expand this activity to additional faculty members.



Re-Launching of the TLC

To: Maya Alvarez-Galvan and Terri Long
From: Nancy Aguirre, M. A., Project Coordinator and Dan Lamoree, B.A/B.S., Educational Research Assessment Analyst, Research & Institutional Effectiveness Office
Date: June 9, 2010

When you are referring to the data from this report, please remember to acknowledge that it was done through the Basic Skills Initiative funding with the help of the Research and Institutional Effectiveness team and that results of this report could not be possible without the assistance of The Teaching and Learning Center.

Abstract

Primarily, the TLC provides enhanced professional development opportunities for faculty in the form of workshops, mentoring, campus dialogues, and Faculty Inquiry Groups (FIGs). The goal of these workshops is to impart effective, practical, and applicable teaching as well as learning strategies faculty members can implement in Basic Skills courses. One workshop was offered by the TLC to facilitate this acquisition of knowledge: *Using "e-Applications" to Enhance Your Teaching Strategies*. In addition a mini-conference titled, *Spotlight on Best Teaching & Learning Practices* was organized to highlight the effective practices at Mt. SAC. Three campus dialogues titled *Exploring Basic Skills Effective Practices*, *Professional Development at Mt. SAC*, and *Using Facebook to Communicate with Students* were conducted with the aim of increasing interdepartmental dialogue and increasing awareness and knowledge of Basic Skills students. Four faculty mentor pairs were also identified and funded with the intent of increasing the use of technological implementations aimed at increasing Basic Skills student success. In addition, three Faculty Inquiry Groups (FIGs) were funded; two were carried over from previous academic years while one was created spring 2010. The workshops, dialogue, and mentor pairs were rated as overwhelmingly positive by participants.

Purpose

The return of the TLC in spring 2010 requires investigation into the degree to which it is serving its intended population by evaluating the variety of activities offered; they were evaluated on their ability to disseminate effective teaching and learning strategies for Basic Skills students. It is the goal of this research to first establish a baseline of success among all the activities hosted by the TLC and identify areas of improvement or expansion of services.

Rationale for Study

The TLC was temporarily suspended in fall 2009 due to a lack of Basic Skills Initiative funding but was then reopened in spring 2010. By the end of spring 2010, the TLC had conducted one workshop, three campus dialogues as well as one mini-conference. The workshop, entitled *Using "e-Applications" to Enhance Your Teaching Strategies* and the mini-conference entitled *Spotlight on Best Teaching & Learning Practices* were held on April 16th, 2010 and May 7th, 2010, respectively. The campus dialogues were held throughout the semester. *Exploring Basic Skills Effective Practices* took place on April 29, 2010. *Professional Development at Mt. SAC* was held on April 21, 2010 and June 2, 2010. *Using Facebook to Communicate with Students* took place on June 4, 2010. As such, the need to evaluate these activities was paramount to establish a baseline for future comparative analysis where possible improvements would be made to the format, content, topics, or presenters.

Additionally, four faculty mentor pairs were established; one faculty member educated another on emerging technology to benefit Basic Skills students. The four technologies were: Second Life, Voicethread, Wiki, and i-clickers. Again, the need to assess the mentoring relationship by both parties is important in establishing the effectiveness of the information dissemination technique. Lastly, two Faculty Inquiry Groups (FIGs) were funded as carryover

projects from the previous academic year and one new FIG consisting of faculty members from the chemistry department was awarded funds through the Basic Skills Initiative. FIGs provide faculty the means to explore a question pertaining to their students' learning and ability to succeed.

Method

Participants

Participants of each event consisted primarily of faculty members but also included staff members from a variety of departments across campus.

Design

This study is a non-experimental, cross-sectional design. All able and willing people participated.

Measures

Workshops and Mini-Conference. The surveys for the *Using "e-Applications" to Enhance Your Teaching Strategies* and *Spotlight on Best Teaching and Learning Practices* workshops consisted of 10 Likert Scale questions, which were on a 5-point scale¹. The scale ranged from strongly disagree (1) to strongly agree (5) with a neutral midpoint (3). The former workshop had two presenters each presenting for roughly two hours and thirty minutes. The *Spotlight on Best Teaching and Learning Practices* consisted of five presentations; each were 45 minutes long.

The two constructs measured were the satisfaction and knowledge gained from the service provided. These two constructs constituted the Student Learning Outcomes (SLOs) attached to the project. The satisfaction construct was measured by aggregating survey items

¹ See Appendix A and B for survey instruments

one through nine while the knowledge construct was measured by a standalone survey item: item ten. The former outcome has a self-imposed criteria of success. Seventy percent of participants were expected to respond with a rating of "agree" or better while the latter outcome has a criteria of success where 80% of participants were expected to respond with a rating of "agree" or better.

Dialogue. Three dialogues were carried out in spring: *Exploring Basic Skills Effective Practices, Professional Development at Mt. SAC, and Using Facebook to Communicate with Students*. Only the participants in the *Exploring Basic Skills Effective Practices* workshop filled out a survey, which measured their satisfaction and knowledge gained with the service; the surveys consisted of eleven, 5-point Likert scale questions². The scale ranged from strongly disagree (1) to strongly agree (5) with a neutral midpoint (3).

The assessment tool for the dialogue, *Exploring Basic Skills Effective Practices*, used the same questions as the workshop, *Using "e-Applications" to Enhance Your Teaching Strategies*, with one notable exception; an additional question directly targeting the content of the dialogue was added which states, "I now have a better understanding of effective practices for Basic Skills students." The two constructs measured were the satisfaction and knowledge gained from the service provided. As before, these two constructs constituted the Student Learning Outcomes (SLOs) attached to the project. The satisfaction construct was measured by aggregating survey items one through ten while the knowledge construct was measured by a standalone survey item: item eleven. The former outcome has a 70% self-imposed criteria of success of participants responding with a rating of "agree" or better while the latter outcome has a criteria of success of 80% of participants responding with a rating of "agree" or better.

² See Appendix C for survey instrument

Faculty mentor pairs. Four faculty mentor pairs were identified and funded for the spring 2010 term; each pair focused on a different technological strategy to best aid basic skills students - Second Life, Voicethread, Wiki, and i-clickers. The four faculty mentor pairs were assessed on their satisfaction with the mentoring relationship³. This was the sole SLO born out of this project. Survey item five was used to measure this satisfaction construct. The survey consisted of four 5-point Likert Scale questions. The scale ranged from strongly disagree (1) to strongly agree (5) with a neutral midpoint (3).

Procedure

The attendees at *Exploring Basic Skills Effective Practices* dialogue, and the *Spotlight on Best Teaching and Learning Practices* mini-conference completed an evaluation survey at the end of the event; mentor pairs were administered a survey at the end of the spring 2010 academic term. It took respondents approximately 5 minutes to complete the surveys and was administered by the Coordinator of the TLC in Building 61.

Results

The SLO's for this project, as a whole, had very positive results, which are highlighted in Figure 1 below and are further described in detail. All of the SLO's were met with the exception of one. This unmet SLO examined whether attendees of the *Using "e-Applications" to Enhance Your Teaching Strategies* workshop will be able to utilize the information presented. This objective was barely missed by 2%.

³ See Appendix D for survey instrument

Student Learning Outcomes for the Teaching and Learning Center

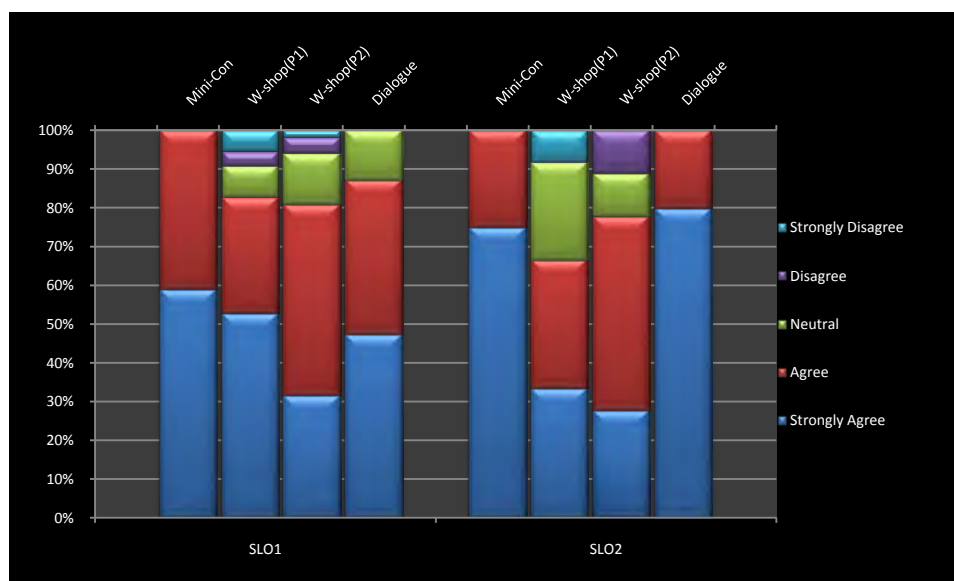


Figure 1

Workshop: Using "e-Applications" to Enhance Your Teaching Strategies

This workshop was divided into two separate sections, which were conducted by two different individuals. For Presenter 1, the results for the Likert scale items were predominantly positive. However, there were a few exceptions to this finding. An overwhelming percentage of participants found the workshop to be thought-provoking; this was true for both Presenter 1 (88%) and Presenter 2 (100%). Participants also felt that the workshop was clear and easy to follow (83% for Presenter 1; 88% for Presenter 2). The breadth and depth of content was fairly sufficient enough. Generally speaking, participants “agreed” with each item more so than they “strongly agreed.” Although most of the ratings were positive, the “strongly agree” category was not the most frequent response. Additionally, those who attended the workshop had favorable responses regarding the two Student Learning Outcomes (SLO). The first SLO examines the satisfaction of the workshop and is the aggregate

of the first nine items on the assessment. The goal is that 70% will indicate satisfaction with the workshop by an aggregated rating of “agree” or better. The second SLO seeks to assess whether the attendees will be able to use the information presented. The objective for the second SLO is that 80% will indicate a rating of “agree” or better. Both were positively rated by the participants. The first SLO was met for both presenters; neither met the second SLO target of 80% since Presenter 1 yielded a percentage of 67%, and Presenter 2 received a percentage of 78%.

Regarding the open-ended comments, eighteen individuals provided a response to the qualitative question for Presenter 1, and ten did so for Presenter 2. The following is an aggregate of all of the comments that were provided. A grand total of eight individuals felt like they might implement these tools while seven stated that they definitely would⁴. Five attendees did not provide a relevant answer since they simply used the opportunity to praise the workshop. Two attendees felt qualms about security and privacy settings on Facebook and other social networking sites. Two individuals mentioned that the wireless connection was unacceptable. One person would like to know more about social networking in their classes, and another comment was made they would have liked a bit more specific detail on how to apply the information. This appears to be more work for the instructor and less work for the student. Two participants indicated that they are not sure how they will implement these techniques. Another participant felt confused with the material and lost with some of the concepts. One of the presenters need to refrain from using vocal fillers such as “uhm” and “uhh”. One of the comments that was made stated that this looks more like a group effort than something that individuals would do. Lastly, one person mentioned that he or she was unable

⁴ See Appendix H for individual comment data

to provide a response to this question.

Mini-Conference: Spotlight on Best Teaching & Learning Strategies

There was no neutral or negative feedback in relation to the survey Likert scale items⁵. Participants either “strongly agreed” or “agreed” with the presented items. Participants felt that the information provided was clear and easy to follow. In addition, the breadth and depth of content presented was sufficient. The presenters were thought-provoking. Additionally, those who attended the workshop had favorable responses regarding two Student Learning Outcomes. The first SLO was the aggregate of the first nine items on the assessment, which examined satisfaction. The second SLO was measured exclusively by Item 10, which looked at the possible application of the workshop concepts. Both were positively rated by the participants. The goal, for the first SLO, was that 70% would rate the items as “agree” or better, and 80% would state that they would be implementing the workshop concepts. Both of these objectives were met since 100% of attendees marked these items as “agree” or better.

Based on the open-ended comments at the end of the survey, many instructors wanted to explore the presented applications a bit more⁶. Four instructors mentioned that they found Second Life interesting and that they plan on examining this tool. One of these four instructors stated they possess some uncertainty on how to access Second Life and how to implement it for their students. Three individuals stated that they find practicality in Voicethread and will probably use it in their classrooms. One person said that they would definitely use Facebook to communicate with students in their class. Two individuals plan on using the i-clicker, and three people liked Wiki. One of the three individuals who commented on Wiki asserted that a workshop on Wiki would be useful for instructors. Other comments suggested that the

⁵ See Appendix F & H comment data for Presenter 1 and Presenter 2

⁶ See Appendix J for individual comment data

workshop was very helpful and that it presented many beneficial strategies. One instructor felt that all of the techniques and tools presented in the workshop were great. This person stated that they plan on reviewing each one and will implement various ones in their classroom.

Dialogue: Exploring Basic Skills Effective Practices

None of the Likert Scale items received negative ratings. The majority of these items were rated only as “strongly agree” or “agree”⁷. Insofar as the effectiveness of this particular dialogue, 80% provided a score of “agree” or better for this first SLO. In terms of the second SLO, 80% “strongly agreed”, and 20% “agreed.” This SLO examined whether they would be able to use the information presented in the workshop. The first SLO was measured by Questions 1-10, and Question 11 was used for the second SLO. Both of the SLO’s were met since the outcome for the first one was 87% (target of 70%), and the second one received an outcome of 100% (target of 80%). Thus, all attendees felt that there is practicality and solid, future application of these dialogue principles.

In terms of the comments that were provided in the survey, the question asked attendees how they would implement the information they acquired⁹. Only three attendees responded, but they did not properly address the question. None of them discussed implementation. Instead, they provided praise for the workshop.

Faculty Mentor Pairs

The first item of the faculty mentor pair survey asked the amount of time each respondent had spent with their mentor or mentee. Of the eight respondents, five stated that they worked with their mentor or mentee five to seven hours while two participants responded they worked three to four hours and another individual said eight to ten hours. All the

⁷ See Appendix K for individual item data

⁹ See Appendix M for individual item data

participants responded they would recommend participation in faculty mentor pairs to other colleagues; seven "strongly agree" and one "agreed." The criterion for success was that 75% would indicate satisfaction with the experience by a rating of "agree" or "strongly agree" on Item 5 on the survey. As in the previous item, all participants "agreed" or "strongly agreed"; thus, this SLO was successfully met.

Three qualitative questions were asked of the participants⁸. The first asked the strategy that the pairs focused on. Of the eight respondents, only five identified a type of technology (Second Life, Voicethread, I-clickers) while three provided feedback as to the learning style(s) used. The second asked what was the most valuable aspect of the mentoring relationship. A few respondents (3) believed building a relationship with another faculty member on campus was the most valuable aspect of the mentoring pair. Three individuals also believed the mentoring style of learning was most valuable, and two believed non-categorical aspects were most valuable - communication and learning each other's working styles. Finally, the last question asked what could have made the relationship more worthwhile. Three stated they thought nothing could be done to make the relationship better while four believed they needed more time; two respondents gave non-categorical responses. One person listed two ways in which the relationship could have been improved upon, which is why the aggregate number of responses for this item is equal to nine.

Discussion

For Using "e-Applications" to enhance your Teaching Strategies, the Student Learning Outcomes were partially met. Only the first outcome was met for the presenters. The two SLO's for *Spotlight on Best Teaching & Learning Strategies* as well as *Exploring Basic Skills*

⁹ See Appendix N for individual comment data

Effective Practices were met. The Faculty Mentor Pairs SLO was also successfully met. Many SLO's attributed to TLC-funded activities were successfully achieved; those not achieved fell just shy of the self-imposed benchmark of success. Overwhelmingly, participants are satisfied with these activities as demonstrated by the positive responses to the survey items. However, future research should concentrate on the internalization of information learned and the application of such in addition to collecting information about satisfaction.

Limitations

It could be helpful to include slightly fewer questions on attendee satisfaction. To measure the satisfaction SLO, there is one survey item for the faculty mentor pairs, nine for the workshops and ten for the dialogue; it would be better to reduce the number of survey items pertaining to the satisfaction SLO for the workshops and dialogue while increasing the number of the types of questions for the faculty mentor pairs. The first of the qualitative questions asked what strategy the pairs focused on. The ambiguity of the question misled some participants to give feedback as to the types of learning styles used instead of the type of technology the pair was concentrating on; only three participants responded with a type of technology. For the activities measuring the implementation SLO – workshops and dialogue – the number of survey items should be expanded. Multiple survey items allow the construct to be examined through multiple lenses. Additionally, only one qualitative survey item asked the attendees how they plan on implementing what they learned. Most individuals did not discuss *how* they plan to implement the strategy; they merely described which strategy they would use or would praise the activity. The question of *how* these strategies will be implemented needs to be made more salient.

Recommendations

- Increase the number of qualitative questions concerning how participants plan on utilizing the information gained at the TLC-funded event:
 - *What* is the technology they plan to implement?
 - *How* do they plan on implementing it?
 - What *benefits* (e.g., student engagement, bonding, etc.) of implementing the technology in their classroom(s) do they foresee?
 - What *barriers* to successfully implementing the technology in their classroom(s) do they expect?
- Concerning the qualitative questions, it would be beneficial to bring attention to the key words by writing them in bold and using a larger font than the rest of the question. The goal of this is to obtain more relevant feedback to the qualitative questions rather than having participants gloss over the question and instead provide general comments about the workshop.



Using “e-Applications” to Enhance your Teaching Strategies

This survey is available in alternate formats upon request. Please contact DSP&S at (909) 594-5611, x4290 and mention the title of this survey

Directions: Carefully bubble your answers like this



NOT like these



#		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	The information provided was clear and easy to follow	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	The breadth of content presented at the workshop was sufficient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	The depth of content presented at the workshop was sufficient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	The presenter provided useful examples	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	The presenter was thought-provoking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	The presenter was well prepared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	The presenter enhanced the presentation with media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	The presentation exposed me to new content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	The location was adequate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	I can use the information presented in the workshop in my classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please describe how you plan on implementing something learned from the workshop in the classroom:



Exploring Effective Basic Skills Practices

This survey is available in alternate formats upon request. Please contact DSP&S at (909) 594-5611, x4290 and mention the title of this survey

Directions: Carefully bubble your answers like this **NOT** like these

#		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	The information provided was clear and easy to follow	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	The breadth of content presented at the workshop was sufficient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	The depth of content presented at the workshop was sufficient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	The presenter provided useful examples	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	The presenter was thought-provoking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	The presenter was well prepared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	The handouts the presenter provided were useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	The presentation exposed me to new content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	The location was adequate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	I now have a better understanding of effective practices for Basic Skills students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	I can use the information presented in the workshop in my classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please describe how you plan on implementing something learned from the workshop in the classroom:



Faculty Mentor Pair Survey

This survey is available in alternate formats upon request. Please contact DSP&S at (909) 594-5611, x4290 and mention the title of this survey.

Directions: *Carefully bubble* your answers like this ● **NOT** like these

#		1-2	3-4	5-7	8-10	11+
1	How many hours did you spend with your mentor/mentee?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#	Indicate your level of agreement to the following questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2	The mentor relationship met my expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	The mentor relationship met my needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	I would recommend participation in a faculty mentor pair to other faculty members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	I am satisfied with my mentoring experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6	What teaching strategy did you focus on?
7	What was the most valuable aspect of this relationship?
8	What could have been done differently to make the relationship more worthwhile?

1) The information provided was clear and easy to follow

	Frequency	Percent	Cumulative Percent
Strongly Agree	12	50.0	50.0
Agree	8	33.3	83.3
Neutral	3	12.5	95.8
Strongly Disagree	1	4.2	100.0
Total	24	100.0	

2) The breadth of content presented at the workshop was sufficient

	Frequency	Percent	Cumulative Percent
Strongly Agree	12	50.0	50.0
Agree	7	29.2	79.2
Neutral	2	8.3	87.5
Disagree	1	4.2	91.7
Strongly Disagree	2	8.3	100.0
Total	24	100.0	

3) The depth of content presented at the workshop was sufficient

	Frequency	Percent	Cumulative Percent
Strongly Agree	9	37.5	37.5
Agree	8	33.3	70.8
Neutral	4	16.7	87.5
Disagree	2	8.3	95.8
Strongly Disagree	1	4.2	100.0
Total	24	100.0	

4) The presenter provided useful examples

	Frequency	Percent	Cumulative Percent
Strongly Agree	14	58.3	58.3
Agree	6	25.0	83.3
Neutral	2	8.3	91.7
Disagree	1	4.2	95.8
Strongly Disagree	1	4.2	100.0
Total	24	100.0	

5) The presenter was thought-provoking

	Frequency	Percent	Cumulative Percent
Strongly Agree	13	54.2	54.2
Agree	8	33.3	87.5
Neutral	1	4.2	91.7
Disagree	1	4.2	95.8
Strongly Disagree	1	4.2	100.0
Total	24	100.0	

6) The presenter was well prepared

	Frequency	Percent	Cumulative Percent
Strongly Agree	14	58.3	58.3
Agree	6	25.0	83.3
Neutral	2	8.3	91.7
Disagree	1	4.2	95.8
Strongly Disagree	1	4.2	100.0
Total	24	100.0	

7) The presenter enhanced the presentation with media

	Frequency	Percent	Cumulative Percent
Strongly Agree	16	66.7	66.7
Agree	5	20.8	87.5
Neutral	1	4.2	91.7
Disagree	1	4.2	95.8
Strongly Disagree	1	4.2	100.0
Total	24	100.0	

8) The presentation exposed me to new content

	Frequency	Percent	Cumulative Percent
Strongly Agree	12	50.0	50.0
Agree	10	41.7	91.7
Neutral	1	4.2	95.8
Strongly Disagree	1	4.2	100.0
Total	24	100.0	

9) The location was adequate

	Frequency	Percent	Cumulative Percent
Strongly Agree	13	54.2	54.2
Agree	7	29.2	83.3
Neutral	2	8.3	91.7
Disagree	1	4.2	95.8
Strongly Disagree	1	4.2	100.0
Total	24	100.0	

10) I can use the information presented in the workshop in my classroom

	Frequency	Percent	Cumulative Percent
Strongly Agree	8	33.3	33.3
Agree	8	33.3	66.7
Neutral	6	25.0	91.7
Strongly Disagree	2	8.3	100.0
Total	24	100.0	

SLO1

	Frequency	Percent	Cumulative Percent
Strongly Agree	115	52.8	52.8
Agree	65	29.8	82.6
Neutral	18	8.3	90.8
Disagree	8	3.7	94.5
Strongly Disagree	12	5.5	100.0
Total	218	100.0	

SLO2

	Frequency	Percent	Cumulative Percent
Strongly Agree	8	33.3	33.3
Agree	8	33.3	66.7
Neutral	6	25.0	91.7
Strongly Disagree	2	8.3	100.0
Total	24	100.0	

Please describe how you plan on implementing something learned from the workshop in the classroom:	Definitely Implement	Maybe Implement	Security Concerns	Non-Implement Praise	Other
I <u>may</u> set up a facebook group for my classes. I feel like I know more about the privacy settings. Maya – I am interested in workshops that would educate students and faculty on setting up facebook accounts, privacy settings <u>AND</u> how to use facebook more thoughtfully – i.e., not posting drunk pictures or updates that could get them in trouble.	0	1	1	0	0
The part of connectivism (emotional & social) in the traditional way (classroom sharing, group work & presentation) is a quicker way for me to implement. I'll grow into the facebook one.	0	1	0	0	0
Security of social networks is very important. It seemed to be neglected in the presentation.	0	0	1	0	0
Very informative; excited to include info I've learned into my classes ☺ Thank you for the food!	1	0	0	1	0
I would like to learn more about using social networking in my classes.	0	0	0	0	1
This is something I need to think more about. I think as teachers, we ultimately want students to create works in their own. But I'm also concerned about their ability to do this w/out mastery of more basic skills.	0	1	0	0	0
Very communicative!	0	0	0	1	0
I like very much	0	0	0	1	0
Like to have flip videos in my class	0	1	0	0	0
I would have liked more specific details & information on how to apply the information. It appears to be more work for the instructor & less work for the student.	0	0	0	0	1
The wireless connection was unacceptable	0	0	0	0	1
I am definitely going to implement videos & discussion board	1	0	0	0	0
e-portfolios as an assessment tool	1	0	0	0	0
After 3 hours, I learned a bit about two tools – polleverywhere & Facebook. Polleverywhere might substitute for clickers, but I'm skeptical it's appropriate to use Facebook.	0	1	0	0	0
Need student workshops available. Have been thinking about using Facebook, but not committed. Faculty training is important, too!	0	1	0	0	0
N/A	0	0	0	0	1
Fantastic presentation! So glad I decided to come. I'll incorporate some of these ideas <u>now</u> , even before the semester is over.	1	0	0	0	0
Love it!	0	0	0	1	0
Totals	4	6	2	4	4

1) The information provided was clear and easy to follow

	Frequency	Percent	Cumulative Percent
Strongly Agree	6	33.3	33.3
Agree	10	55.6	88.9
Disagree	2	11.1	100.0
Total	18	100.0	

2) The breadth of content presented at the workshop was sufficient

	Frequency	Percent	Cumulative Percent
Strongly Agree	5	27.8	27.8
Agree	10	55.6	83.3
Neutral	2	11.1	94.4
Disagree	1	5.6	100.0
Total	18	100.0	

3) The depth of content presented at the workshop was sufficient

	Frequency	Percent	Cumulative Percent
Strongly Agree	5	27.8	27.8
Agree	10	55.6	83.3
Neutral	3	16.7	100.0
Total	18	100.0	

4) The presenter provided useful examples

	Frequency	Percent	Cumulative Percent
Strongly Agree	6	33.3	33.3
Agree	10	55.6	88.9
Neutral	2	11.1	100.0
Total	18	100.0	

5) The presenter was thought-provoking

	Frequency	Percent	Cumulative Percent
Strongly Agree	8	44.4	44.4
Agree	10	55.6	100.0
Total	18	100.0	

6) The presenter was well prepared

	Frequency	Percent	Cumulative Percent
Strongly Agree	5	27.8	27.8
Agree	12	66.7	94.4
Neutral	1	5.6	100.0
Total	18	100.0	

7) The presenter enhanced the presentation with media

	Frequency	Percent	Cumulative Percent
Strongly Agree	3	16.7	16.7
Agree	5	27.8	44.4
Neutral	6	33.3	77.8
Disagree	1	5.6	83.3
Strongly Disagree	3	16.7	100.0
Total	18	100.0	

8) The presentation exposed me to new content

	Frequency	Percent	Cumulative Percent
Strongly Agree	5	27.8	27.8
Agree	7	38.9	66.7
Neutral	6	33.3	100.0
Total	18	100.0	

9) The location was adequate

	Frequency	Percent	Cumulative Percent
Strongly Agree	10	55.6	55.6
Agree	7	38.9	94.4
Disagree	1	5.6	100.0
Total	18	100.0	

10) I can use the information presented in the workshop in my classroom

	Frequency	Percent	Cumulative Percent
Strongly Agree	5	27.8	27.8
Agree	9	50.0	77.8
Neutral	2	11.1	88.9
Disagree	2	11.1	100.0
Total	18	100.0	

SLO1

	Frequency	Percent	Cumulative Percent
Strongly Agree	53	31.5	31.5
Agree	83	49.4	81.0
Neutral	22	13.1	94.0
Disagree	7	4.2	98.2
Strongly Disagree	3	1.8	100.0
Total	168	100.0	

SLO2

	Frequency	Percent	Cumulative Percent
Strongly Agree	5	27.8	27.8
Agree	9	50.0	77.8
Neutral	2	11.1	88.9
Disagree	2	11.1	100.0
Total	18	100.0	

Please describe how you plan on implementing something learned from the workshop in the classroom:	Definitely Implement	Maybe Implement	Security Concerns	Non-Implement Praise	Other
I don't, but the explanation of how the FIG works might be of use later.	0	1	0	0	0
Yes, I am evaluating learning modules further	1	0	0	0	0
Facebook for students	1	0	0	0	0
? Don't know yet	0	0	0	0	1
Presenter didn't use teach/internet. Not needed for this. Not sure yet. Now just reflecting and thinking of a question / inquiry	0	0	0	0	1
Very stimulating!	0	0	0	1	0
Good question for inquiry developed by group. Will take it back to the department to generate interest and an inquiry	0	1	0	0	0
Better Wireless. I will try to use Facebook or a Social Network to communicate with students.	1	0	0	0	1
I was confused with this material; I felt lost with some of the concepts. Please let Brock know that he has a great voice <u>HOWEVER</u> he uses the vocal filler um & uh <u>A LOT</u> ; it's very distracting!	0	0	0	0	1
It looks more of a gp effort than what individuals would do.	0	0	0	0	1
Totals	3	2	0	1	5

1) The information provided was clear and easy to follow

	Frequency	Percent	Cumulative Percent
Strongly Agree	9	56.25%	56.25%
Agree	7	43.75%	100%
Total	16	100%	

2) The breadth of content presented was sufficient

	Frequency	Percent	Cumulative Percent
Strongly Agree	10	62.50%	62.50%
Agree	6	37.50%	100%
Total	16	100%	

3) The depth of content presented was sufficient

	Frequency	Percent	Cumulative Percent
Strongly Agree	10	62.50%	62.50%
Agree	6	37.50%	100%
Total	16	100%	

4) The presenters provided useful examples

	Frequency	Percent	Cumulative Percent
Strongly Agree	7	43.75%	43.75%
Agree	9	56.25%	100%
Total	16	100%	

5) The presenters were thought-provoking

	Frequency	Percent	Cumulative Percent
Strongly Agree	10	62.50%	62.50%
Agree	6	37.50%	100%
Total	16	100%	

6) The presenters were well prepared

	Frequency	Percent	Cumulative Percent
Strongly Agree	7	43.75%	43.75%
Agree	9	56.25%	100%
Total	16	100%	

7) The handouts the presenters provided were useful

	Frequency	Percent	Cumulative Percent
Strongly Agree	5	31.25%	31.25%
Agree	11	68.75%	100%
Total	16	100%	

8) The presentations exposed me to new content

	Frequency	Percent	Cumulative Percent
Strongly Agree	12	75.00%	75.00%
Agree	4	25.00%	100%
Total	16	100%	

9) The location was adequate

	Frequency	Percent	Cumulative Percent
Strongly Agree	15	93.75%	93.75%
Agree	1	6.25%	100%
Total	16	100%	

10) I can use the information presented in my classroom

	Frequency	Percent	Cumulative Percent
Strongly Agree	12	75.00%	75.00%
Agree	4	25.00%	100%
Total	16	100%	

70% will indicate satisfaction with the workshop by an aggregate rating of Agree or better on items 1 through 9 on the survey

	Frequency	Percent	Cumulative Percent
Strongly Agree	85	59.03%	59.03%
Agree	59	40.97%	100%
Total	144	100%	

80% will indicate a rating of Agree or better on item 10 of the survey

	Frequency	Percent	Cumulative Percent
Strongly Agree	12	75.00%	75.00%
Agree	4	25.00%	100%
Total	16	100%	

How do you plan on implementing what you learned from the workshop?	Second Life	Voicethread	Facebook	I-clicker	Wiki	Other	All
I'm going to explore Second Life more	1	0	0	0	0	0	0
I wasn't too sure about how I could access Second Life and how to implement Second Life for my class. I suspect it is a very powerful system that students would find exciting. It looks like a video game.	1	0	0	0	0	0	0
I like wiki, voicethread, and Second Life and I think that students could definitely benefit from all and any of these resources.	1	1	0	0	1	0	0
I plan to review each of the programs and implement various ones in my classes. Thanks so much!	0	0	0	0	0	0	1
I like to have another presentation for other professor	0	0	0	0	0	1	0
Facebook, iclicker, wiki, a definite	0	0	1	1	1	0	0
I especially liked the iclicker as a tool that will provide useful information	0	0	0	1	0	0	0
I really enjoyed the workshop	0	0	0	0	0	1	0
Voicethread seems like a good tool to use in my class. Thank you very much for setting up this workshop	0	1	0	0	0	0	0
I will implement the voicethread and try to explore more Second Life to see if my students can go to Europe and visit the Eiffel Tower!! ☺ Thank you for everything.	1	1	0	0	0	0	0
The wiki presentation may be the most applicable to my discipline. A workshop on wiki would be helpful.	0	0	0	0	1	0	0
Very interesting information. I certainly feel that there are new strategies that I can utilize in my classroom	0	0	0	0	0	1	0
Totals	4	3	1	2	3	3	1

1) The information provided was clear and easy to follow

	Frequency	Percent	Cumulative Percent
Strongly Agree	4	80.0	80.0
Agree	1	20.0	100.0
Total	5	100.0	

2) The breadth of content presented at the workshop was sufficient

	Frequency	Percent	Cumulative Percent
Strongly Agree	2	40.0	40.0
Agree	3	60.0	100.0
Total	5	100.0	

3) The depth of content presented at the workshop was sufficient

	Frequency	Percent	Cumulative Percent
Strongly Agree	2	40.0	40.0
Agree	2	40.0	80.0
Neutral	1	20.0	100.0
Total	5	100.0	

4) The presenter provided useful examples

	Frequency	Percent	Cumulative Percent
Strongly Agree	3	60.0	60.0
Agree	2	40.0	100.0
Total	5	100.0	

5) The presenter was thought-provoking

	Frequency	Percent	Cumulative Percent
Strongly Agree	3	60.0	60.0
Agree	2	40.0	100.0
Total	5	100.0	

6) The presenter was well prepared

	Frequency	Percent	Cumulative Percent
Strongly Agree	3	60.0	60.0
Agree	2	40.0	100.0
Total	5	100.0	

7) The handouts the presenter provided were useful

	Frequency	Percent	Cumulative Percent
Strongly Agree	3	60.0	60.0
Agree	2	40.0	100.0
Total	5	100.0	

8) The presentation exposed me to new content

	Frequency	Percent	Cumulative Percent
Strongly Agree	1	20.0	20.0
Agree	2	40.0	60.0
Neutral	2	40.0	100.0
Total	5	100.0	

9) The location was adequate

	Frequency	Percent	Cumulative Percent
Strongly Agree	2	40.0	40.0
Agree	2	40.0	80.0
Neutral	1	20.0	100.0
Total	5	100.0	

10) I now have a better understanding of effective practices for Basic Skills students

	Frequency	Percent	Cumulative Percent
Strongly Agree	2	40.0	40.0
Agree	2	40.0	80.0
Neutral	1	20.0	100.0
Total	5	100.0	

11) I can use the information presented in the workshop in my classroom

	Frequency	Percent	Cumulative Percent
Strongly Agree	1	20.0	20.0
Agree	2	40.0	60.0
Neutral	2	40.0	100.0
Total	5	100.0	

70% will indicate satisfaction with the workshop by an aggregate rating of Agree or better on items 1 through 10 on the survey

	Frequency	Percent	Cumulative Percent
Strongly Agree	26	47.3	47.3
Agree	22	40.0	87.3
Neutral	7	12.7	100.0
Total	55	100.0	

80% will indicate a rating of Agree or better on item 11 of the survey

	Frequency	Percent	Cumulative Percent
Strongly Agree	4	80.0	80.0
Agree	1	20.0	100.0
Total	5	100.0	

Please describe how you plan on implementing something learned from the workshop in the classroom:	Definitely Implement	Maybe Implement	Security Concerns	Non-Implement Praise	Other
Gather information on grants and fig	0	0	0	1	0
Having an occasion for dialogue is great. I hope there will be more dialogues with the great informality of discussion. Great hearing from others ideas.	0	0	0	1	0
The packet is very useful. Thanks!	0	0	0	1	0
Totals	0	0	0	3	0

1) How many hours did you spend with your mentor/mentee?

	Frequency	Percent	Cumulative Percent
8-10	1	12.5	12.5
5-7	5	62.5	75.0
3-4	2	25.0	100.0
Total	8	100.0	

2) The mentor relationship met my expectations

	Frequency	Percent	Cumulative Percent
Strongly Agree	7	87.5	87.5
Agree	1	12.5	100.0
Total	8	100.0	

3) The mentor relationship met my needs

	Frequency	Percent	Cumulative Percent
Strongly Agree	5	62.5	62.5
Agree	3	37.5	100.0
Total	8	100.0	

4) I would recommend participation in a faculty mentor pair to other faculty members

	Frequency	Percent	Cumulative Percent
Strongly Agree	7	87.5	87.5
Agree	1	12.5	100.0
Total	8	100.0	

5) I am satisfied with my mentoring experience

	Frequency	Percent	Cumulative Percent
Strongly Agree	7	87.5	87.5
Agree	1	12.5	100.0
Total	8	100.0	

SLO1) 75% will indicate satisfaction with the experience by a rating of Agree or better on item 5 on the survey.

	Frequency	Percent	Cumulative Percent
Strongly Agree	7	87.5	87.5
Agree	1	12.5	100.0
Total	8	100.0	

What strategy did you focus on?	Second Life	Voicethread	I-clicker	Wiki	Other
How to effectively use voicethread to get Japanese students to practice speaking Japanese outside of the classroom.	0	1	0	0	0
Showing Lizbet my use of i-clicker technology in my classroom setting then meeting to discuss its applications to her classroom needs	0	0	1	0	0
We discussed different options for her class activities in 2 nd Life	1	0	0	0	0
Examples and sharing experiences	0	0	0	0	1
Cooperative learning projects for ESL students can be engaging and productive using multimedia can help create a shared community of learners. Enhancement and support of the mainstream curriculum. Accommodation of the needs of students at different levels of ability and integration of language skills.	0	0	0	0	1
Cooperative learning projects for ESL can be engaging as well as productive. Using multimedia will help to create a shared community of learners.	0	0	0	0	1
The VoiceThread	0	1	0	0	0
I-Clickers: How the program works and how to adapt my classes to use iclickers during class as poart of lecture, classwork and review. I <3 iclickers!!!	0	0	1	0	0
Totals	1	2	2	0	3

What was the most valuable aspect of this relationship?	Mentoring Aspect	Relationship Building	Other
Actually, just giving it the label "mentoring" made it easier for my mentee to feel free to schedule time with me and not feel like she was bothering me. She has encouraged others to sign up.	1	0	0
Networking with another Mt. SAC faculty member I hadn't had the pleasure of meeting before this opportunity. To brainstorm uses of i-clickers with a subject (Spanish) different from my uses in microbiology lectures	0	1	0
I enjoyed building a relationship with another faculty member who had a similar interest in using 2 nd life in education. We plan to [...]	0	1	0
Communication	0	0	1
This relationship helped us know each other's working style and create a potential for further cooperation.	0	1	0
Our commitments and figuring out our working style and organizational skill	0	0	1
My mentor is very helpful. I like to learn new stuff under her prof. Peggy Marcy is an outstanding mentor. I have encouraged other teachers to contact her for further help. And they all started to work with her.	1	0	0
Seeing how another professor used iclickers to teach, promote student participation and keep track of student progress in a none threatening way by tallying student responses.	1	0	0
Totals	3	3	2

What could have been done differently to make the relationship more worthwhile?	Nothing	More Time	Other
I think it worked great the way it was	1	0	0
If our schedules weren't as busy, then I would have been nice to have had more meetings together. I was hoping Lizbet would have a chance to put my classroom set of i-clickers to use in her class but I haven't heard back from her. When your loaner set becomes available, I'm hoping she'll be inspired now to use them. ☺ P.S. Lizbet did stop by today, June1 to use my class set of i-clickers with her students ☺!	0	1	0
The technology was our greatest hurdle and was unavoidable. Other than that there was nothing that needed to be done differently.	1	0	0
None	1	0	0
We could have managed our time a little better, but we think 6 hours is not enough, 10 hours would have been better.	0	1	0
We over-planned for a 6 hour mentoring project. We had difficulties managing our time.	0	1	0
My mentor and I have very different work schedules not to mention very busy with our students so this made it difficult to meet. But we covered a lot when we finally met. April was a very busy month with a lot of POD activities and this created a conflict with time to meet more w/mentor as well. It would be great if POD activities were offered more toward the beginning of the semester or just more spread out.	0	1	1
Of the programs can give more chances in different subjects in some same semester that we can learn more. Thank you! I really liked the programe [sic]	0	0	1
Totals	3	4	2

Research Assistant

Goal: The Basic Skills action plan requires personnel to perform necessary research functions related to the grant. Regular program evaluations are conducted, results are disseminated widely and data are used to improve practice

Outcome: The Basic Skills action plan requires personnel to perform necessary research functions related to the grant. A Research Assistant will be hired, in coordination with the Director of Research and Institutional Effectiveness, to support the Basic Skills projects

Type	Measurement	Tool	Participants	Assessor	Criteria
SA					A Research Assistant will be hired.

Data: The Research Assistant conducts tasks related to the Basic Skills grant.

Action: The Research Assistant was hired on December 7, 2009 and performs necessary tasks related to Basic Skills.

Outcome: As a result of collaborative efforts between Project Managers and the Project Coordinator from Research and Institutional Effectiveness, measurable outcomes and methods of assessment (columns 1 – 3 on the BSI-PIE form) will be designed for each projects funded in excess of \$20,000

Type	Measurement	Tool	Participants	Assessor	Criteria
SA					Eighty percent of active BSI projects approved and funded by November 1, 2009 for the 2009-2010 academic year will have columns 1- 3 on the BSI-PIE form completed by December 4, 2009

Data: The Research Assistant and ERAA met with the Project Managers to assist with their projects and construct their 3-Column Model.

Action: The 3-Column models were completed by March 2010.

Outcome: The Basic Skills initiative funding and grant process is in its third year at Mt. San Antonio College. The level of research and findings should progress to provide a more comprehensive assessment of the funded projects with each successive year

Type	Measurement	Tool	Participants	Assessor	Criteria
SLO	Quality	Rubric		Barbara McNeice-Stallard	80% of the projects will score 3+ on a two-point scale Rubric with two variables. The variables in question were (1) the clarity and depth of the SLO/AUO, and (2) did the Use of Results tie back to the data and did the plan of action have a focus on future improvement of the project or program.

Data: 24 of 29 (83%) projects were given a rating of 3+. The SLO was met.

Action: A small minority of projects had identified SLOs when they were more akin to AUOs or SAs. To this end, RIE will endeavor to more clearly articulate to project managers what operationally defines each of the three Outcome types by conducting orientation for new and old project managers, as well as, construct instructional documents on how to construct meaningful, feasible, and central Outcomes. Additionally, few project managers had exceptional action plans given the data for their project. As a result, RIE will engage the project managers more directly and help facilitate any dialogue between departments of joint projects by holding face-to-face meetings. Additionally, RIE will alter the reporting of projects to be less narrative, and more digestible by using the Distance Learning Student Satisfaction Survey report as a template for information dissemination.

Outcome: The Basic Skills researchers will inform the Mt. San Antonio College campus about the BSI projects through a newsletter disseminated college-wide

Type	Measurement	Tool	Participants	Assessor	Criteria
SA			ERAA & Research Assistant		The Research Assistant will assist the Educational Research Assessment Analyst with creation of a newsletter based on data obtained from the February 2010 midterm reports

Data: The Research Assistant and ERAA worked on developing and editing the newsletter according to the data obtained from the Basic Skills reports.

Action: The newsletter was completed in March 2010.

Research Travel and Supplies

Goal:

Outcome: The Basic Skills action plan requires personnel to perform necessary research functions related to the grant. The personnel must be literate in Basic Skills data and evidence. Conference and travel expenses may be required to facilitate knowledge. Additional funds may be needed to supplement existing funding sources available, e.g. POD funds.
 RIE's travel and supply fund will provide supplemental funds for conference and travel related to Basic Skills

Type	Measurement	Tool	Participants	Assessor	Criteria
SA				Research Assistant	Funds used for conference and travel will be documented by the Research Assistant

Data: The RIE staff attended the RP conference at Cal Poly, Pomona as well as CAMP Research meetings at various locations throughout the academic year. The entire team also went to the Fred Pryor Seminar on Managing Multiple Priorities.

Action: These funds were used on professional development and networking with other researchers.

Outcome: Certain research functions require the use of specialized technology to analyze data.
 RIE will purchase software and licensing for specialized technology to facilitate data gathering, analysis and reporting

Type	Measurement	Tool	Participants	Assessor	Criteria
SA				Research Assistant	Documentation of purchases

Data: The following purchases were made: SPSS backfill, Uniting Imaging, partial Gravic, toner cartridges and fusers, a software upgrade for Remark (survey software), and Visio software.

Action: These purchases were made in order to facilitate the process of data analysis and reporting. It was purchased throughout various dates over the course of the 2009-10 academic year.

Senior's Day Expenses

Goal: To recruit local High School 12th graders to enroll at Mt. San Antonio College through a one-day event.

Outcome: As a result of attending the Senior's Day Program, high school chaperones will describe (through observations and direct feedback from students) how Seniors Day influenced their students' decision to attend Mt. SAC and whether or not the program met their students needs and expectations

Type	Measurement	Tool	Participants	Assessor	Criteria
SLO	Satisfaction	Survey	Seniors Day Chaperones	Seniors Day Chaperones	80% will report Seniors Day has positively influenced the decision of the students to attend Mt. SAC. Additionally, 80% will report the program met the needs and expectations of the students

Data: Overall, 86% of the Chaperone respondents (n=81) reported that Seniors' Day has positively influenced the decision of the students to attend Mt. SAC and rated the overall program as excellent or above average. Moreover, 84% of the chaperones gave positive ratings (excellent and above average) for the opening session, which focused on transitioning from high school to college and, they also responded excellent and above average for the following among the focused presentations: Academic Programs (88%); Student Support Services (90%); and Student Life & Athletics (89%).

Additionally, the following comments from chaperones provide evidence of themed responses to grouped inquiry on:

Influence on student decision-making:

My students felt at "home", they know now that they will get support when they need it.

I think all presenters, staff, etc. portrayed a very inviting and helpful atmosphere. I think my student will be much more likely to attend Mt. SAC after today.

I think that Senior's Day is vital for our students - especially for our first generation college students. This might be the first time our kids set foot on a college campus. I know many of my students were excited and scared to visit the campus and I feel this experience will greatly influence their decision to come here.

Meeting expectations and needs:

The push to get involved in college - very motivational. Yes the resources and tips very beneficial to know about ahead of time.

"New start" after high school mistakes was a good reassurance for many.

Yes. A lot of information was shared that many students did not have any idea about. This was very necessary because many of the students are unaware of the commitments needed for college.

Action: As a result of the responses and suggestions provided by the attending chaperones, we intend to make adjustments to the program timeline and implement some recommendations to enhance the program for Seniors' Day 2011. One action that we will take is to improve the campus tours; we will train Student Ambassadors who are current Mt. SAC students and alumni of our feeder high schools to conduct campus tours for new students. This would also allow us to have smaller size tour groups which will enhance communication and dialogue. In addition, following the event, it was reported that some students expressed concern in regards to the size of the campus and fear of "getting lost" on campus. Next year we will also utilize the Student Ambassadors to provide our new students with a forum to discuss their "fears" in starting college and how they have successfully overcome their obstacles while at Mt. SAC.



Senior's Day Expenses

Analysis

To: Dyrell Foster / Aida Cuenza

From: Cathy Stute, M.B.A, Project Coordinator, Dan Lamoree, B.A/B.S., Educational Research Assessment Analyst, and Nancy Aguirre, M.A., Project Coordinator, Research & Institutional Effectiveness Office

Date: May 7, 2010

When you are referring to the data from this report, please remember to acknowledge that it was done through the Basic Skills Research Team and that results of this report could not be possible without the assistance of the High School Outreach program.

Abstract

The High School Outreach program has been assisting with the recruitment of students from local high schools that are located in the Mt. SAC district. They work with 48 local high schools and serve 3,000 students each year. Senior's Day is an event that is coordinated by the High School Outreach program, and it took place on March 15, 16, and 18, 2010. It enables students to prepare for the transition from high school to college and informs them of the opportunities at Mt. SAC. It introduces them to the programs and services that the campus offers in terms of academic, student support, student life, and athletics. A survey was administered to the chaperones who attended Senior's Day in order to assess the usefulness of the event and gauge the level of knowledge their students acquired about Mt. SAC and its services.

Introduction

The Senior's Day program, which is a part of the High School Outreach program is a major component of the Basic Skills Initiative. The main focus of Senior's Day is to recruit local high school 12th graders to enroll at Mt. SAC through a one-day event. It supports incoming high school students and serves to expand pre-enrollment activities. This program provides information on advisement, articulation, and student activities. This year, Senior's Day took place on March 15, 16, and 18, 2010. It is designed to facilitate students' transition from high school to college. The intended population is the 2010 graduating seniors from the district feeder high schools, which includes 48 schools. There are about 3,000 total students across the senior class for the entire district, but the college anticipated that only 30% would attend this event. Among the students who are expected to attend, Senior's Day has an 85-90% attendance rate. It serves approximately 1,000 students each year.

This event is coordinated by the High School Outreach program as a part of Student Services. The High School Outreach staff consists of five full-time and 1 part-time outreach specialists. The staff target students who test into the Basic Skills level, and it is also the entry point for the Summer Bridge/Learning Communities program. Students take the Basic Skills assessment at their high school, and during the event they receive a calendar displaying all of the scheduled test dates at their school. The test dates are arranged between the high school, the High School Outreach representative, and the Assessment Center. The Basic Skills Indicator tells the percentage of students who test into Basic Skills, which is assessed through this placement testing. This data is collected throughout the spring semester during the students' senior year and is provided by the Assessment Center for individual schools 2-3 weeks after the scheduled tests. The High School Outreach staff then shares the scores with the students. High Schools provide a list of students who attend Senior's Day. Recent high school graduates comprise 20% of first-time college students who enroll in the fall term.

For the purpose of this analysis, an assessment was administered to assess students' perception of attending Senior's Day. As a result of attending the Senior's Day Program, high school chaperones described (through observations and direct feedback from students) how Seniors Day influenced their students' decision to attend Mt. SAC and whether or not the program met their students needs and expectations. A survey was disseminated to high school chaperones at the beginning of the day. Directions for completing the survey were provided during the morning welcome. As a criterion for success, eighty percent of high school chaperones will report that Seniors Day 1) has positively influenced their students' decision to attend Mt. SAC and 2) the program met their students' needs and expectations. This survey was completed at the end of the one-day program.

Purpose: The purpose of this analysis is to provide feedback on whether student expectations and needs were effectively addressed. The effect that the program had on their decision to attend

Mt. SAC is also examined. This will help determine the level of success that the program had in recruiting high school seniors into the college.

Method

Participants

A total of 81 respondents were used in this analysis, all of whom attended Senior's Day. All of these survey respondents acted as high school chaperones during the event where they attended one of the following dates: March 15th, 16th, or 18th.

Design

This study is a non-experimental cross-sectional design. All able and willing people participated.

Measures

The survey is comprised of seven Likert scale items, which contain a 5-point scale that ranges from 5 (Excellent) to 1 (Poor), and has 6 open-ended questions. These items assess the overall program, opening session, the three presentations on Academic Programs, Student Support Services, and Student Life & Athletics, the guided campus tour, and the Information Fair. The first open-ended question looks at how the interactions between prospective students with current students, staff, and participation in the presentations and Information Fair will influence their decision to attend Mt. SAC. It assesses whether Senior's Day met the expectations and needs of their students and asks the high school chaperones to provide examples. It asks what concerns or questions were expressed by students in regards to Mt. SAC, how next year's Senior's Day can be improved to better address the student population, and what information was not covered that they felt students needed more information about. Lastly, the final open-ended question enables respondents to provide any other comments that they might have pertaining to student experiences with Senior's Day.

Procedure

The survey was administered to the high school chaperones at the beginning of Senior's Day, so that they knew which constructs to look for throughout the day. Instructions on how to fill out the survey was disseminated during the morning welcome session. The high school chaperones then completed the survey at the end of the event. They answered the questions based on their own observations and feedback from their students. Senior's Day took place on March 15, 16, and 18, 2010. The survey was administered in building 9C, which is the Student Life

Center, and it was administered by Aida Cuenza, the High School Outreach Coordinator. It took respondents 8-10 minutes to complete the survey.

Results

There were 81 total respondents in this analysis who served as high school chaperones. They provided their feedback in terms of what they observed and heard from students. Students were not asked to complete a survey since many of them are still minors. Thus, the chaperones were asked to complete the survey. March 15th had 28 responses; March 16th had 32 responses, and March 18th had 21 responses. Generally speaking, chaperones rated each component from Average to Excellent, indicating that students expressed a great level of satisfaction with the event. On March 15th, most respondents rated the overall program as “Excellent” on a scale of 1 (Poor) to 5 (Excellent). Fourteen respondents rated it as Excellent, nine rated it as Above Average, four rated it as Average, and one person gave no response. Most respondents rated the opening session as Above Average with Excellent receiving the second highest ratings. All three of the Presentations (Academic Programs, Student Support Services, Student Life & Athletics) were all ranked as Excellent on Average. The guided campus tour was also ranked Excellent, but the Information Fair was rated as Above Average. Ten individuals rated the Information Fair as Above Average, and nine rated it as Excellent. Two people indicate that it was Average, and seven individuals provided no response. The table below further highlights these findings:

Table 1. March 15th Likert Scale Ratings

	5 Excellent	4 Above Average	3 Average	2 Below Average	1 Poor	No response	Total responses
Overall Program	14	9	4			1	28
Opening Session	9	12	6			1	28
Presentation: <i>Academic Programs</i>	12	10	5			1	28
Presentation: <i>Student Support Services</i>	15	8	4			1	28
Presentation: <i>Student Life & Athletics</i>	14	9	4			1	28
Guided campus tour (e.g. location of classes, bookstore)	11	6	5	1	1	4	28
Information Fair	9	10	2			7	28

The second day, which took place on March 16th, had a more positively skewed distribution than the first day. Seventeen individuals rated the overall program as Excellent, and thirteen stated that it was Above Average. The Opening Session was rated as Excellent and Above Average while two individuals said it was Average. In general, the presentations were ranked as Excellent. However, most chaperones rated the presentation on Academic Programs as Above Average (18 respondents), but many people still found this presentation to be Excellent (14 respondents). The Information Fair and guided campus tour were ranked as Excellent and Above Average, generally speaking. This day had the largest number of respondents as it had a total of 32. These findings are illustrated below:

Table 2: March 16th Likert Scale Ratings

	5 Excellent	4 Above Average	3 Average	2 Below Average	1 Poor	No response	Total responses
Overall Program	17	13	1			1	32
Opening Session	15	14	2			1	32
Presentation: <i>Academic Programs</i>	14	18					32
Presentation: <i>Student Support Services</i>	16	15				1	32
Presentation: <i>Student Life & Athletics</i>	16	14				2	32
Guided campus tour (e.g. location of classes, bookstore)	11	12	5			4	32
Information Fair	15	11	2			4	32

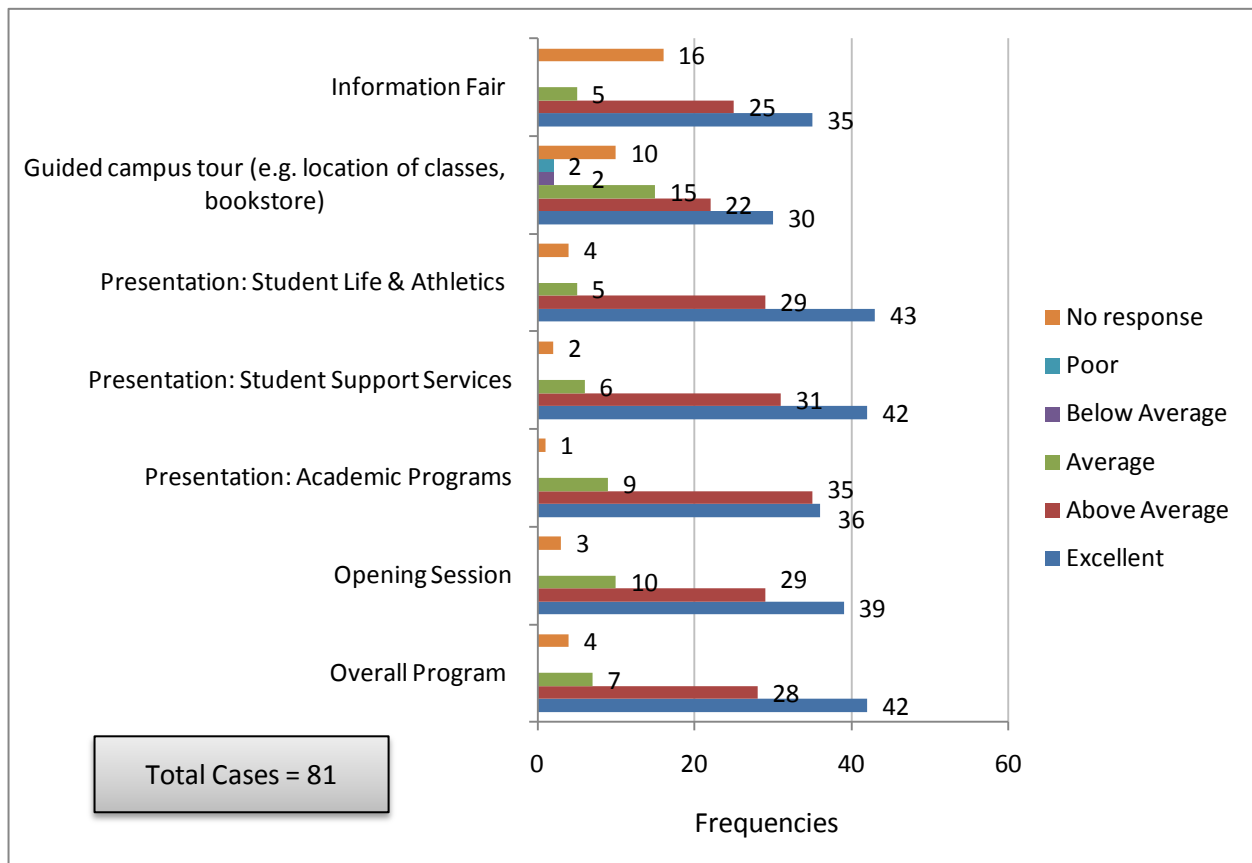
The final installation of Senior’s Day took place on March 18th as the students had the 17th off. The last day had the lowest number of respondents at 21 and also received the most positive feedback. Perhaps, the reasoning for this is due to a lower response rate than the aforementioned dates. All of the Senior’s Day components received an Excellent as the most frequent rating. Those that received a rating of Above Average were much less frequent. The arenas that had the smallest gap in their ratings was the Academic Programs presentation, where ten individuals rated it as Excellent, and seven rated it as Above Average. All of the findings are summarized in the table below:

Table 3: March 18th Likert Scale Ratings

	5 Excellent	4 Above Average	3 Average	2 Below Average	1 Poor	No response	Total responses
Overall Program	11	6	2			2	21
Opening Session	15	3	2			1	21
Presentation: <i>Academic Programs</i>	10	7	4				21
Presentation: <i>Student Support Services</i>	15	3	2			1	21
Presentation: <i>Student Life & Athletics</i>	13	6	1			1	21
Guided campus tour (e.g. location of classes, bookstore)	8	4	5	1	1	2	21
Information Fair	11	4	1			5	21

As a whole, all of the aspects of Senior’s Day received Above Average to Excellent ratings most frequently. Most people rated each component as Excellent, and the Above Average Likert category received the second highest ratings, overall. The only component that received Below Average and Poor ratings was the guided campus tour. Each component also received a few Average ratings. The Information Fair received a high number of No Responses (16 respondents). The total number of individuals who responded to the survey was 81. These results are depicted in the following graph.

Graph 1: Aggregate Ratings for March 15th, 16th, 18th



Open-ended Responses: Qualitative Analyses

There were numerous ways in which students’ interactions with current students and staff, campus tours, and presentations influenced their decision to attend Mt. SAC. Overall, the chaperones believed that their students received the information necessary to make a sound decision towards choosing a college. Presenters, students, and staff all received positive feedback. Presenters and staff were specifically noted as “warm, friendly, and well-informed.” Chaperones felt that their students received information and resources that were beneficial. The play/skit received very positive feedback in regards to getting students interested and providing entertainment. Chaperones also felt that Senior’s Day helped student feel “at home” and positively influenced students’ decision to attend Mt. SAC. Chaperones noted that the presentations influenced “getting involved”, and the campus tours allowed students to visualize college life as well as the opportunities available. Chaperones felt that the positive interactions/ experience that students had at Senior’s Day will motivate them to attend Mt. SAC. Chaperones also stated that the staff was very approachable and helped students feel comfortable.

As far as whether Senior's Day met the expectations and needs of the students, chaperones felt that their students were excited about college life after the tour. They felt that their students were given information about the many resources and options available to them. Students also expressed appreciation for the chance to acquire applications for programs in advance. Chaperones also felt that the push to get involved on campus was motivational for students. They noted that the presentations were concise which allowed their students to understand the information that was provided. The "new start" perspective was seen as a positive motivator for their students. The Bridge Program, Connect Four, and Athletics programs were highlighted as presentations that were well done and areas that are linked to student success were underlined such as Financial Aid, EOPS, Career Interests, etc. Students found all of these areas helpful. Chaperones noted that a variety of subjects were covered, and overall student expectations were met. Chaperones also noted that the "students enthusiasm and motivation was noticeable." The information provided also helped students to understand the commitment that college would take.

There were still some questions that students had after the event. They wanted information on how to get to class, parking and class availability, information on elective type classes versus general education, the average age of students at Mt. SAC, and student housing information. In regards to Connect Four, students wondered how they would be able to get the classes they need after fall semester's priority is gone. Students also had questions about AB 540 financial assistance, how to register for classes, what majors are available, what are the costs of college (books, tuition, etc.), and what is a college class schedule like. They wanted to know whether it has any similarities to a high school schedule. They would have liked to know more about certificate programs, class times, clarity between Bridge versus Connect Four, more insight into the daily life at Mt. SAC, information on fee waivers, childcare, DSPS, and financial aid (Who gets it, and who does not? Why?). Students felt that they needed more detailed information on EOPS and Bridge deadlines/timelines. They wanted information on disabilities services, placement test scores, programs involved with nonresidents, and how to apply to the college. Including the student perspective as well as some advice from current students would have been beneficial. Participating in a mock college course or touring an actual classroom would have given them insight into what occurs inside a classroom.

Some of the major concerns that students expressed were that they had a fear of "getting lost" on campus because of its size. They wondered whether they would be able to navigate the campus and handle the workload along with the difficulty of classes. Students mentioned feeling overwhelmed and expressed a concern for obtaining the classes they need, gaining admittance into the Bridge Program, acquiring financial aid to attend college, and transitioning into adulthood.

Insofar as improvements for next year, various suggestions were made. In regards to the information fair, past efforts were better when there was more department/certificate program participation. The campus tours, themselves, could have been more informational, professional,

and structured instead of simply asking, “what do you want to see?” One tour guide used foul language, and another comment stated that a guide mentioned, “you sign up for DSP&S if you have something wrong with you.” Chaperones felt that this type of behavior was inappropriate and unprofessional. The tours were crowded, so they should each have less people next year. Also, the guides should be better trained and should have a megaphone in order to amplify their voice.

In terms of other suggestions made, students made several comments regarding the presentations. The presentations should have been broken up because an hour and a half was too long. Students should have been allowed to move rooms. Presentations could have been more dynamic and engaging. Also, PowerPoint should have been used to provide students with more detail. In addition, the theater temperature should have been more regulated. The Financial Aid workshop should have been more concise, and more information should have been given about tutoring. More parents should attend, and Mt. SAC should increase the 40 student limit per school. Senior’s Day should also be announced to schools a bit more in advance. Mt. SAC should avoid scheduling on Mondays or near the CAHSEE testing date(s). They should also allow the high school students to connect with the current Mt. SAC students who are alumni of prospective high schools. Overall, the students and chaperones felt that the event was great and well-organized; they are pleased with the turn-out.

Recommendations

Students felt like they needed more specific information regarding college life as far as what the schedule of classes look like, how it compares to high school, the process for registering for classes, financial aid, and what majors are offered. One of the areas that students focused on most was the guided tour. They felt it could have used more structure and professionalism. It was also difficult to hear the tour guide, particularly for students in the back. Perhaps, providing a tool in which they can amplify their voice would be beneficial. The presentations were also too long and should have been broken down, time-wise. They provided a nice overview of the programs available at Mt. SAC, but students wanted specific details about the application process, timelines, etc.

Limitations

The major setback about this analysis is that only the high school chaperones were allowed to complete the assessment tool and provide feedback. This is because many of the high school attendees were still minors and cannot be used in research without parental consent. Thus, these results might be subject to some biases since students were not allowed to directly report their experiences and opinions about the event. Perhaps, next year, data can be collected from those students who are already eighteen. Since Senior’s Day takes place in spring, there could be a large amount of student who are already eighteen and can legally participate in this study without parental consent. It might also be helpful to assess a sample of these eighteen-year-old

students. They can provide useful information in addition to the comments that are given by the high school chaperones. These students are the clients of the event and also have direct access to comments made by other students; some of these students who report to them might still be seventeen, and as such, they would not be able to participate. However, their adult peers can not only report on their own experiences but can describe, overall, comments they made by their younger peers.

Discussion

Generally speaking, the feedback received regarding the event was positive. Students felt welcomed to the campus and believed that Senior's Day was rich with information. The Information Fair, Opening Session, and presentations were rated fairly high. The presentations on "Student Support and Services" as well as the one on "Student Life and Athletics" received the highest ratings. The presentation on Academic Programs was rated a little lower than the aforementioned two presentations. Perhaps, it is because students wanted to receive more detailed information about the majors offered by the college, the processes it takes to register for classes, what a class schedule, generally, looks like, how college academia compares to high school, information on financial aid, class availability, and what a college classroom looks like. Students would have liked to visit an actual class or witness a mock lesson. This would have given them an idea of what to expect in college.

The guided, campus tour and presentation received the most criticism insofar as their underlying structure. The tours needed to be more informational, professional, and organized. The tour was laid out, such that, the guide simply asked, "what would you like to see?" as opposed to showing them the overall campus or at least, key, important areas. A couple of comments were made by the tour guides that were inappropriate and lacked professionalism. Ensuring that the guides use befitting language and receive prior training would make the tours more beneficial. It was also difficult to hear what they said, at times. The presentations were too long, and they should have used PowerPoint, so that students could have more of a "take-home" message. It would be easier to follow the presentations with this type of anchor, so that students could take notes. Students should have also been allowed to move rooms. In addition, they could have been more engaging with students. Each school should be allowed to bring more students than the 40 student limit per school, and more parents should attend. Senior's Day should not be scheduled on Mondays or near the CAHSEE testing date(s).

Students wanted more information on class times and insight into the daily life of a student. More information on fee waivers, childcare, DSPS, and financial aid would have been great for students. Students needed more information in terms of who receives financial aid, who does not and why? Differences between Bridge and Connect Four should have been underlined a bit more. More detailed information on EOPS and Bridge should have been given as far as deadlines and timelines. Also, students felt that there was an insufficient amount of information on disabilities services, placement test scores, programs with nonresidents, and applying to the

college. They would have also liked to hear from current students; including alumni from the high schools who are current Mt. SAC students would have also been advantageous.

For next year, assessing some of the students who are eighteen could yield more meaningful data since the high school chaperones filled out the survey, not the students. This could subject these findings to some bias. There might have been issues that the students faced in which they were uncomfortable discussing it with their chaperones. In addition, some problems, complaints, or positive remarks made have been made that the chaperones were unaware of. Asking the eighteen-year-old students would provide more direct insight into the student perspective. They would also have more access to comments made by their peers than a chaperone would. It could be helpful to still have the chaperones complete the survey next year because this gives a detailed window into student feedback. Nevertheless, it would be interesting to see whether the eighteen-year-old students can provide additional information that was not highlighted in the chaperone surveys. Creating a student survey or a small focus group with a sample of eighteen-year-old students could further enhance these findings.

3. In conversations with your students today, what concerns or questions in regards to Mt. SAC were expressed?

4. Given your working knowledge of your student needs, how can we improve next years Seniors' Day to better address your student population?

5. What information did we NOT cover that you feel your students needed more information about.

Other comment(s): _____

Thank you for participating in Seniors Day. We look forward to continued collaborations.
Please feel free to write on back of this evaluation, should you require more space for your responses.

STEP

Goal: To provide successful transition to college for new students at Mt. SAC

Outcome: As a result of participating in the extended orientation program, students will be able to demonstrate an understanding of college policies and procedures.

Type	Measurement	Tool	Participants	Assessor	Criteria
SLO	Knowledge	Pre/Post Testing	90 students in the STEP program	Patricia Maestro, Lina Soto, Cynthia burnett	80% will be able to identify three strategies for being a successful student on their post survey

Data: Overall, the results from the post-test yielded higher results than the pre-test, which indicates that the orientation session may have been effective in helping students to understand college policies and procedures. In regards to the Student Learning Outcome, the target baseline of 80% was met for the open-ended portion of the survey. Roughly 93% of participants were able to accomplish this in the post-test and 85% were able to do so in the pre-test therefore, the orientation did an effective job of helping students identify strategies for being a successful student.

Action: Based on the results for this outcome, it is clear that students were able to identify strategies for being a successful student at Mt. SAC; what the data fails to tell us, is how these students will use these strategies to be a successful student. In the future we will assess the students' use of strategies, which will provide more accurate data regarding students' potential for a successful transition to Mt. SAC.



Learning Community Extended Orientation Program

To: Dyrell Foster

From: Daniel Lamoree, Educational Research Assessment Analyst and Nancy Aguirre, M.A.,
Project Coordinator, Research & Institutional Effectiveness Office

Date: July 28th, 2010

When you are referring to the data from this report, please remember to acknowledge that it was done through the office of Research and Institutional Effectiveness. The following report is only possible through the assistance provided by the Counseling department.

Abstract

Since the Summer Bridge program has a great influx of students each year, the program does not have the sufficient capacity to accommodate each one. Thus, this program is designed to assist those students who test into the Basic Skills level and will guide them through their transition into college. The program offers a two-week summer orientation session where they are introduced to the resources offered by the college. The goal is that at the end of this session, 80% will be able to identify three strategies for being a successful student on their post survey. The results demonstrated that 93% were able to accomplish this; therefore, the orientation session did an effective job of presenting these tools to students.

The Learning Community Extended Orientation Program, informally known as STEP, is specifically designed to capture students eligible for the Summer Bridge Program but were not accepted; the high demand for the Summer Bridge Program yields over 1,000 applicants yearly but is only able to accept roughly 350 students. Roughly 90 students of the overflow are accommodated by STEP. STEP benefits students by providing a two-week extended summer orientation program with the goal of preparing students for the potentially tumultuous transition from high school to college by cultivating inspiration, academic engagement, and personal responsibility of the matriculation process. To accomplish this feat, students are introduced to campus programs and services (academic, student support, student life, and athletics). Additionally, the students are enrolled in a Counseling course (Introduction to College) which further helps students adjust to the climate and culture of the college milieu.

Purpose

This Basic Skills Initiative Funded project aimed at assessing the ability for students to gain strategies for academic success during their first semester at Mt. San Antonio College. Students will be given pre and post surveys; by the end of the summer orientation session, 80% of students should be able to identify at least three strategies for being a successful student on their post survey.

Method

Participants

The participants for the program included 55 students enrolled in the Extended Orientation Program.

Design

This research is a non-experimental, cross-sectional design. No random assignment was used and no control group was used. All able and willing students participated.

Measures

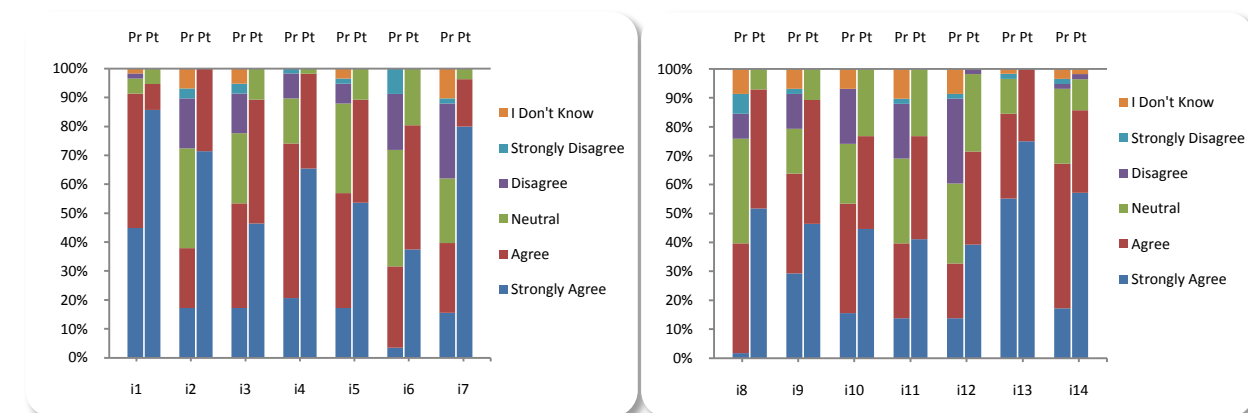
A paper survey was designed and developed by the joint efforts of the Counseling department as well as the office of Research and Institutional Effectiveness (Appendix A). The survey was offered in English. The survey included items of statement regarding the STEP program; participants were asked to self-report their level of agreement based on a 5-point Likert scale. The scale ranged from Strongly Disagree (1) to Strongly Agree (5) with a midpoint of Neutral (3); an additional option was included allowing participants to indicate *I don't know*.

Procedure

Students enrolled in the Extended Orientation program were assessed at the beginning (July 12nd 2010) of the orientation and at its conclusion (July 22nd 2010); they were asked to fill out a survey administered by STEP program leaders. Participation was voluntary. Anecdotally, the survey took a modest amount of time to complete - approximately 5-10 minutes.

Results

The results of the pre-test were mixed as participants responded with a fairly even distribution to items as seen in the figures below; clearly after the two-week orientation, the



results from the post-test yielded higher results than the pre-test. In regards to the Student Learning Outcome of this analysis, the target baseline of 80% was met for the open-ended portion of the survey. Roughly 93% of participants were able to accomplish this in the post-test and 85% were able to do so in the pre-test.

Discussion

There was a marked increase in *Strongly Agree* and *Agree* responses by subjects between pre-test and post-test. Moreover, there were very few *Disagree* and no *Strongly Disagree* responses were recorded on the post-test. The frequency of negative responses decreased from pre to post-test; this demonstrates that the orientation was successful in its task to impart strategies for student success.

Limitations

There is no assessment of the actual knowledge that the participants acquired; this tool is based on a self-rating, which can be subject to biases. Individuals might feel that they possess more knowledge than they do in reality. The assessment should examine more conceptual knowledge and application of the strategies learned.

Recommendations

- Reduce the number of Likert scale questions and increase the number of qualitative questions about *how* students plan on implementing the strategies they learned instead of listing them.

STEP Program Survey, Summer 2010

This survey is available in alternate formats upon request. Please contact DSP&S at (909) 594-5611, x4290 and mention the title of this survey

Directions: Carefully bubble your answers like this ● **NOT** like these ☒ ● ☒ ☒

#	Please tell us how much you agree with the following	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	I don't know
1	The Summer STEP classes will help me be successful next semester in college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	I know how to register for classes through my Student Portal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	I know how to apply for financial aid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	I understand my Math, English, and Reading Placement test results	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	I know what it takes to be successful in college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	I am comfortable with finding my way around campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	I know how many units I must take to be a full-time student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	I know how to create a balanced schedule (balancing school, work, & family)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	I know the differences between a community college and 4-year university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	I know the differences between a Cal State school and a UC school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	I know what it takes to apply to a California State University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	I know what it takes to apply to a University of California	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	I am ready to start my educational studies at Mt. SAC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	I feel like I belong at Mt. SAC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please list three strategies that will help you be a successful student during your first semester at Mt. SAC:

1

2

3

Student ID Number: **A** _____ Name: _____

0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9

The Summer STEP classes will help me be successful next semester in college

		testType		Total
		PreTest	PostTest	
Strongly Agree	Count	26	48	74
	% within testType	44.8%	85.7%	64.9%
Agree	Count	27	5	32
	% within testType	46.6%	8.9%	28.1%
Neutral	Count	3	3	6
	% within testType	5.2%	5.4%	5.3%
Disagree	Count	1	0	1
	% within testType	1.7%	.0%	.9%
I Don't Know	Count	1	0	1
	% within testType	1.7%	.0%	.9%
Total	Count	58	56	114
	% within testType	100.0%	100.0%	100.0%

I know how to apply for financial aid

		testType		Total
		PreTest	PostTest	
Strongly Agree	Count	10	26	36
	% within testType	17.2%	46.4%	31.6%
Agree	Count	21	24	45
	% within testType	36.2%	42.9%	39.5%
Neutral	Count	14	6	20
	% within testType	24.1%	10.7%	17.5%
Disagree	Count	8	0	8
	% within testType	13.8%	.0%	7.0%
Strongly Disagree	Count	2	0	2
	% within testType	3.4%	.0%	1.8%
I Don't Know	Count	3	0	3
	% within testType	5.2%	.0%	2.6%
Total	Count	58	56	114
	% within testType	100.0%	100.0%	100.0%

I know how to register for classes through my Student Portal

		testType		Total
		PreTest	PostTest	
Strongly Agree	Count	10	40	50
	% within testType	17.2%	71.4%	43.9%
Agree	Count	12	16	28
	% within testType	20.7%	28.6%	24.6%
Neutral	Count	20	0	20
	% within testType	34.5%	.0%	17.5%
Disagree	Count	10	0	10
	% within testType	17.2%	.0%	8.8%
Strongly Disagree	Count	2	0	2
	% within testType	3.4%	.0%	1.8%
I Don't Know	Count	4	0	4
	% within testType	6.9%	.0%	3.5%
Total	Count	58	56	114
	% within testType	100.0%	100.0%	100.0%

I understand my Math, English, and Reading Placement test results

		testType		Total
		PreTest	PostTest	
Strongly Agree	Count	12	36	48
	% within testType	20.7%	65.5%	42.5%
Agree	Count	31	18	49
	% within testType	53.4%	32.7%	43.4%
Neutral	Count	9	1	10
	% within testType	15.5%	1.8%	8.8%
Disagree	Count	5	0	5
	% within testType	8.6%	.0%	4.4%
Strongly Disagree	Count	1	0	1
	% within testType	1.7%	.0%	.9%
Total	Count	58	55	113
	% within testType	100.0%	100.0%	100.0%

I know what it takes to be successful in college

		testType		Total
		PreTest	PostTest	
Strongly Agree	Count	10	30	40
	% within testType	17.2%	53.6%	35.1%
Agree	Count	23	20	43
	% within testType	39.7%	35.7%	37.7%
Neutral	Count	18	6	24
	% within testType	31.0%	10.7%	21.1%
Disagree	Count	4	0	4
	% within testType	6.9%	.0%	3.5%
Strongly Disagree	Count	1	0	1
	% within testType	1.7%	.0%	.9%
I Don't Know	Count	2	0	2
	% within testType	3.4%	.0%	1.8%
Total	Count	58	56	114
	% within testType	100.0%	100.0%	100.0%

I know how many units I must take to be a full-time student

		testType		Total
		PreTest	PostTest	
Strongly Agree	Count	9	44	53
	% within testType	15.5%	80.0%	46.9%
Agree	Count	14	9	23
	% within testType	24.1%	16.4%	20.4%
Neutral	Count	13	2	15
	% within testType	22.4%	3.6%	13.3%
Disagree	Count	15	0	15
	% within testType	25.9%	.0%	13.3%
Strongly Disagree	Count	1	0	1
	% within testType	1.7%	.0%	.9%
I Don't Know	Count	6	0	6
	% within testType	10.3%	.0%	5.3%
Total	Count	58	55	113
	% within testType	100.0%	100.0%	100.0%

I am comfortable with finding my way around campus

		testType		Total
		PreTest	PostTest	
Strongly Agree	Count	2	21	23
	% within testType	3.5%	37.5%	20.4%
Agree	Count	16	24	40
	% within testType	28.1%	42.9%	35.4%
Neutral	Count	23	11	34
	% within testType	40.4%	19.6%	30.1%
Disagree	Count	11	0	11
	% within testType	19.3%	.0%	9.7%
Strongly Disagree	Count	5	0	5
	% within testType	8.8%	.0%	4.4%
Total	Count	57	56	113
	% within testType	100.0%	100.0%	100.0%

I know how to create a balanced schedule (balancing school, work, & family)

		testType		Total
		PreTest	PostTest	
Strongly Agree	Count	1	29	30
	% within testType	1.7%	51.8%	26.3%
Agree	Count	22	23	45
	% within testType	37.9%	41.1%	39.5%
Neutral	Count	21	4	25
	% within testType	36.2%	7.1%	21.9%
Disagree	Count	5	0	5
	% within testType	8.6%	.0%	4.4%
Strongly Disagree	Count	4	0	4
	% within testType	6.9%	.0%	3.5%
I Don't Know	Count	5	0	5
	% within testType	8.6%	.0%	4.4%
Total	Count	58	56	114
	% within testType	100.0%	100.0%	100.0%

I know the differences between a community college and 4-year university

		testType		Total
		PreTest	PostTest	
Strongly Agree	Count	17	26	43
	% within testType	29.3%	46.4%	37.7%
Agree	Count	20	24	44
	% within testType	34.5%	42.9%	38.6%
Neutral	Count	9	6	15
	% within testType	15.5%	10.7%	13.2%
Disagree	Count	7	0	7
	% within testType	12.1%	.0%	6.1%
Strongly Disagree	Count	1	0	1
	% within testType	1.7%	.0%	.9%
I Don't Know	Count	4	0	4
	% within testType	6.9%	.0%	3.5%
Total	Count	58	56	114
	% within testType	100.0%	100.0%	100.0%

I know what it takes to apply to a California State University

		testType		Total
		PreTest	PostTest	
Strongly Agree	Count	8	23	31
	% within testType	13.8%	41.1%	27.2%
Agree	Count	15	20	35
	% within testType	25.9%	35.7%	30.7%
Neutral	Count	17	13	30
	% within testType	29.3%	23.2%	26.3%
Disagree	Count	11	0	11
	% within testType	19.0%	.0%	9.6%
Strongly Disagree	Count	1	0	1
	% within testType	1.7%	.0%	.9%
I Don't Know	Count	6	0	6
	% within testType	10.3%	.0%	5.3%
Total	Count	58	56	114
	% within testType	100.0%	100.0%	100.0%

I know the differences between a Cal State school and a UC school

		testType		Total
		PreTest	PostTest	
Strongly Agree	Count	9	25	34
	% within testType	15.5%	44.6%	29.8%
Agree	Count	22	18	40
	% within testType	37.9%	32.1%	35.1%
Neutral	Count	12	13	25
	% within testType	20.7%	23.2%	21.9%
Disagree	Count	11	0	11
	% within testType	19.0%	.0%	9.6%
I Don't Know	Count	4	0	4
	% within testType	6.9%	.0%	3.5%
Total	Count	58	56	114
	% within testType	100.0%	100.0%	100.0%

I know what it takes to apply to a University of California

		testType		Total
		PreTest	PostTest	
Strongly Agree	Count	8	22	30
	% within testType	13.8%	39.3%	26.3%
Agree	Count	11	18	29
	% within testType	19.0%	32.1%	25.4%
Neutral	Count	16	15	31
	% within testType	27.6%	26.8%	27.2%
Disagree	Count	17	1	18
	% within testType	29.3%	1.8%	15.8%
Strongly Disagree	Count	1	0	1
	% within testType	1.7%	.0%	.9%
I Don't Know	Count	5	0	5
	% within testType	8.6%	.0%	4.4%
Total	Count	58	56	114
	% within testType	100.0%	100.0%	100.0%

I am ready to start my educational studies at Mt. SAC

		testType		Total
		PreTest	PostTest	
Strongly Agree	Count	32	42	74
	% within testType	55.2%	75.0%	64.9%
Agree	Count	17	14	31
	% within testType	29.3%	25.0%	27.2%
Neutral	Count	7	0	7
	% within testType	12.1%	.0%	6.1%
Strongly Disagree	Count	1	0	1
	% within testType	1.7%	.0%	.9%
I Don't Know	Count	1	0	1
	% within testType	1.7%	.0%	.9%
Total	Count	58	56	114
	% within testType	100.0%	100.0%	100.0%

I feel like I belong at Mt. SAC

		testType		Total
		PreTest	PostTest	
Strongly Agree	Count	10	32	42
	% within testType	17.2%	57.1%	36.8%
Agree	Count	29	16	45
	% within testType	50.0%	28.6%	39.5%
Neutral	Count	15	6	21
	% within testType	25.9%	10.7%	18.4%
Disagree	Count	1	1	2
	% within testType	1.7%	1.8%	1.8%
Strongly Disagree	Count	1	0	1
	% within testType	1.7%	.0%	.9%
I Don't Know	Count	2	1	3
	% within testType	3.4%	1.8%	2.6%
Total	Count	58	56	114
	% within testType	100.0%	100.0%	100.0%

Summer Bridge Orientation

Goal: It is the mission of the Bridge Program to provide access to:
-Academic programs that provide unique learning communities to increase student success and self-efficacy.
-Personal support that leads to a sense of connection to the college community and validate students as empowered learners.

Outcome: As a result of participating in the Summer Bridge orientation program, students will be able to demonstrate an understanding of the Summer Bridge Program

Type	Measurement	Tool	Participants	Assessor	Criteria
SLO	Completion	Portfolio	Students enrolled in the Summer Bridge		80% of participants will be able to identify three strategies for being a successful student in the Bridge Program

Data: In regards to this SLO, the target baseline of 80% was not met. Eighty percent of students were expected to be able to list three services that will help them become a successful student. Seventy-nine percent of students were able to accomplish this, so the standard was barely missed.

Action: Based on the results for this outcome, it is clear that during the summer orientation program, we will need to ensure that students understand the program and are able to identify strategies for being a successful student in the program. Clearly the success outcomes for the program are high, however we will modify our orientation program to specifically address strategies that students can use to be successful in the program. We will assess this SLO again next year and keep the same criterion.



Summer Bridge Orientation

To: Dyrell Foster

From: Nancy Aguirre, M. A., Project Coordinator and Dan Lamoree, B.A/B.S., Educational Research Assessment Analyst, Research & Institutional Effectiveness Office

Date: June 20th, 2010

When you are referring to the data from this report, please remember to acknowledge that it was done through the office of Research and Institutional Effectiveness. The following report is only possible through the assistance provided by the Counseling Department and specifically, Dyrell Foster.

Abstract

The Summer Bridge Program is designed to assist students with their transition to college; it informs students about the services and programs that are readily available to them. The Summer Bridge Orientation provides an overview of these services so that students are aware of where to seek assistance and how. Accepted students have the opportunity to meet their summer support team, and they partake in an information fair. Students rated the components of the orientation session very high and provided positive feedback. The goal was that at the end of orientation, 80% of students would be able to identify three support services they can use. Results demonstrated that 79% were able to accomplish this, which barely missed the target outcome. In order to improve this analysis, the Likert scale used in the survey should be altered to a 7-point scale to increase variance, and the term “services” should be more clearly defined.

The goal of Summer Bridge Orientation is to inform students of the opportunities on campus and introduce them to the services offered by the college such as academics, student support, student life, as well as athletics. The program receives 1,000 applicants each year but is only able to accept 350. The purpose of the program is to assist new students with their transition to college in order to enhance success and retention. It is the mission of the Bridge Program to provide access to academic programs that provide unique learning communities to increase student success and self-efficacy. The program also seeks to give personal support that leads to a sense of connection to the college community and validate students as empowered learners. As a result of participating in the Summer Bridge orientation program, students will be able to demonstrate an understanding of the Summer Bridge Program and will be able to identify three strategies for being a successful student in the Bridge Program. The goal was that 80% of participants will be able to list three strategies.

Purpose

It is necessary to measure whether students are familiar with the services of the college as a result of attending the Summer Bridge Orientation.

Method

Participants

Two-hundred, seventy-six participants who all attended the Summer Bridge Orientation took part in this analysis.

Design

This study is a non-experimental cross-sectional design. All able and willing people participated.

Measures

A one-page survey asked participants to rate thirteen items on a 4-point Likert scale, which ranged from *Strongly Agree* (1) to *Strongly Disagree* (4). The scale also offers the option of *I don't know*. The survey asks students whether they think they will be successful in the Summer Bridge Program and whether the classes will help them be successful next year in college. It examines if students understand which classes they will be taking this summer, whether they are looking forward to the Summer Bridge Program, if they know what a learning community means, and if they understand the type of support that is available to them. The survey is also interested in asking if they know who their peer advisor is, what it takes to be successful in Bridge, and if they are comfortable with students as well as administrators in the program. Lastly, students are asked if they have applied for financial aid, know what kind of financial aid they are eligible for, if they are ready to start their educational studies at Mt. SAC, and whether they feel like they belong at Mt. SAC. Students then have to list three services that will help them be a successful student during the Summer Bridge Program.

Procedure

Students were given the one-page survey following their participation in the Summer Bridge Orientation.

Results

The most frequent responses for each item were *Strongly Agree* and *Agree*. Items one and two had the highest ratings; these items look at whether students believe they will be successful in Summer Bridge and whether the Summer Bridge classes will help them be successful in college. Items five and eleven received the least amount of *Strongly Agree*

responses. These items looked at whether the student knows what a learning community is and if they know what kind of financial aid they are eligible for. Item ten received a large number of *Strongly Disagree* (7%) and

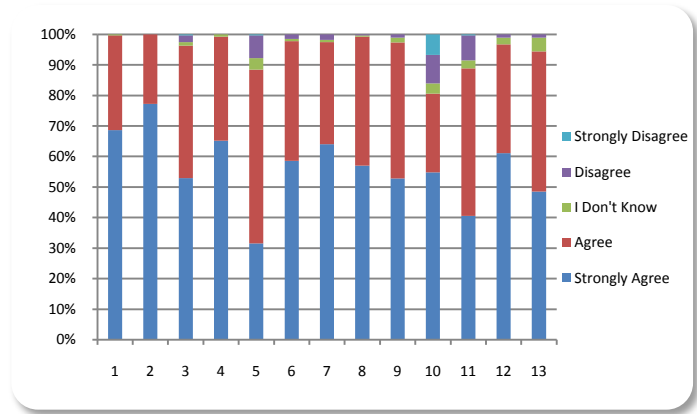


Figure 1

Disagree (9%) responses compared to the other items. These results are illustrated in figure 1.

In regards to the Student Learning Outcome of this analysis, the target baseline of 80% was not met for the open-ended portion of the survey. Eighty percent of students were expected to be able to list three services that will help them become a successful student. Seventy-nine percent of students were able to accomplish this, so the standard was barely missed.

Discussion

Student responses were quite favorable regarding each component of the Summer Bridge Orientation. Most of the responses that were provided were either *Strongly Agree* or *Agree*. There were very few negative remarks about this event, and the majority of participants were able to list three services that provide help to students. The target baseline for the Student Learning Outcome was barely missed since the goal was that 80% of students would be able to accomplish this; however, only 79% did so. There was not too much variance in the Likert Scale responses; lengthening the scale to a 7-point one as opposed to a 4-point scale would result in greater variance. Also, including a neutral midpoint would not force respondents to choose one camp over another. Although they might be responding positively

or negatively, the stance they take might be tenuous; thus, the scale must reflect this through a midpoint. The inclusion of a neutral midpoint would also enhance reliability.

Limitations

The current Likert scale is too narrow and does not include a midpoint; therefore, the opinions of participants could lack reliability. It is unclear what is meant by the term “service” in the survey; this should be more clearly defined because some students listed printing, honor roll, or their portal account as services. It is a bit vague whether these would be considered student help services by Bridge.

Recommendations

- The Likert scale would be increased to a 7-point scale and a neutral midpoint should be included; this will improve reliability and, overall, statistical variance.
- The term “services” should be acutely defined.

Summer Bridge Orientation Survey, Summer 2010

Please tell us how much you agree with the following

ree

- | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. I think I will be successful in the Summer Bridge Program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. The Summer Bridge classes will help me be successful next year in college | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. I understand which classes I will be taking this summer | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. I am looking forward to the Summer Bridge Program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. I know what a learning community means | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. I understand the type of support that is available to me through the program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. I know who my peer advisor is | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. I know what it will take to be successful in the Summer Bridge Program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. I am comfortable with other students, faculty and staff in the program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. I have applied for financial aid | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. I know what kind of financial aid I am eligible for | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. I am ready to start my educational studies at Mt. SAC | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. I feel like I belong at Mt. SAC. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please list three services that will help you be a successful student during the Summer Bridge Program:

1.

2.

3.

Identified 3 Services

	Frequency	Percent	Cumulative Percent
Yes	217	78.6	78.6
No	59	21.4	100.0
Total	276	100.0	

I think I will be successful in the Summer Bridge Program

	Frequency	Percent	Cumulative Percent
Strongly Agree	184	68.7	68.7
Agree	83	31.0	99.6
I Don't Know	1	.4	100.0
Total	268	100.0	

The Summer Bridge classes will help me be successful next year in college

	Frequency	Percent	Cumulative Percent
Strongly Agree	207	77.2	77.2
Agree	61	22.8	100.0
Total	268	100.0	

I understand which classes I will be taking this summer

	Frequency	Percent	Cumulative Percent
Strongly Agree	143	53.0	53.0
Agree	117	43.3	96.3
Disagree	6	2.2	98.5
I Don't Know	3	1.1	99.6
Strongly Disagree	1	.4	100.0
Total	270	100.0	

I am looking forward to the Summer Bridge Program

	Frequency	Percent	Cumulative Percent
Strongly Agree	174	65.2	65.2
Agree	91	34.1	99.3
I Don't Know	2	.7	100.0
Total	267	100.0	

I know what a learning community means

	Frequency	Percent	Cumulative Percent
Agree	153	56.9	56.9
Strongly Agree	85	31.6	88.5
Disagree	20	7.4	95.9
I Don't Know	10	3.7	99.6
Strongly Disagree	1	.4	100.0
Total	269	100.0	

I understand the type of support that is available to me through the program

	Frequency	Percent	Cumulative Percent
Strongly Agree	157	58.6	58.6
Agree	105	39.2	97.8
Disagree	4	1.5	99.3
I Don't Know	2	.7	100.0
Total	268	100.0	

I know who my peer advisor is

	Frequency	Percent	Cumulative Percent
Strongly Agree	173	64.1	64.1
Agree	90	33.3	97.4
Disagree	5	1.9	99.3
I Don't Know	2	.7	100.0
Total	270	100.0	

I know what it will take to be successful in the Summer Bridge Program

	Frequency	Percent	Cumulative Percent
Strongly Agree	154	57.0	57.0
Agree	114	42.2	99.3
Disagree	1	.4	99.6
I Don't Know	1	.4	100.0
Total	270	100.0	

I am comfortable with other students, faculty and staff in the program

	Frequency	Percent	Cumulative Percent
Strongly Agree	141	52.8	52.8
Agree	119	44.6	97.4
I Don't Know	4	1.5	98.9
Disagree	3	1.1	100.0
Total	267	100.0	

I feel like I belong at Mt. SAC.

	Frequency	Percent	Cumulative Percent
Strongly Agree	131	48.5	48.5
Agree	124	45.9	94.4
I Don't Know	12	4.4	98.9
Disagree	3	1.1	100.0
Total	270	100.0	

I have applied for financial aid

	Frequency	Percent	Cumulative Percent
Strongly Agree	147	54.9	54.9
Agree	69	25.7	80.6
Disagree	25	9.3	89.9
Strongly Disagree	18	6.7	96.6
I Don't Know	9	3.4	100.0
Total	268	100.0	

I know what kind of financial aid I am eligible for

	Frequency	Percent	Cumulative Percent
Agree	130	48.3	48.3
Strongly Agree	109	40.5	88.8
Disagree	22	8.2	97.0
I Don't Know	7	2.6	99.6
Strongly Disagree	1	.4	100.0
Total	269	100.0	

I am ready to start my educational studies at Mt. SAC

	Frequency	Percent	Cumulative Percent
Strongly Agree	165	61.1	61.1
Agree	96	35.6	96.7
I Don't Know	6	2.2	98.9
Disagree	3	1.1	100.0
Total	270	100.0	

Summer Bridge Supplemental Instruction

Goal: The developmental education program addresses holistic development of all aspects of the student. Attention is paid to the social and emotional development of the students as well as to their cognitive growth

Outcome: Students will report improvement in their level of confidence as students, their academic abilities, and their knowledge of how to transition to college as a result of the activities of the SI leaders

Type	Measurement	Tool	Participants	Assessor	Criteria
SLO		Survey	Students enrolled in the Summer Bridge program in Summer 2010	LAC Staff	90% will report improvement in their confidence, academic preparation, and knowledge of how college works as a result of the SI component

Data: In progress.

Action: In progress.

Outcome: Success rates for Summer Bridge students will be higher than success rates for non-Bridge students

Type	Measurement	Tool	Participants	Assessor	Criteria
SA			Students enrolled in the Summer Bridge program in Summer 2010		Success rates for participants will be 10+% higher than non-Bridge participants

Data: In progress.

Action: In progress.



Summer Bridge Supplemental Instruction

To: Bailey Smith

From: Nancy Aguirre, M.A., Project Coordinator and Dan Lamoree, B.A/B.S., Educational Research Assessment Analyst, Research & Institutional Effectiveness Office

Date: August 11, 2010

When you are referring to the data from this report, please remember to acknowledge that it was done through the Office of Research and Institutional Effectiveness and that results of this report could not be possible without the assistance of the Learning Assistance Center.

Abstract

Summer Bridge seeks to improve students' foundational skills in writing and math. It also serves to develop their learning and study skills. Peer tutors work with Summer Bridge students and conduct group study sessions for pre-transfer level courses in order to review course content as well as success strategies. Attention is paid to social and emotional development as well as to their cognitive growth. Students are encouraged to think of themselves as learners and reflect on study skills. The developmental education program addresses holistic development of all aspects of the student. Students who participate in the Summer Bridge program should report higher levels of confidence and knowledge about the college's resources. While the Student Learning Outcomes for the project were not successfully met, the project demonstrated an overwhelmingly positive impact on participants.

The goal of the Summer Bridge Supplemental Instruction program is to enhance student skills in math and writing. It practices a holistic approach to understanding student development such that their social, emotional, and cognitive growth are taken into consideration. Students are taught key study skills and are given strategies that will cultivate success. The program provides comprehensive academic support mechanisms, including the use of trained tutors. The program has several goals that it seeks to accomplish with its students. It is expected that students will report improvement in their self-confidence, academic abilities, and knowledge about transitioning to college as a result of the activities of the Supplemental Instruction leaders. In addition, success rates for Summer Bridge students will be higher than success rates for non-Bridge students. The Learning Assistance Center (LAC) staff conducted a survey at the end of the Summer Bridge program in Summer 2010. Ninety percent of the students will report improvement in their confidence, academic ability, and knowledge as a result of the SI component. With the assistance of RIE and/or IT, LAC staff will gather data on the Summer Bridge participants' success rates with success rates of students who did not participate in Summer Bridge. The goal is that Summer Bridge participants' success rates will be at least 10% higher than non-Bridge participants.

Purpose

Because the Summer Bridge program places such a large emphasis on meeting the needs of students, holistically, it is important to assess whether this objective is being met. Students should walk away with an adequate level of knowledge and with a sense of confidence. The program is designed to assist students on a number of levels; therefore, this multifaceted program should be analyzed under several different lenses to ensure that its

objectives are being met, effectively. Students were given a pre and post-survey in order to pinpoint any differences in knowledge and attitudes.

Method

Participants

The Summer Bridge program was offered to students during summer 2010. Following the conclusion of this session, the LAC staff administered a questionnaire to the participating students.

Design

This study is a non-experimental cross-sectional design. All able and willing people participated.

Measures

The same questions were used for both the pre and post-survey. There were nine Likert scale items, which were placed on a 7-point scale. The scale ranged from *Strongly Disagree* (1) to *Strongly Agree* (7) with a neutral midpoint. The items ask the following: Whether the student feels confident in their academic abilities overall; whether they feel confident doing homework on their own; if they have the ability to succeed in college courses; the preparation they possess for college courses; confidence in their math and/or writing skills; time management skills; knowing how to effectively prepare for tests; feeling comfortable using campus academic support resources; and seeing the benefit of working with other students in their classes. Thus, items one through three examined confidence; items four through seven looked at academic preparation. Lastly, items eight and nine investigated knowledge of how to transition to college. It also asked students to estimate how many hours per week they will study for a 3-unit course.

They were then given the choices of less than one hour all the way to 6+ hours. Both the pre and posttests had one open-ended question at the conclusion of the survey. The pretest asked whether there is anything they would like to learn about how to succeed in college. The posttest asked students to write down the most important thing they learned in their SI sessions about being successful in college.

Procedure

The Summer Bridge program took place during the summer 2010 term; the LAC staff asked students to complete the survey at the beginning and end of the term.

Results

As seen in figure 1, participants had more favorable ratings from pre to posttest. The items that had the least frequent

Strongly Agree ratings were questions five, six, and seven. These items dealt with confidence in math and/or writing skills, good time management skills, and preparing effectively for tests. The

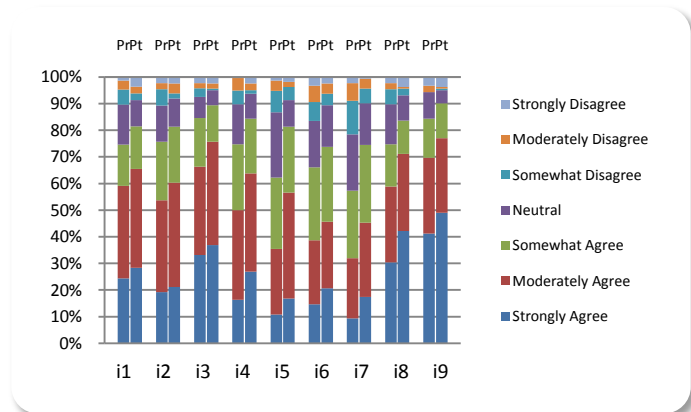


Figure 1

forementioned items are all related to academic preparation. Items eight and nine had the most frequent *Strongly Agree* ratings; these items dealt with knowledge about one’s transition to college. Item three also had numerous *Strongly Agree* ratings; this item asked students whether they are sure that they can succeed in a college course.

There were four Student Learning Outcomes for this project. The goals were that 90% of students will report improvement in their confidence, academic preparation, and knowledge of

college. Also, Bridge students would have 10% higher success rates than non-Bridge students. Unfortunately, the first three SLOs were not met. Each of these items fell below 90% in the posttest. The second SLO, which examined students'

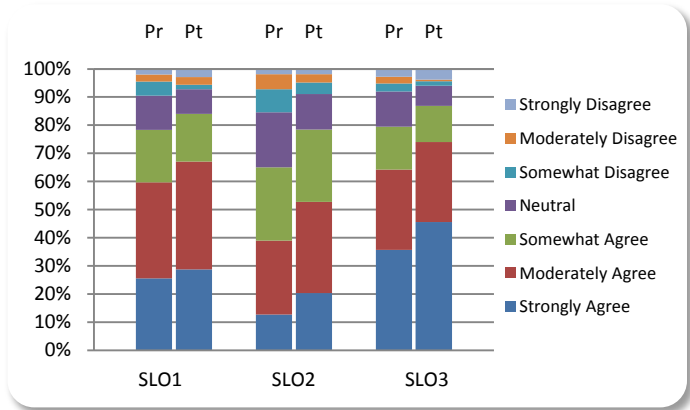


Figure 2

academic preparation had the lowest percentage at the posttest. The third SLO, which is college knowledge, had the highest percentage at the posttest. The first SLO, which examined self-confidence, fell in between these two aforementioned categories.

The following table depicts the success rates for Bridge and non-Bridge courses.

Generally speaking, Bridge students had higher success rates than those in non-Bridge courses for both Math and English.

Table 1: Success Rates

Course Type	Number Successful	Percentage Successful
Bridge- ENGL67	131	92.25
Bridge- ENGL68	48	88.89
Bridge- MATH50	78	88.64
Non-Bridge- ENGL67	271	81.14
Non-Bridge- ENGL68	315	71.43
Non-Bridge- MATH50	79	54.11

All of the Bridge courses had success rates that were 10% or higher than non-Bridge participants. Bridge- ENGL67's success rate was 11% higher than the non-Bridge course; Bridge- ENGL68 was 18% greater, and Bridge- MATH50 was 35% higher than non-Bridge MATH50.

Discussion

Although the posttest results were more favorable than those of the pretest, the first

three SLOs were not successfully met. They all fell below the target baseline of 90%, but these results were still overwhelmingly positive. All of the success rates for the Bridge courses were more than 10% higher than non-Bridge courses. In order to improve this research, it might be wise to include more detailed questions, which will produce more specific responses.

Investigating what particular aspects students feel confident about and which areas are lacking could provide a clearer window into student cognition. It might be helpful to ask several more questions and arrange the survey according to these themes.

Limitations

An uneven number of items tapped into each construct. Only three questions addressed the self-confidence construct; four items related to academic preparation, and only two items looked at a student's knowledge regarding their transition to college. It might be helpful to add a few more questions that pertain to each construct and have an equal number for each category. Because only two questions pertained to a student's college transition, this could be an inaccurate measure.

Recommendations

- Create more questions relating to each construct (e.g., self-confidence, academic preparedness, and college transition), and develop an even number of questions for each theme. This way there is no particular construct that contains more questions than the others, which would increase the precision of the instrument.
- Draft questions that are more specific; the goal is that these items will tap into *how* or *why* a student holds a particular attitude or opinion.

I feel confident in my academic abilities overall

		Test Type		Total
		preTest	postTest	
Strongly Agree	Count	52	46	98
	% within type	24.4%	28.4%	26.1%
Moderately Agree	Count	74	60	134
	% within type	34.7%	37.0%	35.7%
Somewhat Agree	Count	33	26	59
	% within type	15.5%	16.0%	15.7%
Neutral	Count	32	16	48
	% within type	15.0%	9.9%	12.8%
Somewhat Disagree	Count	12	4	16
	% within type	5.6%	2.5%	4.3%
Moderately Disagree	Count	7	4	11
	% within type	3.3%	2.5%	2.9%
Strongly Disagree	Count	3	6	9
	% within type	1.4%	3.7%	2.4%
Total	Count	213	162	375
	% within type	100.0%	100.0%	100.0%

I feel prepared for college courses

		Test Type		Total
		preTest	postTest	
Strongly Agree	Count	35	43	78
	% within type	16.4%	26.9%	20.9%
Moderately Agree	Count	72	59	131
	% within type	33.6%	36.9%	35.0%
Somewhat Agree	Count	53	33	86
	% within type	24.8%	20.6%	23.0%
Neutral	Count	32	15	47
	% within type	15.0%	9.4%	12.6%
Somewhat Disagree	Count	11	2	13
	% within type	5.1%	1.3%	3.5%
Moderately Disagree	Count	10	4	14
	% within type	4.7%	2.5%	3.7%
Strongly Disagree	Count	1	4	5
	% within type	.5%	2.5%	1.3%
Total	Count	214	160	374
	% within type	100.0%	100.0%	100.0%

I feel confident doing homework on my own

		Test Type		Total
		preTest	postTest	
Strongly Agree	Count	41	34	75
	% within type	19.2%	21.1%	20.0%
Moderately Agree	Count	74	63	137
	% within type	34.6%	39.1%	36.5%
Somewhat Agree	Count	47	34	81
	% within type	22.0%	21.1%	21.6%
Neutral	Count	29	17	46
	% within type	13.6%	10.6%	12.3%
Somewhat Disagree	Count	13	3	16
	% within type	6.1%	1.9%	4.3%
Moderately Disagree	Count	5	6	11
	% within type	2.3%	3.7%	2.9%
Strongly Disagree	Count	5	4	9
	% within type	2.3%	2.5%	2.4%
Total	Count	214	161	375
	% within type	100.0%	100.0%	100.0%

I am confident in my skills in math and/or writing

		Test Type		Total
		preTest	postTest	
Strongly Agree	Count	23	27	50
	% within type	10.8%	16.8%	13.4%
Moderately Agree	Count	52	64	116
	% within type	24.5%	39.8%	31.1%
Somewhat Agree	Count	57	40	97
	% within type	26.9%	24.8%	26.0%
Neutral	Count	52	16	68
	% within type	24.5%	9.9%	18.2%
Somewhat Disagree	Count	17	8	25
	% within type	8.0%	5.0%	6.7%
Moderately Disagree	Count	8	3	11
	% within type	3.8%	1.9%	2.9%
Strongly Disagree	Count	3	3	6
	% within type	1.4%	1.9%	1.6%
Total	Count	212	161	373
	% within type	100.0%	100.0%	100.0%

I am sure I can succeed in a college course

		Test Type		Total
		preTest	postTest	
Strongly Agree	Count	71	59	130
	% within type	33.2%	36.9%	34.8%
Moderately Agree	Count	71	62	133
	% within type	33.2%	38.8%	35.6%
Somewhat Agree	Count	39	22	61
	% within type	18.2%	13.8%	16.3%
Neutral	Count	17	9	26
	% within type	7.9%	5.6%	7.0%
Somewhat Disagree	Count	7	1	8
	% within type	3.3%	.6%	2.1%
Moderately Disagree	Count	4	3	7
	% within type	1.9%	1.9%	1.9%
Strongly Disagree	Count	5	4	9
	% within type	2.3%	2.5%	2.4%
Total	Count	214	160	374
	% within type	100.0%	100.0%	100.0%

I have good time management skills

		Test Type		Total
		preTest	postTest	
Strongly Agree	Count	31	33	64
	% within type	14.6%	20.6%	17.2%
Moderately Agree	Count	51	40	91
	% within type	24.1%	25.0%	24.5%
Somewhat Agree	Count	58	45	103
	% within type	27.4%	28.1%	27.7%
Neutral	Count	37	25	62
	% within type	17.5%	15.6%	16.7%
Somewhat Disagree	Count	15	7	22
	% within type	7.1%	4.4%	5.9%
Moderately Disagree	Count	13	6	19
	% within type	6.1%	3.8%	5.1%
Strongly Disagree	Count	7	4	11
	% within type	3.3%	2.5%	3.0%
Total	Count	212	160	372
	% within type	100.0%	100.0%	100.0%

I know how to effectively prepare for tests

		Test Type		Total
		preTest	postTest	
Strongly Agree	Count	20	28	48
	% within type	9.4%	17.4%	12.8%
Moderately Agree	Count	48	45	93
	% within type	22.5%	28.0%	24.9%
Somewhat Agree	Count	54	47	101
	% within type	25.4%	29.2%	27.0%
Neutral	Count	45	25	70
	% within type	21.1%	15.5%	18.7%
Somewhat Disagree	Count	27	9	36
	% within type	12.7%	5.6%	9.6%
Moderately Disagree	Count	14	6	20
	% within type	6.6%	3.7%	5.3%
Strongly Disagree	Count	5	1	6
	% within type	2.3%	.6%	1.6%
Total	Count	213	161	374
	% within type	100.0%	100.0%	100.0%

SLO1) Confidence

		Test Type		Total
		preTest	postTest	
Strongly Agree	Count	164	139	303
	% within type	25.6%	28.8%	27.0%
Moderately Agree	Count	219	185	404
	% within type	34.2%	38.3%	35.9%
Somewhat Agree	Count	119	82	201
	% within type	18.6%	17.0%	17.9%
Neutral	Count	78	42	120
	% within type	12.2%	8.7%	10.7%
Somewhat Disagree	Count	32	8	40
	% within type	5.0%	1.7%	3.6%
Moderately Disagree	Count	16	13	29
	% within type	2.5%	2.7%	2.6%
Strongly Disagree	Count	13	14	27
	% within type	2.0%	2.9%	2.4%
Total	Count	641	483	1124
	% within type	100.0%	100.0%	100.0%

I feel comfortable using campus academic support resources (for example: tutors, the library, and professor's office hours)

		Test Type		Total
		preTest	postTest	
Strongly Agree	Count	65	67	132
	% within type	30.4%	42.1%	35.4%
Moderately Agree	Count	61	46	107
	% within type	28.5%	28.9%	28.7%
Somewhat Agree	Count	34	20	54
	% within type	15.9%	12.6%	14.5%
Neutral	Count	32	15	47
	% within type	15.0%	9.4%	12.6%
Somewhat Disagree	Count	12	4	16
	% within type	5.6%	2.5%	4.3%
Moderately Disagree	Count	5	1	6
	% within type	2.3%	.6%	1.6%
Strongly Disagree	Count	5	6	11
	% within type	2.3%	3.8%	2.9%
Total	Count	214	159	373
	% within type	100.0%	100.0%	100.0%

SLO2) Academic Preparedness

		Test Type		Total
		preTest	postTest	
Strongly Agree	Count	109	131	240
	% within type	12.8%	20.4%	16.1%
Moderately Agree	Count	223	208	431
	% within type	26.2%	32.4%	28.9%
Somewhat Agree	Count	222	165	387
	% within type	26.1%	25.7%	25.9%
Neutral	Count	166	81	247
	% within type	19.5%	12.6%	16.5%
Somewhat Disagree	Count	70	26	96
	% within type	8.2%	4.0%	6.4%
Moderately Disagree	Count	45	19	64
	% within type	5.3%	3.0%	4.3%
Strongly Disagree	Count	16	12	28
	% within type	1.9%	1.9%	1.9%
Total	Count	851	642	1493
	% within type	100.0%	100.0%	100.0%

I see the benefit of working with other students in my classes

		Test Type		Total
		preTest	postTest	
Strongly Agree	Count	87	79	166
	% within type	41.2%	49.1%	44.6%
Moderately Agree	Count	60	45	105
	% within type	28.4%	28.0%	28.2%
Somewhat Agree	Count	31	21	52
	% within type	14.7%	13.0%	14.0%
Neutral	Count	21	8	29
	% within type	10.0%	5.0%	7.8%
Somewhat Disagree	Count	0	1	1
	% within type	.0%	.6%	.3%
Moderately Disagree	Count	5	1	6
	% within type	2.4%	.6%	1.6%
Strongly Disagree	Count	7	6	13
	% within type	3.3%	3.7%	3.5%
Total	Count	211	161	372
	% within type	100.0%	100.0%	100.0%

SLO3) College Knowledge

		Test Type		Total
		preTest	postTest	
Strongly Agree	Count	152	146	298
	% within type	35.8%	45.6%	40.0%
Moderately Agree	Count	121	91	212
	% within type	28.5%	28.4%	28.5%
Somewhat Agree	Count	65	41	106
	% within type	15.3%	12.8%	14.2%
Neutral	Count	53	23	76
	% within type	12.5%	7.2%	10.2%
Somewhat Disagree	Count	12	5	17
	% within type	2.8%	1.6%	2.3%
Moderately Disagree	Count	10	2	12
	% within type	2.4%	.6%	1.6%
Strongly Disagree	Count	12	12	24
	% within type	2.8%	3.8%	3.2%
Total	Count	425	320	745
	% within type	100.0%	100.0%	100.0%

VESL Project Coordinator

Goal: As a result of completing the VESL program, the student will acquire skills facilitating lifelong learning promoting the advancement of their academic and/or professional careers

Outcome: The work of the student throughout the VESL program will be accumulated in a portfolio. As a result of the students compiling a portfolio, they will demonstrate improved communication skills, self-confidence, and preparedness for advancement in their academic and/or professional careers

Type	Measurement	Tool	Participants	Assessor	Criteria
SLO	Perception	Focus Group	Two daytime groups and two evening groups	Dana Miho	60% will acknowledge the effectiveness of the portfolio

Data: A total of 22 VESL students participated in the focus group and provided overwhelmingly positive comments (34 total comments: 31 positive, 3 suggestions for improvement). Participants indicated that they can utilize the portfolio as reference, evaluate their progress, and boost their self-confidence. The students feel that their communication and computer skills have improved through the program. Based on the students' numerous favorable comments, it is inferred that we surpassed the predetermined "60% effectiveness" criterion.

Action: The VESL portfolio represents a positive outlook for the students' future; overall, this has been a successful project. The following are recommended for the VESL project coordinator to implement in order to better the effectiveness of the portfolio: (1) gather feedback from the students at the end of each term, either through a focus group or a survey; (2) send reminders to the VESL instruction team to update the portfolios; and (3) encourage students to examine their portfolios on a regular basis.



VESL Project Coordinator

To: Liza Becker and Dana Miho
From: Nancy Aguirre, M.A., Project Coordinator and Dan Lamoree, B.A/B.S., Educational Research Assessment Analyst, Research & Institutional Effectiveness Office
Date: June 18, 2010

When you are referring to the data from this report, please remember to acknowledge that it was done through the Office of Research and Institutional Effectiveness and that results of this report could not be possible without the assistance of the Vocational English as a Second Language Team.

Abstract

Students in the Vocational English as a Second Language (VESL) program will acquire skills that facilitate lifelong learning, which will promote the advancement of their academic and professional careers. Any student work is compiled into a portfolio in which they can demonstrate improved communication skills, self-confidence levels, and professional preparedness. The goal is that students will then be able to utilize this portfolio in the future as work samples or reference points. It will also garner a sense of accomplishment. In order to assess student perception of this portfolio, student focus groups were held. This gave them the opportunity to provide feedback on this process and hear about what the portfolio signifies. Four focus groups were held the week of May 24, 2010. Students had favorable comments regarding the portfolio and its potential application outside of the classroom. They feel encouraged, confident, and appreciate the fact that they can display their work, professionally. The results of these analyses will provide feedback to VESL regarding whether students are benefitting from the portfolio and its processes.

The Vocational English as a Second Language (VESL) program provided students with a supportive educational structure that improved English speaking skills. It increases job readiness, academic success, and facilitates job exploration. Students took several required courses and two elective courses as part of the program. In order to reach the objectives of this project, several components were created to document student work and progress. One of these items was the student portfolio which contained student work from all VESL courses. This allowed instructors to check on student development. The portfolio contained the following completed student coursework: For VESL Speaking C, there was the U.S. Company Report Rubric & PowerPoint and Product Development Project Rubric & PowerPoint. The VESL Writing C contained the U.S. Company Report: Composition & Rubric as well as the Product Development Report: Composition & Rubric. Career & Life Planning had their Career Presentation Handout & PowerPoint, Students Services Presentation Handout & PowerPoint, and their cover letter & resume. They also had timed writings and production work from keyboarding. Lastly, the portfolio contained their Microsoft Office Assignments for Microcomputer Applications such as newsletters, flyers, spreadsheets, mail-merge, etc. This way students would have a record of all of the work they had completed. They could utilize these items as work and writing samples for future career and academic endeavors. Students would also feel a sense of pride and accomplishment by being able to reflect on their work and the skills that they have acquired. The goal is that at least 60% of the focus group participants would acknowledge the effectiveness of the portfolio.

Rationale for the Study

The student portfolio was intended to have long-term benefits because students would have immediate access to previous schoolwork and projects completed; students should, hopefully, be able to recognize the usefulness and applicability of the portfolio outside of the classroom. In order to ensure students saw the utility in their portfolios, it is imperative to measure their perception of it. VESL wanted to assess whether their main goals for the creation and development of the portfolio were effectively being targeted. Although the instructors had good intentions for the portfolio, it is possible that students had a different perception of it, or the benefits of the portfolio were not readily apparent to students. Thus, it was necessary to examine what students think of this tool and its process.

Purpose

The perception students had of their portfolios must be investigated. It is essential to determine whether students actually felt their portfolios had benefitted them and it had long-term utility in their careers or academic endeavors. Also, the effectiveness of the portfolio was measured.

Method

Participants

A total of 22 student participants from the Vocational English as a Second Language (VESL) program were used. The focus group was comprised of 15 females and 7 males; 15 daytime students and 7 evening students. The age of the students ranged from 20 to 59 years of age.

Design

This study is a non-experimental cross-sectional design. All able and willing people participated.

Measures

A set of focus group questions was created to assess VESL participants. It asked them to state their name and whether they were a part of the daytime or evening VESL program. The rubric asked how their VESL classes are going this semester, if they are taking other classes besides VESL, and what they thought about them. Students were then provided with their own portfolio and are asked what their overall impression was about their class work in their portfolio. Students were then asked the following key questions: In what ways do you think the portfolios help VESL students to succeed in the program? Looking through your portfolio, how do you feel about your communication skills and computer skills now compared to the beginning of the program? How do the portfolios prepare you to take credit classes or apply for a job? If you could, what would you change about the portfolio, and why would you change it? To wrap up the session, the focus group moderator asked how they will use the portfolio after graduating from the VESL program. The moderator then summarized the discussion and questioned whether students felt it was an acceptable summary. Finally, the moderator asked whether there was anything else they would like to add.

Procedure

During the week of May 10, 2010, three focus group discussions were held with a total of 22 student participants from the Vocational English as a Second Language (VESL) program. These focus group discussions were facilitated by Dana Miho, VESL Project Coordinator, and

assisted by Heidi Alcala, VESL Outreach Specialist. The focus groups were held in the VESL classroom in Building 66. Each meeting took approximately one hour to complete.

Results

In terms of how the portfolio helped students succeed in the VESL program, students were able to evaluate what they had accomplished in all VESL courses; they could see their progress and improvements. Students stated they could use the portfolio for reference as far as the review skills learned in the program, such as how to write essays, interview skills, document formatting, etc. The portfolio served as the symbol of student success. It also guided students through what needs to be improved. The portfolio served as proof of English proficiency. This also enabled students to feel proud and satisfied with their work. Students were encouraged and inspired to continue doing a good job.

When asked how their communication and computer skills had improved since beginning the program, they said they felt more confident now. They were able to comprehend conversations in English better; they could express themselves better to co-workers and customers at work. Having given presentations in class and reviewing the presentation rubrics in the portfolio, they felt more comfortable speaking in front of an audience. Through teamwork, students learned to communicate effectively and work cooperatively. In terms of the mechanics of these programs, they understood Microsoft Office better and could create office documents more efficiently with greater complexity. Their typing speed and accuracy had also improved.

The portfolio had prepared VESL students to take credit classes and/or apply for a job. Improvement in students' typing skills had been beneficial when taking AMLA (credit ESL)

courses; for example, there were timed essay writings in class and typing writing assignments. Students were able to organize and format documents, professionally. They could write an effective cover letter and resume. They felt equipped to take credit courses after completing the assignments in VESL courses. Students also felt prepared to apply for a job after receiving training in VESL courses. This is because they received help in cover letter and resume writing, interviewing practice, enhance computer skills, and oral and written communication skills, etc. One student was told that she was well prepared for the workplace after an interview and written assessment at an EDD office.

After completing the program, VESL students will use their portfolios for reference; they will review what they have learned in the program and get ideas when completing assignments for credit courses. They will present the portfolios during job interviews in order to showcase their employability. The hard work displayed in the portfolio will inspire them to further their study because they will use it as a reminder that they can accomplish an academic, career, and personal goal. It allows them to recognize their academic weaknesses and areas for improvement. By reflecting on the work they have completed, it inspires them to continue their study or further advance their career. They are also able to share their portfolios with friends, family, and neighbors who may be interested in the VESL program.

There is nothing specific students would change about the portfolio except, as some students indicated, including more coursework and feedback from instructors. Other students indicated the portfolio already contains enough material and adding more material may make it difficult to present the portfolio during a job interview. Some students noticed some of their assignments are missing from their portfolios; they would like instructors to make sure that all

items are included in the portfolio. The overall impression of the portfolio was that students feel very proud of their work. They felt very happy and satisfied with the progress they had made during the program. Students believe the VESL portfolio represents a positive outlook on their future.

Discussion

The VESL students provided overwhelmingly positive comments regarding the portfolio. They can use the portfolio as reference, evaluate the work they have completed, pinpoint their progress, and feel proud of their work. They feel confident with the computer and communication skills that they now possess. The students feel equipped to prepare for credit courses or apply for a job with the skills that they have acquired, which is evident in their portfolio. Students are able to recognize their academic weaknesses and are inspired to continue their study or further advance their career. This also provides them with concrete examples of the work that they completed in VESL and enables the students to share their work with those who might express interest in the program. Students, actually, wish that they could add more of their work to the portfolio while others feel that the quantity is sufficient. The criterion for success in this project is that at least 60% of students will acknowledge the effectiveness of the portfolio. This criterion was rather difficult to measure since there were a total of 22 participants in the focus group, but only three individuals responded to the question on their overall impressions of the portfolio. Nevertheless, all three students provided positive responses. Students indicated that they feel very proud of their work and are happy with the progress they have made. The VESL portfolio rendered a positive outlook for their future. Not all participants provided a comment for this final question; thus, one cannot determine

whether at least 60% of students believe that the portfolio has played a positive role in their development as a student. However, it is important to note that the comments that students gave throughout the meeting were highly favorable. They see the value in the portfolio and made numerous positive comments. From this information, the VESL program will know what the student perception of the portfolio is and can further understand whether the portfolio is serving its intended purpose. Any changes or measures that need to be taken in order to improve the process or end result will be noted. These will be taken into action, so that students find the value in the portfolio and can utilize it outside of the classroom. The VESL program will strive to ensure that the portfolio has real-world application for students, and these analyses provide that window through student feedback.

Limitations

More student responses should have been generated for the final question in order to create a more all-encompassing picture of student perception. Only three comments were recorded regarding what students would like to change about the portfolio as well as their overall impression of the piece. Perhaps, students should have been probed a bit more so that more feedback could have been obtained.

Recommendations

Ensure that all student responses are copied, and a record of how many students agreed with certain, overarching statements should be kept. This way it will be easier to pinpoint which statements were overwhelmingly positive and which areas need the most improvement. It will highlight where the consensus lies.

VESL Portfolio: Focus Group Questions

Dana Miho, VESL Project Coordinator
ESL Department

Opening:

1. Please tell me your name and whether you are part of the daytime or evening VESL program.

Introduction:

2. How are your VESL classes this semester?
3. Are you taking other classes besides VESL? What do you think about them?

Transition: (Students are provided with their own portfolios.)

4. What is your overall impression about your class work in your portfolio?

Key Questions:

5. In what ways do you think the portfolios help VESL students to succeed in the program?
6. Looking through your portfolio, how do you feel about your communication skills and computer skills now compared to the beginning of the program?
7. How do the portfolios prepare you to take credit classes or apply for a job?
8. If you could, what would you change about the portfolio and why would you change it?

Ending:

9. How will you use your portfolio after graduating from the VESL program?

Summary: (Moderator summarizes discussion.)

10. Is this an acceptable summary of this discussion?
11. Is there something you would like to add?

WIN Counseling

Goal: Students and counselors will create educational plans

Outcome: WIN students will create educational plans with a counselor that reflect the goal of transfer status or an AA

Type	Measurement	Tool	Participants	Assessor	Criteria
SLO	Knowledge	Checklist	WIN students attending workshops and counseling sessions	WIN Counselors	75% of students will have educational plans reflecting the goal of an AA or transfer status

Data: Fifty-one percent of the students had Education Plans, which fell short of their target of 75%.

Action: The criterion would have been met had the counselor begun the workshops in the Fall. These workshops were only done in Spring 2010.

Outcome: WIN students will be able to identify the general education and major areas

Type	Measurement	Tool	Participants	Assessor	Criteria
SLO	Knowledge	Rubric	WIN Students participating in a workshop or counseling session	WIN Counselors	100% of WIN students will identify at least 5 general education areas and 3 major areas

Data: Ninety-nine percent were able to list, at least, five general education areas, and ninety-six percent listed, at least, three major areas.

Action: Although this criterion was not met by a narrow margin, results still reflect that students did receive the information they needed to identify the general ed and major area.

Outcome: WIN students will perceive an increase in knowledge of general education, major areas and the educational plan

Type	Measurement	Tool	Participants	Assessor	Criteria
SLO	Knowledge	Survey	WIN Students participating in a workshop or counseling session	WIN Counselor	100% will self-report having an overall increase in knowledge of educational planning and requirements

Data: 87% stated that they felt informed about their educational requirements.

Action: Although this criterion was met, counselors believe that students must continually review their knowledge of general ed and major area requirements due to the strict NCAA guidelines.

Outcome: WIN student athletes will be able to identify deterrents to their academic success

Type	Measurement	Tool	Participants	Assessor	Criteria
SLO			WIN Students receiving counseling	WIN Counselors	75% of WIN Students will identify deterrents to their academic success

Data: 88% of students were able to identify their own, personal deterrents

Action: Counselors felt that in order to deal with deterrents to academic success a more qualitative type of investigation would be helpful and gather more pertinent information on student barriers.



WIN Counseling

To: Madelyn Arballo

From: Nancy Aguirre, M.A., Project Coordinator and Dan Lamoree, B.A/B.S., Educational Research Assessment Analyst, Research & Institutional Effectiveness Office

Date: June 26th, 2010

When you are referring to the data from this report, please remember to acknowledge that it was done through the Office of Research and Institutional Effectiveness and that results of this report could not be possible without the assistance of the WIN program.

Abstract

The WIN Program is designed to assist student athletes, academically, so they can continue to excel in their courses. Students and counselors will create educational plans; these plans reflect the goal of transfer status or an Associate's degree. WIN students will be able to identify the general education and major areas. WIN students will perceive an increase in knowledge of general education, major areas, and the educational plan. WIN student athletes will be able to identify deterrents to their academic success. Most students should be able to have educational plans that involve the attainment of an Associate's degree; they will also be able to identify at least five general education areas and three major areas.

The WIN Program is structured to provide supplemental academic assistance to student athletes at Mt. San Antonio College. The program offers students both tutoring and counseling. The goal is that students will leave with the intention of attaining an Associate's degree or transfer status. In addition, the students will also have a clear-cut map of how to achieve this and will be able to take the necessary steps in achieving this goal. WIN students attended workshops and counseling sessions where they created educational plans reflecting an AA and/or transfer status. Counselors provided information on general education and major areas.

Seventy-five percent of students attending the WIN Program should have educational plans that reflect the goal of an AA or transfer status by the end of spring 2010. All of the WIN students who attend a workshop or counseling session will identify at least five general education areas as well as three major areas. The WIN counselor recorded the number of general education and major areas that students were able to answer on a scoring rubric. After attending a workshop and/or counseling session, WIN students completed a short questionnaire assessing their level of perceived knowledge of the educational requirements. All students will be able to indicate that they perceived themselves to have an, overall, increase in knowledge of educational planning and requirements. Seventy-five percent of student athletes who receive counseling in the WIN Program will be able to identify deterrents to their academic success.

Purpose

The WIN program offers several services to student athletes whose purpose is to motivate students to continue forward in their education. Students should also become more informed of the educational opportunities at their disposal. They should all become more fully

aware of the programs available at the college and be able to develop an educational plan, which allows them to efficiently target these goals. During counseling sessions and workshops, students should gain knowledge of these programs and be able to create an educational plan that is in line with the aforementioned objectives. If students are still struggling with these concepts, then a restructuring of these sessions might be instilled in order to ensure that students do meet these goals.

Method

Participants

The student athletes of the WIN Program who participated in a workshop and/or counseling session.

Design

This study is a non-experimental cross-sectional design. All able and willing people participated.

Measures

Students filled out a survey, which examined their knowledge about certain content areas. They rated these items on a 4-point Likert scale that ranged from *not informed*, *somewhat informed*, *informed*, to *very informed*. The survey looked at whether they know the general education requirements, major educational areas, have the ability to interpret their placement scores, know how to check for course pre-requisites, know the requirements for graduation and/or transfer, and know what to do if they need to change/adjust their educational plan. Students then indicate whether they completed this form at a workshop or in a counseling session as well as the date that they attended.

Procedure

A counselor was hired to provide counseling and advising to student athletes attending the WIN Program. The counselor's objective was to ensure that the students complete educational plans that reflect a major or transfer goal. Beginning in the winter session 2010, the counselor's plan was the following:

- Make email announcements to coaches and announcements to the students attending the WIN Program regarding the workshops.
- Schedule workshops to present the general education areas and major areas in order to complete educational plans.
- Invite students by athletic teams to attend the workshops.
- Invite students who were unable to attend the workshops to make individual appointments in the WIN Program.

The counselor completed her recruitment in February 2010 and held 21 workshops for individual athletic teams beginning in March 2010. She presented the advisement information to 424 students during spring semester. During the workshops and the individual appointments, she also requested via a short questionnaire for the students to indicate whether they felt “informed” or “not informed”. This was administered after receiving the advisement information on general education, major areas, and the educational plan. She also requested that students identify, if any, their personal deterrents to academic progress.

Results

All of the WIN students were expected to identify five general education and three major areas. This goal was not met by a narrow margin. Ninety-nine percent were able to list, at

least, five general education areas, and ninety-six percent listed, at least, three major areas. Fifty-one percent of the students had Education Plans, which fell short of their target of 75%. The third Student Learning Outcomes was met such that 87% stated that they felt informed about their educational requirements. The goal was that 80% would answer that they felt informed on five out of the six items. Lastly, 75% were expected to identify their own, personal deterrents. This Student Learning Objective was met since 88% of students were able to accomplish this.

Discussion

One reason that the criteria was not met for the number of educational plans completed (<75% educational plans completed) was possibly due to the late start of the project. The counselor was hired in January and then had to organize the project and begin the recruitment. She did not begin her workshops until March 2010 and had over 400 students to serve. This could also account for the reason as to why not every student was able to list at least five general education and three major areas. Although less than 75% of WIN students completed educational plans reflecting a major area or general education, a significant number were able to complete educational plans. What would be more helpful than offering general educational information was to conduct workshops that centered on specific majors. In addition, offering specific workshops to students that focused on CSU/UC requirements and for schools that Mt. SAC student athletes tend to favor as a transfer institution. As for individual contacts, it would be helpful to set a minimum number of contacts for each student by semester. This can only be done if a plan for communicating to students begins in fall or winter semester.

Limitations

The counselor was unable to get situated at the start of the semester, so this caused a delay in the project's commencement. Thus, students were not immediately assisted with their Educational Plan, and there was only one counselor for the 400 students. This could explain why some of the Student Learning Outcomes were not met.

Recommendations

- Perhaps, instead of assessing students on a Likert scale, qualitative data should be obtained in order to fully examine their level of knowledge. The quantitative, Likert scale does not display an overall, all-encompassing picture of student knowledge and progress.

****outcome for ALL student athletes who had a counseling session**

Goal: identify 5 GE and 3 major areas = 100%

GE Progress %: 99.53%

Major Progress %: 96.70%

GE areas			Major areas		
	#	%		#	%
0-4	2	0.47	0-2	14	3.30
5-8	3	0.71	3-4	7	1.65
9-11	419	98.82	5-6	403	95.05
Total	424		Total	424	

Goal: WIN enrolled have Ed Plans = 75%

Progress %: 60.06%

Ed plans	#	%
Yes	415	97.88
No	9	2.12
Total	424	
Enrolled	691	

Goal: 80% will answer "informed" on 5/6 items

Progress %: 86.36%

5/6 items	#	%
Yes	361	86.36
No	49	11.72
No response	8	1.91
Total	418	

Goal: respond and/or identify personal deterrents = 75%

Progress %: 87.26%

ID deterrent	#	%
Yes	354	83.49
No	16	3.77
None	54	12.74
Total	424	

WIN Tutors

Goal: Students will benefit from tutoring services offered in the WIN Program

Outcome: Tutors will be hired to provide one-on-one tutoring to students in the WIN Program

Type	Measurement	Tool	Participants	Assessor	Criteria
SA					Tutors will be hired in Fall 2009 to provide up to 2800 tutoring hours to students attending the WIN Program.

Data: Completed.

Action: Completed.

Outcome: As a result of one-on-one tutoring, WIN Program students will demonstrate an understanding of the concepts learned in the tutoring session and identify their plan for completing the assignment

Type	Measurement	Tool	Participants	Assessor	Criteria
SLO	Knowledge	Rubric	WIN Students receiving tutoring	WIN Tutors	75% of the student tutored in the WIN Program will score a "meets expectations" rating on the rubric

Data: WIN : Out of the 522 tutorial sessions, 224 unique students were tutored. Using the rubric described above, 94% of tutorial sessions scored a meets or exceeds expectations. The benchmark for success associated with this project was met; the goal was that 80% of students will meet or exceed expectations.

Action: Next assessment cycle should focus on the development of critical thinking skills of tutored students.

Outcome: As a result of tutoring services in the WIN Program, students will achieve at least a 2.0 GPA in Winter and Spring 2010

Type	Measurement	Tool	Participants	Assessor	Criteria
SA			WIN Students receiving tutoring		100% of WIN Students will achieve a 2.0 GPA

Data: Results indicated an increase in the number of students served. There was a 55% increase in the number of tutored students when comparing spring 2007 to spring 2009 and a 105% increase in the number of courses tutored when comparing from spring 2007 to spring 2009. Success rates in tutored courses has gone from 50% in 2007 to 75% in spring 2009. Average letter grades based upon a 4-point scale have gone from 1.47 in spring 2007 up to 2.09 in spring 2009. Retention rates for tutored courses have also increased from 85% in 2007 up to 95% in 2009. Expectations were met in that an upward trend in improvement was found with respect to success rates. This information was shared with WIN staff.

79% of students tutored by the WIN tutorial services program achieved a G.P.A. for the spring 2010 term of 2.0 or higher; this is below the benchmark that all students tutored by the WIN tutorial services program would achieve a G.P.A. of 2.0 or higher.

Action: Continued funding commitment for subject-specific tutoring and collection of progress data is highly valued. WIN program coordinators and staff would like to examine results by subject area and would also like to correlate time spent in tutoring with average grades in the course. There is also a desire to assess how time spent in tutoring may correlate with grades in tutored courses. Finally, the WIN will develop an AUO which will assess how the Win's operating hours correspond with the number of tutorial hours received by students. Finally, the WIN program would like to look at whether or not students being tutored in specific courses were able to graduate as a result of passing the course.

Although this does not include all tutored WIN students, this represents that a majority of student athletes who get tutoring in the WIN Program are achieving above a 2.0 GPA. Perhaps a more thorough investigation of the 21% who did not achieve a 2.0 would provide insight on how to better assist these students.



WIN Tutoring

To: Madelyn Arballo

From: Nancy Aguirre, M.A., Project Coordinator and Dan Lamoree, B.A/B.S., Educational Research Assessment Analyst, Research & Institutional Effectiveness Office

Date: July 3, 2010

When you are referring to the data from this report, please remember to acknowledge that it was done through the department of Research and Institutional Effectiveness and that results of this report could not be possible without the assistance of the WIN Program.

Abstract

The WIN Program provides one-on-one tutoring to students who participate in athletics at Mount San Antonio College. It is imperative to provide tutors who are sensitive to the needs of the student athletes and provide alternative, instructional methods. Students should achieve, at least, a 2.0 G.P.A. in spring 2010 as a result of having participated in WIN. The efficacy of these tutorial services was examined through student focus groups where they were asked various questions regarding their experiences with tutoring. This was done to gauge any changes in student achievement, confidence levels, and learning strategies used. Their opinion about the setup of tutoring was also documented.

The WIN program is designed to assist student athletes at Mt. San Antonio College, academically, by providing tutoring. Tutors are hired to provide one-on-one tutoring to students in the WIN Program. Tutors were hired in fall 2009 to provide up to 2,800 tutoring hours to students in the WIN Program. The students should be able to demonstrate an understanding of the concepts learned in the tutoring session and be able to identify their plan for completing the assignment. They should be able to identify the ways in which the WIN has improved their study skills and positively impacted their academic progress. As a result of the WIN Program, students should obtain, at least, a 2.0 G.P.A. in spring 2010.

WIN tutors and ABE/WIN faculty worked collaboratively to create a rubric that would be used for tutoring sessions, which rated how well the students understood concepts presented in tutoring session¹. In addition, tutors will rate the students' success in identifying their plan for completing the assignments. Seventy-five percent of the students tutored in the WIN Program will score a *meets* or *exceeds expectations* rating on the rubric. The rubric was implemented in spring 2010. It is important to research how effective the WIN Program is at meeting the needs of student athletes. Any modifications that are necessary for program improvement can potentially be implemented as a result of this analysis. This data will guide any executive-level decision-making.

Purpose

This project aims to determine whether time spent in the WIN Program correlates with students' academic success and understanding of concepts presented. This will promote the inclusion of any changes which will, in turn, enhance the WIN Program's efficacy.

¹ See Appendix A for assessment instrument

Method

Participants

The participants for this project were 224 students during the spring 2010 semester.

Design

This study is a non-experimental cross-sectional design. All able and willing people participated.

Measures

Using the rubric, Students were rated on a 1-3 scale, with 1=below expectations, 2=meets expectations, and 3=does not meet expectations. They also created, with the help of RIE team, more clear and comprehensive descriptors of each rating, so that there was a consistency among raters on the scores. A scoring sheet that allowed the tutors to list multiple students' names and ratings was also created. The rubrics were completed in February 2010.

Procedure

At the beginning of the project, the tutors informed the students they were working on a project to assist students in learning better study habits. The tutors explained that they wanted the students to come prepared to each session only after they read the directions and had first attempted the work on their own. In addition, they told the students that they would be rating them on how well they demonstrated that they understood the material after tutoring and had a plan to complete the project. After the session was over, the tutors marked the students' ratings on a tally sheet. The tutors submitted the tally sheets to the WIN Program supervisor on a weekly basis, and she gave them to a staff member to compile. The data collection period was February 2010 to May 2010.

Results

Out of the 522 tutorial sessions, 224 unique students were tutored. Using the rubric described above, 94% of tutorial sessions scored a *meets* or *exceeds* expectations. The benchmark for success associated with this project was met; the goal was that 80% of students will *meet* or *exceed* expectations. Additionally, 79% of students tutored by the WIN tutorial services program achieved a G.P.A. for the spring 2010 term of 2.0 or higher; this is below the benchmark that all students tutored by the WIN tutorial services program would achieve a G.P.A. of 2.0 or higher.

Discussion

As a result of this project, WIN tutorial services was able to identify areas for improvements to the assessment cycle for next year, as well as, areas of achievement. The project found that students were more diligent about reading directions after they were instructed on how they would be evaluated for this project. This yielded better articulated questions when seeking tutorial support.

Limitations

As was noted by the WIN tutors, increasing the specificity of the assessment tool would result in increased accuracy of their ratings.

Recommendations

- Next assessment cycle should focus on the development of critical thinking skills of tutored students.

Tutoring Rubric – WIN Program

Q1: Student read the directions to the assignment? Yes No

		1 Below expectations	2 Meets expectations	3 Exceeds expectations
A	Student is able to describe clearly and in detail the problem he/she is having on the assignment or project.	Has a minimal level articulation. Requires assistance to describe his/her problem.	Identifies the problem and explains the causes of the problem.	Identifies the problem and presents a possible solution. (“I think this is the answer, I wanted to double check”)
B	Student will demonstrate their understanding of the concepts learned by: <ul style="list-style-type: none"> • Repeating the answer/solution/process for getting there • Writing the answer/solution/process 	Shows minimal ability to summarize the concepts from the tutoring session and additional assistance needed to complete the assignment.	Explains the concepts and strategies from the tutoring session needed to complete the assignment.	Draws connections to other assignments/concept (able to build on previous lessons)
C	Student is able to describe the next steps they will take to complete the assignment/project, prepare for a test or solve the problem they are having.	Requires assistance in listing the next steps needed to complete the assignment.	Breaks down the information learned in the tutoring session and uses it to list the next steps needed to complete the assignment	Demonstrates that the assignment will be completed with no additional assistance. (Can “send them on their way”; quickly understands the concepts and strategies presented in the tutoring session)

Name _____ Subject _____

Writing Center Tutoring Peer, and Classified

Goal: The College will prepare students for success through the development of exemplary programs and services

Outcome: Students will develop a greater awareness of their own writing process

Type	Measurement	Tool	Participants	Assessor	Criteria
SLO	Awareness	Survey	Students receiving tutoring at the Writing Center	Self	170% or more of respondents to the survey will agree that working with a tutor "made them more aware of their strengths as a writer." 270% or more of respondents will agree that working with a tutor "made them more aware of areas in their writing that needed improvement."

Data: A sample of 115 surveys from over 500 filled out during a three-week period in the spring of 2010 was used. The stated SLO was met. The first criterion was met as 97% of students answered either "agree" or "strongly agree" (4 and 5 on a Likert scale) to the statement: "My tutor made me more aware of my strengths as a writer."
The second criterion was met as 97% of students answered either "agree" or "strongly agree" to the statement: "My tutor made me more aware of the areas in my writing that need improvement."

Action: the survey data confirms the success data consistently generated over the past two years—most recently from the Spring 2010 semester—which shows that students in all English writing courses who use the Writing Center's tutoring have a 17.5% higher academic success rate than students who do not.

Outcome: Students will improve essential academic skills for college courses

Type	Measurement	Tool	Participants	Assessor	Criteria
SLO	Knowledge	Survey	Students receiving tutoring in the Writing Center	Self	50% will be able to identify at least one strategy for academic success they have improved as a result of tutoring on the Writing Center Tutoring survey

Data: 76% were able to identify a skill or strategy that they learned from a tutor. These results were further broken down: 42% said they learned about grammar/mechanics from their tutor; 14% learned how to improve or write a thesis; 12% learned how to improve their organization; 12% learned about improving their style. (Note: some respondents identified more than one category.)

Action: 76% were able to identify a skill or strategy that they learned from a tutor. These results were further broken down: 42% said they learned about grammar/mechanics from their tutor; 14% learned how to improve or write a thesis; 12% learned how to improve their organization; 12% learned about improving their style. (Note: some respondents identified more than one category.)

Outcome: Students will improve their strategies for academic success

Type	Measurement	Tool	Participants	Assessor	Criteria
SLO	Knowledge	Checklist	Students receiving tutoring at the Writing Center	Slef	50% will be able to identify at least one area of grammar or rhetoric on the Directed Learning Activity exercise about which they will consult with the tutor

Data: 54% of students were able to articulate one specific question about their writing of the assignment that they wanted to ask the tutor. The SLO was met.

Action: While the SLO was met, the Writing Center is revising the form to make tutors more accountable for encouraging students to complete the exercise fully. This should increase the number of students articulating specific questions and thus help achieve the Writing Center's larger goal of making students more aware, proactive participants in the process of successfully completing their writing assignments.



Writing Center (Center) Tutoring, Peer and Classified

To: David Charbonneau

From: Nancy Aguirre, M.A., Project Coordinator and Dan Lamoree, B.A/B.S., Educational
Research Assessment Analyst, Research & Institutional Effectiveness Office

Date: July 8, 2010

When you are referring to the data from this report, please remember to acknowledge that it was done through the Office of Research and Institutional Effectiveness and that results of this report could not be possible without the assistance of the Writing Center.

Abstract

The Writing Center (Center) enhances the support that students receive with Basic Skills needs in writing and fortifies what students learn in the classroom. Funding also supports non-credit programs and services. The Writing Center has grown exponentially in its student usage from spring 2008 to spring 2009. Sometimes students are turned away before they even meet with a tutor because there has been an influx in the number of walk-ins. Wait times average for longer than an hour. The Writing Center is in need of an augmentation in staff in order to accommodate the growing demand of its services. It would increase the number of tutors during its peak hours. The current payroll will result in zero funding in spring. Therefore, the option is to turn more students away or receive additional support. The Writing Center significantly contributes to student academic success and needs to augment the number of individuals on staff. Thus, it is important to assess whether students are benefitting from the Center resources. A sample of 117 Center students was used in this analysis. Those enrolled in English 67 were given a 14-item survey. Based on the results, all three of the Center's Student Learning Outcomes were successfully met. Students were able to identify a skill or strategy learned by the tutor; they were also able to articulate their questions to the tutor, and they provided positive ratings on the survey.

The Writing Center (Center) has experienced exponential growth since January 2008 in the number of students seeking assistance. Its purpose is to provide assistance to students in their written work across campus, with a special emphasis on English courses and writing mechanics. Tutors are available to offer these services 60 hours during the week. It supports Basic Skills courses through its tutoring and workshops; the main objective of the Center is to improve the success rates of students and help them develop the rhetorical skills necessary for academic writing. Students who use the Center have higher success rates on average than those who do not. In the spring of 2009, 1264 students in Basic Skills writing courses used the Center services. There is a continued pattern of growth of 27% for this semester.

Based on the funding they are currently receiving, they will either run out of monetary support in the summer of 2011, or they will be forced to turn larger quantities of students away. Currently, the Center has a typical wait time of over an hour because of the high number of walk-ins each day. Many students must already be turned away due to the insufficient amount of staff. Additional funding would enable the Center to recruit more tutors. This would reduce wait times and discourage students from walking away. A multitude of at-risk students do not have the opportunity to meet with a tutor due to these long wait times. These are precisely the students the Writing Center targets, and it is their needs that are most paramount.

The goals of this assessment are to examine the students who are receiving tutoring at the Center. The criteria for success determined by the Center's SLO's are as follows: Seventy percent will *Agree* or *Strongly Agree* on a Likert scale from 1 to 5 on item numbers four and five of the Writing Center Tutoring Survey. Item four asks students whether working with a tutor

has made them aware of their strengths as a writer. Item five looks at whether a tutor has made them aware of the areas in need of improvement. Under this same survey, the Center's target was that 50% of students would be able to identify at least one strategy for academic success they learned from their tutor. Lastly, 50% would have the ability to articulate one or more of their presenting problems in the Directed Learning Activity (DLA) tutorial in the form of one specific question they had for the tutor.

Purpose

The Center is in need of additional staff in order to accommodate the increasing number of students who seek its services. This analysis will investigate student levels of satisfaction, and their ability to properly articulate their writing problems.

Method

Participants

A small sample of the larger English 67, Center student population was used for this analysis. For this evaluation, the data of 117 students was used for the Center survey, and 252 students were used for the Directed Learning Activity (DLA) analysis.

Design

This study is a non-experimental cross-sectional design. All able and willing people participated.

Measures

Students are given a survey in which they must respond to 14 Likert scale items and two open-ended questions. The student must also include their name, the name of their tutor, and the number of times that they have visited the Writing Center this semester. There were three

items that we used, specifically, for this analysis. Items four and five were both incorporated, which look at whether working with a tutor has made students aware of their strengths as a writer and whether it has also made them aware of those areas in need of improvement. The other question from this survey used in this analysis was the first open-ended question. It asked students to identify one skill or strategy they have learned from their tutor. The Writing Center considers this the most important question in the survey since students can report through it concrete writing strategies learned in the tutorial. These three items were the only questions that were used from this survey. The second tool was the Directed Learning Activity (DLA), which asks students to list the areas they need assistance with and how to prep for their session with the tutor. In this analysis, item three was used, which had students write one specific question that they wanted to ask the tutor.

Procedure

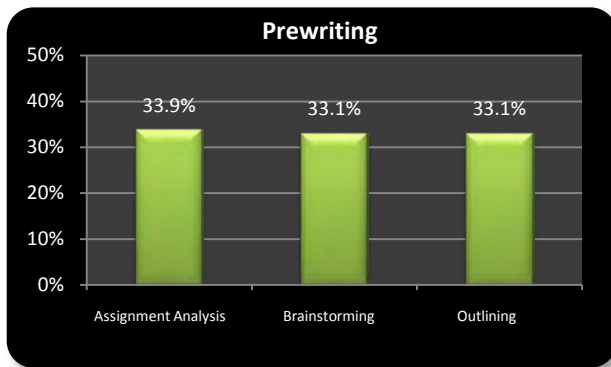
Students were asked to complete the DLA Tutorial prior to their session with the Center tutor. As soon as students walked into the Center, they were asked to complete this tool. The Center survey was filled out following their tutorial session. The Writing Center is located in Building 26B, Room 1561.

Results

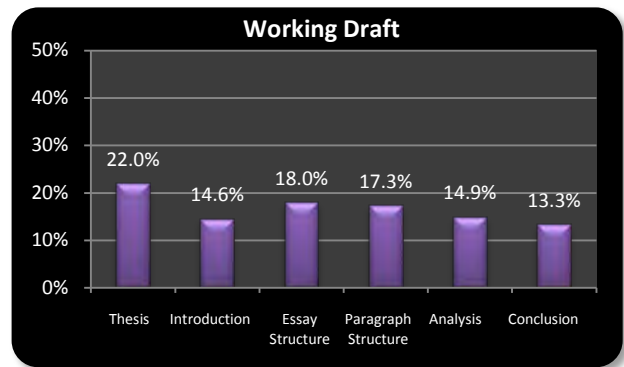
The first SLO was met since 97% of students provided either *Strongly Agree* or *Agree* ratings for items four and five of the Center Tutoring Survey. Seventy-six percent of students were able to identify a skill or strategy that they have learned from their tutor. Finally, 54% of students were able to articulate one specific question that they wanted to ask the tutor. Based on these findings, all three of the Writing Center's SLO's were successfully met.

Forty-two percent stated that they learned about writing mechanics from their tutor. Fourteen percent learned how to improve or write a thesis; twelve percent learned how to improve their writing style as well as their organization. In an effort to assess what aspects of the writing process students wanted to work on with their tutors, categories were created in the assessment of the answers to Item 3 on the DLA. Insofar as the specific areas that students wanted to ask the tutor, 64% of them defined global issues, such as thesis, organization, and audience and 32% defined local issues, such as grammar, mechanics, or documentation. Of the first group 43% were able to name a specific global concern while 21% used vague language, such as “overall help with my paper.” Of the second group, 21% were able to name a specific local concern, like “fragments” or “comma” while 11% used vague terminology such as “grammar.” Thus, roughly 2/3rds of students identified a global concern, contrary to expectations that students only go to the Writing Center for grammar and mechanics. Moreover, roughly 2/3rds were able to give a specific name to their issue, indicating the development of some self-awareness of their own processes as writer and the expectations of academic writing.

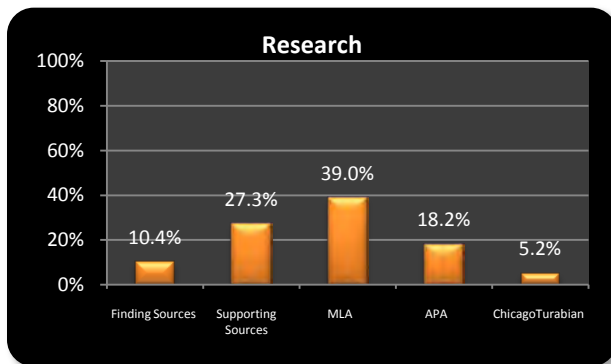
According to the DLA responses, the three most important concerns that students have for their paper tended to have low variance in general. In terms of prewriting and working draft, there was not much deviance. As far as research areas, MLA (39%) and supporting sources (27%) were chosen most frequently. For sentence level frequencies, grammar (33%) received the highest rating, followed by sentence structure (27%) and word choice (22%).



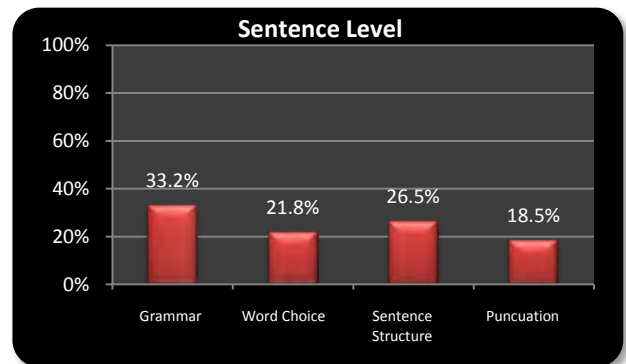
There is not much variance between these three, prewriting categories.



Thesis (22%) received the highest rating out of this category, but again, there was low variance.



MLA (39%) was the research area most frequently selected in terms of student concern level.



Grammar (33%) generated the most concern followed by sentence structure (27%).

Discussion

All of the Writing Center's SLO's were successfully met. Students felt that their tutor made them aware of their strengths as a writer and of their areas in need of improvement. They were also able to identify at least one strategy that they have learned from their tutor and

are able to articulate their presenting problems. This information strongly indicates that the Writing Center is meeting their expectations. These results can dictate any modifications that might be implemented in order to improve the quality of services that the Center offers. In terms, of these SLO's, two of them greatly surpassed their criteria for success. The SLO that was close to the original benchmark was the one which examined whether students could properly articulate their problem prior to the tutoring session. The goal was that at least 50% would meet this standard; fifty-four percent were able to accomplish this, so it was barely met. Perhaps, more assistance can be provided to students in helping them articulate their concerns, which might involve the tutor spending more time going over the DLA with the student at the start of the session.

Limitations

Some of these students visit the Center only once, so it is difficult to document any progress that is made. One can only follow-up on a small pool of students, which is far too limiting a sample size.

Recommendations

- Using a larger sample size might result in more variance. Then it would be easier to pinpoint any major differences among the areas of concern, skills that were learned, areas that need improvement, etc.
- The categories for local concerns may need to be revisited—students may not be able to meaningfully distinguish between “grammar,” “sentence structure,” and “mechanics,” for instance.

- It would be useful to tie survey results to usage and success rates. This would demonstrate whether there is a correlation between number of visits, success rates, and responses on the DLA as well as the survey.



The Writing Center

DLA Tutorial



Student: _____ **Date:** _____

Course: _____ **Instructor:** _____ **Visit Required:** Y / N

Assignment: _____

1. **Read** your paper, silently or aloud, to yourself.
2. **Circle** at least *two sections* of your paper that you would like to review with the tutor.
3. **Write** *one specific question* that you want to ask the tutor: _____

4. a. *If you have worked with a tutor on this assignment*, what did you discuss? _____

b. What changes did you make as a result of your "Next Steps"? _____

5. **Check off** the three most important concerns you have about this paper:

<i>Prewriting:</i>	<i>Working Draft:</i>	<i>Research:</i>	<i>Sentence Level:</i>
<input type="checkbox"/> Assignment analysis	<input type="checkbox"/> Thesis	<input type="checkbox"/> Finding sources	<input type="checkbox"/> Grammar
<input type="checkbox"/> Brainstorming	<input type="checkbox"/> Introduction	<input type="checkbox"/> Supporting sources	<input type="checkbox"/> Word choice
<input type="checkbox"/> Outlining	<input type="checkbox"/> Essay structure	<input type="checkbox"/> MLA	<input type="checkbox"/> Sentence structure
	<input type="checkbox"/> Paragraph structure	<input type="checkbox"/> APA	<input type="checkbox"/> Punctuation
	<input type="checkbox"/> Analysis	<input type="checkbox"/> Chicago/Turabian	
	<input type="checkbox"/> Conclusion		

***Please complete either question 6 or 7 based on the course you are taking.**

6. **English 67, 68, and AmLa:**
 - Underline the topic sentence for each paragraph.** Does each one introduce the main idea of the paragraph? Does each relate to the thesis?
 - Skim the details/examples in each paragraph.** Does each sentence support the main idea as introduced by the topic sentence? Are any sentences off topic or vague?
7. **All other classes:**
 - Reread the assignment sheet.** Underline the verbs (like *define, review, summarize*). Also underline the nouns (like *journal entry, narrative essay*) to see what form the writing is to take. In your own words, can you describe what the assignment is asking you to do?
 - Underline the thesis of your essay. Reread the assignment.** Did you answer the main question that the assignment asks? Can you clarify your thesis or reword it?
8. **What other questions do you have about the assignment?** _____

Writing Center Tutoring Survey

The purpose of this survey is to help The Writing Center plan and improve its program effectiveness. Your responses will be extremely valuable to students using the Writing Center and Mt. SAC. The information you supply will be kept confidential. Thank you for your help!

Student Name (Optional): _____

Tutor Name: _____

Approximately, how many times have you used the Writing Center this semester?

- 1 Time
- 2-3 Times
- 4-5 Times
- 6 times or more

For which class are you visiting a tutor?

- AmLa
- LERN or READ
- English 67
- English 68
- English 1A or 1C
- Other

Please tell us how much you agree with the following:

	Strongly Agree	Agree	Disagree	Strongly Disagree	I don't know
The people at the front desk treated me with courtesy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My tutor helped me feel comfortable during our session.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My tutor addressed the issues I wanted to work on.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with a tutor made me aware of my strengths as a writer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with a tutor made me aware of the areas in need of improvement in my writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My tutor offered helpful feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My tutor was knowledgeable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My tutor was professional.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My tutor helped me understand the most important issues in my paper.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My tutor helped me make my own revisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My tutor directed me to helpful resources (hand-outs, websites, books, and/or software).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having used the Writing Center, I feel more confident in my writing abilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My grades have improved since visiting the Writing Center.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend using the Writing Center to other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Identify one skill or strategy you have learned from your tutor (for example, "I learned how to use FANBOYS" or "I know how to write an argumentative thesis"):

Please list other comments about your experience at the Writing Center (additional space on reverse side):

Thank you for your time! Please place this form in the ballot box when completed.

Annotated Bibliography format
 Topic sentences
 Persuasiveness of paper
 How to conclude and make the sentences a little more concise
 I want to check my spelling
 Thesis
 Am I going in the right direction
 I just need with my body paragraphs
 Does it mach teacher's prompt
 Topic sentences
 Grammar
 Intro/Analysis/Conclusion
 How can I make it better
 Organization
 Chicago Style
 Grammar, punctuation
 Format
 The rules of an Essay
 Chicago Style how to do citation
 Is my thesis strong enough? Do I have enough analysis to back up my thesis
 Can you help me with overall revision
 I want totor checking my two little paragraphs that I have done?
 I want to see if the paper is well structured
 Revise 3 paragraph, Grammar, Punctuation
 Prepositional phrases
 Is my thesis well-written
 For fragments in my sentence
 How to cite Wikipedia, punte(?)
 To give me more idea
 Grammar
 Sentence style, citation
 How to format a research assignment
 Content, mechanic, punt (punctuation?)
 Do I have a good thesis, and does it "flow" w/ the rest of the paper?
 How to have better connection of ideas, making this flow
 Would like to check for improvement on my paper
 Need help get it started
 Do thesis and ideas and topic sentes match
 Thesis
 Made corrections on the paper, would like to know if they are sufficient
 Citation, avoiding repetitive

MLA format
 Thesis statement introduction
 How to improve my thesis statement
 Is my structure okay
 About thesis
 Punctuation
 Thesis and Topic sentences
 Punctuations
 Game (Grammar?)
 APA / Grammar errors
 Am I going in the right direction with this paper? Does it have what the prompt requires?
 How do I do commentaries
 Citations
 How to write an literary analysis
 Can you help me to organize my thoughts
 Is the introduction strong?
 Grammar and prof's comment
 How to make a real specific thesis and what's theme?
 Do you think the points that I want to address are sufficient?
 How can I fix my run-on sentences
 Can you help me how to write this paper?
 Go over essay
 Does my essay summarize or do I analyze?
 Are my topic sentences strong?
 How is the strength of the thesis
 Confirm my resources relate my paper
 Thesis for essay
 Do you feel that my essay is proper for the subject?
 Overall is my draft a good one to be turned into my final essay?
 Does my work outline seems correct and introduction, grammar etc?
 Can you correct my grammar? Please!
 How to combine multiple authors into a cohesive thesis
 Overall and some citations
 How to make a
 Edit grammar
 Please check grammar, is the argument good
 Please check grammar is the argument strong enough
 How is the structure of paragraph 1
 Does my research paper follow the guidelines

Proofread, grammar, etc
 Can we talk about parts of an essay?
 Sentence structure
 Sentence structure, give more example
 Analysis
 I want to check my grammar
 Does my paper connect as a research paper
 Can you help me with sentence structure
 Grammar and word choice
 Strategies to learning subject and verb
 Concerned about structure of paper, have I included what was wanted?
 Can I be helped to find the missing parts of my assignment
 What is wrong with my paper, because I don't understand what the teacher wants?
 Citing scholarly journals from online database
 I want to look at the grammar
 How can I improve my essay?
 Is my paragraph understandable?
 How is my grammar?
 How can I make my essay free from errors
 Is my interpretation of idea and focus clear
 Past and present tense in sentences
 Grammar
 I need more ideas to write a paragraph
 Does the paper complete all the assigned criteria?
 Grammar
 Are my topic clear? Does the ideas support the topic? Do I have enough ideas?
 How does my paper look overall?
 Ack sentences?
 What changes can I make to have a better paper?
 What format should I write in when dealing with subheadings
 Is this paper overall good?
 How do I correctly cite from a story?
 Words choice
 Is the content understandable
 Help with grammar
 Thesis restricting and grammar
 Can you help me go over FANBOY a little more?
 Can you help me on brainstorming?
 How to find a good thesis that related with all three philosophy?
 Does my essay make sense?

Help me finish checking correction?
 Am I addressing the prompt (specifically on the pts of human nature)?
 I have no idea about the title
 What is it that I am missing in my paper
 When can I use punctuation properly?
 Grammar and papers unity
 Organization works cited
 Organization
 Brainstorm 3rd main point
 Making sure my cause + effects are right in my paragraphs
 How to do my outline
 Formulating thesis
 Organization
 Understanding assignments
 Correction, grammar
 Fix wordly, simplify, clarity

Writing in the 3rd person.
 Work on my Run ons, commas and grammar.
 When I came here I learned some different
 Topic sentences getting better.
 They suggested topics I am familiar with during
 timed tests. Prepositions, subject, verbs, and
 clauses are easy to find by writing center's
 help.
 Thesis statement
 The tutors taught me how to break down a
 compound-complex sentences.
 She helped me review for the midterm.
 Proper grammar
 Passive voice.
 more knowledge on MLA outline.
 Making things not too ?? in two times.
 Learning punctuation and how to write my
 sentences constructively.
 Learning how to write a thesis and narrative
 essay.
 I've learned how to find supporting details from
 the text I'm working on.
 I want to improve my writing and reading skills.
 I the difference between complex compound,
 complex, and simple sentences and how to
 write them.
 I learned what prepositions, prepositional
 phrases.
 I learned to analyze more on quoting
 I learned that I can write a Thesis Sentence
 I learned more about the thesis
 I learned more about quote using.
 I learned more about adverbs and adjectives.
 I learned I need to use more sources so the
 reader knows where the information is
 coming from.
 I learned how to write a topic sentence.
 I learned how to write a in-class writing.
 I learned how to write a good summary and
 cover all key points. Also how to cover all key
 points on reading responses.
 I learned how to write a formed outline.
 I learned how to write a concluding sentence.
 I learned how to write a better topic sentence.
 I learned how to write a better concluding
 sentence.
 I learned how to use word choices.

I learned how to use the microsoft word and do
 the "1 inch" margins.
 I learned how to use S/V agreement. FANBOYS.
 and sentence structure.
 I learned how to use proper word choosing for
 each sentence I write and on my punctuation.
 I learned how to use FANBOYS
 I learned how to use FANBOYS
 I learned how to use conector words
 I learned how to use commas correctly.
 I learned how to use comma
 I learned how to use "fall" in emotion. and
 learned about past tense from grammar.
 I learned how to use " ; , " Fanboys"
 I learned how to transition sentences
 I learned how to make outline and she show me
 how to make outlining better
 I learned how to identify subjects and verbs,
 and also about subject verb agreement.
 I learned how to find prepositions, subject-verb,
 subordinating clause, and create an outline.
 I learned how to correct my grammar.
 I learned how to compare and contrast.
 I learned how to come up with nomic devices so
 the words for complex sentences easy to use.
 I learned how to choose word choice.
 I learned how a thesis statement should be.
 I learned correct grammar.
 I learned a lot from David. What is the best is he
 really help me to improve my grammar and
 how to express my idea.
 I learn when to use the semi colon.
 I learn how to write my paper
 I learn how to use FANBOYS.
 I learn how to elaborate more.
 I learn how to do cause -effect essay
 I learn how to use a topic sentence, grammatical
 errors, rumors, so on it was great feedback.
 I know how to write my papers in better
 structure and forms.
 I know how to write a better thesis sentence,
 much better structure and make sense.
 I know how to write a better thesis & essay.
 I know how to use fanboys and , ; and she was
 nice.
 I know how to start a descriptive & narrative
 essay.
 I know how to organize my paper and outline it.

I know how to make stronger points.
I have learned how to identify the parts in a sentence.
I have more understanding of writing an outline.
I have learned to write better, worked on runons, fragments
I have learned to Brainstorm, outline, paragraph structure, essay structure, grammar and now I'm learning MLA
I have learned to be much more descriptive as well as using grammar in my paragraph writing.
I have learned how to write complex sentences & identify prepositions.
I have learned helpful ways to remember sentence structure which is important in writing.
I have learned a lot of things- verb- prepositions-paragraph-form how to put a paper together with main points & less words.
I have learned a lot & Sophia is always a big help! Thank you!
I am getting better in my writing and I am very about that
how to rearrange wording in sentences
How to put in transition words for continuing sentences.
How to put a thesis in the beginning Paragraphs.
How to follow outlines and other guidelines on assignments
He made me observation about why & what need to change something on my writing.
FANBOYS much E.Z.
Exemplification writing
Dependent clauses.
dan showed me a great way on editing my paper for looking for grammar.
articles
apply my discipline on the field with my discipline in the classroom.
"I learned how to write a good cause and effect essay."

Writing Center Tutors in the Classroom

Goal: The College will prepare students for success through the development of exemplary programs and services

Outcome: Comparative analysis of student success within English 67 courses will be done between six cohorts: (1) students without a tutor in the classroom and no tutorial contact, (2) students with a tutor in the classroom but with no tutorial contact, students with a tutor in the classroom and (3) 1 tutorial contact, (4) 2-3 tutorial contacts, (5) 4-5 tutorial contacts, and (6) 6+ tutorial contacts.

Type	Measurement	Tool	Participants	Assessor	Criteria
AUO	Success		Students enrolled in English 67 courses with a tutor in the classroom		Students with 2+ contacts will have a success rate of 12% higher than students without a tutor in the classroom.

Data: There was an 11.5% increase in success for students who had two or more contacts with the tutor. This was just below the SLO's projected 12%. However, students who had 6+ contacts had success rates of 100%.

Action: The data indicates that success is achieved when students spend three or more hours with a tutor in a semester. This result corroborates research in the literature suggesting that the impact of tutoring increases with the number of contacts and that 1.5 hours is a minimum to see a positive impact. Since the TIC program is necessarily voluntary for students (not a credited lab component), the Writing Center will seek ways to encourage more participation from students, both in terms of number of contacts and number of students visiting. The Writing Center is currently working with participating faculty to achieve this through increased consultation between the supervising staff and the faculty leading to better integration of the tutor into the classroom.

Finally, since "studies [of basic skills programs] commonly report increases of 5-15% percent as indications of success" (Basic Skills as a Foundation for Student Success in California Community Colleges, 10), the Writing Center will adjust the SLO to a 10% gain in student success while still pursuing greater gains



Tutors in the Classroom

To: David Charbonneau

From: Dan Lamoree, B.A/B.S., Educational Research Assessment Analyst and Nancy Aguirre, M.A., Project Coordinator, Research & Institutional Effectiveness Office

Date: July 8, 2010

When you are referring to the data from this report, please remember to acknowledge that it was done through the office of Research and Institutional Effectiveness. The following report is only possible through the assistance provided by The Writing Center.

Abstract

The tutors in the classroom project matches experienced tutors with instructors in English 67 courses. The tutors work with the professor and the students in these courses. They provide assistance within the classroom and also conduct in-group tutoring sessions as well as one-on-one tutoring. It addresses the needs of students in Basic Skills classes and serves to provide them with the tools to succeed in college-level work. The tutor dedicates ten hours to the class, which includes time in the classroom during assignments and writing sessions, one-on-one tutoring priority in the Writing Center, training and observation with Writing Center instructors, consultation with the professor outside of class prep time, and lastly, group writing sessions that allow students to work collaboratively with a tutor (and each other) on issues of rhetoric and grammar as well as to work on writing their papers with a tutor present. Ultimately, the results of this analysis are inconclusive given the small sample size and confounding variables. However, when students avail themselves of two or more tutorial sessions, the data suggests an 8.4% increase in the success of students enrolled in English 67 courses with a tutor in the classroom compared to standard English 67 courses.

This analysis focused on the Tutors in the Classroom (TC) project, funded by the Writing Center, whereby students were given the opportunity to directly work with tutors in their English 67 courses. The tutor was present in the classroom and spends time in the class during assignments and writing sessions offering tutorial support. Students could seek assistance from the tutor or from their instructor during this time. In addition, the tutor provided one-on-one help outside of class and also offered group tutoring sessions in the Writing Center. The tutor also conferred with the instructor outside of class; the tutor was familiar with the in-class assignments and the expectations of the course.

Purpose

Students that received help from trained tutors in the classroom developed a greater awareness of their own learning processes and enhanced the strategies they employ in order to improve their academic success and cultivate skills essential for college courses. The analysis looks at the success of students that received tutorial instruction.

Method

Participants

Grades for all students enrolled in English 67 courses during the spring 2010 semester were extracted from internal enterprise systems.

Design

This study is a non-experimental cross-sectional design. All able and willing people participated.

Measures

Comparative analysis of student success within English 67 courses was done between six cohorts: (1) students without a tutor in the classroom and no tutorial contact, (2) students with a tutor in the classroom but with no tutorial contact; finally, students with a tutor in the classroom and (3) 1 tutorial contact, (4) 2-3 tutorial contacts, (5) 4-5 tutorial contacts, and (6) 6+ tutorial contacts; the Student Learning Outcome (SLO), or goal, of the project is that students receiving two or more tutorial contacts would have a success rate 12% higher than students without a tutor in the classroom.

Procedure

Student grades were attained using an RIE created Argos datablock and analyzed using Predictive Analytics SoftWare 18 (formerly SPSS) for crosstab analysis.

Results

The project results can be seen in Figure 1¹. Students enrolled in a section of English 67 with a tutor in the classroom and 1 contact had a 77.1% success rate. Students with courses having a tutor in the classroom but 2 or 3, 4 or 5, or 6 or more contacts had success rates of 68.6%, 63.6%, and 100%, respectively. Lastly, students in an English 67 course with a tutor in the classroom, but had no tutorial contacts, yielded a 53.2% success rate.

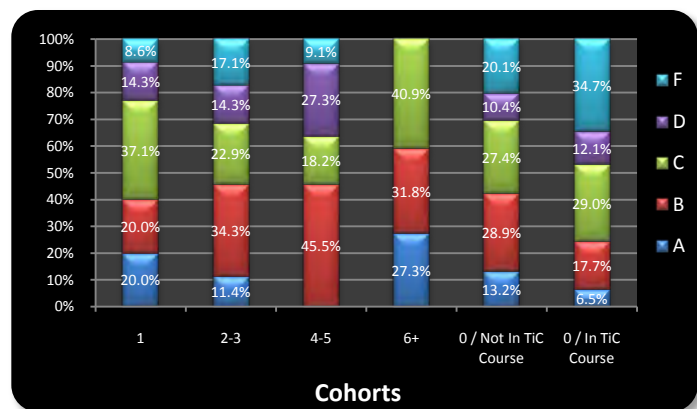


Figure 1

¹ See Appendix A for individual cohort data

As seen in Figure 2, aggregating the data in accordance with the SLO of the project presents a clearer picture; the cohorts

defined as per the SLO are: students enrolled in an English 67 course with a tutor in the classroom and having zero contacts, students enrolled in an English 67 course with a tutor in the classroom and having 1 tutorial contact,

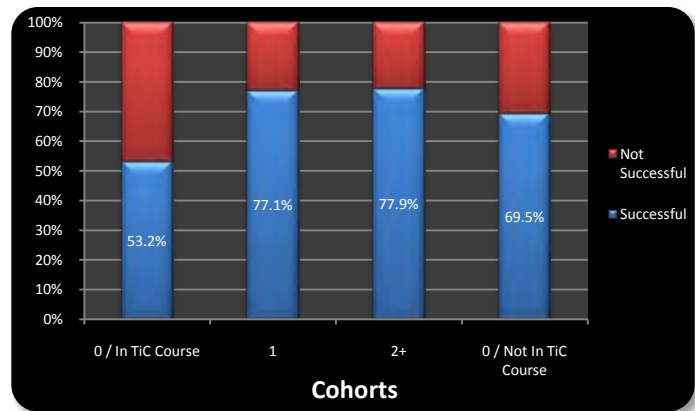


Figure 2

students enrolled in an English 67 course with a tutor in the classroom and having 2 or more tutorial contacts, and students enrolled in an English 67 course without a tutor in the classroom.² Clearly, the more contacts a student has with tutors, the higher their likelihood to succeed in the course. Students in the first cohort, TC course with no tutorial contacts, did poorly with a rate of success at 53.2%. Students in a TC course with 1 contact had just over a 77% success rate while students in a TC course with 2 or more contacts had just under a 78% success rate. Lastly, students not enrolled in a TC English 67 course had a 69.5% chance of success. The goal of 12% increased success for students with two or more contacts was not achieved; the increased success rate was 8.4%. It must be noted, however, that the award winning resource for campuses across the state regarding the Basic Skills Initiative, widely known as "the Poppy Copy," suggests the range for successful improvement of a program is between 5 and 10 percent.

² See Appendix A for collapsed cohort (1, 2+, 0, non-TiC) data

Discussion

The analysis yielded counterintuitive results, which might be attributed to the low sample sizes used or the fact that some instructors could have more rigid grading systems than others. Success rates tended to decrease as the number of visits with a tutor increased; thus, these two variables were negatively correlated. For students that met with a tutor 6+ times, success rates then skyrocketed. If a larger sample size had been used, different results might have been produced. Any minor anomaly in this data could greatly skew the results given this small sample size. Additionally, students who did not have a tutor in the classroom had better success rates than their counterparts. Again, these results should be further examined since such a small cohort was used. Not all professors use the same scoring rubric or rigidity when assessing students. These factors could all play a key role in the aforementioned results.

Limitations

Confounding variables obfuscate the applicability and generalizability of this analysis. First and foremost, the sample size of the cohorts was too small; when looking at grades individually or aggregating the grades into the dichotomous categories of *successful* and *not successful* yielded insignificant cohort sizes. Students enrolled in courses that did not have a tutor in the classroom may have gotten tutorial services elsewhere; this could have accounted for the disparity in success rates between the English 67 courses with and without tutors. Lastly, many unknown variables about the implementation of how tutors integrate into the classrooms need be documented and controlled.

Recommendations

- Future research should focus on the following:
 - The degree to which tutors are integrated into the classroom.
 - The rigidity that each individual instructor uses for grading students.
 - Although the Writing Center has already addressed some of this, perhaps further examination of reasons why students do not seek help from tutors should be conducted.
 - Differentiating the cohort of students not enrolled in the English 67 with a tutor and not seeking outside tutorial support with those receiving external tutorial support.
 - Compare success rates of TC instructors' sections with and without a tutor in the classroom to control for variables in individual instructors' success rates and grade distributions.
 - Given the smallness of the sample, a reassessment along the same lines after the summer and fall data were available would give us a truer picture of the overall impact of the program and perhaps provide less anomalous data regarding different cohorts.

Grade x Contact Crosstabs

		groupedContacts						Total
		1	2-3	4-5	6+	0 / Not In TiC Course	0 / In TiC Course	
A	Count	7	4	0	6	167	8	192
	% within groupedContacts	20.0%	11.4%	.0%	27.3%	13.2%	6.5%	12.9%
B	Count	7	12	5	7	365	22	418
	% within groupedContacts	20.0%	34.3%	45.5%	31.8%	28.9%	17.7%	28.1%
C	Count	13	8	2	9	346	36	414
	% within groupedContacts	37.1%	22.9%	18.2%	40.9%	27.4%	29.0%	27.8%
D	Count	5	5	3	0	131	15	159
	% within groupedContacts	14.3%	14.3%	27.3%	.0%	10.4%	12.1%	10.7%
F	Count	3	6	1	0	254	43	307
	% within groupedContacts	8.6%	17.1%	9.1%	.0%	20.1%	34.7%	20.6%
Total	Count	35	35	11	22	1263	124	1490
	% within groupedContacts	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	47.729 ^a	20	.000
Likelihood Ratio	54.127	20	.000
N of Valid Cases	1490		

a. 12 cells (40.0%) have expected count less than 5.
The minimum expected count is 1.17.

		lumpedContacts				Total
		1	2+	0 / Not In TiC Course	0 / In TiC Course	
A	Count	7	10	167	8	192
	% within lumpedContacts	20.0%	14.7%	13.2%	6.5%	12.9%
B	Count	7	24	365	22	418
	% within lumpedContacts	20.0%	35.3%	28.9%	17.7%	28.1%
C	Count	13	19	346	36	414
	% within lumpedContacts	37.1%	27.9%	27.4%	29.0%	27.8%
Successful	Count	27	53	878	66	1,024
	% within lumpedContacts	77.1%	77.9%	69.5%	53.2%	68.7%
D	Count	5	8	131	15	159
	% within lumpedContacts	14.3%	11.8%	10.4%	12.1%	10.7%
F	Count	3	7	254	43	307
	% within lumpedContacts	8.6%	10.3%	20.1%	34.7%	20.6%
Not Successful	Count	8	15	385	58	466
	% within lumpedContacts	22.9%	22.1%	30.5%	46.8%	31.3%
Total	Count	35	68	1263	124	1490
	% within lumpedContacts	100.0%	100.0%	100.0%	100.0%	100.0%

		Course Comparison		Total
		Non TiC Course	TiC Courses	
A	Count	167	25	192
	% within lumpedContacts	13.2%	11.0%	12.9%
B	Count	365	53	418
	% within lumpedContacts	28.9%	23.3%	28.1%
C	Count	346	68	414
	% within lumpedContacts	27.4%	30.0%	27.8%
Successful	Count	878	146	1,024
	% within lumpedContacts	69.5%	64.3%	68.7%
D	Count	131	28	159
	% within lumpedContacts	10.4%	12.3%	10.7%
F	Count	254	53	307
	% within lumpedContacts	20.1%	23.3%	20.6%
Not Successful	Count	385	81	466
	% within lumpedContacts	30.5%	35.7%	31.3%
Total	Count	1263	227	1490
	% within lumpedContacts	100.0%	100.0%	100.0%

Basic Skills Faculty Coordinator Job Description

- 1. Meet regularly with the Dean of Instructional Services**
 - Coordinate activities and budgets of the Basic Skills projects.
- 2. Co-chair the BSCC meetings**
 - Plan bi-monthly meetings and agenda
 - Co-facilitate meetings
- 3. Serve as a member of the Faculty Professional Development Council**
 - Act as a liaison for BSCC concerns
 - Make recommendations for approval of Travel and Conference Requests related to Basic Skills
- 3. Monitor status of implementation / completion of all activities identified in the annual Basic Skills Action Plan**
 - Meet and communicate with RIE staff to monitor the status of the projects
 - Meet and communicate with RIE staff and project managers to assist with development of SLO's and assessment tools for projects
 - Monitor deadlines and progress to ensure completion
- 4. Examine outcome and assessment data for implemented projects**
 - With Basic Skills Researchers and project managers, examine outcome and assessment data for implemented projects.
 - Make recommendations to strengthen assessment
 - Use data to revise project activities
- 5. Provide leadership in the BSCC**
 - Establish criteria for review of ongoing activities supported in previous plans
 - Establish criteria for continuation/expansion/down-sizing of existing projects
 - Establish criteria for potential incorporation of additional new activities in future action planning/budget allocation
 - Serve as the faculty resource contact regarding Basic Skills projects and proposals
- 6. Communicate to the campus**
 - Produce communications to the campus regarding the work of the BSCC
 - Announce new initiatives
 - Send invitations for campus wide participation in dialogues and events
 - Maintain the Basic Skills website
- 7. Coordinate Mt. SAC involvement with statewide BSI network activities**
 - Ensure announcements of such opportunities are disseminated appropriately
 - Coordinate team-group registrations as necessary
 - Attend statewide BSI coordinator meetings.
- 8. Provide faculty leadership for Basic Skills Initiative at Mt. SAC**
 - Work to improve coordination of basic skills programs and activities across the campus
 - Increase awareness of basic skills as a shared purpose and responsibility of all members of the campus community.

**Mt. San Antonio College
COUNSELOR, Early College High School Program
(Grant funded position)**

OVERVIEW:

Reporting to the Dean, Counseling, the Counselor for the Early College High School Program is responsible for providing counseling services to students enrolled in the program.

MAJOR DUTIES & RESPONSIBILITIES:

- Provide academic, career and personal counseling for an ethnically and educationally diverse student population in a college and high school setting.
- Teach student success and career/life planning courses as part of a learning community.
- Ability to interpret career assessment instruments and to facilitate groups, orientations, and workshops.
- Provide campus-wide leadership in the implementation of student interventions.
- Coordinate with other Student Services departments to achieve program recruitment and retention goals.
- Coordinate with high school and college staff in scheduling classes.
- Develop program budget in coordination with the Dean of Counseling.
- Act as a liaison between the high school and Mt. SAC.
- Position will require some evening and weekend assignments.

REQUIRED QUALIFICATIONS:

- A. One of the following:
1. A conferred/awarded Master's degree in Counseling, Rehabilitation Counseling, Clinical Psychology, Counseling Psychology, Guidance Counseling, Educational Counseling, Social Work, Career Development, Marriage & Family Therapy, or Marriage, Family & Child Counseling; OR
 2. California license as a Marriage & Family Therapist (MFT); OR
Basic Skills Initiative Report

3. Possession of a California life credential authorizing service as an instructor in the appropriate discipline at the community college level
- B. Commitment to the community college goals/objectives of providing quality programs and services for students with diverse abilities and interests; personal qualities to work effectively and sensitively in a multicultural environment; awareness and commitment to the special needs of non-traditional students
- C. Ability to communicate effectively in oral and written English

PREFERRED QUALIFICATIONS:

- A. Each of the following:
1. One year experience in working in programs related to the retention of at-risk, first generation college students
 2. Familiarity with the theory and practice of learning communities
 3. One year full-time (or the equivalent of part-time) experience in teaching or counseling
 4. Ability to develop collaborative relationships with faculty from various disciplines

CONDITIONS OF EMPLOYMENT:

This position is a grant funded, non-tenured track, full-time, eleven month contract. Placement on the salary schedule is based on formal education, full-time and/or part-time teaching and related work experience, up to a maximum placement at step 9.

APPLICATION PROCEDURE:

Apply by 4 p.m. November 27, 2006. Applicants must submit all of the following online to be considered for this position:

1. A Mt. San Antonio College **online application** which may be accessed at **<http://hrjobs.mtsac.edu>**.
2. A cover letter indicating how qualifications and experience are met, and addressing the applicant's philosophy of teaching.

3. A detailed résumé that summarizes educational preparation and professional experience for the position.
4. A minimum of **three** current letters of recommendation (confidential letters are not required but, if preferred, see "**Special Instructions**" below.)
5. College and/or university transcripts showing the awarded/conferred degree to meet required educational qualifications (unofficial transcripts are acceptable at the time of application).

Foreign Transcripts: Transcripts issued outside the United States require a course-by-course analysis with an equivalency statement from a certified transcript evaluation service verifying the degree equivalency to that of an accredited institution within the USA. This report must be attached with the application.

Special Instructions: If your letter providers prefer to send confidential letters of recommendation directly to Human Resources, please provide them with the following information. Confidential letters in word or "PDF" format from your reference providers are accepted via e-mail at employment@mtsac.edu. Please ask the letter provider to write your name and the position title in the subject. The letter must be received before the closing date/time of the job posting. Confidential letters will not be viewable to the applicant. If you have any questions regarding this information, please contact the Office of Human Resources at (909) 594-5611, ext. 4225 or send e-mail with your name and job posting title in the subject area to employment@mtsac.edu.

Special Notes: Paper applications are no longer accepted and incomplete packets will not be considered. To complete and submit your application for this position, please visit our online employment website at <http://hrjobs.mtsac.edu>. All required information must be submitted online before the closing date and time indicated on the job posting. All application materials will become College property, will not be returned, will not be copied and will be considered for this position only. It is the applicant's responsibility to ensure that all required

materials are received by the filing deadline.

Please Note: A confirmation number will be assigned if your application packet has been successfully submitted. Assistance with the online application process is available through the Office of Human Resources at 1100 N. Grand Avenue, Walnut, CA 91789-1399; telephone: (909) 594-5611, ext. 4225 or e-mail to employment@mtsac.edu.

For more details about this position, direct your inquiries to:

Tom Mauch
Dean, Counseling
909-594-5611, ext. 5378
e-mail:tmauch@mtsac.edu

SELECTION PROCEDURE:

A committee will evaluate applications, taking into account breadth and depth of relevant education, training, experience, skills, knowledge and abilities. Interviews may include a writing sample, board presentation, and/or performance test. The committee will recommend finalists to the college President for a second interview. Travel costs for over 150 miles one way will be reimbursed up to \$500. The number of vacancies is dependent on student enrollment, College resources, needs and Board of Trustees' approval. Beginning date of employment is to be determined.

***SALARY & BENEFITS:**

Salary: Initial placement **\$56,628-\$90,464**

The College contributes **\$9,235** toward annual premiums for medical, dental, vision and life insurance coverage. Lifetime retirement benefits provided for eligible retirees.

**Subject to change based on Collective Bargaining Agreement.*

We reserve the right to reopen, re-advertise, delay or cancel filling this position.

1. ESL Database Programmer (#85-306): Integrates the ESL database, computer-based placement test, counseling notes regarding special student issues, level progress certificates.

Full-time Assistant for Basic Skills (Sally Fenton)

Control # 89-213

Job Description

1. Maintain Budget for Basic Skills (3 Funds)
 - At beginning of Academic Year set up new spreadsheet for each fund to include Basic Skills projects and funding allocations. At Mid-year add any new projects and funding allocations.
 - Input all expenditures to include Requisitions, Conference & Travel, Revolving Cash, Appropriation Transfers (ongoing)
 - Input payroll 2 x per month (ongoing)
 - Balance funds with Banner (ongoing)
 - Maintain Division Balances spreadsheet (ongoing)
2. Process Basic Skills requisitions in Banner
3. Follow up on Basic Skills PO's to ensure invoices received and paid in a timely manner (ongoing)
4. Organize and follow through with process of "Call for New Proposals" (2 x per year)
5. Organize and follow through with process of "Mid Term Reports" for Basic Skills projects
6. Attend BSCC meetings to record minutes (2 x per month)
7. Assist Terri Long and Glenda Bro with communication to BSCC Team and Basic Skills project managers
8. Assist Terri Long with Reports to Chancellor's office

Position: Part-time, Not-for-credit Hourly Instructor II, Writing Center Mt. San Antonio College

Hours: 21 hours per week, variable by semester, may include evening and weekend hours

Responsibilities: Assistant to the Writing Center's Director. Works with Director and Tutor Specialist to address student and faculty writing support needs. Collaborates with administrators, head of departments, instructors, tutorial staff, and students to maintain and improve quality of service. Promotes lab usage through publicity campaigns and campus presentations. Oversees and trains tutors, including training in grammar, tutoring pedagogy, and formal tutor observations and consultations. Tutors clients in the Center. Registers students for lab and fields student questions. Teaches workshops on basic writing issues, such as sentence boundaries, paragraph construction, and comma usage. Prepares computerized classroom for instructor use. Manages and updates informational and instructional materials on website. Develops and maintains handouts for students in the lab addressing over seventy different issues in grammar and rhetoric. Conducts student lab orientations. Develops and delivers faculty workshops on the use of technology in the writing process. Assists the director in designing and assessing data from student surveys. Trains instructors on methods to incorporate computerized classroom and software lab into curriculum. Fields instructor questions regarding lab policies and procedures. Assists director in record-keeping and office management duties. Evaluates technology for lab use. Maintains database of software. Troubleshoots minor computer problems. Collaborates with IET personnel.

Minimum Qualifications:

1. Bachelor's degree or better in the Humanities or Liberal Studies as appropriate for Writing Center work (including, but not limited to, English, Comparative Literature, Communications or Composition);
2. Commitment to community college goals/objectives of providing quality programs and services for students with diverse abilities and interests; personal qualities to work effectively and sensitively in a multicultural environment; awareness and commitment to the special needs of non-traditional students

Desired Qualifications:

- 1a. Master's degree in the Humanities or Social Sciences (including, but not limited to, English, Communications, or Composition); TESL, TESOL, Applied Linguistics with a TESL emphasis, Linguistics with a TESL emphasis, English with a TESL emphasis or Education with a TESL emphasis; OR

- 1b. Possession of a California credential authorizing service as an instructor in the appropriate discipline at the community college level
- 2a. Experience teaching in a college-level academic English or other writing intensive program; OR
- 2b. Experience teaching in a college-level academic English or other writing intensive program for non-native speakers
3. Commitment to working with students in developmental writing classes
4. Ability to communicate effectively in oral and written English
5. Experience tutoring in a writing center
6. Experience in the use of instructional technologies for writing
7. Experience working with databases, word processing programs, computers, and an understanding of basic networking
8. Experience supervising people from diverse backgrounds

Rate: \$47.38/hr

Interested applicants may mail cover letter, transcript, and résumé to David Charbonneau, Director of the Writing Center, Mt. San Antonio College, 1100 N. Grand Ave., Walnut, CA 91789. Cover letters and résumés will also be accepted by email at dcharbonneau@mtsac.edu or by fax (include transcripts) at (909) 468-3993. (Please confirm fax receipt via e-mail.)



CLASSIFIED EMPLOYMENT OPPORTUNITY

www.mtsac.edu

STUDENT SERVICES OUTREACH SPECIALIST

High School Outreach Department
Student Services
12 month term

Monday – Thursday, 8:00 A.M. – 5:00 P.M.
and Friday, 8:00 A.M. – 4:30 P.M.

This is a categorically funded position. Annual renewal of this position is contingent upon the College's receipt of continued funding.

DEADLINE TO APPLY: 4:00 P.M., FRIDAY, MARCH 16, 2007

SALARY :Range A-59, Steps 1 - 6, \$2,547 - \$3,256 per month for 40 hours per week (100% time), Initial salary placement, Step 1.

HEALTH & WELFARE BENEFITS: College contributes \$8,776 toward annual premium for medical, dental, vision and life insurance coverage.

OVERVIEW:

Under supervision, represents the College to the public through the performance of outreach services to local high schools, community organizations, and the general public. Bilingual Spanish desired. [

EXAMPLES OF DUTIES:

- Conducts outreach presentations to groups of students, parents and educators
- Provides general college and guidance information to prospective students
- Develops and maintains positive and effective liaison programs with area high schools and community based agencies
- Coordinates and supports on-campus student services resources to provide students with enrollment assistance, including admissions, financial aid, assessment testing, and orientation to the college.
- Assists with the planning and execution of program projects (on and off campus) related to enrollment and registration assistance
- Assists in developing recruitment materials
- Conducts intake assessment of entering students]
- Maintains database of potential students and conducts follow-up and/or referrals related to enrollment needs
- Compiles information for year end reports

It is the policy of Mt. San Antonio College that harassment is prohibited and that all persons shall receive equal employment and educational opportunities without regard to sex, race, color, ancestry, religious creed, national origin, age (over 40), medical condition (cancer), mental disability, physical disability (including HIV & AIDS), marital status, sexual orientation, or Vietnam Era Veteran Status. This nondiscrimination policy covers Family and Medical Care Leave and Pregnancy Disability Leave. Contact the Office of Human Resources if you need any special accommodations to complete the application process at 909.594.5611, ext. 4225.



CLASSIFIED EMPLOYMENT OPPORTUNITY

www.mtsac.edu

MINIMUM QUALIFICATIONS:

Knowledge of:

- Diverse approaches to outreach and recruitment
- Educational needs of historically underrepresented students
- Outreach, recruitment, and marketing principles and strategies
- Computer literacy; mainframe systems, various software applications e.g., Microsoft Office

Ability to:

- Communicate effectively with members of diverse groups
- Demonstrate multicultural competency through self-awareness and sensitivity
- Compile data and write reports
- Develop and maintain cooperative relationships with school officials, students, parents, and members of local communities
- Understand and carry out oral and written instructions
- Perform record keeping tasks through computer database programs

Education and Experience:

One year of experience working in an educational setting with a diverse student population. Associate degree or the equivalent; preferred. Bilingual Spanish desired.

Recommended candidate for this position will be required to obtain fingerprint clearance prior to beginning employment.

APPLICATION PROCEDURE: The Mt. San Antonio College application form must be received in the Office of Human Resources no later than **4:00 p.m., Friday, March 16, 2007**. Application forms received after this time will not be considered. It is highly recommended that resumes and letter(s) of recommendation or other pertinent information be included with the application. All materials included in your application packet become College property, will not be returned, will not be copied, and will be considered for this opening only. Current Mt. San Antonio College employees must complete a new application packet. Application forms can be obtained by contacting the Office of Human Resources, Building 4, Room 230 - 1100 N. Grand Ave., Walnut, CA 91789 - 909-594-5611, X4225 or our website at <http://jobs.mtsac.edu>.

Mt. San Antonio College has a new user-friendly employment site at <http://hrjobs.mtsac.edu> and is now accepting only on-line applications. Assistance with the on-line application process is available through the Office of Human Resources at 1100 N. Grand Avenue, Walnut, CA 91789-1399 or call us at (909) 594-5611, ext. 4225. All required information must be submitted on-line before the closing date and time as indicated per the job posting.

PAPER APPLICATIONS WILL NO LONGER BE ACCEPTED.

PLEASE NOTE: A confirmation number will be assigned if your application packet has been successfully submitted.

OPEN & PROMOTIONAL

This recruitment may be used to fill future vacancies.

**Mt. San Antonio College
COUNSELOR, LEARNING COMMUNITIES
(Non-tenured, temporary contract, specially funded)**

OVERVIEW:

Reporting to the Associate Dean, Counseling, the Counselor for Learning Communities is responsible for providing counseling services to students enrolled in learning communities.

MAJOR DUTIES & RESPONSIBILITIES:

- Provide academic, career and personal counseling for an ethnically and educationally diverse student population.
- Coordinate with instructional and counseling department chairs to schedule learning communities' classes.
- Organize support services such as tutoring, peer advising, and study groups.
- Plan and execute specific program activities such as field trips, guest speakers, program orientations and special events.
- Communicate the learning communities' program efforts and results to all segments of the college community and beyond.
- Plan and schedule professional development opportunities for faculty.
- Ability to interpret career assessment instruments and to facilitate groups, orientations, and workshops.
- Coordinate with other Student Services departments to achieve program recruitment and retention goals.
- Late afternoon and/or evening assignments may be required as part of the regular contract.

REQUIRED QUALIFICATIONS:

- A. One of the following:
1. A conferred/awarded Master's degree in Counseling, Rehabilitation Counseling, Clinical Psychology, Counseling Psychology, Guidance Counseling, Basic Skills Initiative Report

Educational Counseling, Social Work, Career Development, Marriage & Family Therapy, or Marriage, Family & Child Counseling; OR

2. California license as a Marriage & Family Therapist (MFT); OR
3. Possession of a California life credential authorizing service as an instructor in the appropriate discipline at the community college level

- B. Commitment to the community college goals/objectives of providing quality programs and services for students with diverse abilities and interests; personal qualities to work effectively and sensitively in a multicultural environment; awareness and commitment to the special needs of non-traditional students
- C. Ability to communicate effectively in oral and written English

PREFERRED QUALIFICATIONS:

- A. Each of the following:
1. One year experience in working in programs related to the retention of at-risk, first generation college students
 2. Familiarity with the theory and practice of learning communities
 3. One year full-time (or the equivalent of part-time) experience in teaching or counseling
 4. Ability to develop collaborative relationships with faculty from various disciplines
 5. Experience in grant writing and report writing

CONDITIONS OF EMPLOYMENT:

This position is a grant funded, non-tenured track, full-time, eleven month contract. Placement on the salary schedule is based on formal education, full-time and/or part-time teaching and related work experience, up to a maximum placement at step 9.

APPLICATION PROCEDURE:

Apply between October 27, 2009 and 4 PM, November 25, 2009. Applicants must submit all of the following online to be considered for this position:

1. A Mt. San Antonio College **online application** which may be accessed at <http://hrjobs.mtsac.edu>.
2. A cover letter indicating how qualifications and experience are met, and addressing the applicant's philosophy of teaching.
3. A detailed résumé that summarizes educational preparation and professional experience for the position.
4. A minimum of **three** current letters of recommendation (confidential letters are not required but, if preferred, see "**Special Instructions**" below.)
5. College and/or university transcripts showing the awarded/conferred degree to meet required educational qualifications (unofficial transcripts are acceptable at the time of application).

Foreign Transcripts: Transcripts issued outside the United States require a course-by-course analysis with an equivalency statement from a certified transcript evaluation service verifying the degree equivalency to that of an accredited institution within the USA. This report must be attached with the application.

Special Instructions: If your letter providers prefer to send confidential letters of recommendation directly to Human Resources, please provide them with the following information. Confidential letters in word or "PDF" format from your reference providers are accepted via e-mail at employment@mtsac.edu. Please ask the letter provider to write your name and the position title in the subject. The letter must be received before the closing date/time of the job posting. Confidential letters will not be viewable to the applicant. If you have any questions regarding this information, please contact the Office of Human Resources at (909) 594-5611, ext. 4225 or send e-mail with your name and job posting title in the subject area to employment@mtsac.edu.

Special Notes: Paper applications are no longer accepted and incomplete packets will not be considered. To complete and submit your application for this position, please visit our online

employment website at <http://hrjobs.mtsac.edu>. All required information must be submitted online before the closing date and time indicated on the job posting. All application materials will become College property, will not be returned, will not be copied and will be considered for this position only. It is the applicant's responsibility to ensure that all required materials are received by the filing deadline.

Please Note: A confirmation number will be assigned if your application packet has been successfully submitted. Assistance with the online application process is available through the Office of Human Resources at 1100 N. Grand Avenue, Walnut, CA 91789-1399; telephone: (909) 594-5611, ext. 4225 or e-mail to employment@mtsac.edu.

For more details about this position, direct your inquiries to:

Tom Mauch
Dean, Counseling
909-594-5611, ext. 5378
e-mail: tmauch@mtsac.edu

SELECTION PROCEDURE:

A committee will evaluate applications, taking into account breadth and depth of relevant education, training, experience, skills, knowledge and abilities. Interviews may include a writing sample, board presentation, and/or performance test. The committee will recommend finalists to the college President for a second interview. Travel costs for over 150 miles one way will be reimbursed up to \$500. The number of vacancies is dependent on student enrollment, College resources, needs and Board of Trustees' approval. Beginning date of employment is to be determined.

***SALARY & BENEFITS:**

Salary: Initial placement **\$59,763 - \$95,469.**

The College contributes **\$9,745** toward annual premiums for medical, dental, vision and life insurance coverage. Lifetime retirement benefits provided for eligible retirees.

*Subject to change based on Collective Bargaining Agreement.

We reserve the right to reopen, re-advertise, delay or cancel filling this position.



CLASSIFIED
EMPLOYMENT OPPORTUNITY
www.mtsac.edu

November 13, 2008

PROJECT/PROGRAM COORDINATOR

Bridge Program

Student Services

100% time, 12 month term

Current work hours: Monday - Thursday, 8:00 AM – 5:00 PM
 and Friday, 8:00 AM – 4:30 PM

DEADLINE TO APPLY: 4:00 PM, FRIDAY, DECEMBER 12, 2008.

SALARY: Range A-95, Steps 1 - 6, \$4,297 - \$5,484. Initial salary placement, Step 1.

HEALTH & WELFARE BENEFITS: College contributes \$11,541(subject to change) toward annual premium for medical, dental, vision and life insurance coverage. *Lifetime retirement benefits provided for eligible retirees.*

OVERVIEW: *The Project/Program Coordinator promotes and supports learning community programs, such as Summer Bridge, English Bridge, Math Bridge and pre-Nursing Bridge and also ensures student success. This position is responsible for the planning, coordinating and organizing of programs, special projects and special events with staff, students and faculty such as Student Leadership conferences, Learning Community faculty meetings/orientations, Bridge student orientations, and assortment of student success workshops. The Project/Program Coordinator will also assist in maintaining frequent communication with a variety of departments and faculty to exchange information and coordinate activities for all learning communities. Finally, this position will oversee program budget.*

EXAMPLES OF DUTIES:

- *Provides leadership and direction to faculty, staff and program participants*
- *Develops and implements procedures necessary to project/program*
- *Implements budget and assists with its development; maintains records and reports on budgets, personnel and payroll*
- *Coordinates all project/program activities required for the project/program*
- *Evaluates, reviews, and monitors performance of participants related to outcomes of project/program*
- *Supervises hourly staff, reviews timesheets and compares with the approved schedule; works closely with appropriate manager of area*
- *Prepares reports as required by the project/program, in cooperation with the area manager*
- *Serves as technical resource for the project/program*
- *Serves as liaison to various campus and community groups*
- *Learns and applies emerging technologies and as necessary to perform duties in an efficient, organized, and timely manner*
- *Performs related duties as assigned*



CLASSIFIED EMPLOYMENT OPPORTUNITY

www.mtsac.edu

Project/Program Coordinator

MINIMUM QUALIFICATIONS:

Knowledge of:

- Organization, operations, policies and objectives
- Applicable sections of State Education Code and other applicable laws
- Record keeping techniques
- Operate personal and/or mainframe computers

Skills and Abilities:

- Write clear and concise reports; carry out oral and written instructions
- Interpret, apply and explain rules, regulations, policies and procedures
- Compile, organize, and analyze statistical data
- Work confidentially with discretion
- Understand and follow oral and written directions
- Communicate effectively, both orally and in writing
- Plan, organize, and prioritize work
- Meet schedules and time lines
- Work independently with little direction
- Understand scope of authority in making independent decisions
- Review situations accurately and determine appropriate action according to established guidelines
- Establish and maintain effective working relationships with others
- Communicate with all individuals involved with project/program

Education and Experience:

Associate's degree required with expertise in the project/program subject area; a Bachelor's degree is preferred; two years of experience in area of expertise by project/program is required.

Recommended candidate for this position will be required to obtain fingerprint clearance prior to beginning employment.

APPLICATION PROCEDURE: A Mt. San Antonio College on-line application must be submitted and may be obtained online at <http://hrjobs.mtsac.edu> no later than 4:00 p.m. on Friday, December 12, 2008. A résumé, two letters of recommendation and transcripts (official or unofficial) are also required and must be submitted online. It is highly recommended that a cover letter or other pertinent information be included with the application. All application materials must be submitted on-line, will become College property, will not be returned, and will not be copied. Please visit our employment website at <http://hrjobs.mtsac.edu> to complete and submit your application for this position.

Mt. San Antonio College has a new user-friendly employment site at <http://hrjobs.mtsac.edu> and is now accepting only on-line applications. Assistance with the on-line application process is available through the Office of Human Resources at 1100 N. Grand Avenue, Walnut, CA 91789-1399 or call us at (909) 594-5611, ext. 4225. All required information must be submitted on-line before the closing date and time as indicated per the job posting.

PAPER APPLICATIONS WILL NO LONGER BE ACCEPTED.

PLEASE NOTE: A confirmation number will be assigned if your application packet has been successfully submitted.

OPEN & PROMOTIONAL

LEARNING LAB ASSISTANT I

OVERVIEW: The Learning Lab Assistant I provides instructional assistance and maintains an organized setting with educational materials for faculty and students in the Learning Assistance Center; supervises student workers and performs related duties as assigned.

EXAMPLES OF DUTIES:

- Prepares and maintains instructional materials, correspondence, memos and reports
- Proctors and maintains security of class make-up exams
- Maintains and inputs student required lab data hours and provides reports as needed
- Supervises and trains student counter assistants to ensure quality service
- Assists in developing and maintaining the Learning Assistance Center web page in conjunction with technical staff
- Records, processes and distributes minutes of staff and other departmental meetings
- Orders and maintains supplies inventory for department as needed
- Provides information requested in response to questions from students, staff, campus departments and the community regarding functions of the Learning Assistant Center
- Monitors phones, receives messages, and processes and distributes to appropriate party
- Sorts and distributes mail
- Learns and applies emerging technologies and as necessary to perform duties in an efficient, organized, and timely manner
- Performs related duties as assigned

MINIMUM QUALIFICATIONS:

Knowledge of:

- Organization, operations, policies and objectives
- Modern office practices, procedures and equipment
- Record keeping techniques
- Correct English usage, grammar, spelling, punctuation, and vocabulary
- Various computer software applications

Skills and abilities:

- Operate a variety of office equipment
- Interpret, apply and explain rules, regulations, policies and procedures
- Work confidentially with discretion
- Plan, organize and prioritize work
- Meet schedules and time lines
- Work independently with little direction
- Understand and follow oral and written directions
- Communicate effectively, both orally and in writing
- Understand scope of authority in making independent decisions

- Review situations accurately and determine appropriate action according to established guidelines
- Establish and maintain effective working relationships with others
- Operate personal and/or mainframe computers

Education and Experience: H.S. diploma; course work in Office Management, Office Technology, or directly related field; 1-2 years responsible clerical experience.

Job Title:	Project/Program Coordinator	Range:	A-73
Date Revised:	5/7/04	Date Approved:	

PRIMARY PURPOSE

This position is responsible for the coordination of a project/program for a specific population; oversees services and related activities.

ESSENTIAL FUNCTIONS

Examples of essential functions are interpreted as being descriptive and not restrictive in nature.

1.	Provides leadership and direction to faculty, staff and program participants
2.	Develops and implements procedures necessary to project/program
3.	Implements budget and assists with its development; maintains records and reports on budgets, personnel and payroll
4.	Coordinates all project/program activities required for the project/program
5.	Evaluates, reviews, and monitors performance of participants related to outcomes of project/program
6.	Supervises hourly staff, reviews timesheets and compares with the approved schedule; works closely with appropriate manager of area
7.	Prepares reports as required by the project/program, in cooperation with the area manager
8.	Serves as technical resource for the project/program
9.	Serves as liaison to various campus and community groups
10.	Learns and applies emerging technologies and as necessary to perform duties in an efficient, organized, and timely manner
11.	Performs related duties as assigned

WORKING RELATIONSHIPS

The Project/Program Coordinator maintains frequent contact with faculty, staff, students, various departments, the community and outside agencies.

EDUCATION AND EXPERIENCE

Associate's degree required with expertise in the project/program subject area; a Bachelor's degree is preferred; two years of experience in area of expertise by project/program is required.

KNOWLEDGE, SKILLS, AND ABILITIES

Knowledge of:

- Organization, operations, policies and objectives
- Applicable sections of State Education Code and other applicable laws
- Record keeping techniques
- Operate personal and/or mainframe computers

Ability to:

-
- Write clear and concise reports; carry out oral and written instructions
 - Interpret, apply and explain rules, regulations, policies and procedures
 - Compile, organize, and analyze statistical data
 - Work confidentially with discretion
 - Understand and follow oral and written directions
 - Communicate effectively, both orally and in writing
 - Plan, organize, and prioritize work
 - Meet schedules and time lines
 - Work independently with little direction
 - Understand scope of authority in making independent decisions
 - Review situations accurately and determine appropriate action according to established guidelines
 - Establish and maintain effective working relationships with others
 - Communicate with all individuals involved with project/program
-

WORKING CONDITIONS

College office environment; some walking to other areas on campus where project/program is being conducted; may require some driving to community locations; work in a team environment.

MT. SAN ANTONIO COMMUNITY COLLEGE DISTRICT**SALARY SCHEDULE: S**
SALARY RANGE: 5**CLASS TITLE: SUPERVISOR, TUTORIAL SERVICES****DEFINITION:**

Under the direction of the Director of Learning Assistance, plans, coordinates, supervises and evaluates operational procedures and activities of Tutorial Services; supervises entire cycle of tutor employment; confers with program participants, faculty, and staff, and implements changes as necessary.

REPRESENTATIVE DUTIES:

Recruits, screens, selects, trains, assigns work, evaluates, observes, disciplines, promotes and terminates tutors

Verifies employment eligibility as required by federal and State laws and check with applicant references

Trains and oversees work study students assigned to Center; conducts periodic training programs

Supervises the operations and maintenance of the Center assuring availability of necessary materials and maintaining an appropriate learning environment; sets and monitors tutoring schedule to assure tutor availability and student participation

Meets and confers with faculty and Center staff; establish and maintain program standards, policies and procedures

Facilitates communications between counselors, students, tutors and instructor; discusses issues within the tutorial program and advise staff concerning solutions

Prepares and maintains records of students tutored; tabulates and reports time of students in special programs; monitors absences; operates a computer to input and tabulate attendance for various reports; establishes files for individual students

Meets and confers with students to establish specific needs, determine appropriate tutor and schedule tutoring time; orients new tutors concerning program policies and procedures

Evaluates tutorial program on a periodic basis; solicits feedback, recommendations and evaluations from faculty members relevant to the program and tutors; proposes and implements changes to the program as needed

Prepares employee hiring documents; audits, records, calculates, and processes employee time cards and time sheets; monitors, maintains, and reconciles expenditures; initiates supply purchases and maintains adequate supplies

Performs a variety of specialized duties involved in communicating and informing groups and

individuals of Tutorial Services operations and activities

Creates, reproduces and distributes flyers, brochures and posters publicizing the program

Makes presentations to faculty, organizations and classes regarding program and recruitment of tutors

Perform related duties as assigned

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Philosophy and objectives of tutorial services

Principles of human relations and behavior

Rules and regulations governing program operations

Principles and practices of training

Operation of computer terminals and applicable software packages, including methods of revising existing programs to generate desired reports

Community college curriculum and the kinds of educational activities and techniques used in various classes

Understand and apply rules and regulations for apportionment for tutoring

Interviewing techniques

Principles and practices of training and providing work direction

Interpersonal skills using tact, patience and courtesy

Correct English usage, grammar, spelling, punctuation and vocabulary

ABILITY TO:

Plan, coordinate, supervise and evaluate operational procedures and activities of the tutorial services program

Communicate effectively with students, faculty and counseling staff

Establish and maintain cooperative and effective working relationships with others

Analyze situations accurately and adopt an effective course of action

Enter data into computer terminal and generate reports, modifying programs as needed

Learn department and program objectives and goals

Communicate effectively orally and in writing

Meet schedules and time lines

Maintain records and prepare reports

Read, interpret, apply and explain rules, regulations, policies and procedures

Maintain current knowledge of program rules, regulations, requirements and restrictions

Work independently with little direction

EDUCATION AND EXPERIENCE:

Any combination equivalent to a Bachelor's degree in psychology, social sciences, business or related field and one year of demonstrated successful experience relating to students in an educational environment.

WORKING CONDITIONS:

ENVIRONMENT:

Office environment.

PHYSICAL DEMANDS:

Dexterity of hands and fingers to operate a computer keyboard.

Seeing to read a variety of materials.

Hearing and speaking to exchange information.

Sitting for extended periods of time.

Ability to lift 25 pounds.