Final Report of
Mt. San Antonio College's
Basic Skills Initiative Funded Projects

2007 to 2008

Although this report was produced by the Reseach and Institutional Effectiveness Department's Basic Skills Research Team, it represents the hard work and tireless contributions of countless members of the Mt. San Antonio College community both past and present. It would not have been possible without the vision and insight of the Instruction Division, IT, and the Basic Skills Steering Committee. Yet it truly represents a campus wide team effort to improve Basic Skills education at Mt. San Antonio College.

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Memo

Date: 7/9/2008

To: Debbie Boroch and the Basic Skills Steering Committee

From: Barbara McNeice-Stallard & Lisa DiDonato, Research and Institutional Effectiveness

RE: Basic Skills Report

California's community colleges are addressing the critical need for higher success rates among academically under-prepared students through a new initiative funded by the California Community College System's Office. More than $33 million of the higher education budget has been earmarked for the improvement of basic skills at the state's 109 community colleges. Mt. SAC has received $1.3 million in funding for the 2006-2007 academic year and $1.1 million for the 2007-2008 academic year for basic skills projects.

The Basic Skills Initiative offers the funding and thus support for California community colleges like Mt. SAC to research, develop, implement, and cultivate effective educational practices that will improve learning outcomes for students under-prepared for college-level work. All the projects take into consideration the question, "Is it good for students?" and align with at least one effective practice from the literature.

Research has shown that many students arrive at community colleges lacking the basic skills needed to be successful. Approximately 70 to 80 percent of Mt. SAC students devote some of their academic efforts towards developmental learning in mathematics, reading, writing, and/or study skills. Given the large number of students receiving these services, Mt. SAC intends to utilize basic skills funds to improve the delivery and outcome of these services.

The Basic Skills Initiative, lead by the Basic Skills Committee, has been met with enthusiasm by many on campus. Several faculty groups are using the funds to develop innovative courses, examine effective practices, evaluate connections between courses, and even fund faculty training for effective pedagogy. However, faculty are not the only ones busy utilizing these new funds. The college has hired more tutors and other service personnel to serve the needs of students. Additionally, many professional development opportunities are now available for employees of Mt. SAC thanks to this initiative. There is also a significant amount of research being conducted on campus to determine the effectiveness of a variety of basic skills services. Most of this research support comes from the Basic Skills Research Team (BSRT - Lisa DiDonato, Jennifer Tucker, and Cathy Stute and to some extent from the remaining research team who provided invaluable training sessions for the basic skills team). Much of this research utilizes a rich supply of data from a data warehouse designed by the

Information Technology department and relies on the vision of the Mt. SAC employees leading these projects. It is truly a team effort and a team success.

The attached report represents a compilation of results to date from over 50 projects across the college, including student services and instruction areas. Projects within this report are those that were newly funded for 2007/08 and others were projects that continued from the 2006/07 period. The BSRT consulted with 80% of these projects regarding measurable outcomes and provided hands-on assistance to over 70%. Most projects completed five-column models indicating their goals, how they tried to achieve their goal, and how they would use their results/findings. Nearly 40% of the projects have at least one detailed report describing in more detail their efforts. Over 90% of these reports were generated by the BSRT. Following is a quick overview of some of the key findings:

- The newly developed African American Students Success Initiative (ASPIRE) program got off to a good start. The project began with less than 50 students and ended the year with over 100. This project was intended to promote greater academic success, retention, and persistence of Mt SAC's African American students. One aspect of the program involved staff mentoring of students. The survey results regarding this part of the program, suggests that the students felt they benefited from having a mentor. The students also reported intentions of continuing to meet with their mentor in the future. Additionally, staff mentors reported instances where they believed their influence helped the student they mentored to persist in school.
- The math department's investigation into student success in developmental math classes led to six reports generated by the BSRT. One of these studies by Scott Guth and the BSRT utilized student success data by instructor to generate success rates of students in the next sequential math class. This data is now being used to interview those with high success rates in subsequent classes regarding their techniques for successful teaching.
- There has been an increase in the number of students who have successfully completed coursework through Adult High School Diploma Pull-Out instruction after the funding period. For example, during 2007 (prior to funding) there were a total of 7 successful students in Pull-Out instruction, while after funding there have been 25 students who have successfully completed coursework with Pull-Out instruction. A qualitative analysis illustrated that students benefited from Pull-Out instruction through its unique style of team-building among students, its focused and paced instruction, and its emphasis on an active learning process between students and instructor.
- 34 Mt SAC employees utilized funds made available by the Basic Skills Initiative through POD to attend conferences on Basic Skills education. All were asked to complete a brief survey. Over 75% of the recipients responded to the survey. Among these, about 70% reported learning something new at the conference they attended. 100% of the respondents reported being thankful for the funds to attend the conference.
- Two tutoring projects, one at the Learning Center and the other in the American Language department had favorable results. Students who participated in these tutoring programs generally had higher success rates in the courses for which they were tutored. However, further analysis is suggested to confirm these findings.
- The Technical Education Resource Center (TERC) served over 500 students in its first year of operation.

Of course, all this work would not be possible without support from key leaders such as the college president, academic senate president, the vice presidents, and Dr. Debbie Boroch. It is their leadership and continued need to excel that provides the inspiration for others.

The research team would like to make the following recommendations for the 2008/09 funding year, as a result of their involvement and contribution to the Basic Skills projects funded for the 2007/08 year:

There is a continuing need to work with the project leaders to not only develop realistic goals but, provide guidance on how to achieve those goals. Additionally, it is recommended that periodic follow-ups be implemented so that progress of projects can be monitored to ensure they are on schedule and unexpected obstacles or barriers can be overcome in a timely manner. The BSRT did this to some degree; however, it is apparent a more formal protocol would be prudent. It is realized that many of the project leaders undertook these projects in addition to their usual duties and may appreciate a more pronounced tracking system to assist them with completing their project. It is also recommended that consequences be established for those who do not comply with the protocols set forth by the BSSC. It is critical that project team leaders are provided with ideas on how to use their results for institutional improvement and/or further research.

Based on the plethora of results, the possibilities of using these projects for other purposes (e.g., Institutional Effectiveness, educational master plan, program review, etc.) is substantial, especially when consideration is given to the possible impact of each of these projects on student success. It is therefore, recommended that two other documents be created. The first document, containing brief annotations of the findings from each project would provide the committee with a quick overview of the findings; it would not be suitable for widespread circulation. However, a second document could be created by BSRT and it would highlight the major, outstanding accomplishments of a limited number of projects and provide a quick summary of some of the student learning outcomes, administrative unit objectives, and strategic actions that have been attempted and/or completed. This latter document could be widely distributed.

Due to the unrelenting commitment of many staff, faculty, and students at Mt San Antonio College, much has been learned and much has been accomplished for basic skills education this year. The research department is looking forward to continuing to support future programs.

PROJECT OUTCOMES AND EVALUATION PLAN - Basic Skills Project, 2007-2008

Manager: Barbara McNeice-Stallard

Project: Basic Skills Research Team   (Grid 1)

Amount Funded: $201,701.00

1. Project Goals	2. Specific outcomes to be measured	3. Method of assessment	4. Results reported	5. Use of results
Provide research expertise consulting for all funded basic skills intervention projects.	After evaluation of each project's PEO, the team will offer research methodology consultation as necessary.	The team will provide this service to 50% of all funded projects and will be ongoing until August 2008. The number of projects that receive this service will be tabulated by the Project Manager using the team's database.	As of June 6, 2008, the BSRT has provided research consultation or technical advising to 87% of the 54 projects originally funded under the initiative.	This data will be used to determine future workload demands for research specific to the Basic Skills Initiative.
Conduct "hands on" research for basic skills projects with this need.	The team will provide documentation of conducting "hands-on" research, such as survey work, data retrieval, data analysis or similar efforts and will be tracked by the team.	A database will be maintained by the Project Manager to track the types of services provided by the team. A report detailing the team's efforts will be produced by the Project Manager at the end of the 2007/08 academic year.	As of June 6, 2008, the BSRT has provided or is currently providing "hands-on" research for 67% of the 52 projects that were conducted. The final report will be generated when the data collection is complete.	The BSSC will use this data to evaluate directions for the future. The BSRT or RIE office will use this data to conduct repeat studies and enhance future ones.
Monitor the progress of each basic skills project funded for over $20,000, any RIE basic skills projects, and others which require a research component.	The team will contact every 3 months, each project manager in order to track and assist them in their progress.	The team will create and maintain a database of all projects. This database will track the progress, needs and details of all basic skills projects. A report detailing the team's participation will be produced by the Project Manager at the end of the 2007/08 academic year.	As of June 6, 2008, the team had contacted 90% of the $20,000 or more projects every three months regarding their progress and needs.	This data will be important for determining the frequency of contacts required to ensure measureable outcomes are produced.
Increase awareness and understanding of research projects at Mt. SAC	Produce a periodic newsletter regarding research projects at Mt SAC.	The Project Coordinator will work collaboratively to produce this newsletter.	One RIE Office Newsletter was produced and posted to the Mt. SAC website. Two smaller newsletters were produced by the BSRT to be distributed to interested parties.	Used to update the campus and inform those interested in the progress of the BSRT.

Reports Associated with Project:

Doc#28ID#73

Manager: Barbara McNeice-Stallard

Project: Basic Skills Research Team   (Grid 2)

Amount Funded: $201,701.00

1. Project Goals	2. Specific outcomes to be measured	3. Method of assessment	4. Results reported	5. Use of results
Support the Research and Institutional Effectiveness Office (RIE) with research demands.	As a subdivision of the RIE team the BSRT will assist in meeting campus' demand for research. This will account for 15% of the team's projects completed.	A log of projects conducted or worked on will be kept by each team member. These logs will be used to determine the % of RIE projects the BSRT team supported over the 2007/08 academic year.	As of June 30, 2008 the BSRT has been involved in over 80 projects. 65% of these projects were projects whose outcomes were reported on PEOs .35% of these projects were projects conducted in support of RIE.	Continue support of the Basic Skills Initiative through dedicated researchers and additional support for the RIE office.
Develop additional basic skills projects for the 2008/2009 academic year.	This team will be responsible for a 10% increase in funded basic skills proposals for the 2008/09 academic year.	The team will participate in the development of at least two new basic skills proposals for the 2007/08 academic year.	Due to changes in funding methods, this goal could not be realized. However, the team has identified two areas for future investigation of BSI projects.	The need for an electronic, campus-wide progress report system is highly recommended. Investigation into the relationship between Mt. SAC's Tech. Prep. Program and the goals of the Basic Skills Initiative is another topic the BSSC should consider.
Develop methods to evaluate the outcomes of basic skills intervention projects with approved budgets over $20,000.	The research team will evaluate and approve the Project Outcomes and Evaluation Plans (PEO) for all Basic Skills Projects with funded budgets over $20,000.	Using standard methods of research design, the team will review each PEO's columns 1-3 to ensure each project has measurable outcome/s. 100% of the approved projects will receive team approval and thereby have created measurable outcomes.	The BSRT identified 22 projects with budgets over $20,000. 100% of these projects' PEOs were reviewed by the team to ensure there would be measureable outcomes of each of these projects.	The BSRT will use the PEOs to guide research and assist in the completion of columns 4 and 5 of each project.

Reports Associated with Project:

Manager: Donna Burns

Project: Updating Language Learning Center   (Grid 1)

Amount Funded: $182,500.00

1. Project Goal	2. Specific outcomes to be measured	3. Method of assessment	4. Results reported	5. Use of results
Update and expand the Assistive Learning stations available for disabled students in the Language Learning Center (English language learners). Includes: Video recording stations (monitors, carts, microphones, digital & vhs recorders, digital video recording hard drive with DVD burner, DVD/VCR player & recorder).	The two existing Assistive Learning stations in the LLC will be updated and expanded to include video recording stations, as listed, by January 7, 2008.	Installation of upgraded stations will be completed. On January 7, 2008, the department director will go to the LLC and test the new equipment to see that it is fully functional.	Due to the shut-down of purchasing operations in late Fall 2007, these were not ordered until Winter 2008. As of 6/12/08, only the carts had been delivered. Follow up with Purchasing Dept. continues.	In Progress
Update and expand computer-based assistive learning stations for disabled students. Includes: Disability-specific monitors.	The two existing Assistive Learning stations in the LLC will be updated and expanded to include disability-specific monitors by January 7, 2008.	Installation of disability-specific monitors will be completed. On January 7, 2008, the department director will go to the LLC and test the new equipment to see that it is fully functional.	At the start of Winter intercession (1/7/08) the equipment was installed and fully functional.	Student use and satisfaction will be monitored using existing procedures and practices (student usage reports and satisfaction surveys conducted each semester).
Replacement of aging computers in open lab, Language Learning Center. Total replacements needed = 71.	Replacement of 71 computers in the LLC open lab will be completed by January 7, 2008.	New computer installation and ghosting will be completed. On January 7, 2008, the department director will go to the LLC and test the new equipment to see that it is fully functional.	At the start of Winter intercession (1/7/08) the equipment was installed and fully functional.	Student use and satisfaction will be monitored using existing procedures and practices (student usage reports and satisfaction surveys conducted each semester).

Reports Associated with Project:

Doc#3ID#51

Manager: Donna Burns

Project: Updating Language Learning Center   (Grid 2)

Amount Funded: $182,500.00

1. Project Goal	2. Specific outcomes to be measured	3. Method of assessment	4. Results reported	5. Use of results
Pronunciation software, Language Learning Center.	The Language Learning Center will increase students' use of resources offered for English pronunciation.	Student usage will be assessed at the end of Fall 2007. Current software use is kept in a server database. Reports will be run at the end of Fall 2007 and compared to reports from Spring 2008 and Fall 2008 to find out new usage patterns.	Still in process.	
Network Site Licenses – Focus on Grammar levels 1-5 (English)	The Language Learning Center will increase student satisfaction with the materials offered for language study.	Student satisfaction will be assessed by a survey after midterm Spring 2008 semester. Surveys will be given to every ESL class, levels 1-5. The survey will show an overall satisfaction rate of 75% with the materials available in the LLC. The LLC staff will tally surveys at the end of Spring 2008.	The survey conducted in Spring 08 showed that the ESL student satisfaction rate was 90%. Criterion was met.	Continue to seek improvement in the types and quality of materials available.
Increase network site licenses for Rosetta Stone – all languages, all levels.			The survey conducted in Spring 08 showed that the ESL student satisfaction rate was 90%. Criterion was met.	Continue to seek improvement in the types and quality of materials available.
Network site licenses for "Understanding English Grammar" (Azar) Levels 1 & 2			The survey conducted in Spring 08 showed that the ESL student satisfaction rate was 90%. Criterion was met.	Continue to seek improvement in the types and quality of materials available.

Reports Associated with Project:

Doc#3ID#52

Manager: Audrey Yamagata-Noji

Project: African American Student Success Project   (Grid 1)

Amount Funded: $138,700.00

1. Project Goal	2. Specific outcomes to be measured	3. Method of assessment	4. Results reported	5. Use of results
Increase awareness among African American students of the African American Students Success Initiative (ASPIRE).	All currently enrolled African American students will be invited by mail to ASPIRE events on campus.	Using the Mt SAC Data Warehouse, the students identifying themselves as African American will be sent invitations to attend various ASPIRE events during the 2007/08 academic year. 100% of these students will be invited to attend.	Invitations were sent out at the beginning of Fall '07 and Spring 08 for ASPIRE events. 100% of Newly enrolled AA students were sent invitations.	
Assist African American students in achieving academic success through intrusive interventions.	Utilizing one on one mentoring, ASPIRE students will receive counseling and guidance from a MT SAC staff member. During this pilot year, 25 students will be paired with a Mt SAC staff member for mentoring. The two will meet at least three times each semester. The mentor and mentee will review the student's academic progress and any other cares or needs the student may have.	A survey of mentors will be conducted after the completion of the Fall '07 and Spring '08 semesters and another survey of the students will be conducted at the end of the 07/08 academic year, to evaluate the percieved effectiveness of the program, as well as elicit suggestions for improvement. The surveys will be conducted and analyzed by the Basic Skills Research Team (BSRT).	The surveys were conducted and the overall results were positive. The majority of both mentors and mentees felt the project was beneficial. However, a higher response rate for both surveys would have been preferable.	

Reports Associated with Project:

Doc#21ID#42

Manager: Audrey Yamagata-Noji

Project: African American Student Success Project   (Grid 2)

Amount Funded: *$138,700.00*

1. Project Goal	2. Specific outcomes to be measured	3. Method of assessment	4. Results reported	5. Use of results
Promote culturally relevant connections among African American Students and the Mt. San Antonio College Community by developing engagement activities and programming.	Offer events for students to attend that will address the specific needs of this group of students. Implement a program of "rewards" of participation through the use of infinity rings. These rings will be awarded to mark various levels of participation in the mentoring program.	Documentation of the number of attending the events will be kept by the coordinator. There will be an average of 50 students at each of the 8 events held during the 07/08 academic year. 30 students will participate in the mentoring program, of these 15 will receive all three infinity rings. Records will be maintained by the ASPIRE coordinator.		
Promote student involvement in the campus community.	By attending campus events, such as football games, as a group, involvement in such activities will be encouraged.	Two campus events such as a football game and/or theater performance will be attended by the ASPIRE students.		
Explore the academic needs of African American Students.	In order to better serve the academic needs of this population of students, a research study will be conducted to examine the academic success, progression, and retention of the students involved in the ASPIRE program.	The BSRT will utilize student records from the Data Warehouse to examine the academic profile of the ASPIRE students. A report of the results will be generated by the team by the end of May 2008.	This study was conducted. As a result, ASPIRE workers were able to identify students who had taken, or not taken developmental Math and English courses, as well determined if they had previously attempted these courses. This data was then added to their database. A summary report was generated.	Further investigation is needed to provide an analysis of the ASPIRE students as a cohort.

Reports Associated with Project:

Doc#21ID#42

1. Mentor Survey Results Report   4. Summary Report #2

2. Mentee Survey Results Report

3. Summary Report #1

Report 3

Mentor Survey Results Report

ASPIRE Mentor Survey Report

This report is only possible because of the insight and assistance provided by IT, Carolyn Keys, and the ASPIRE Staff. When you are referring to the data from this report, please remember to acknowledge that it was done through the Research and Institutional Effectiveness office in collaboration with the aforementioned persons and that it was completed on 6/27/08.

ASPIRE Mentor Survey Results

Introduction

 The 2007/08 academic year at Mt. San Antonio College saw many new programs and services for pre-collegeate or "at risk" students due to the generous funding of the Basic Skills Initiative. One such program was ASPIRE. The purpose of ASIPE is to increase student success among African American students. This program addresses the issues identified by research as barriers to African American academic success through a variety of interventions. Now that the 2007/08 academic year has come to a close, an evaluation of this burgeoining program is appropriate. Just as the project has many facets, so too does its evaluation. This study is just one segment of the information being analyzed as a review of the project.

 One element of the ASPIRE program is to provide interested African American students a mentor from the Mt. SAC staff, faculty, or administration. On a voluntary basis, employees take time to meet with their assigned student. The frequency, duration or content of these sessions is left to the discretion of the mentor. However, the intention is to provide a source of connection and guidance for the student as they pursue their education at Mt. SAC.

 In order to assess this segment of the ASPIRE program, a survey was devloped to give to the employees who mentored ASPIRE students.This paper provides an analysis of that survey.

Methods

 An email was sent to those who mentored an ASPIRE student or students. The email was sent on June 5, 2008, requesting the mentor complete an on-line survey for each student they mentored. The link to the survey was provided in the email. A follow-up email was sent on June 16th, 2008 reminding the mentors to complete the survey.The emails were sent to the 30 people who had been assigned a mentee during the 2007/08 academic year. The mentors were asked to complete the survey for each student they mentored. 16 completed surveys were recieved.

Results

 The following tables and graphs are the frequency distributions of the questions asked on the survey. These tables and graphs follow the order of questions on the survey instrument.

On average, during the Fall '07 term, how often did you meet with the student you mentored?

	Frequency	Percent
Daily	1	8.3%
Several Times a Week	2	16.7%
Once a Week	1	8.3%
Once a Month	3	25.0%
Once During the Term	3	25.0%
Not at All	2	16.7%
Total	**12**	**100.0%**

Over 40% of the respondents reported never meeting or meeting only once with their mentee during the fall '07 academic term. However, one mentor (7%) reported meeting daily with their mentee during the Fall '07 term.

* The number of responses in this table has been adjusted to reflect those who reported not having a mentee in fall '07.
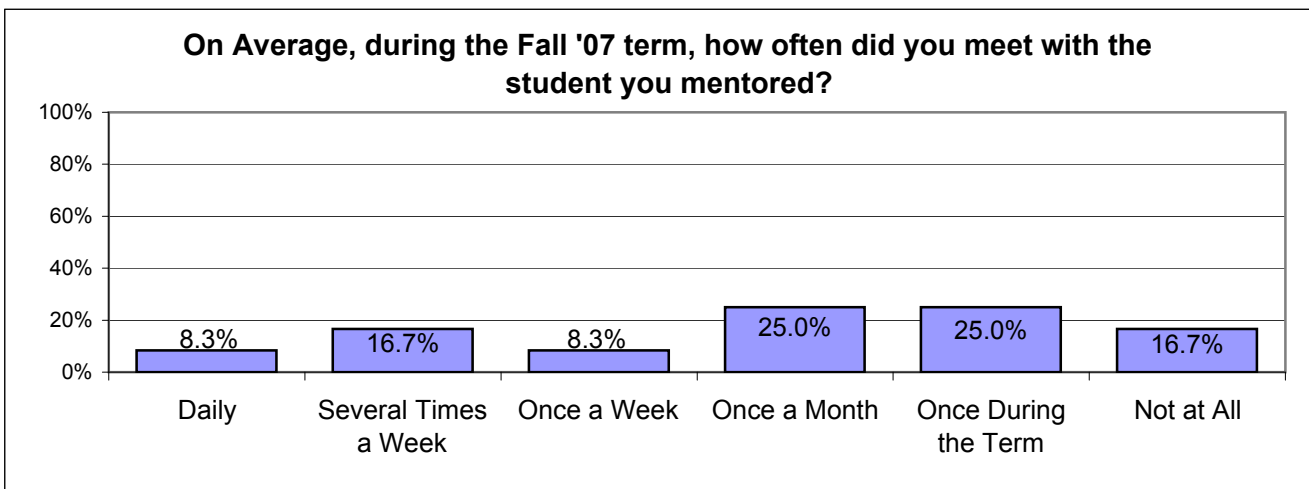
On Average, during the Fall '07 term, how often did you meet with the student you mentored?

	Percent
Daily	8.3%
Several Times a Week	16.7%
Once a Week	8.3%
Once a Month	25.0%
Once During the Term	25.0%
Not at All	16.7%

On average, during the Spring '08 term, how often did you meet with the student you mentored?

	Frequency	Percent
Daily	1	6.3%
Several Times a Week	2	12.5%
Once a Week	4	25.0%
Once a Month	1	6.3%
Once During the Term	5	31.3%
Not at All	3	18.8%
Total	**16**	**100.0%**

The frequency with which mentors met with their mentees did change between the two academic terms. The number meeting once a week increased from 1 to 4. So too the numbers that met only once in the academic term. This went from 1 to 3.
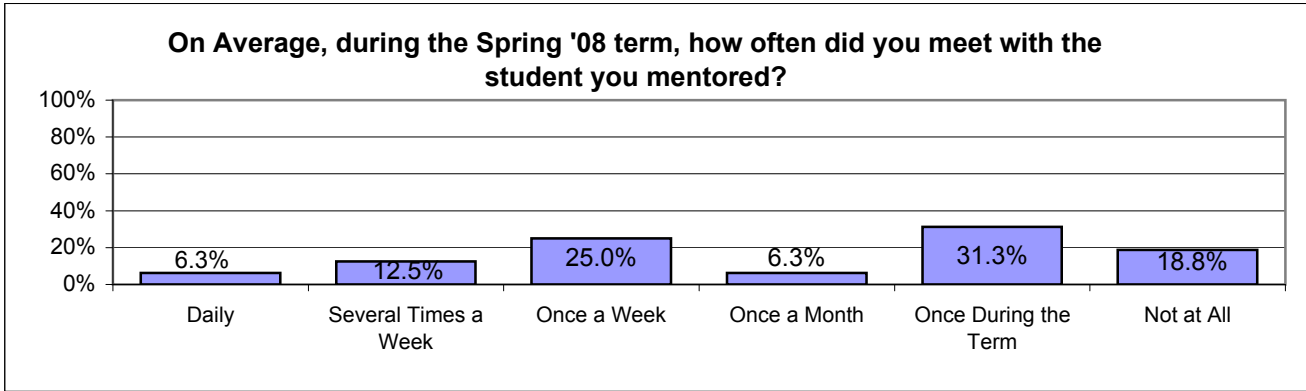
On Average, during the Spring '08 term, how often did you meet with the student you mentored?

Daily	Several Times a Week	Once a Week	Once a Month	Once During the Term	Not at All
6.3%	12.5%	25.0%	6.3%	31.3%	18.8%

If you checked "Not at all" for either question 1 and/or question 2, please explain why.

These are the responses:

- In Fall 07 I did not have any mentees
- I was not a mentor until spring 08.
- I was not a mentor until spring 08
- The students that were assigned to me were not responding to my request to meet with me.
- Did not respond to phone calls or emails
- I was assigned two mentees late in the Spring '08 semester. I attempted to set up appointments with both mentees via e-mail and follow up phone call. One mentee called back, set up an appointment and then rescheduled it. She never showed up to the rescheduled appointment. The other mentee returned my call, left a message and when I called back, I didn't hear from her again.

Although the majority of the comments were responses explaining that the staff member did not have a mentor during the first semester, about 50% of these comments stated the student did not respond to the mentors attempts to meet with them.

What method(s) did you use to stay in contact with the student you mentored?

	Frequency	Percent
Face to Face Meetings	9	50.0%
Telephone Conversations	1	5.6%
Emails	6	33.3%
Written Notes	1	5.6%
Text Messages	1	5.6%
Total	**18**	**100.0%**

The majority (50%) of mentors cited face to face meetings as the method used to stay in contact with their student. Email was the next most frequently selected choice of staying in contact with their student during the fall '07 term.

What method(s) did you use to stay in contact with the student you mentored?

Face to Face Meetings	Telephone Conversations	Emails	Written Notes
50.0%	5.6%	33.3%	5.6%
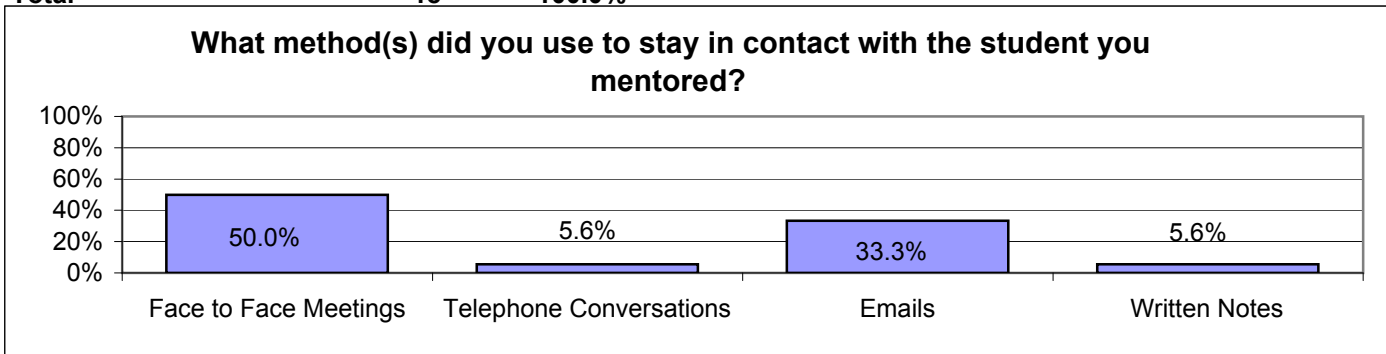
Do you think these meetings were valuable for the student?

	Frequency	Percent
Yes	13	81.3%
No	0	0.0%
Missing	3	18.8%
Total	**16**	**100.0%**

Over 80% of the survey respondents choose "Yes" when asked if they thought the meetings they had with their student was valuable for the student. Three respondents did not respond to this question. Why they choose to not answer this question is uncertain.

Do you think these meetings were valuable for the student?
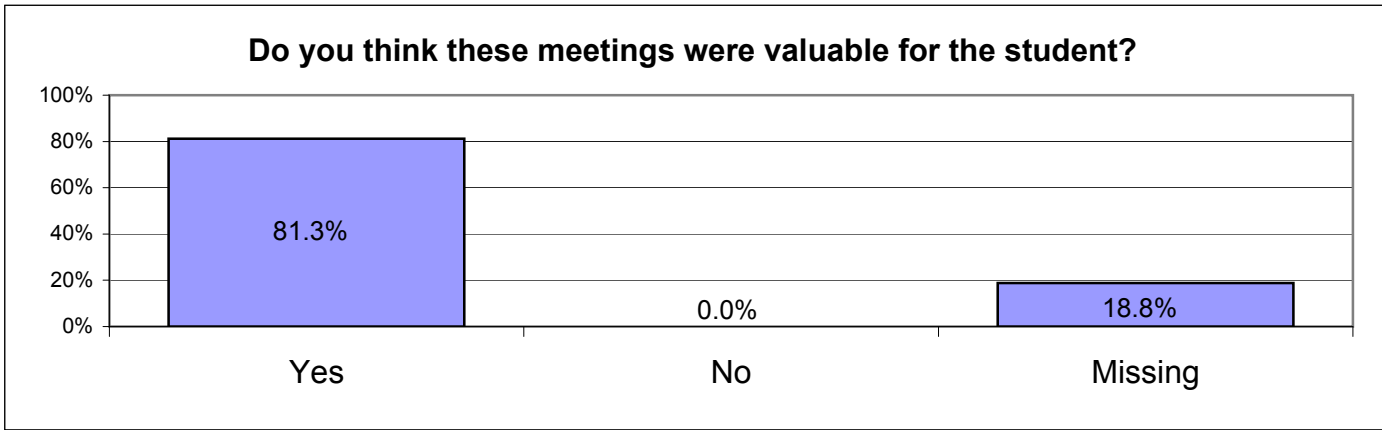
Mentors were asked to explain why they answered the question about understanding the ASPIRE program in the way they did. Those comments are listed below:

• Provided the students with an opportunity to talk about the things that was going on in class in there life.
• These meeting allowed the student to see options, resources and opportunities that were available to them. These meeting provided insight and guideance for persoanal problems that could have been devastating.
• We talked about the student's plans for the future(i.e. Bachelor's degree, which 4 yr colleges might be a good fit, etc) we had a lot in common. We made plans to meet at a future date
• I believe the opporunity to get to know a person you are trying to help is valuable for both the mentor and the mentee.
• Students became more engaged in academic achievement and programs
• Student's confidence grew. Found out he had many academic options.
• Yes, but it seems like the students don't really know what to expect.
• Reviewed educational plan and helped him register for summer school too
• The student felt more at ease after talking with me face to face. I felt that i was able to listen more attentive to the student situations and respond accordingly. Overall good program that lets the student know that they are not in this alone.
• I kept reminding him of his responsibilities. I was helpful to him in his decision-making process. He knows that he is accountable to me.
• I was helpful to my mentee in decision-making related to her coursework and studis. We talked about her challenges with certain classes and her determination to not give up.
• The first semester was good contact and advice. The second semester she was in a car accident and had very limited time on campus.
• The student was energized and motivated to continue to invest in thier education

 Over 80% of the mentors wrote comments when asked why they thought the student found the meetings valuable. These comments suggest that each pair of mentor and mentees had a variety of approaches for utilizing their time together. From their comments it seems that providing academic guidance and encouraging the student to stay on track were common experiences.

Do you plan to continue to meet with your student after the Spring '08 term?

	Frequency	Percent
Yes	13	81.3%
No	1	6.3%
Missing	2	12.5%
Total	**16**	**100.0%**

Most of the respondents reported intending to meet with their mentor after Spring '08. Only 1 respondent said they did not intend to do this. There were two mentors who chose not to answer this question.
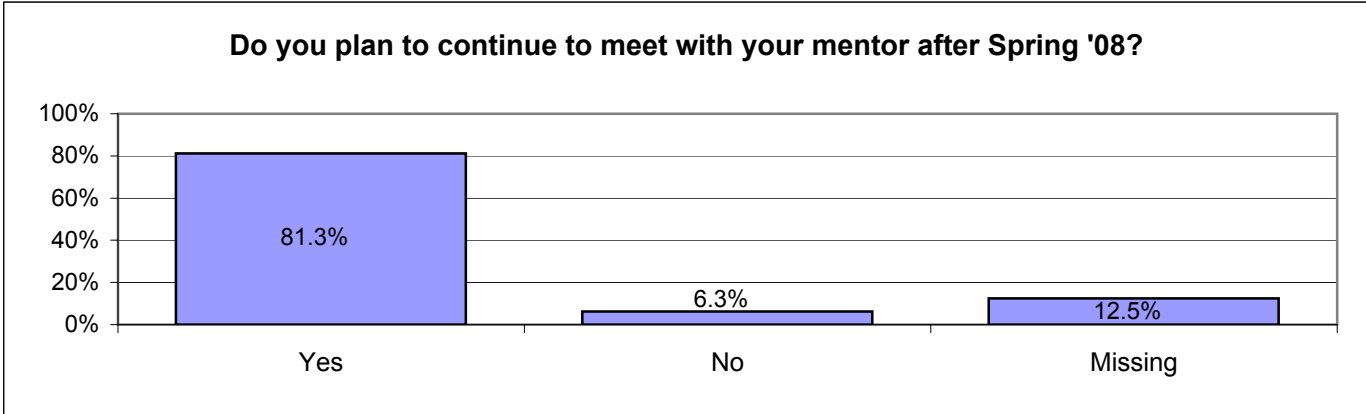
Do you plan to continue to meet with your mentor after Spring '08?

Have you seen any growth or positive change in the student you mentor(ed)?

	Frequency	Percent
Yes	10	76.9%
No	3	23.1%
Total	**13**	**100.0%**

77% of the mentors reported seeing positive growth of change in the student they mentored.

Have you seen any growth or positive change in the student you mentor(ed)?
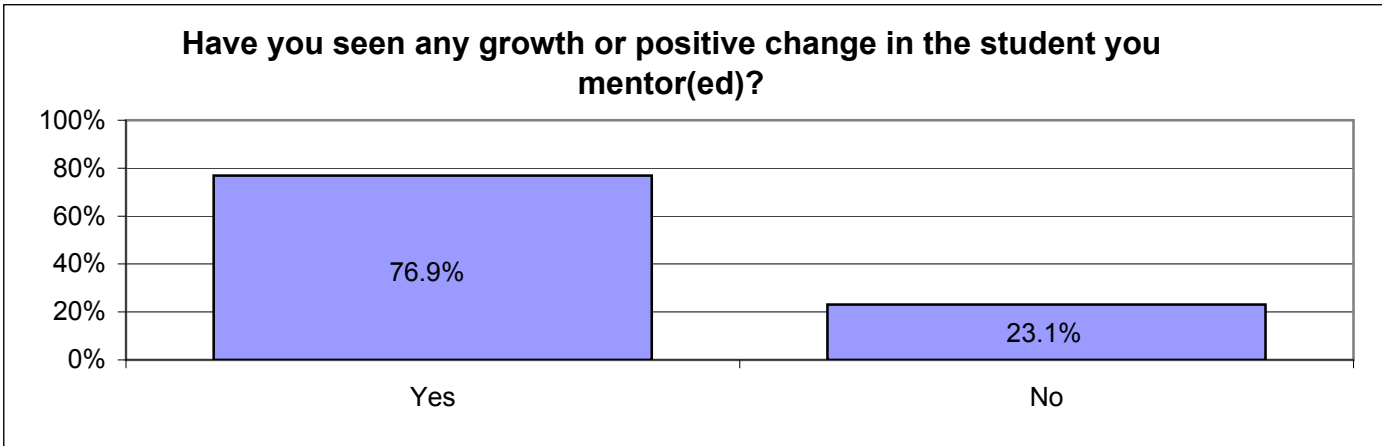
If you have seen growth or change please describe

• I have seen growth in their personal, educational, spiritual and physical life.
• I don't think that I have seen enough of him to report any growth or changes.
  Perhaps I will have an assessment at a later date.
• I'm not really sure how to define growth. Although, I believe that if I can coordinate
  more meetings with my mentee. I'll have a better chance at determining growth.
• More serious about academics
• Increased confidence.
• I guess so, but I'm still not sure my mentee really understands the "value" or
  rationale of the program.
• Even though he has been through a lot of personal obstacles, he has been able to
  continue and is still motivated to be at Mt. SAC
• He student is still enrolled in college and that is a plus factor, especially after talking with the student parent, she
  indicated that he was thinking about dropping out of college.
• He is more confident and has even gotten involved with student leadership.
• She may have given up on one or two of her classes, but I kept encouraging her to hang in their and set priorities
  for her studies.
• This was a pretty mature individual already, however, the limited amount of time we had together was for
   emotional support. She benefitted from our time together I believe.
• She is more positive

   Most of the twelve mentors who chose to write comments described a variety of things they felt reflected
growth in their student. Increased motivation and desire to continue their studies were frequently cited.
Several respondents felt they were not yet equipped to determine if any growth had occured.

Any Additional comments or suggestions for improvement?

• Keep up the great workk!
• I think this was a great first year. I'm wondering if it might make some sense to collect some data on the studnets
  who enrolled in the program and then compare it to other AA students who were not involved in teh program. We
  could look to compare persistence rates, GPA, unit load, etc.
• Fewer mentees per mentor
• Fewer mentees per mentor.
• I've been recently assigned new students to mentor and I look forward to working with them. Thanks!
• I think this is a GREAT PROGRAM WITH GREAT POTENTIAL! However, I think the program really needs more
  structure and organization. My mentees do not seem to have an understanding of what the program is really about
  and what the mentor's responsibilities are. Also, since the mentees do not have to formally apply for the program
  or anything, they are not really held accountable for following through with their mentors, going to meetings, etc.
   Thus, it would be good to require students to apply for the program or complete some requirements or something,
  while providing them with a clear rationale of why the program exists. They need to be educated about the "value"
  of such a program in order to encourage more active participation. Some sort of structure or formal organization for
  the mentors would be helpful also.
• I had 2 students I was assigned to mentor - Although I attended all ASPIRE events, both of my mentees did not
  attend. I was able to connect and meet with one of them this semester, the other mentee - phone or email was
  unavailable. I love this program!
• Great program, let's keep it going.
• Remind mentors that students need them and that it is okay to challenge students to best the best they can be.
• She needed my mentoring, especially with her family not providing the kind of academic support she needed from
   them, I was there for her emotional support.
• I could have done a better job in reaching out to this student. I intend to make contact with her again next
  semester.
• Only 2 mentees for each mentor
• Better way to match mentors and students
   Only three respondents did not write a comment when asked for additional comments or suggestions for
improvement. 38% of the comments could be classified as compliments. These consist of statements such as,
"Great Program.". Another suggestion was to limit the number of mentees a mentor can have. 23% of those who
wrote comments made this suggestion.

Conclusions

The results of this survey suggest that the ASPIRE mentors who responded to the survey thought the program was beneficial to the students it serves. Their comments for improving the program regarded fewer mentees for each mentor and perhaps more structure or organization. There also seemed to be some frustration regarding the amount of effort required to make contact with the mentee. These are areas for further investigation by the directors of the program.

Another area that should be investigated is the frequency which mentors met with their mentees. Meeting at least once a month would seem to be the minimum frequency to be effective. Over 40% in the fall and 50% of the respondents reported meeting with their mentor once in the term or not at all. Clearly this requires attention if it is to be called mentoring. However, since this is the program's first year of operation, it is expected there would be hurdles to overcome.

Report 4

Mentee Survey Results Report

ASPIRE Student Survey Report

This report is only possible because of the insight and assistance provided by IT, Carolyn Keys, and the ASPIRE Staff. When you are referring to the data from this report, please remember to acknowledge that it was done through the Research and Institutional Effectiveness office in collaboration with the aforementioned persons and that it was completed on 6/27/08.

ASPIRE Student Survey Results

Introduction

 The 2007/08 academic year at Mt. San Antonio College saw many new programs and services for pre-collegeate or "at risk" students due to the generous funding of the Basic Skills Initiative. One such program was ASPIRE. The purpose of ASPIRE is to increase student success among African American students. This program addresses the issues identified by research as barriers to African American academic success through a variety of interventions. Now that the 2007/08 academic year has come to a close, an evaluation of this burgeoining program is appropriate. Just as the project has many facets, so too does its evaluation. This study is just one segment of the information being analyzed as a review of the project.

   One element of the ASPIRE program is to provide interested African American students a mentor from the Mt. SAC staff, faculty, or administration. On a voluntary basis, employees take time to meet with their assigned student. The frequency, duration or content of these sessions is left to the discretion of the mentor. However, the intention is to provide a source of connection and guidance for the student as they pursue their education at Mt. SAC.

   In order to assess this segment of the ASPIRE program, a survey was devloped to give to the ASPIRE students who were mentored. This paper provides an analysis of that survey.

Methods

 The originally planned method of conducting this survey was to give each mentored student a paper copy of the survey at the last event of the Spring '08 semester. However, at the attendance rate of students at this event was much less than anticipated. This event yielded only 14 surveys. As a result this survey was developed into an online survey and mentored ASPIRE students were asked via email to complete it online. This generated an additional 7 useable surveys. In the end, 21 surveys were collected and analyzed. By the end of the Spring '08 semester, 89 students had been assigned a mentor. Thus, the response rate was 23%.

Results

   The following tables and graphs are the frequency distributions of the questions asked on the survey.
These tables and graphs follow the order of questions on the survey instrument.

On average, during the Fall '07 term, how often did you meet with your mentor?

	Frequency	Percent
Daily	1	6.3%
Several Times a Week	3	18.8%
Once a Week	3	18.8%
Once a Month	3	18.8%
Once During the Term	2	12.5%
Not at All	4	25.0%
Total	**16**	**100.0%**

One of the key components of the ASPIRE program is the mentoring provided to students by the faculty. So, students were asked how frequently they met with their mentor for each semester. One student reported meeting daily with their mentor during the Fall '07 term. The largest numbers reported not meeting at all with their mentor. This represented 25% of the respondents who answered this question.
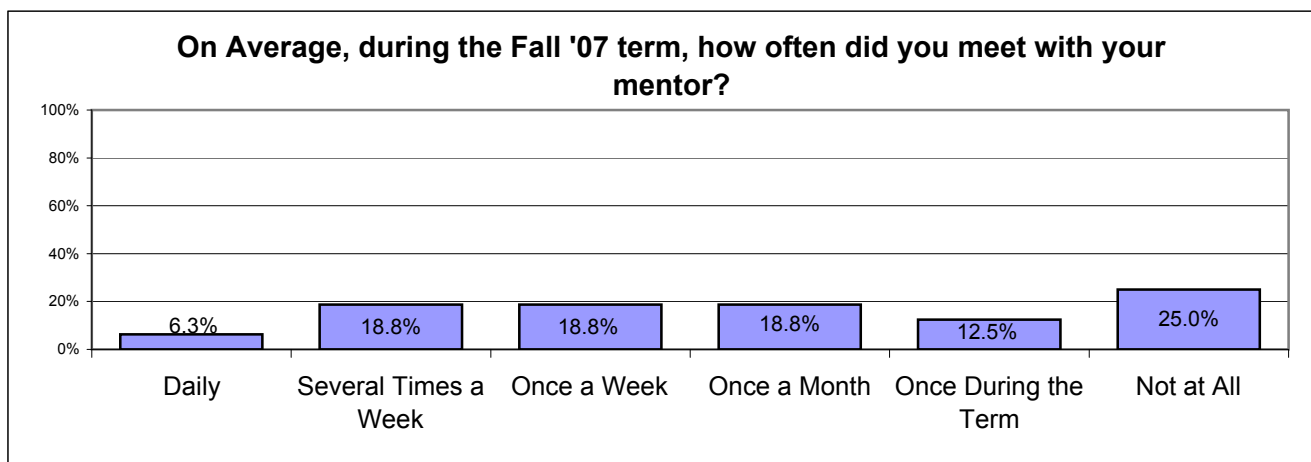
On Average, during the Fall '07 term, how often did you meet with your mentor?

Category	Percent
Daily	6.3%
Several Times a Week	18.8%
Once a Week	18.8%
Once a Month	18.8%
Once During the Term	12.5%
Not at All	25.0%

On average, during the Spring '08 term, how often did you meet with your mentor?

	Frequency	Percent
Daily	2	9.5%
Several Times a Week	3	14.3%
Once a Week	4	19.0%
Once a Month	4	19.0%
Once During the Term	6	28.6%
Not at All	2	9.5%
Total	**21**	**100.0%**

The number of students involved in ASPIRE by the spring '08 term increased. So did the number of those who met with mentors. This increase is captured in the increase of students responding to the question about meeting with their mentor during the Spring '08 term. Two items worth noting are, the additional student meeting with their mentor daily and the increase of students meeting only once during the term.
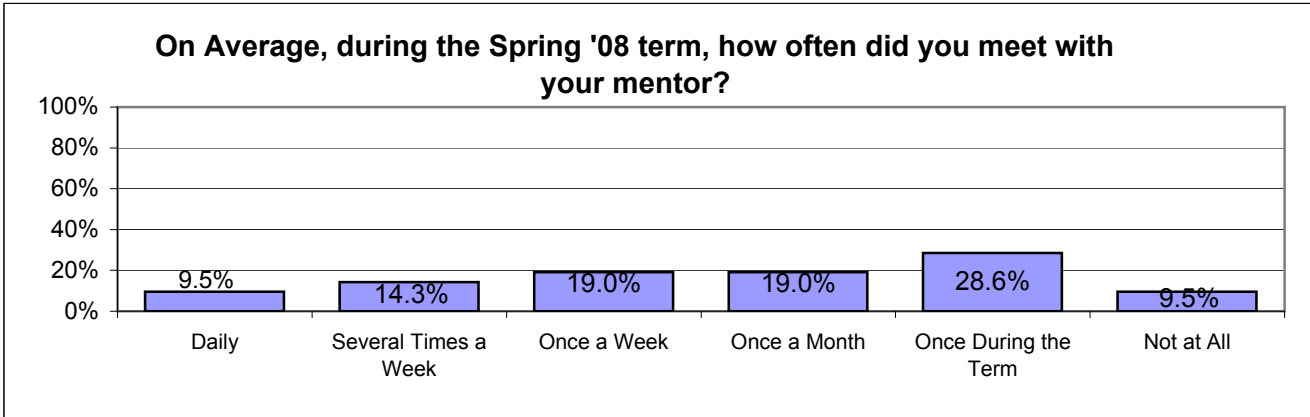
On Average, during the Spring '08 term, how often did you meet with your mentor?

Daily	Several Times a Week	Once a Week	Once a Month	Once During the Term	Not at All
9.5%	14.3%	19.0%	19.0%	28.6%	9.5%

If you checked "Not at all" for either question 1 and/or question 2, please explain why.

These are their responses:
- DID NOT HAVE A MENTOR IN FALL OF 07
- Did not know who to talk to
- I wasn't apart of the aspire program.
- In the fall of '07 it was my first semester and I was unaware of it.
  As for fall or '08, my mentor has not contacted me.
- Well this is my first semester learning about this program.
  I consider more of a reveler right now.

The five students who hand wrote or typed in comments for this question, overwhemingly cited "lack of information" as to why they did not participate in the program sooner.

Do you plan to continue to meet with your mentor after Spring '08?

	Frequency	Percent
Yes	16	88.9%
No Leaving Mt. SAC	1	5.6%
Other	1	5.6%
Total	**18**	**100.0%**

Nearly 90% of the respondents reported intending to meet with their mentor after Spring '08. Only 2 students said they did not intend to do this and one of those students reported they were leaving Mt. SAC.

Do you plan to continue to meet with your mentor after Spring '08?

Yes	No Leaving Mt. SAC	Other
88.9%	5.6%	5.6%
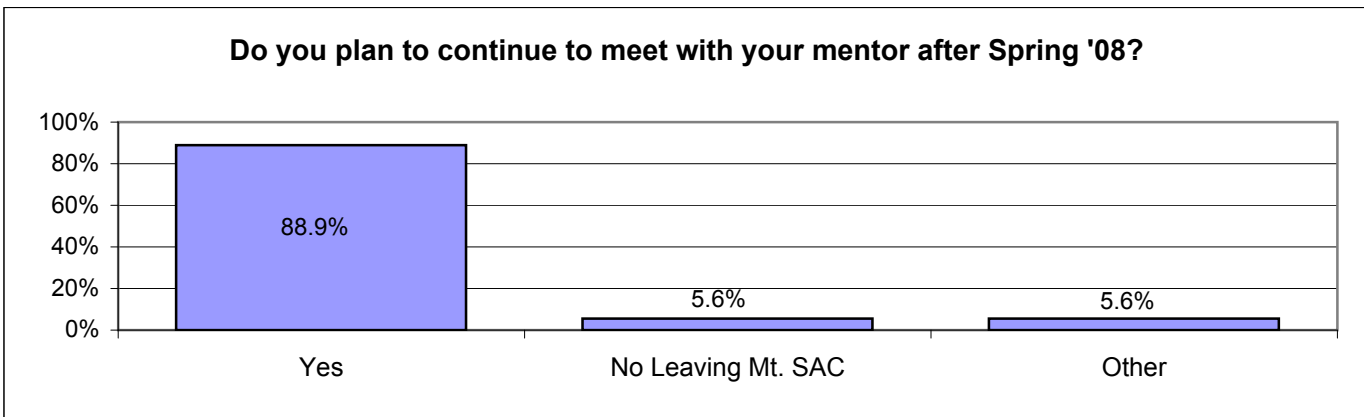
One student made the following comment about this question:

I want to learn more about the program.

	Frequency	Percent
Yes	16	76.2%
No	5	23.8%
Total	**21**	**100.0%**

Most of the students reported understanding what the ASPIRE program is about. There was space provided for some additional comments regarding this question. One student responded with a comment it was, "I want to learn more about the program."

Do you have a good understanding of what the ASPIRE program is about?
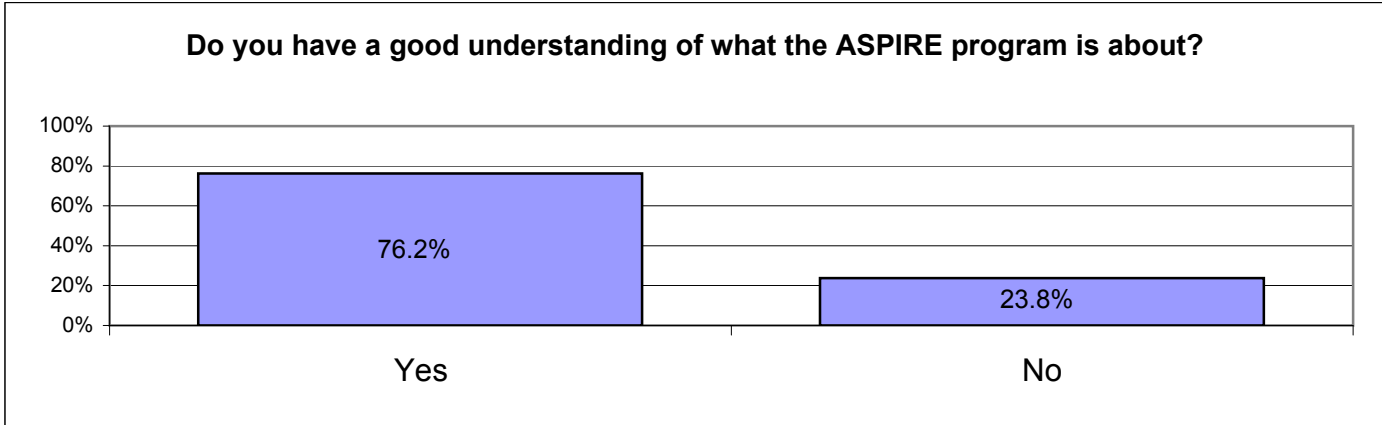
The following are the open-ended responses of students to why they responded as they did to the question about understanding what the ASPIRE program is about.

- A Mentor ship program for minority students attending Mt. Sac.
- I think the program is about bringing students together and making sure that they are on the right path to success
- I jumped in the program kinda late, so I was unable to attend a mass amount of events.
- I'm an active member of ASPIRE so I have a good understanding.
- To get further in education to use in everyday life.
- I understand that this is a program to help increase the success rates of aa students on this campus.
- It is about the acheivement of students and that one day they will make a change.
- To encourage students to be what they are called to be.
- I believe this program is for the student to have that extra push that you don't recieve at home.

Most of these comments seemed to embody the purpose of the program. They discussed issues of success and motivation in their open-ended responses.

	Frequency	Percent
Yes	14	66.7%
No	7	33.3%
Total	**21**	**100.0%**

The students surveyed reported that the program has helped them improve academically. Nearly 67% reported it was benefit to them academically.

Has your participation in the mentoring part of the ASPIRE program helped you improve academically?
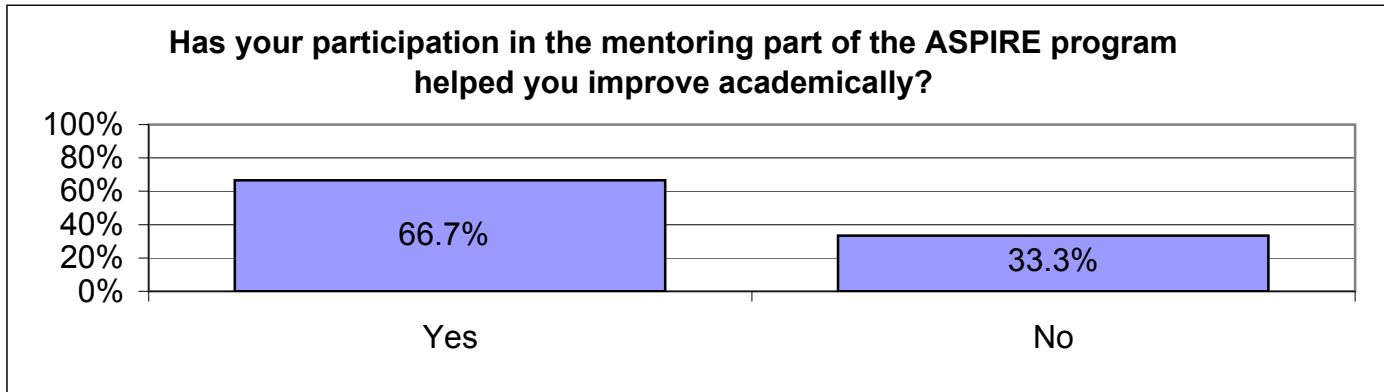
Students were asked to explain why they answered the question about academic improvement in the way they did. Those comments are listed below:

- It made me go to class. Meanly because I had to turn in progress reports.
- Not really because I just joined it, I am sure it will later.
- C.Banks has been a great mentor, not only has he provided me with an academic plan, but he's also
  provided me with the comfort of knowing everything im doing will pay off.
- I try to but, sometimes I have schedule conficts do to sports.
- I have met good contacts and this has brought me closer to administrators
- Getting involved in class and having an understanding with the teacher.
- Well actually I went to the last meeting and I learned about the importance of seeking help on campus
  through tutoring, professors, etc.
- Have not met with mentor but is doing well with grades.
- I found out there are several administrators who are here to help me with my grades.
- My menter has kept me strong, staying in school.

   50% of the students who responded to the survey wrote a comment on why they felt the program did or did not help them improve academically. 80% of these comments were ones that suggested the program was helping the student at Mt. SAC. The two comments that were not classified in this way were neutral. They did not suggest that the program was not helpful, they stated that they did not participate to an extent yet to experience its benefit.

	Frequency	Percent
Yes	12	57.1%
No	9	42.9%
Total	**21**	**100.0%**

Of those surveyed, 57% stated they attend most of the monthly meetings.

Did you attend most of the monthly meetings?

57.1%	42.9%
Yes	No
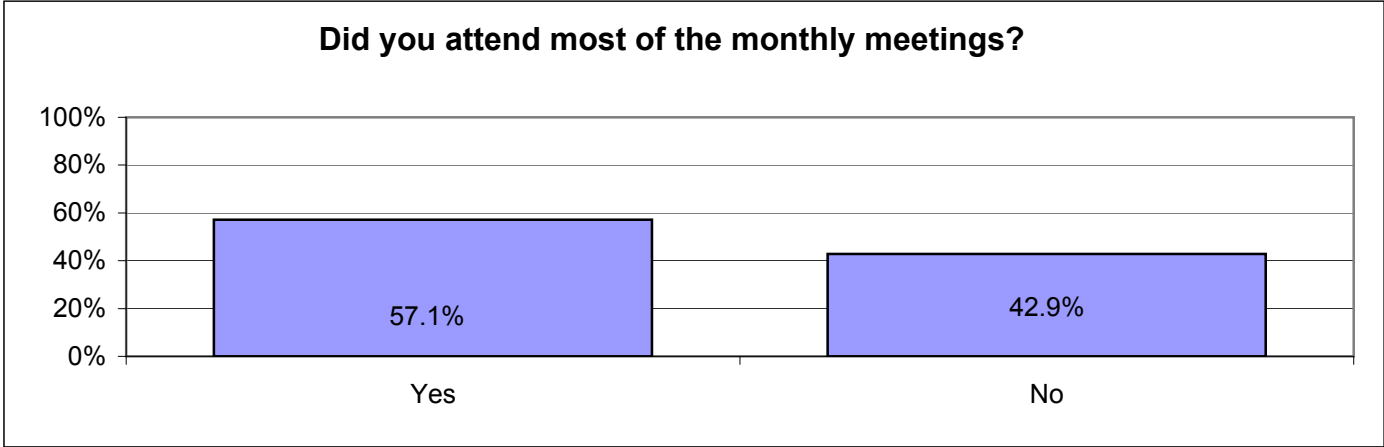
If yes, which event was most helpful?

- The third when we had quotes and spoke on them
- I think the discussion on relationships was most helpful. That was held in 1c May.
- The last one in April
- Courage session
- The second event was my initiation into ASPIRE

The five students who commented on the event that was most helpful selected a variety of sessions as the one they felt most helpful.

How connected do you feel to other students because of your participation in the ASPIRE program?

	Frequency	Percent
More Connected	8	42.1%
Somewhat Connected	6	31.6%
The Same as Before	5	26.3%
Total	**19**	**100.0%**

Nearly 74% of the respondents reported an increase in their perceived connection to other students as a result of the ASPIRE program.

More Connected to Other Students because of ASPIRE?

42.1%	31.6%	26.3%
More Connected	Somewhat Connected	The Same as Before
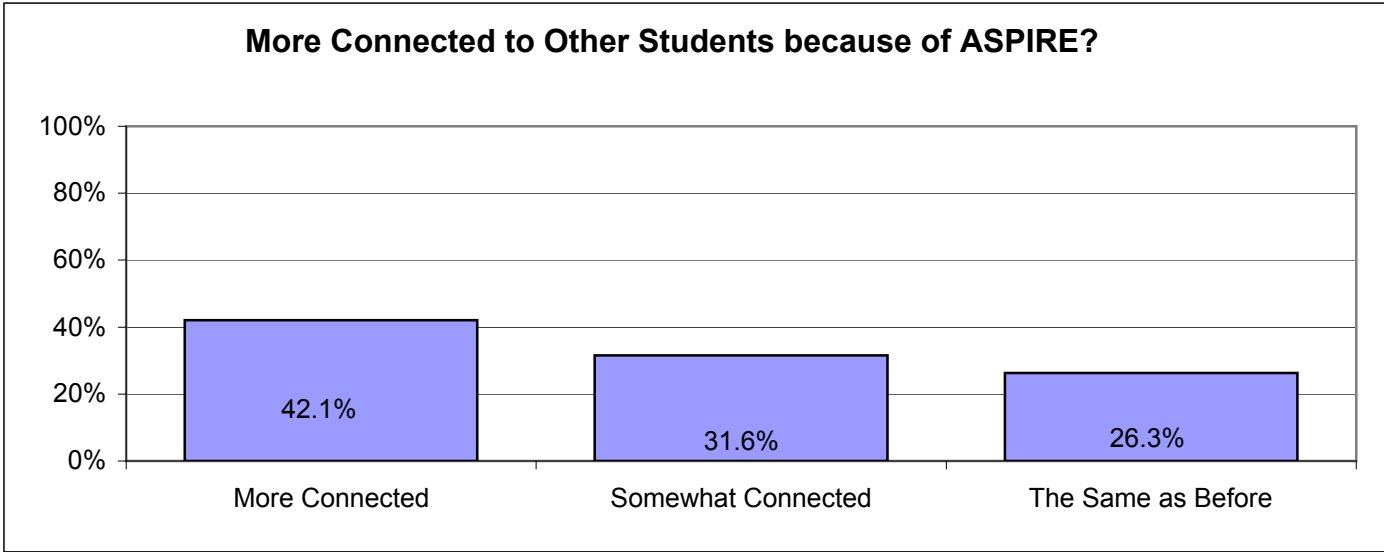
How connected do you feel to faculty because of your participation in the ASPIRE program?

	Frequency	Percent
More Connected	9	52.9%
Somewhat Connected	5	29.4%
The Same as Before	3	17.6%
Total	**17**	**100.0%**

The ASPIRE program respondents reported feeling more connected to faculty as a result of the program. Over 50% choose "More Connected" as their answer choice and another 29% selected "Somewhat Connected". Only 18% of the students reported they felt the same as before.

More Connected to faculty because of ASPIRE?
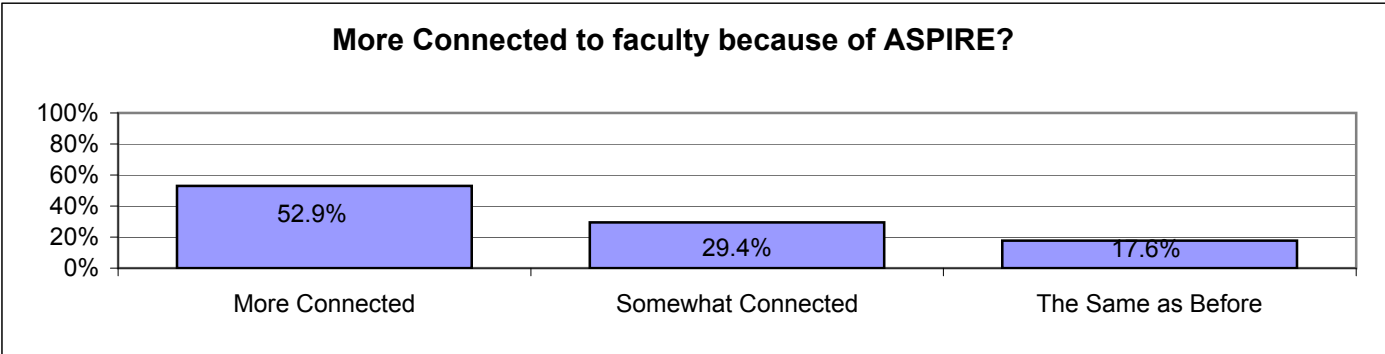
How connected do you feel to staff because of your participation in the ASPIRE program?

	Frequency	Percent
More Connected	13	72.2%
Somewhat Connected	3	16.7%
The Same as Before	2	11.1%
Total	**18**	**100.0%**

Respondents also reported feeling more connected to staff members as a result of the program. Nearly 90% of those surveyed reported some measure of increase in their how connected they felt to staff as a result of the ASPIRE program.

More Connected to staff because of ASPIRE?
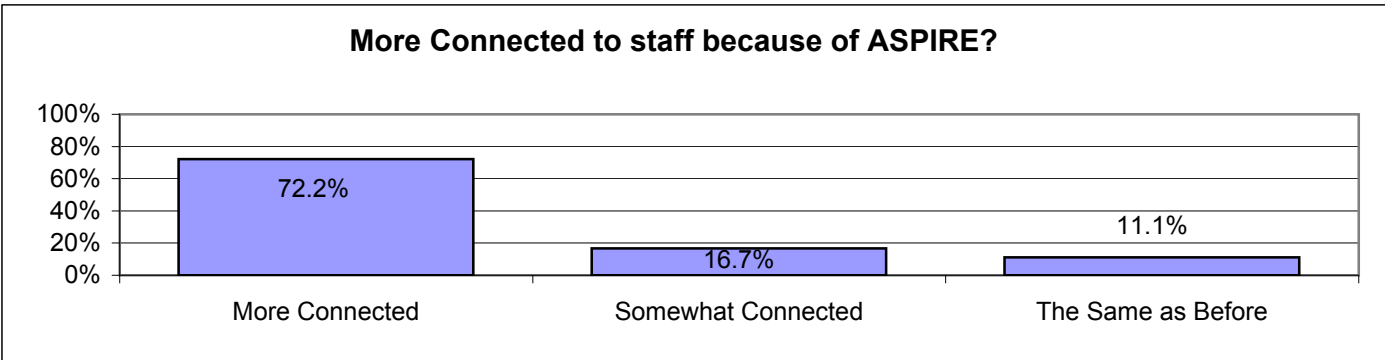
How connected do you feel to Administrators because of your participation in the ASPIRE program?

	Frequency	Percent
More Connected	9	52.9%
Somewhat Connected	1	5.9%
The Same as Before	6	35.3%
Less than Before	1	5.9%
Total	**17**	**100.0%**

Feeling more connected to administrators had considerably different results than the previous questions on the same topic. Over 40% or the students reported no change or feeling less connected to administrators after ASPIRE than before.

More Connected to Administrators because of ASPIRE?
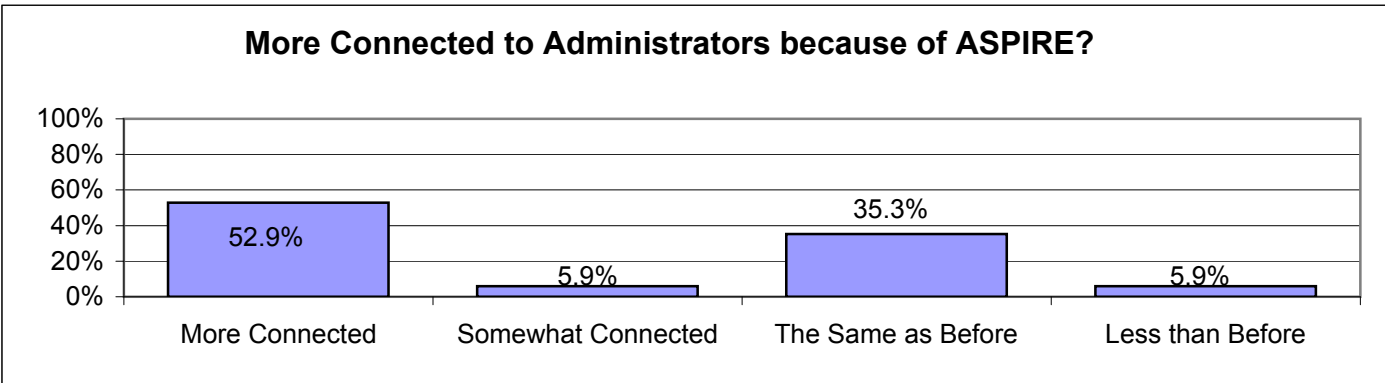
Please tell us what you have appreciated most about the ASPIRE program.

- The Fact that there is administrators taking time out of there schedule to meet with the students; to improve our grades. Also how we feel about being successful in life and dealing with certain issues.
- Being able to have someone to talk to when I need help.
- Actually having a mentor to help you guide a way through school.
- I appreciate how helpful everyone is when it comes to pointing students like myself in the right direction.
- I've appreciated alot, but most of all the comfort im provided with, knowing that im not in this alone.
- Connections
- What I have appreciated about the ASPIRE program is the staff that get so involved in with the students in the program.
- The hlep that I get from being in ASPIRE
- The opportunity
- The questions we gave out for the panel to answer, to know some experiences
- Well many of the mentors in this program are upstanding professionals that us students can/need to look up to.
- The desire to help others and everyone's drive for success
- To strive to improve African-American Success rates.
- Its very helpful
- Having the best mentor (Arnita) who there for me mentally always

Is there something that could improve the program?

- Just monthly meetings.
- Getting more people to come advertise more, prepare in the long run for things 2 come out better
- So far so good... The program is great!.
- Not at all.
- Make it more rewarding
- Its a work in progress
- No not really, the program is fine just the way it is.
- No, we just need more to come and join.
- African American Programs on campus
- No, it is fine
- More focus on why African Americans are not succeeding in college. I think that people are avoiding the real reason why people are not succeeding here because they think it will get ugly.
- More recgonition
- APP
- No just keep doing what your doing

Conclusions

The results of this survey suggest that the ASPIRE students found the program beneficial. They had few comments for improvement of the program. However, closer examination of the data suggests several areas that may need improvement.

One such area is that of the frequency which mentors met with their mentees. Meeting at least once a month would seem to be the minimum frequency to be effective. Approximately 38% of the respondents reported meeting with their mentor once in the term or not at all. This is an area that program directors could seek to improve.

Another area of concern is the role or participation of administrators in this program. When asked about how connected the student feels to administrators as a result of the program the response rate decreased. This could be due to a lack of understanding on the student's part as to who administrators are. If this is so and those administrating the ASPIRE program feel it is important for students to understand this issue, then future changes are necessary. It could also be that administrators were not a significant part of this program and this is why the students responded as they did. Either way, the responses to this question suggest further investigation is necessary.

There may also be an issue with publicity or information about the program. Several students cited this as the reason for not participating sooner in the program.

Finally, and most importantly, these results represent only 28% of the opinions of those who participated. It is therefore not a complete description of those who were in the program. Should another opinion survey be conducted for ASPIRE, care should be taken ensure a greater response rate.

Survey Instrument

ASPIRE Student Survey 07/08

As you know, the ASPIRE program is an exciting new opportunity for Mt. SAC students. As one of the students involved in this project, your opinion and thoughts about the project are extremely valuable. Please answer the following questions and provide any additional comments you believe would benefit our program in the future.

1. On average, during the Fall '07 term, how often did you meet with your mentor?

   ○ Daily S   ○ everal times a week   ○ Once a week   ○ Once a month   ○ Once during the term   ○ Not at all

2. On average, during the Spring '08 term, how often did you meet with your mentor?

   ○ Daily S   ○ everal times a week   ○ Once a week   ○ Once a month   ○ Once during the term   ○ Not at all

3. If you checked "Not at all" for either question 1 and/or question 2, please explain why.

   _____

   _____

4. Do you plan to continue to meet with your mentor after Spring '08?

   ○ Yes   ○ No, because I will not be at Mt SAC   ○ No I   ○ don't know   ○ Other   _____

5. Do you have a good understanding of what the ASPIRE program is about?   ○ Yes   ○ No

   5a. Please explain

   _____

   _____

6. Has your participation in the mentoring part of the ASPIRE program helped you improve academically?   ○ Yes   ○ N   o

   6a. Please explain

   _____

   _____

7. Did you attend most of the monthly meetings?   ○ Yes   ○ No

   7a. If yes, which event was most helpful to you?

   _____

   _____

8. Please rank how connected you feel to the following <u>because</u> of your participation in the ASPIRE program.

	More connected	Somewhat more connected	The same as before	Less than before	I don't know
Other Students	○	○	○	○	○
Faculty	○	○	○	○	○
Staff	○	○	○	○	○
Administrators	○	○	○	○	○

9. Please tell us what you have appreciated most about the ASPIRE program.

   _____

   _____

10. Is there something that could improve the program?

   _____

   _____

Report 5

Summary Report #1

Math 50	Count	Percent	Percent of All ASPIRE Students
Not Successful	9	52.9%	13.8%
Successful	8	47.1%	12.3%
Total	**17**	**100%**	**26.2%**

Math 51	Count	Percent	Percent of All ASPIRE Students
Not Successful	4	50.0%	6.15%
Successful	4	50.0%	6.15%
Total	**8**	**100%**	**12.3%**

English 67	Count	Percent	Percent of All ASPIRE Students
Not Successful	10	40.0%	15.4%
Successful	15	60.0%	23.1%
Total	**25**	**100%**	**38.5%**

English 68	Count	Percent	Percent of All ASPIRE Students
Not Successful	11	40.7%	16.9%
Successful	16	59.3%	24.6%
Total	**27**	**100%**	**41.5%**

English 1A	Count	Percent	Percent of All ASPIRE Students
Not Successful	2	18.2%	3.1%
Successful	9	81.8%	13.8%
Total	**11**	**100%**	**16.9%**

The Data

The tables and graph on this page show the number and percent (only percent for the bar graph) of students who have attempted at least once, the classes shown. It also provides a count and percent of those who were successful in those classes. Successful is defined as receiving any one of the following grades in the class, "A", "B", "C" or "CR". There were 65 students in the ASPIRE database.

Math
More ASPIRE students have attempted Math 50 than Math 51.
Just over 26% or 17 of all ASPIRE students have taken Math 50.
Just under half, (47%) or 8 of those who took it were successful.
A total of 8 ASPIRE students have attempted Math 51 of those, 4 or 50% have passed the class.

English
More ASPIRE students have attempted English 68 than English 67.
Nearly 39% or 25 of all ASPIRE students have attempted English 67, of these, 60% or 15 have passed.
About 42% or 27 ASPIRE students have taken English 68, of those 16 or 59% were successful.
Only 11 or 17% of ASPIRE students have taken English 1A, of these, 82% or 9 passed.

Course Attempts and Outcomes for Current ASPIRE Students 2007
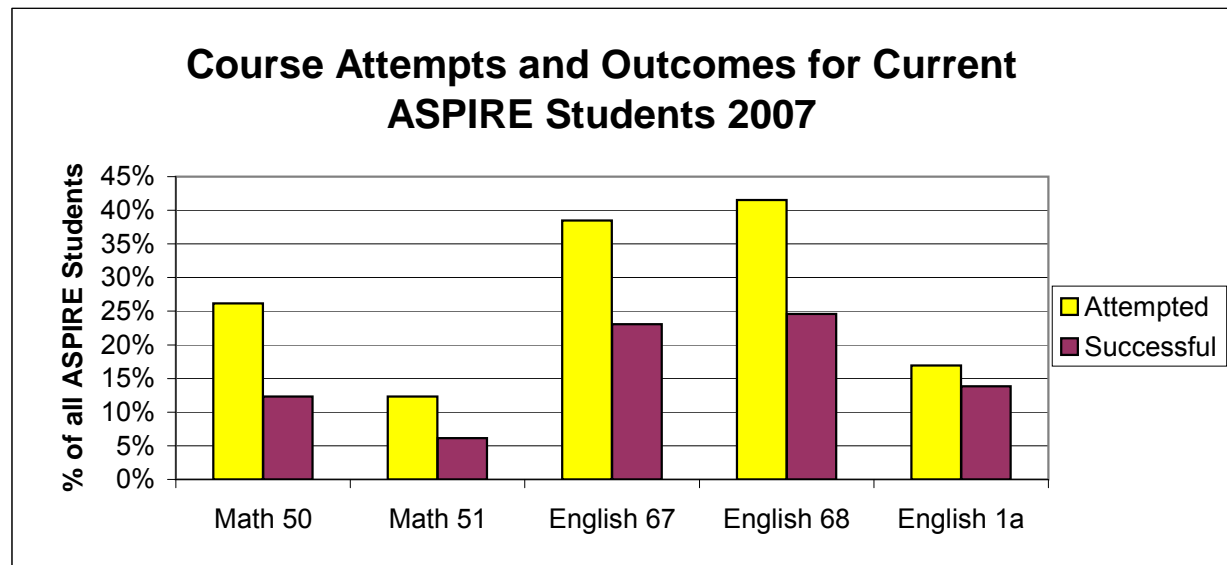
Academic Experience
There were 65 students in the ASPIRE database at the time of this analysis.
The mean GPA was 2.22.
The mean or average number of units attempted was 34.29.
The average number of units completed was 25.6.

ASPIRE Students	Cummulative Units Completed	Total Units Earned to Spring 2008	Cummulative Units Attempted	Cummulative GPA
Mean	25.60	10.27	34.29	2.22
Count	54	54	60	54
Missing	11	11	5	11

7/7/2008

Report 6

Summary Report #2

ASPIRE Student Data Summary through Winter 2007

Math 50	Count	Percent	Percent of All ASPIRE Students
Not Successful	12	41.4%	11.7%
Successful	17	58.6%	16.5%
Total	**29**	**100%**	**28.2%**

Math 51	Count	Percent	Percent of All ASPIRE Students
Not Successful	12	63.2%	11.65%
Successful	7	36.8%	6.80%
Total	**19**	**100%**	**18.4%**

English 67	Count	Percent	Percent of All ASPIRE Students
Not Successful	16	37.2%	15.5%
Successful	27	62.8%	26.2%
Total	**43**	**100%**	**41.7%**

English 68	Count	Percent	Percent of All ASPIRE Students
Not Successful	10	26.3%	9.7%
Successful	28	73.7%	27.2%
Total	**38**	**100%**	**36.9%**

English 1A	Count	Percent	Percent of All ASPIRE Students
Not Successful	4	28.6%	3.9%
Successful	10	71.4%	9.7%
Total	**14**	**100%**	**13.6%**

The Data

The tables and graph on this page show the number and percent (only number for the bar graph) of students who have attempted at least once, the classes shown. It also provides a count and percent of those who were successful in those classes. Successful is defined as receiving any one of the following grades in the class, "A", "B", "C" or "CR". There are currently 103 students in the ASPIRE database.

Math

More ASPIRE students have attempted Math 50 than Math 51.
Just over 28% or 29 of all ASPIRE students have taken Math 50.
About 59% or 17 of those who took it were successful.
A total of 19 ASPIRE students have attempted Math 51 of those, 7 or 37% have passed the class.

English

More ASPIRE students have attempted English 68 than English 67.
Nearly 42% or 43 of all ASPIRE students have attempted English 67, of these, 63% or 27 have passed.
About 37% or 38 ASPIRE students have taken English 68, of those 28 or 74% were successful.
Only 14 or 14% of ASPIRE students have taken English 1A, of these, 71% or 10 passed.

Course Attempts and Success for Current ASPIRE Students

ASPIRE Students	Cummulative Units Completed	Cummulative Units Attempted	Cummulative GPA
Mean	21.83	29.96	2.19
Count	80	88	78
Missing	23	15	25
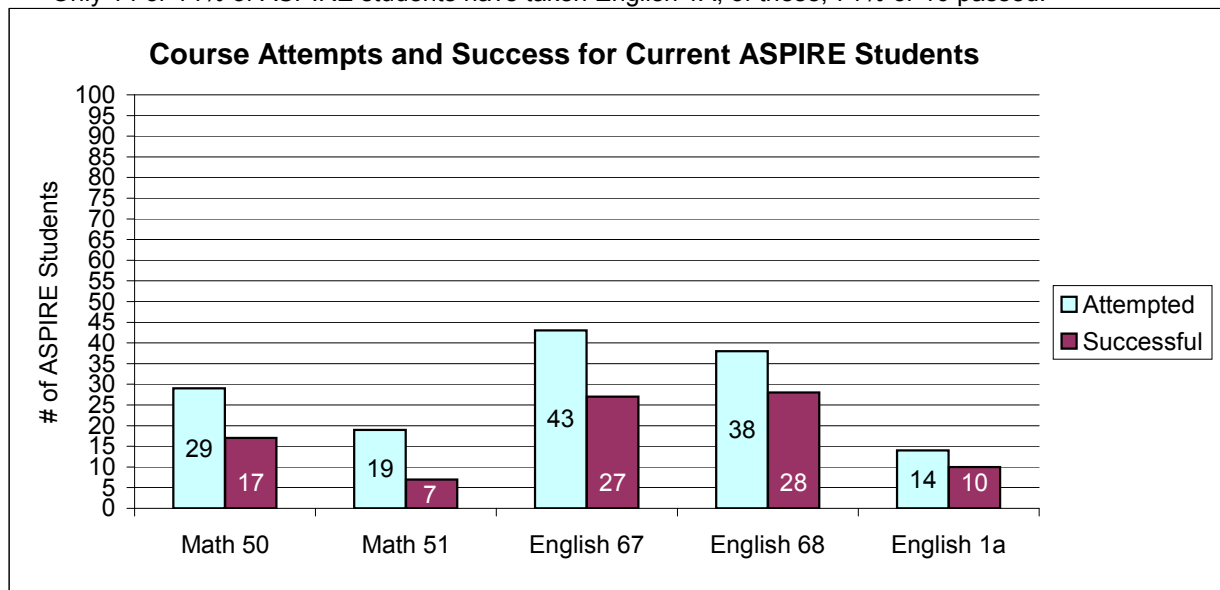
Academic Experience

There were 103 students in the ASPIRE database at the time of this analysis.
The mean GPA was 2.19.
The mean or average number of units attempted was 29.96
The average number of units completed was 21.83

7/7/2008

PROJECT OUTCOMES AND EVALUATION PLAN - Basic Skills Project, 2007-2008

Manager: Meghan Chen

Project: Interdisciplinary Learning Communities Program   (Grid 1)

1. Project Goals	2. Specific outcomes to be measured	3. Method of assessment	4. Results reported	5. Use of results
To provide the human resources and support needed for the expansion learning communities.	The number of faculty who participate in learning communities will increase. The LC offerings will grow to include various disciplines. The number of students who participate in LC's will increase.	Track the number of faculty who participate in LC's and LC offerings - to show growth. Track student registration for LC reference numbers.	12 new faculty (includes adjunct and full time) are participating in a Fall 2008 learning community. Student registration for fall 2008 LC's has begun and registration numbers will not be final until 1st day of Fall 2008 semester.	Met goal - new faculty participation increased and more LC offerings which include various disciplines has increased.
To develop a solid faculty development program for learning communities and for staff (peer advisors).	Faculty will be able to define what a learning community is. Faculty will develop 'linked' curriculum. Peer Advisors will be able to employ leadership skills.	Faculty Development evaluation. Will collect samples of newly developed linked/interdisciplinary curriculum to be used as a resource for faculty. Will evaluate peer advisor performance on leadership skills.	Based on faculty evalutions from LC Institute (March 27 & 28), faculty have a clear picure and understanding of learning communities. At LC institute, faculty started the process of developing curriculum. Faculty presentations verified that interdisciplinary curriculum was taking place. Faculty still working on finalizing LC syllabi. Based on Leadership Conference, leadership skills for peer advisors increased.	Will review faculty evaluations on LC Institute to improve faculty development and trainings. Will review Leadership Conference evaluations to improve student conference.

Reports Associated with Project:

PROJECT OUTCOMES AND EVALUATION PLAN - Basic Skills Project, 2007-2008

Manager: Meghan Chen

Project: Interdisciplinary Learning Communities Program   (Grid 2)

Amount Funded: $135,802.00

1. Project Goals	2. Specific outcomes to be measured	3. Method of assessment	4. Results reported	5. Use of results
Expand learning communities, which address th holistic developmental needs of its students by increasing course offerings to include interdisciplinary courses	Complete necessary steps to offer 3 interdisciplinary courses Fall 2008.	The Basic Skills Research Team will create a timeline document when all steps are completed	In fall 2008, 4 learning communities include new disciplines (sociology, history, speech, fcs).	At the end of fall 2008, evaluate interdisciplinary LC's to determine program revision.
	Provide training to faculty on learning communities through the Professsional Development Office (POD), by conducting "Introduction to Learning Communities" seminar	In the Fall Semester 3 seminars will be held. In the Spring Term there will be a 2 day confernce. Faculty will demonstrate knowledge of key concepts.	There were 5 Introduction to LC workshops conducted. A 2 day LC institute was also implemented. Based on evaluation results, faculty do understand the key concepts of LC's.	Will develop a one year LC professional development program, which will include an LC institute. Will use the evaluations from trainings to improve workshops.
To provide the necessary equipment/supplies for the program.	The design of an interdisciplinary learning community office with the proper supplies.	Observation	2 laptops were ordered and received.	

Reports Associated with Project:

1. IDI Survey Results

2. Intro. To Learning Communities Survey Results

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IDI Survey Results

Mt. San Antonio College

Learning Community Instructional Development Institute Evaluation Results

A two day institute designed for faculty teams who have taught or anticipate teaching together in a learning community was held March 28-29, 2008 for Mt. SAC faculty. Participants were asked to complete a brief questionnaire at the end of the institute. This is a summary of those questionnaires. A total of 19 questionnaires were collect.

Instructional Development Institute Survey

Was this workshop useful for improving your current or planned learning community?

	Count	Percent
Yes	19	100.0
No	0	0.0
Uncertain	0	0.0
Total	*19*	*100.0*

All of the respondents reported that the workshop was useful for improving their current or planned learning community.

Did this workshop provide you with the skills necessary to develop integrative assignments?

Response	Count	Percent
Yes	15	78.9
No	1	5.3
Uncertain	3	15.8
Total	*19*	*100.0*

79% of the respondents reported that the workshop provided them with the skills necessary to develop integrative assignments.

Did you set team goals as a result of this workshop?

	Count	Percent
Yes	18	94.7
No	1	5.3
Uncertain	0	0.0
Total	*19*	*100.0*

95% of the respondents were able to set team goals as a result of the workshop. Only one respondent was not able to do so.

Did you find the feedback from others helpful?

	Count	Percent
Yes	17	94.4%
No	0	0.0%
Uncertain	1	5.6%
Total	*18*	*100.0%*

94% of the respondents found the feedback of others at the workshop helpful. One respondent was uncertain and one respondent did not answer the question.

Rating of the facilitator's presentation

	Count	Percent
Excellent	14	77.8%
Good	4	22.2%
Fair	0	0.0%
Poor	0	0.0%
Decline to State	0	0.0%
Total	*18*	*100%*

All of the respondents rated the facilitator's presentation as either good or excellent. 78% gave it a rating of excellent and 22% good.

Rating of how well the workshop was organized

	Count	Percent
Excellent	14	74%
Good	5	26%
Fair	0	0%
Poor	0	0%
Decline to State	0	0%
Total	*19*	*100%*

All of the respondents rated the organization of the workshop as either good or excellent. 74% gave it a rating of excellent and 26% good.

Rating of the written materials provided for this workshop

	Count	Percent
Excellent	13	68.4%
Good	5	26.3%
Fair	1	5.3%
Poor	0	0.0%
Decline to State	0	0.0%
Total	*19*	*100%*

The majority of respondents rated the materials provided for the workshop as either good or excellent. 68% gave it a rating of excellent and 26% good. Only 5% rated the materials as fair.

Rating of the amount of time provided for questions

	Count	Percent
Excellent	16	84.2%
Good	2	10.5%
Fair	0	0.0%
Poor	0	0.0%
Decline to State	1	5.3%
Total	**19**	**100%**

The majority of respondents rated the amount of time provided for questions as excellent. 84% gave it a rating of excellent and 11% gave it a rating of good. One respondent declined to state how they would rate this.

Rating of the ability of the facilitator to answer questions

	Count	Percent
Excellent	16	84.2%
Good	2	10.5%
Fair	0	0.0%
Poor	1	5.3%
Decline to State	0	0.0%
Total	**19**	**100%**

The majority of respondents rated the ability of the facilitator to answer questions as excellent. 84% gave it a rating of excellent and 11% gave it a rating of good. One respondent rate this as poor.

Rating of the amount of time provided for working with partners

	Count	Percent
Excellent	17	89.5%
Good	2	10.5%
Fair	0	0.0%
Poor	0	0.0%
Decline to State	0	0.0%
Total	**19**	**100%**

The majority of respondents rated the amount of time provided for working with partners as excellent. 90% gave it a rating of excellent and 11% gave it a rating of good.

Concluding Remarks

Overall, workshop participants that completed the survey seemed very pleased with the workshop. The only item that received a below satisfactory rating was the facilitator's ability to answer questions. This item was rated as "poor" by one of the respondents. However, all of the respondents reported finding the workshop useful.

There were also a number of open-ended items for respondent comments. The following pages provide a brief description of these questions.

Open-ended Responses Item #1

If you found the feedback from others helpful, please share these experiences.

☆ It was helpful to hear about the shared syllabus. Will look into implementing.

☆ Did not get feedback since still working on project.

☆ Feedback regarding combined syllabi

☆ We had a passionate discussion of the benefits and difficulties involved with the collection of homework. We agreed to incorporate study group activities at a higher level to the class and collect a group assignment weekly.

☆ As a newcomer, it was great to share with experienced learning community faculty.

☆ The ideas from the facilitators were helpful, also discussions with my team members.

☆ Good gentle feedback from Edwina and Marcos to keep us headed in the right direction.

☆ Working together / building on each other's energy and ideas was very positive and fun.

☆ Being a "first-time" instructor at the college, meeting with everyone gave me an idea of what to expect and how to structure my class.

☆ The team setting exercise was very useful.

☆ Excited that my team member's mirrored with others' and goals teaching philosophy and styles and that we had shaped values.

Open-ended Responses Item #2

What was the best or most valuable part of this worshop?

☆ Time to meet with partner and really organize our assignments. Also, sharing our LC with the group; it was helpful to hear myself share with others because it brought up questions that will help to make adjustments to the LC later.

☆ Creating a product and getting to know my partner better.

☆ Time working with partner.

☆ The team time was awesome!

☆ The presenters themselves

☆ The time, away from distractions to work on our task.

☆ Interacting with others to develop our instructional plan.

☆ Working with experienced faculty.

☆ Sharing great ideas and the planning to implement.

☆ Working with my team!

☆ The activities at the start of the day which helped to frame team discussions later on.

☆ Team time and having two experts (Marcos and Edwina) to help and jump in when our team was stuck!

☆ Collaboration time and readily available guidance.

☆ Time to work!

☆ Meeting with our team and understanding what a learning community looks like.

☆ Having a lot of time.

☆ Team goal setting

☆ Freedom to plan

Open-ended Responses Item #3

Please provide any comments about your experience today that would help us improve this workshop.

☆ Excellent institute. I am really excited about implementing our learning community.

☆ Perhaps a little less time for group work. We had lots of time.

☆ A really great experience - Thank You!

☆ Perhaps sample syllabi/assignments from previous learning communities.

☆ I loved it!

☆ Keep up the great work!

☆ I appreciate that the facilitators were flexible and adjusted the schedule to meet faculty needs (i.e. tired brains!!)

☆ Great workshop - I've got no items for improvement.

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Intro. To Learning Communities Survey Results

Introduction to Learning Community Practices Survey Results

On March 28th, 2008, a one day workshop was conducted for faculty who were interested in exploring the process of developing a learning community. This workshop was funded under the Basic Skills Initiative budget. Those who attended were asked to complete a brief survey about the workshop. This document contains the results of that survey. *7/14/2008*

As a result of this workshop, do you understand the "successful practices" used for learning communities?

	Count	Percent
Yes	6	85.71
No	0	0.00
Uncertain	1	14.29
Total	7	100
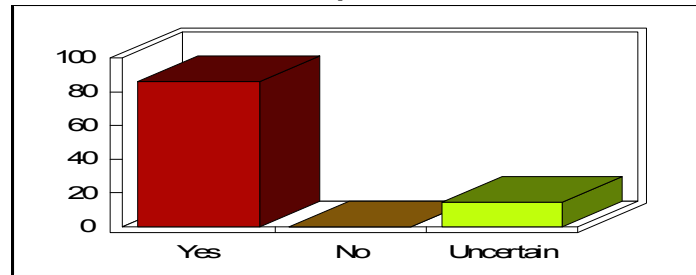
Nearly all those surveyed (86%) stated they understand "successful practices" for learning communities. Only one person reported being uncertain about the successful practices.

Has this workshop provided you with the skills necessary to design a learning community?

	Count	Percent
Yes	6	85.71
No	0	0.00
Uncertain	1	14.29
Total	7	100
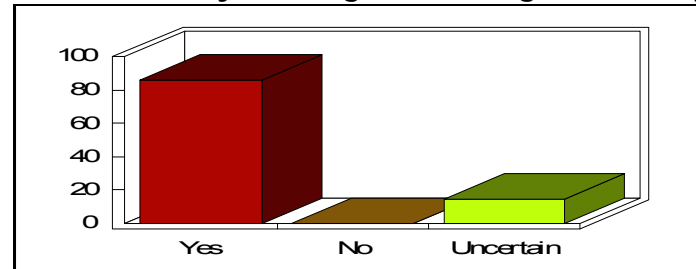
All but one respondent felt the workshop provided them with the skills necessary to design a learning community.

As a result of the workshop, do you feel better equipped to find a teaching partner?

	Count	Percent
Yes	6	85.71
No	0	0.00
Uncertain	0	0.00
Missing	1	14.29
Total	7	100
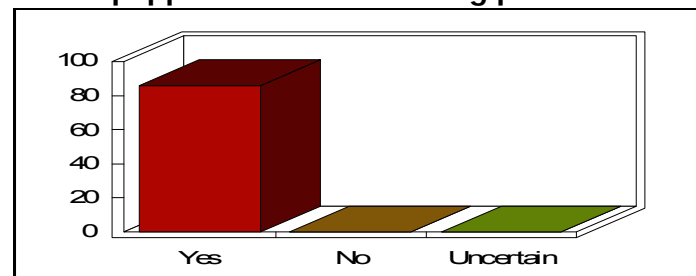
100% of those who answered this question reported feeling better equipped to find a teaching partner as a result of the training.

Do you plan to implement a learning community as a result of this workshop?

	Count	Percent
Yes	6	85.71
No	0	0.00
Uncertain	1	14.29
Total	7	100
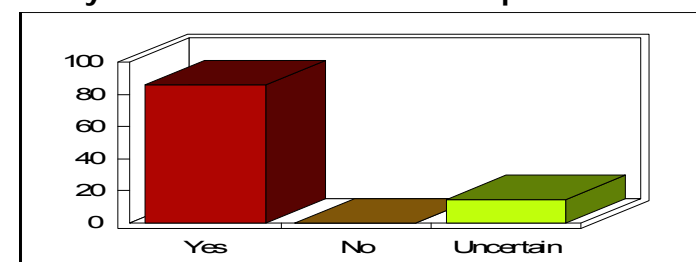
The majority of those surveyed reported planning to implement a learning community as a result of the workshop. Only one respondent was uncertain of their intentions.

Introduction to Learning Community Practices Survey Results

Please rate the facilitator's presentation

	Count	Percent
Excellent	4	57.14
Good	3	42.86
Fair	0	0.00
Poor	0	0.00
Decline to State	0	0.00
Total	**7**	**100**
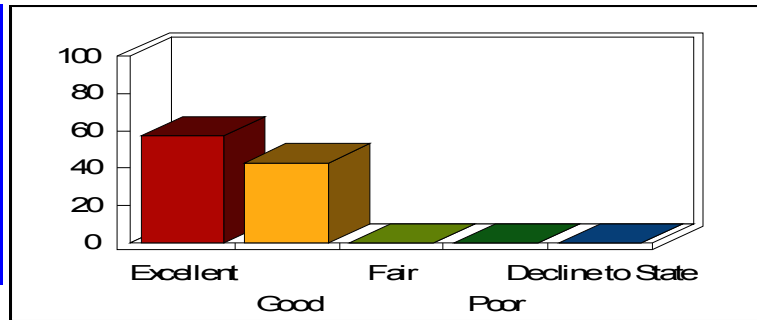
The facilitator's presentation at the workshop was reported by all to be either excellent (57%) or good (43%).

Please rate how well the workshop was organized

	Count	Percent
Excellent	4	57.14
Good	3	42.86
Fair	0	0.00
Poor	0	0.00
Decline to State	0	0.00
Total	**7**	**100**
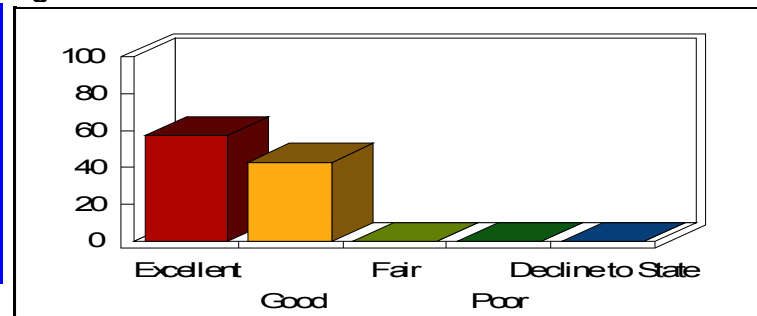
How well the workshop was organized also received all positive reviews. All respondents reported it to be either excellent (57%) or good (43%).

Please rate the written materials provided for this workshop.

	Count	Percent
Excellent	3	42.86
Good	3	42.86
Fair	1	14.29
Poor	0	0.00
Decline to State	0	0.00
Total	**7**	**100**
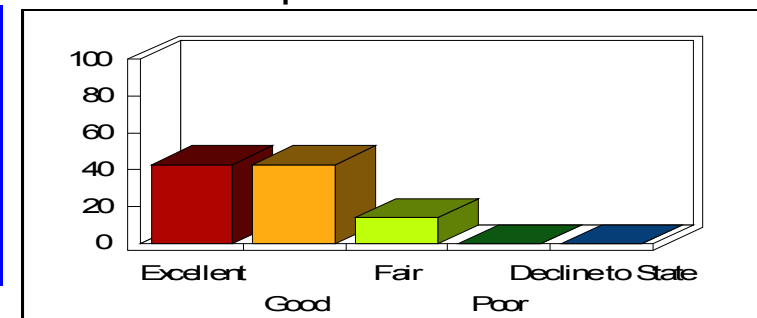
The written materials for this workshop received slightly less positive reviews than other items. Equal numbers of respondents reported it to be either excellent (57%), or good (43%), and fair (14%).

Introduction to Learning Community Practices Survey Results

Please rare the amount of time provided for questions.

	Count	Percent
Excellent	3	42.86
Good	4	57.14
Fair	0	0.00
Poor	0	0.00
Decline to State	0	0.00
Total	**7**	**100**
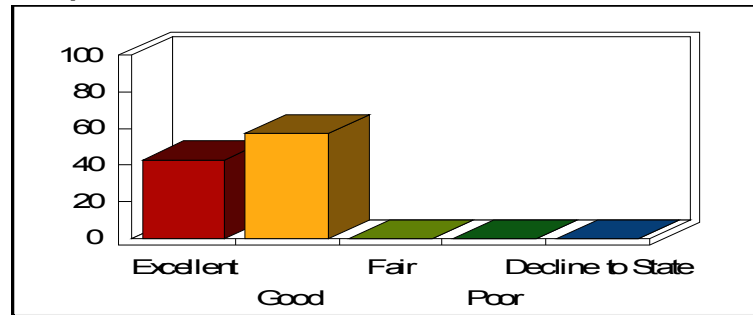
The amount of time provided for questions was rated by respondents as excellent (43%) or good (57%).

Please rate the ability of the facilitator to answer questions.

	Count	Percent
Excellent	6	85.71
Good	1	14.29
Fair	0	0.00
Poor	0	0.00
Decline to State	0	0.00
Total	**7**	**100**
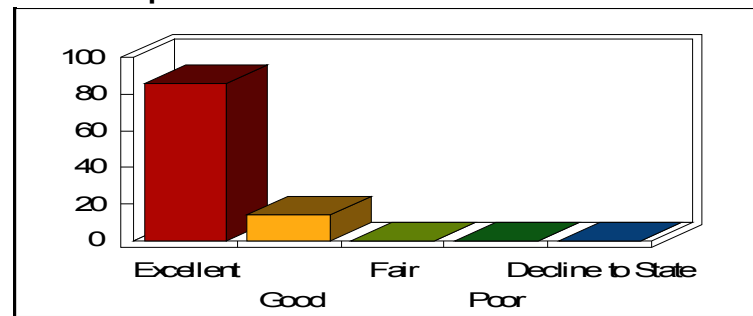
The facilitator's ability to answer questions was rated as excellent by all but one respondent.

Please rate the amount of time provided for working with partners.

	Count	Percent
Excellent	2	28.57
Good	5	71.43
Fair	0	0.00
Poor	0	0.00
Decline to State	0	0.00
Total	**7**	**100**
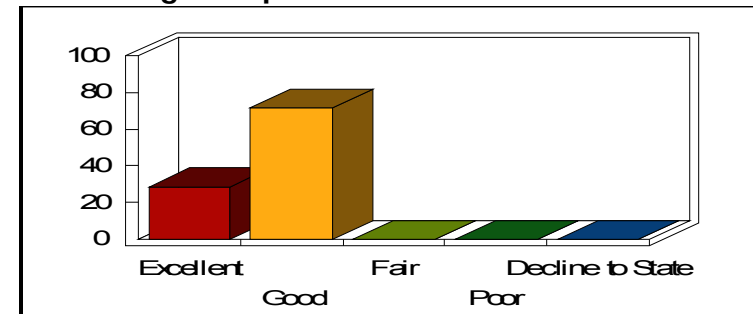
The amount of time provided for working with partners was only rated as good by most of the respondents. 71% rated the amount of time given as good, while only 2 respondents or 29% rated it as excellent.

Introduction to Learning Community Practices Survey Results

Open-Ended Items:

As a follow-up question to reporting intentions of implementing a learning community, respondents were asked to provide more information about the learning community. Three respondents provided information. Their responses are listed below.

* We are working on developing a Music Bridge.
* A LC linking Major level Science course (chem) and writing.
* Will work on linking English with science, math, or music.

What was the best or most valuable part of this workshop?

* Learning all the unknown factors of LC.
* Great information and very helpful staff!!
* Seeing examples of other people's learning communities.
* Learning about the LCs already exisisting at MT. SAC.
* Practical / logistics and collaboration with partners

Please provide any comments about your experience today that would help us improve this workshop.

* Roster of "go-to" names and numbers at MSAC for LC development.
  (E.g. List of interested parties and those already excuting LCs)
* Great facilitators!

Concluding Remarks:

Overall, the workshop received above average ratings from its participants. There were just two possible areas for improvement. Provide more time for working with partners and make revisions to the written materials.

This report is only possible because of the insight and assistance provided by IT. When you are referring to the data from this report, please remember to acknowledge that it was done through the Research and Institutional Effectiveness office in collaboration with the aforementioned persons and that it was completed on April 14, 2008.

PROJECT OUTCOMES AND EVALUATION PLAN - Basic Skills Project, 2007-2008

Manager: Madelyn A. Arballo

Project: Adult HS Diploma Tutoring   (Grid 1)

Amount Funded: *$99,900.00*

1. Project Goals	2. Specific outcomes to be measured	3. Method of assessment	4. Results reported	5. Use of results
Provide low performing adult education students the opportunity to earn credits more successfully.	Hire 8 teaching aides to assist Adult High Shool Diploma students in accomplishing their academic goals.	The teaching aides will be hired by the end of November 2007.	8 teaching aides/tutors were hired during the 2007-2008 academic year.	
Develop necessary skills among High School Diploma Students to succeed academically.	The teaching aides will work with High School Diploma students on their test taking skills, essay writing and other academic needs either in small groups or one on one sessions.	The teaching aides will maintain a log. This log will track time spent and subjects tutored. These logs will be analyzed by the Basic Skills Research Team (BSRT) before the end of May 2008. The team will generated a report from these logs.	Tutoring logs were not completed. Instead, a survey which analyzed the students' beliefs and expectations about the tutoring process was done.	

Reports Associated with Project:

Doc#4ID#24

Manager: Madelyn A. Arballo

Project: Adult HS Diploma Tutoring   (Grid 2)

Amount Funded: $99,000.00

1. Project Goals	2. Specific outcomes to be measured	3. Method of assessment	4. Results reported	5. Use of results
To better understand students' beliefs and expectations regarding tutoring for the High School Diploma program	Students' beliefs about the effectiveness of tutoring, their expectations about the tutor availability and their thoughts about the characteristics of tutors will be examined.	A survey will be administered to tutored students for a period of a week.	Students' responded favorably to tutoring in the High School Diploma Program. A majority reported favorably to activities in the learning process (approx 70%), and many students (70%) reported wishing they had done tutoring sooner. Students' wishes to have done more tutoring were significantly associated with their positive beliefs and expectations about tutoring (*r's* range from .53 to .25, *p<.05*).	In 2005-06, the HS Program issued 23 diplomas. The first year, 06-07, BSI funding was requested for teaching aides, and the number of diplomas increased to 44. This was the only change in program services for 06-07. In 07-08, the program is on track to have 50 diplomas. There is no doubt that this consistent increase in diplomas is due to the availability of more direct instructional support.
Provide the opportunity for students to earn deficient high school credits.	The teaching aides will work with High School Diploma students and as result the total number of credits earned by all students in the program will increase.	At the end of the 2007/08 academic year a comparison of total number of units earned by all program participants will be calculated. This number will be compared to the same calculation from the previous academic year. There will be a 40% increase in the number of units earned from the previous year. This data will be computed by the end of May 2008 by the BSRT.	Because the logs of all tutored students were not obtained, these results could not be provided by the BSRT.	Although tutoring logs were not done, student id's were obtained from the surveys. Investigating whether students who participate in tutoring completed credits would be helpful data. It is also recommended that a survey be done annually and those who particpated in tutoring can be tracked for completion of credits. Student responded favorably to offering qualitative input on the tutors.

Reports Associated with Project:

Doc#4ID#24

1. Basic Skills Tutoring Assessment Memo

Report 2

Basic Skills Tutoring Assessment Memo

To: Madelyn Arballo

From: Jennifer Tucker, Ph.D., Basic Skills Research Coordinator
Research & Institutional Effectiveness Office

Date: June, 23, 2008

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 Lisa DiDonato and Madelyn Arballo of Community Education.

Purpose

An Effective Practice included in the Basic Skills Initiative (Boroch et al., 2007) involves the evaluation and use of support-based learning systems such as tutoring or supplemental instruction. This research was concerned with further understanding developmental education students' perceptions of tutoring services administered within Mt. San Antonio College's Community Education division.

Introduction

Supported through the Basic Skills Initiative, the Community Education division at Mt. San Antonio College has increased its learning assistance during 2007-2008 through the hiring of eight additional tutors, who serve to enhance the learning process. These tutors work with a special population of students who have not yet completed their requirements for a high school diploma. Accordingly, the students obtaining tutorial assistance in this area typically come from a number of personal and social-structural barriers which preclude their successful completion of high school coursework. Therefore, the hiring of additional tutors in the Community Education division was done with the aim of increasing its support-based practices, both in frequency and scope, so that a greater number of high school diploma students can successfully complete their high school diploma.

The Basic Skills Initiative also proposes that institutions and faculty make great efforts toward understanding and examining students' *expectations* regarding their developmental education (Boroch et al., 2007). One way of gaining a further understanding of students' expectations regarding their developmental education is through using evidence-based research which can examine how students perceive their learning experiences and support systems at the College.

Methods

Participants

Participants included 83 students in the Community Education division. Of these, 62.7% were male and 36.1% were female, and the mean age of these students was 20.52 years. The majority of the sample was between 17 and 20 years of age (78.3%) and of Hispanic descent (67.5%). Table 1 provides a further description of the demographics of this sample.

Table 1 Demographics

	Percent
Age:	
17-20	78.3%
21-24	12%
25-28	2.4%
29-32	4.8%
older than 32	1.2%
Ethnicity:	
African American	2.4%
American Indian/Alaskan Native	1.2%
Asian	13.3%
Declined to State	1.2%
Filipino	2.4%
Hispanic	67.5%
Other Non-White	4.8%
White	6.0%
Gender:	
Male	62.7%
Female	36.1%

Procedure

Students seeking tutoring in the Community Education division of the college in the high school diploma program were surveyed in the tutoring areas for a period of one week. Students were approached by a staff member in the community education area and asked to complete a brief tutoring questionnaire. Students were offered candy for their participation.

Tutoring Measure

Guided by a previous tutorial survey recommended through the RP group (e.g., Gabriner et al., 2008) the present survey was adapted in order to examine the students' perceptions of support, their beliefs about the tutors, and their expectations about both the tutors and themselves as tutees. The adapted survey contained 14 items. A sample item included, "The tutors are experts in the subject/s they tutor." The full survey is appended (see Appendix A). All items were based upon a Likert scale where 4 = "Agree", 3 ="Somewhat Agree", 2 = "Disagree", 1 = "I don't know." A follow-up open-ended response to the item, "Looking back, I wish I would have used the tutors at Mt. SAC more often" was also provided for those who wished to explain why they felt that they should have used the tutors more often. Thematic organization of the open-ended item was done using content analysis and coding of the open-ended answers. The reliability of the close-item responses on this scale was quite strong ($\alpha = .81$), which means that the items had internal consistency.

Results

Table 2 (following page) provides the frequencies of the items on the survey. As can be seen below, the majority of students endorsed the items on the questionnaire. The most strongly endorsed items included those within the area of students' beliefs about the characteristics of their tutors. For example, 88% of students believed that the tutors were friendly and respectful, while 75.9% of students believed that the tutors were experts in their area of study.

Students also strongly endorsed beliefs about the tutors' activities during the learning process; most students felt that the tutors asked questions that made them think (74.7%), that the tutors teach ways of new learning (72.3%), that the tutors help the students find their own answers (72.3%), that tutors motivate them to succeed (77.1%), and that the tutors explain things in ways they can understand (78%). In addition, students also strongly endorsed their perceptions of the utility of tutoring in that most felt that tutoring helped them complete their coursework (72.3%) and that they learned useful ways to study (78.3%).

Students' perceptions about the tailoring of tutoring (e.g., having a tutor who understands how the student learns best, having a tutor who is aware of the student's cultural needs) were least strongly endorsed in comparison to other items on questionnaire, although these items were still favorably endorsed by the majority of surveyed students. For example, 64% of surveyed students reported agreeing that the tutors could understand their cultural needs, while 67.5% reported agreeing that the tutors understood how they learned best. Finally, 69.9% of surveyed students agreed that they could have used more support-based learning.

Table 2 Frequency of Tutoring Survey Items by Category

Students' Beliefs about Activities in the Tutoring Process		
The tutors ask me questions that make me think		
	Frequency	**Percent**
I don't know	2	2.4
Disagree	3	3.6
Somewhat Agree	16	19.3
Agree	62	**74.7**
Total	83	100
The tutors teach me new ways of learning		
	Frequency	**Percent**
Disagree	2	2.4
Somewhat Agree	21	25.3
Agree	60	**72.3**
Total	83	100
The tutors help me find my own answers		
	Frequency	**Percent**
Disagree	1	1.2
Somewhat Agree	22	26.5
Agree	60	**72.3**
Total	83	100
The tutors motivate me to succeed		
	Frequency	**Percent**
I don't know	1	1.2
Somewhat Agree	18	21.7
Agree	64	**77.1**
Total	83	100
The tutors explain things in ways I can understand		
	Frequency	**Percent**
Somewhat Agree	18	21.7
Agree	65	**78.3**
Total	83	100
Students' Beliefs about the Characteristics of their Tutors		
The tutors are friendly and respectful		
	Frequency	**Percent**
Somewhat Agree	10	12
Agree	73	**88**
Total	83	100
The tutors are experts in the subject/s they tutor		
	Frequency	**Percent**
I don't know	3	3.6
Somewhat Agree	17	20.5
Agree	63	**75.9**
Total	83	100

Students Beliefs about Tailoring of Tutoring		
The tutors understand how I learn best		
	Frequency	**Percent**
I don't know	5	6
Disagree	4	4.8
Somewhat Agree	17	20.5
Agree	56	**67.5**
Total	82	98.8
Missing	1	1.2
Total	83	100
The tutors are aware of my cultural needs		
	Frequency	**Percent**
I don't know	9	10.8
Disagree	3	3.6
Somewhat Agree	18	21.7
Agree	53	**63.9**
Total	83	100
Student's Beliefs about the Utility of Tutoring		
Tutoring has me helped complete my credits		
	Frequency	**Percent**
I don't know	1	1.2
Disagree	4	4.8
Somewhat Agree	18	21.7
Agree	60	**72.3**
Total	83	100
I have learned useful ways to study from the tutors		
	Frequency	**Percent**
I don't know	1	1.2
Disagree	3	3.6
Somewhat Agree	14	16.9
Agree	65	**78.3**
Total	83	100
Students' Expectations about Tutors		
I can easily see a tutor for help when I want to		
	Frequency	**Percent**
Disagree	1	1.2
Somewhat Agree	17	20.5
Agree	65	**78.3**
Total	83	100
There should be more tutors in the classroom		
	Frequency	**Percent**
I don't know	2	2.4
Disagree	11	13.3
Somewhat Agree	17	20.5
Agree	53	**63.9**
Total	83	100
Students' Beliefs about their Own Use of Support-Based Systems		
Looking back, I wish I would have used the tutors at Mt. SAC more often.		
	Frequency	**Percent**
I don't know	8	9.6
Disagree	3	3.6
Somewhat Agree	14	16.9
Agree	58	**69.9**
Total	83	100

A content analysis of the open-ended responses yielded several different themes related to students' perceptions of why they should have sought tutoring more often and these are provided in Table 3. Among the top responses were students who reported that they should have used tutoring because the tutors "are helpful," as 28.92% of all respondents and 36.36% of all who answered the open-ended item reported in this way (refer to Table 3). In addition, 10.84% of all respondents and 13.64% of all who answered reported agreeing that they should have used the tutors more often because the student felt that he/she could "graduate sooner" or "finish" courses or course-related work faster. Interestingly, 7.23% of all respondents and 9.09% of all responses illustrated students who reported agreeing they could have used tutoring more often because they previously did not use the tutors often enough. Finally, it should be noted that 7.58% of respondents on the open-ended item did not know why they should have used the tutors more often.

Table 3 Frequency of Open-ended Responses

Why Students Agreed That They Should Have Used the Tutors at Mt. SAC More Often

	Frequency	Percent of Total	Percent of Answered Responses
Because the tutors are helpful/useful	24	28.92%	36.36%
I could have completed coursework faster/graduated sooner	9	10.84%	13.64%
I did not previously use the tutors as much as I could/should have	6	7.23%	9.09%
The tutors help the learning process/help me learn better	5	6.02%	7.58%
I don't know	5	6.02%	7.58%
The tutors are both motivating and helpful	4	4.82%	6.06%
No regrets, I used the tutors as much as I should have	4	4.82%	6.06%
The tutors helped increase my understanding	3	3.61%	4.55%
The tutors provided extra social support with coursework	2	2.41%	3.03%
I was too uncomfortable/shy to ask for help before	2	2.41%	3.03%
The tutors are too busy to see me more often	1	1.20%	1.52%
The tutors teach you things	1	1.20%	1.52%
Blank or Missing	17	20.48%	--
Total N	83	83	66

Table 4 Students' Beliefs about Use of Tutoring and the Relationship to Beliefs about Support-Based Tutoring

Looking back, I wish I would have used the tutors at Mt. SAC more often.	Pearson Correlation
The tutors are experts in the subject/s they tutor	.526**
I have learned useful ways to study from the tutors	.515**
Tutoring has me helped complete my credits	.437**
The tutors are aware of my cultural needs.	.350**
The tutors ask me questions that make me think.	.348**
There should be more tutors in the classroom	.331**
The tutors are friendly and respectful.	.339**
The tutors understand how I learn best.	.346**
The tutors help me find my own answers.	.299**
The tutors teach me new ways of learning.	.293**
The tutors explain things in ways I can understand	.292**
The tutors motivate me to succeed	.245*
I can easily see a tutor for help when I want to	**.196**

Note. **. Correlation is significant at the 0.01 level (2-tailed).
Note. *. Correlation is significant at the 0.05 level (2-tailed).

An exploratory analysis of students' beliefs about their own tutoring use and the other items on the tutoring questionnaire was done to examine how students' beliefs about their use of support systems related to their beliefs and expectations about the tutors. This analysis is provided in Table 4 as a correlation matrix.

As can be seen in Table 4, nearly all of the items on the questionnaire were significantly associated with the students' wishes to have used the tutors more often. Interestingly, the strongest association was between the students' wishes for more tutoring and their perceptions of their tutors' expertise. Not significantly correlated were the students' expectations of readily seeing a tutor and their wishes to have more tutoring. These findings will be further discussed in the next section.

Discussion Overview
This research provided an in-depth analysis regarding students' beliefs and expectations about support-based learning systems in developmental education. Among this at-risk student sample, there are slight variations in the types of expectations and beliefs that students have about the activities of their tutors, the characteristics of their tutors, the utility of tutoring, their expectations about their tutors, the tailoring of the tutoring, as well as their beliefs about their own use of support-based learning. The majority of responses were quite favorable concerning beliefs about tutors and the learning process. Students also reported favorably across a number of beliefs about the tutors and the majority of them (63.9%) wanted more tutors in the classroom.

Discussion of Students' Perceptions of Wishing they Would have Tutored More
The main reason that students wished they would have used tutoring more often was because they felt the tutors were helpful. One question to ask is why nearly 70% of the students surveyed agreed to wishing that they would have used the tutors more often. On the one hand, these students were capable of acknowledging their deficits in approaching support-based learning. On the other hand, it is important to consider why so many students regretted not using their support-based systems sooner in their education process. Such findings indicate that these at-risk students might need more explicit forms of encouragement for using support-based learning centers at Mt. SAC like direct encouragement. Such speculations might be confirmed through future research which examines students' perceptions and reaction to encouragement for using support-based learning systems such as tutoring.

In addition, there may be some areas for small improvement in future project implementation. For example, it appears that students less frequently endorsed items related to the tailoring of their learning experience including knowing how the student learned best or being culturally sensitive to the student's needs. Even still, these items were strongly endorsed by the majority of tutored students so room for improvement is modest.

Most interesting was that the students' perceptions of being able seeing a tutor when they wanted to did not relate to their regrets for not seeing a tutor more often. Instead, assessing the frequency of students who felt that they could see a tutor when they wanted to showed favorable support (78.3% felt they could see a tutor when they wanted to) so it does not appear to be a problem with tutoring availability. It is possible that students who regretted not tutoring did not have enough experience with the tutors to know about the availability of tutors.

Interestingly, it appears that students' regrets for not tutoring were most strongly related to their beliefs about the expertise of their tutors as well as what they perceived as gaining from tutoring (e.g., learning useful ways to study, finishing coursework faster). Such findings may spark further investigation into perceptions of support.

Final Conclusion and Suggestions

This examination confirmed that these surveyed developmental education students hold positive beliefs and expectations about their tutor-based support. Not only did the majority of these developmental education students find that the tutoring was useful, they felt that the tutors were experts in their areas of tutoring, that they asked them questions that made them think, that they were friendly and respectful, and that they motivate students to succeed. Overall these students reported finding the tutoring support system services as beneficial to their learning process; moreover, 63.9% agreed that there should be more tutors in the classroom.

There are several areas that can be examined in the future. These suggestions are based upon the data and it is recommended that they be interpreted more contextually by program developers. First, it is important to clarify how students' perceptions of tutoring

relate to their grades in the courses they are tutored. In addition, research should further examine potential sources of regret for not using tutoring, such as lack of encouragement from others, lack of integration with the support-based learning system, or lack of understanding about the utility of support-based learning.

Support-based effective practices are embraced strongly by developmental education students at Mt. SAC. The hired tutors appear to be well accepted and developmental students appear to understand the utility of tutoring.

References:

Boroch, D., Fillpot, J., Hope, L., Johnstone, R., Mery, P., Serban, A., Smith, B., Gabriner, S. (2007). Basic Skills as a Foundation for Student Success in California Community Colleges. Research and Planning Group for California Community Colleges (RP Group): Sacramento, CA

Footnote: It should be noted that the methodology for assessing the tutors' effectiveness in the originally planned PEO was to examine how the frequency of tutoring associated with the students' unit completion in basic skills courses. Due to unforeseen circumstances, this assessment was not conducted. However, the research team strategized new measurable outcomes on the tutoring, as the research project coordinator and research project manager met with Ms. Arballo on a later date to devise a survey on the students' experiences, beliefs, and expectations about tutoring, which is the focus of this report.

High School Diploma Tutor Survey, Spring 2008

In order to meet the needs of our students we would like to ask you a few questions about the tutoring you received through the High School Diploma Program at Mt. SAC.

Please fill in each bubble completely with blue or black ink

Please tell us how much you agree with the following	Agree	Somewhat Agree	Disagree	I don't know
1. The tutors teach me new ways of learning.	○	○	○	○
2. The tutors help me find my own answers.	○	○	○	○
3. The tutors ask me questions that make me think.	○	○	○	○
4. The tutors are friendly and respectful.	○	○	○	○
5. The tutors are aware of my cultural needs.	○	○	○	○
6. The tutors understand how I learn best.	○	○	○	○
7. The tutors explain things in ways I can understand.	○	○	○	○
8. I have learned useful ways to study from the tutors.	○	○	○	○
9. The tutors motivate me to succeed.	○	○	○	○
10. The tutors are experts in the subject/s they tutor.	○	○	○	○
11. Tutoring has me helped complete my credits.	○	○	○	○
12. I can easily see a tutor for help when I want to.	○	○	○	○
13. There should be more tutors in the classroom.	○	○	○	○
14. Looking back, I wish I would have used the tutors at Mt. SAC more often.	○	○	○	○

14b. Why do you feel the way you do about question #14?

_____

_____

What subject(s) do you think you need tutoring in the most?	Math	English	Science	Social Studies	Electives
	○	○	○	○	○

List the classes you have been tutored in this year _____

Any other comments or suggestions?

_____

_____
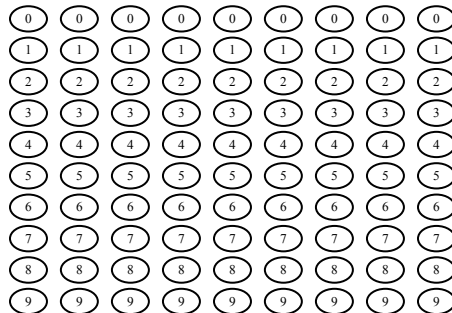
Thank you for your time!

Student ID Number: ____ __ __ __ __ _ __ __ __   Name: _____

PROJECT OUTCOMES AND EVALUATION PLAN - Basic Skills Project, 2007-2008

Manager: Sarah Daum

Project: Technology Education Resource Center

Amount Funded: $84,031.00

1. Project Goals	2. Specific outcomes to be measured	3. Method of assessment	4. Results reported	5. Use of results
1. Note: These have been altered in light of radical change in demand for TERC services Students will utilize TERC's services 2 or more times 2. Improve Quality of Service 3. The TERC staff will improve the basic skills of students in feeder classes by providing assistance with the activities prescribed in their individual education plans	1. 35% of documented student participants will utilize the TERC's services two or more times 2. No outcome to date *See attached report for year one* 3. No outcome to date See attached report for Year One	1.After conducting informational sessions in all feeder classes in the fall 2007, winter 2008 and spring 2008 sessions, there will be a 35% increase in Tech and Health student usage of the TERC as calculated by TERC staff at the end of Spring 2008 using log-in data on students who have checked in 2 or more times during the Spring 2008 semester as compared to students who checked in 2 or more times during the fall 2007 semester	At the end of the 1st year of operation 52% of 552 documented student participants engaged in 2 or more activities and 33% of 552 documented student participants engaged in 3 or more activities.	TERC staff is pleased with results. Will continue outreach efforts and will revise outcome for next year to state 55% of documented student participants will utilize the TERC's services 3 or more times

Reports Associated with Project:

1. Final TERC Report

Report 28

Final TERC Report

THE TECH ED RESOURCE CENTER
Final Report: Year One

The Mission of Mt. SAC's Tech Ed Resource Center is to prepare students to succeed both academically and professionally by offering applied activities to address their basic skills needs.

Project Manager: Dora Edney

Interim Associate Dean: Jemma Blake-Judd
Instructor: Monique Williams
Instructor: Jon Preacher

May 30, 2008

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The Tech Ed Resource Center at Mt SAC was inspired by a successful venture at Long Beach City College. Need was easily established based on the availability of tutorial centers across the campus and the distinct lack of such services in the Technology and Health Area. California's Basic Skills Initiative funded a project manager and 2 instructors in its pilot year. Initially, its primary function initially was to have been direct support for particular classes in the form of pre-tests, individualized education plans utilizing applied activities created with the help of Program faculty, and post-tests to analyze the results. This concept was eclipsed by an overwhelming demand for drop in tutoring (1,900+ study sessions logged in the first year), which has prompted the Tech and Health Division to dedicate a greater portion of the TERC's activities to the on-demand format. The following is a summary of activities planned for in the initial proposal, documented results, and action plans for the future.

Goal #1: *Students will utilize TERC services 2 or more times*
AUO: *35% of documented student participants will utilize the TERC's services two or more times.*

Related Activities:

Student and Faculty Outreach
Planned Activity:
- Design flyers and posters to promote TERC
- Send emails to faculty regarding services, hours, and contact info for project manager
- Visit Classrooms to introduce students to services, etc.
- Conduct introductory meetings with faculty explain the benefits of TERC for students
- Provide snacks for students who have signed in for activities

Results:
- Designed flyers and distributed 1,000 copies over 3 semesters throughout the Technology and Health buildings
- Distributed advertising materials to students in the TERC and during class presentations
- Spoke to 300+ students about TERC services during classroom presentations
- Sent emails updating faculty on increased services and expanded hours.
- Forwarded hard copies of current flyers to faculty mail boxes
- Contacted each Department Chair individually and shared information regarding TERC services
- Increased student contact hours:
    - Fall 2007= 32 student sessions
    - Winter 2008= 86 student sessions (increase of 168%)
    - Spring 2008=1,950 student sessions as of 5/28/08 (increase of 6,184% from Fall 2007)
- The Food Purchase process was more difficult and time-consuming than necessary due to Banner transition taking place simultaneously

Action Plan:
- Set up schedule for regular updates to faculty via email and hard copy
- Expand faculty emails to include usage data/success stories
- Continue to develop creative advertising methods to promote TERC to students
- Develop and maintain student-user list serve
- Hand out "Give away" pencils with TERC imprint to students who have logged in to work
- Full implementation of the Banner purchasing process will facilitate the acquisition of food supplies in a more reasonable time frame.

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Goal #1 Continued

Student Tracking

Planned Activities:

- Track student visits, sign-in activities, and Individual Education Plans

Results:

Semester One:

- Created sign-in/out sheet where students filled in their names, ID, and time in/out.
- Tacking of student info contained limited details

Semester Two:

- Created Microsoft Access data base to more effectively track student visits, activities, and TABE scores
- Instructors uploaded all of Semester One student info into new data base
- Below is a table of study sessions Tech Ed students participated in throughout the year.

Study Session by Type	# of study sessions	% of 552 Documented Student Participants
Homework Assistance	871	44.7%
Research Assistance	406	20.8%
General Assistance (sessions recorded before creation of specific categories in data base)	170	8.7%
TERC Orientation	159	8.2%
Writing Assistance	90	4.6%
TABE Pre Test	79	4.1%
Study Skills	72	3.7%
Computer Assistance	49	2.5%
Career Workshops	29	1.4%
Math Assistance	25	1.3%
TOTAL	**1950**	**100%**

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- Exceeded 1st year student repeat-visit goal:
  52% of documented student participants engaged in 2 or more activities
  33% of documented students participants engaged in 3 or more activities

Action Plan:
- Add phone number and email address to sign in/out sheet in order create list-serve to contact students regarding events in TERC and remind them of additional tutoring opportunities appropriate to their needs
- Continue to upgrade Microsoft Access program to include separate fields for tracking additional information regarding students who utilize the TERC 2 or more times
- Set and meet goal of: 55% of documented student participants will utilize the TERC's services three or more times

Goal #2: *Improve Quality of Service*

Related Activities:

Expanded Hours and Instructor Coverage
Planned Activities:
- Hours of operation: Thursdays 2-3:20pm

Results:
- Expanded Hours of Operation in Fall:
  Tuesdays /Thursdays: 2:00pm-9:00pm

- Expanded Hours of Operation in Winter:
  Tuesdays and Thursdays: 2:00pm-9:00pm
  Wednesdays: 2:00pm-6:00pm

- Expanded Hours of Operation in Spring:
  Mondays: 1:30-6pm

- Expanded to Double Instructor coverage:
  Tuesdays/Thursdays: 11:00am-9:00pm
  Wednesdays: 1:00-9:00pm

Action Plan:
- Expand hours of operation with double instructor coverage:
  Monday – Thursday: 11:00am –9:00pm

- Collaborate with Teacher Prep Institute Director in use of tutors to augment instructor coverage in peak hours.

- Provide office space for Project director

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Expansion of Program-Specific Applied Activities

Planned Activities:
- Program Faculty and TERC Instructors collaborate on creation of program-specific applied activities for TERC students

Results:
- TERC Instructors met with Tom Vela, department of Engineering Design Technology, to discuss basic EDT concept in order to better assist students in the program
- Collaboration with Linda and Robert Rogus (Aeronautics) resulted in Program Specific Aeronautics Tutor available in TERC to work with Aeronautics students
- Collaborated with Susan Wydra, department of Mental Health, to test her students in basic math, meet one on one, and discuss their scores. TERC also collaborated with David Mclaughlin , department of Radiologic Technology, to offer his students a resume workshop in order to prepare them for their required internship experience

Action Plan:
- Strengthen collaboration with faculty by setting regular sessions for applied activity sessions
- Expand email correspondence with targeted non-participating faculty to include examples of specific collaborative activities

Career Prep Activities

Planned Activities:
- Collaborate with Career Services in order to provide career preparation workshops for students

Results:
- Collaborated with Career Counselor, and set up workshops on resumes, job search, interviewing through out the semester

Action Plan:
- Continue to collaborate with Career Services in order to provide additional workshops each month
- Advertise workshops via emails to TERC student-user list serve
- Post job openings and internships on our advertising board to expose students to the many opportunities available to them in their industry
- Arrange presentations by employers in Technology and/or Health

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Goal #3:
The TERC staff will improve the basic skills of students in feeder classes by providing assistance with the activities prescribed in their individual education plans

<u>**Related Activities**</u>**:**

Planned Activities:
Arrange classroom pre- testing
Develop IEPs in conjunction with faculty
Offer remediation services
Arrange post-testing

Results:
The TERC had an overwhelming response for drop-in versus classroom pre/post testing and in an effort to meet this demand, has encouraged testing as an option rather than a requirement.

Action Plan:
There will be limited classroom pre/post testing in the future unless deemed necessary by program faculty. Instead, the TERC staff will discontinue PLATO software and offer supplemental basic skills exercises to strengthen their areas of challenge, which will prove more effective and cost efficient. The TABE tests will still be available for students.

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PROJECT OUTCOMES AND EVALUATION PLAN - Basic Skills Project, 2007-2008

Manager: Trinda Hoxie

Project: Basic Skills Mini-grants

Amount Funded: *$80,000.00*

1. Project Goal	2. Specific outcomes to be measured	3. Method of assessment	4. Results reported	5. Use of results
Provide Professional Development for the effective delivery of basic skills education for under prepared students by providing funds to enable faculty inquiry groups, workgroups, consultation, research, and mentoring projects.	Provide funds for: • F aculty Inquiry Groups • F aculty Workgroups • Pr oject consultation • Resear ch projects • Men toring projects • Distribution of 100% of budgeted funds	• 100% of the groups awarded funds will be required to submit a written report outlining the results of their project by May 30th 2008. (The report may be similar to this 5 column evaluation model.) • If required, each group will be referred to the Research Office for assistance in completing their report.	• PDC received $80,000 in funding for Basic Skills Mini-grants and awarded $62,871 to seven groups. Approximately $49,000 was expended by these groups. • As a result of the project submission deadline, coupled with the implementation of Banner Purchasing, some of the groups faced many obstacles in obtaining items necessary to complete their projects by the May 30th deadline. Therefore, no reports have been completed.	• If funding continues for FY 0809, PDC will advertise the availability of project funds more aggressively, with a much earlier submission deadline. • Each project "manager" will be required to submit a report on the outcome of their project.

Reports Associated with Project:

PROJECT OUTCOMES AND EVALUATION PLAN - Basic Skills Project, 2007-2008

Manager: Audrey Yamagata-Noji

Project: Preparation for College Partnership

Amount Funded: $65,792.00

1. Project Goal	2. Specific outcomes to be measured	3. Method of assessment	4. Results reported	5. Use of results
Improve college aspirations and preparedness among at risk high school 11th graders through the Preparation for College Partnership program.	All 11th graders at Workman High School will be invited to participate in this program.	75 students will participate in the program during the Summer 2008 term.	In Progress	
	Attitudes regarding college preparedness will improve through participation in the Preparation for College Partnership Program.	Two surveys (Pre/Post) will be administered by the Partnership Program and analyzed by the Basic Skills Research Team by the end Fall of 2008.	In Progress	
	Knowledge and expectations about college will increase for both student and parent by participating in the Partnership Program activities.	Two surveys (Pre/Post) will be administered to parents and students by the Partnership Program and analyzed by the Basic Skills Research Team by the end Fall of 2008.	In Progress	
	The student's basic skills aptitude will be assessed.	Students will be assessed through academic placement tests by the Partnership team by the end of March 2008.	In Progress	
	Based upon the placement scores, students will be offered the opportunity to participate in English courses to better prepare them for college.	50 students identified as needing pre-collegiate English will enroll in the Summer 2008 English Class.	In Progress	

Reports Associated with Project:

PROJECT OUTCOMES AND EVALUATION PLAN - Basic Skills Project, 2007-2008

Manager: Kerry Stern

Project: Staff for weekend college at the Learning Assistance Center (LAC)

Amount Funded: $57,372.89

1. Project Goal	2. Specific outcomes to be measured	3. Method of assessment	4. Results reported	5. Use of results
College Mission: • To provide accessible and affordable quality learning opportunities • To provide quality transfer, career, and lifelong learning programs that prepare students with the knowledge and skills needed … • To advance the State and region's economic growth and global competitiveness through education, training, and services **The LLR …** … is a well-equipped, professionally staffed division that offers students a personal approach to academic success through courses with a basis in developmental education, current technology, and tutorial services. The division develops partnerships with other faculty and programs on campus creating learning communities.	Students who use weekend college services will increase: a) their pass rates. b) their persistence rates. c) use of the following resources: • Library • Testing Services • Learning Lab • Tutorial Services	1. Responding to a brief in-person interview (staff members will ask students as they are using services), students will report: a) whether they are using the services because they cannot access the services during Monday-Friday hours. b) the degree to which having access to the weekend college services contributes to their passing their classes. 2. Students' pass rates and retention rates. will show their success.	Student surveys were conducted in the Skills Lab, Testing Center, Tutorial Services, and Learning Lab of the Learning Assistance Center at the end of the Spring '08 term. In all four surveys students reported above average satisfaction with the services they received. a) The Learning Lab survey was completed by 959 students. 87 surveys were completed on the weekend. Of these 87 surveys, 80% stated they would not be able to use the services if they were not available on the weekends or evenings. 50% of the weekday respondents answered in this way. In the testing center 42% of the students said they could not use the services if they were not available on the weekends or evenings. b) 92% of the tutorial services respondents stated they either agreed or strongly agreed that this service was helping them be successful in their classes. 2) Another study was conducted to look at success rates of students who visited tutorial services. This analysis showed that the students who received tutoring at the LAC had higher success and retention rates than those who did not.	a) Maintain current extended hours to serve students taking classes day, evening, or weekends. b) Pursue increase of permanent employee to student ratio to anchor evening and week-end service hours for assurance of standardized quality of services across all hours of operation. c) Use student success statistics in publicity material such as flyers, brochures, presentations, Website to encourage student use of services and faculty promotion of services. d) Share data with other tutoring and lab programs on campus to advance student and staff awareness of impact of tutoring and lab support. e) Continue to incorporate data in annual PIE and SLO processes for evaluation and planning for continuous improvement.

Reports Associated with Project:

1. Testing Center Survey Report
2. Skills Lab Survey Report
3. Tutoring Center Survey Report
4. Learning Lab Survey Report
5. LAC Data Analysis Report

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Testing Center Survey Report

The Learning Assistance Center
Testing Services Survey Results
Spring 2008

The Learning Assistance Center's Testing Services conducted an orally-administered survey to those students who use their services. These students were asked to answer a few questions as they checked out of the Testing Center. Those who visited the center between April 19th and April 26th were asked to answer a few questions about the Testing Center. A total of 84 surveys were collected. This report summarizes the survey results.

The following report is only possible because of the insight and assistance provided by IT, Meghan Chen, and the Testing Services staff. When you are referring to the data from this report, please remember to acknowledge that it was done through the Research and Institutional Effectiveness office in collaboration with the aforementioned persons and that it was completed on 4/29/08.

Testing Services Survey

Have you ever had to wait to take a test?

	Count	Percent
No	76	90.5%
Yes	8	9.5%
Total	*84*	*100.0%*

Only 8 (10%) of the respondents reported waiting to take a test. The majority indicated they have never had to wait to take a test.
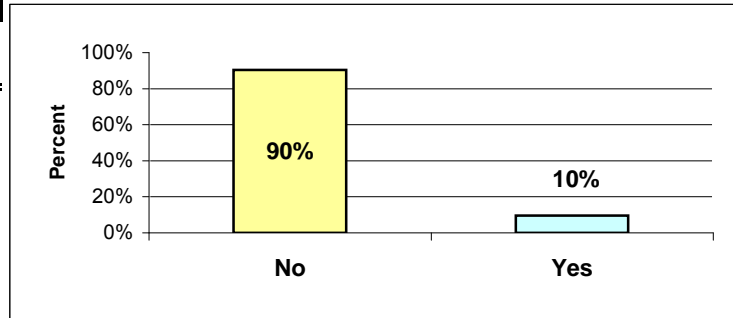
How long did you have to wait?

	Count	Percent
5-10 min	5	62.5%
11-15 min	2	25.0%
16-30 min	1	12.5%
30-60 min	0	0.0%
Longer	0	0.0%
Total	*8*	*100.0%*

Among those who reported waiting to take a test, most (63%) waited between 5-10 minutes. No one reported needing to wait longer than 30 minutes.
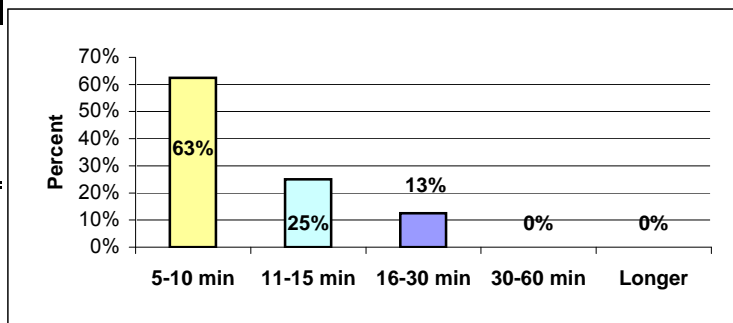
Have you ever had to take a test outside of our testing center?

	Count	Percent
Yes	10	11.9%
No	74	88.1%
Total	*84*	*100.0%*

12% of the respondents indicated that they had to take a test outside of the testing center. The majority of students reported they had not taken a test outside of the testing center.
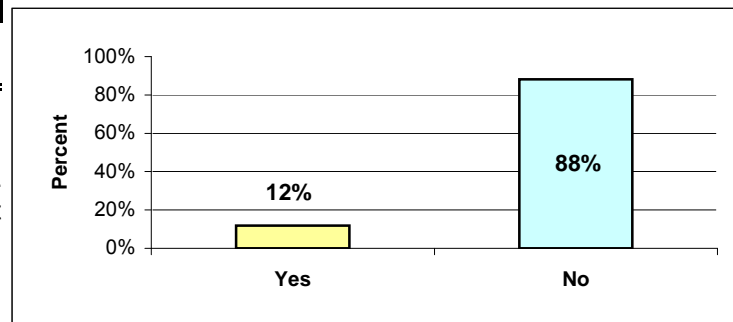
What was the noise level like when you took the test outside of the testing room?

	Count	Percent
Not Noisy	19	76.0%
Somewhat Noisy	5	20.0%
Very Noisy	1	4.0%
Total	*25*	*100.0%*

76% of the respondents reported that the noise level outside of their testing room was not noisy. 20% selected somewhat noisy and only one individual reported the noise level as very noisy.*
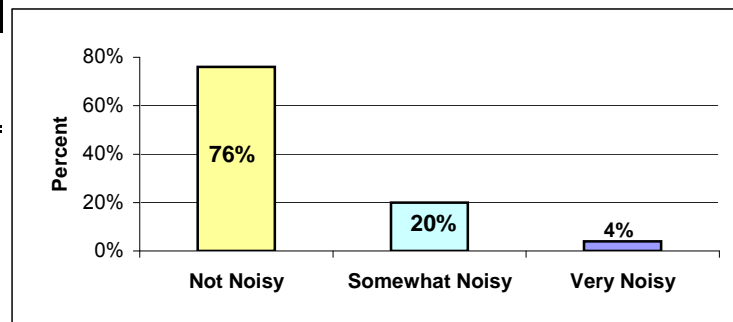
*Please note that some respondents answered this question even though they previously stated they had not taken a test outside of the testing room.

Have you ever had to reschedule or come back to take a test?

	Count	Percent
Yes	4	4.8%
No	80	95.2%
Total	*84*	*100.0%*

Very few students reported needing to reschedule or come back to take a test. Only 5% indicated that they had to reschedule or come back to take a test.
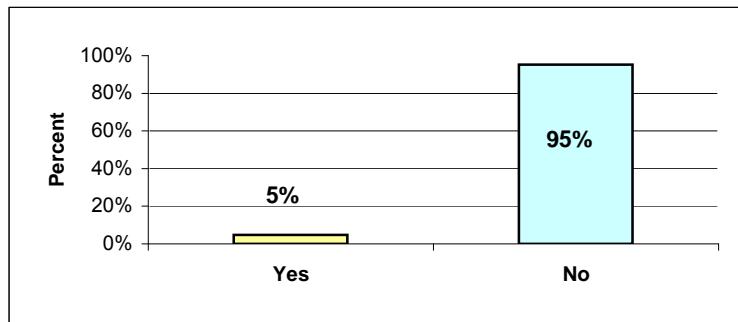
Why did you need to reschedule or come back to take the test?

	Count	Percent
No Space	1	25.0%
Test not available		0.0%
About to close	3	75.0%
Total	*4*	*100.0%*

Among the four students who reported needing to return or reschedule, one student reported needing to do this because there was no space for him or her to take the test. The other 3 reported there was not enough time to take the test before closing.
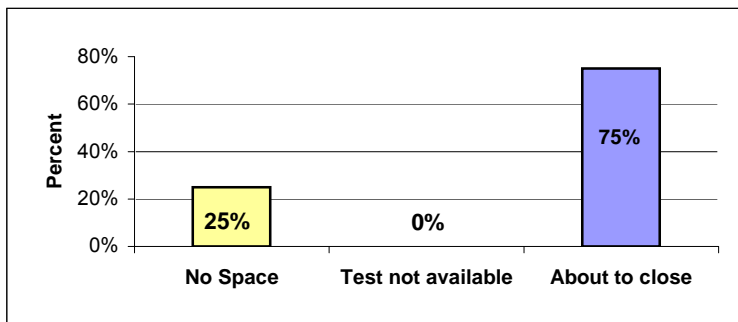
If Testing Services were closed on Saturdays and Sundays, would you be able to take your test during Monday-Friday?

	Count	Percent
Yes	40	58.0%
No	29	42.0%
Total	*69*	*100.0%*

The weekend users were asked if they would be able to take their test during Monday and Friday hours; over half responded in the affirmative. 42% of the weekend users reported they would not be able to use the Testing Services if it was not available on the weekends.
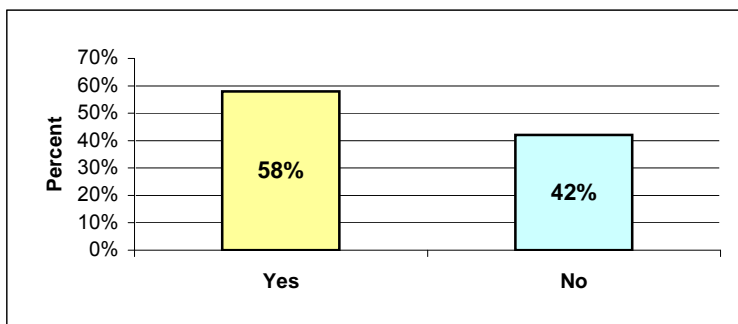
How satisfied are you with Testing Services?

	Count	Percent
Not Satisfied	1	1.2%
Satisfied	27	32.5%
Very Satisfied	55	66.3%
Total	*83*	*100.0%*

Overall, 99% of the students surveyed reported being satisified to very satisfied with Testing Services. Only one student reported not being satisfied. The majority of students indicated they were very satisfied with Testing Services.
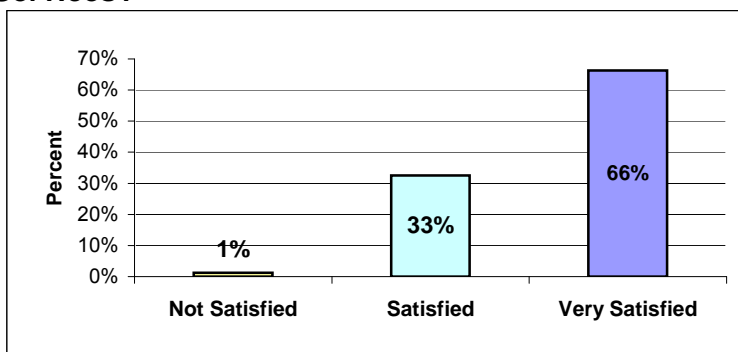
Any Comments?

Students were asked if they had any comments. 16 respondents offered comments. Their statements are listed below.

☆ I could concentrate better during the test.

☆ Very convienient campus service!!

☆ Fast and easy to come in to make-up a test.

☆ Never had any problems.

☆ None

☆ Very convient

☆ No!

☆ No!

☆ No!

☆ No!

☆ No!

☆ No!

☆ Please advise students to not to not speak during the test.

☆ its quiet

☆ Employees were helpful / friendly.

☆ No comment's

<u>Concluding Remarks</u>

The results of the survey are favorable for Testing Services. Overall, nearly all of the students surveyed reported being satisfied or very satisfied with Testing Services. Only one student indicated they needed to reschedule or come back to take a test because of a lack of space at the center. The others who needed to do this did so because there was not enough time to take the test before closing. Testing Services was also rated by 76% of those surveyed as not at all noisy. In fact, one open-ended comment simply said "its quiet". Indeed the majority of open-ended comments made by students were primarily positive or neutral. There was only one negative comment about students not talking during a test. However, several respondents remarked that using the Testing Serives was convienent. One respondent stated that the employees were helpful and friendly.

Survey Insturment

Testing Services – Student Oral Questionnaire

1. Have you ever had to wait to take a test?   ○ **No**   *(skip to #3)*
                                                   ○ **Yes** *(go to #2)*

2. If so, how long did you have to wait?

   ○   ○   ○   ○   ○

   5 to 10 min.   **11 to 15 min**   **16 to 30 min**   **30-60 min**   **Longer:_____**

3. Have you ever had to take a test outside of our testing room?   ○ **Yes** *(go to #4)*
                                                                    ○ **No**   *(skip to #5)*

4. What was the noise level like when you took the test outside of the testing room?

   ○   ○   ○
   Not noisy   **Somewhat noisy**   **Very Noisy**

5. Have you ever had to reschedule or come back to take a test?   ○ **Yes** *(go to #6)*
                                                                   ○ **No**   *(skip to #7)*

6. Why did you need to reschedule or come back to take the test?

   ○   ○   ○

   No Space   **Test Not Available**   **Not enough time until closing to take the test**

7. (Saturday-Sunday users) If Testing Services were closed on Saturdays and Sundays, would you be able to take your test during
   Monday-Friday?   ○   *Yes*
                               ○   *No*

8. How satisfied are you with Testing Services?

   ○   ○   ○

   Not Satisfied   **Satisfied**   **Very Satisfied**

Any comments: _____

_____

TIME STAMP QUESTIONNAIRE!

Report 24

Skills Lab Survey Report

The Learning Assistance Center
Skills Lab Survey Spring 2008

MT. SAC!
Mt. San Antonio College

The Learning Assistance Center Skills Lab conducted an orally-administered survey to those students who use their services. These students were asked to answer a few questions as they checked out of the skills lab. Those who visited the lab between April 9th and April 12th were asked to answer a few questions about the Skills Lab. At the end of the three day period, 392 surveys were collected. This report summarizes the survey results.

Learning Assistance Center Skills Lab Survey Report

I meet with a tutor:

	Count	Percent
Never	83	21.2%
When I need help	208	53.1%
Once per lab assignment	43	11.0%
Several times per lab assignment	58	14.8%
Total	**392**	**100%**

Just over 80% of students surveyed reported meeting with a tutor at the lab. 26% of the students reported being frequent users of the tutoring services at the lab. 15% of the respondents reported needing to meet with a tutor several times per lab assignment. Another 11% stated they met with a tutor once per lab assignment. However, the majority or 53% of students reported meeting with a tutor only when they needed help. Finally, 21% of students stated they had never met with a tutor.
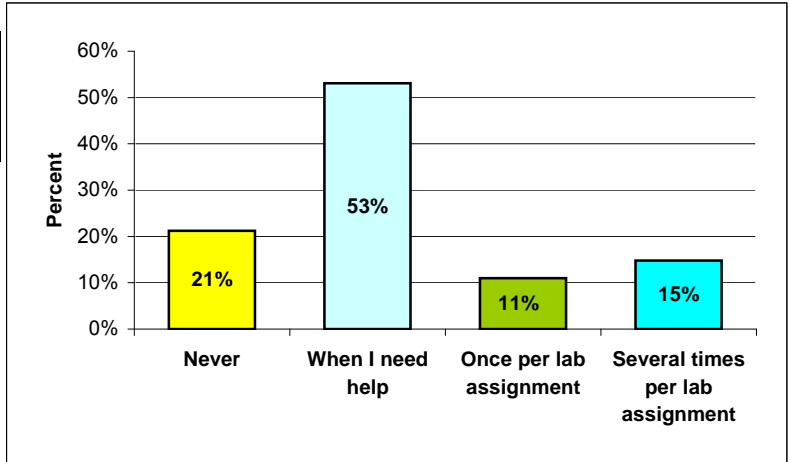
Usefulness of your lab experiences

	Count	Percent
Very Useful	238	61.2%
Useful	141	36.2%
Not at all Useful	10	2.6%
Total	**389**	**100%**

Nearly all of the students (97%) surveyed reported finding their lab experiences useful. In fact, more than 60% of the students said the experience was very useful. Only ten students (just under 3%) said the experience was not at all useful.
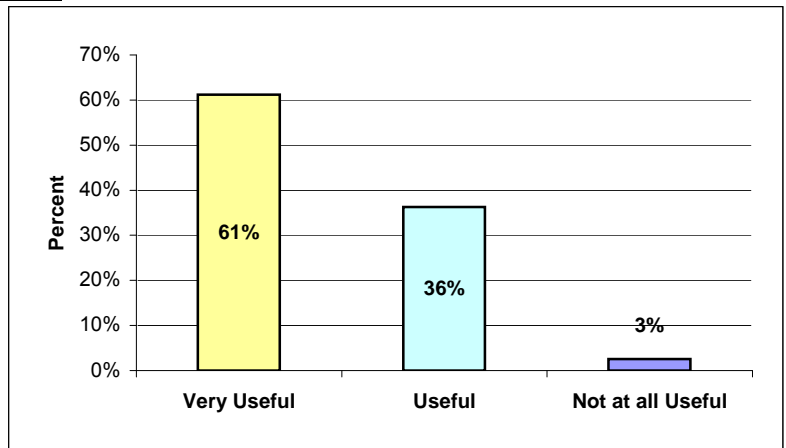
Usefulness of your lab assignments

	Count	Percent
Very Useful	209	53.7%
Useful	167	42.9%
Not at all Useful	13	3.3%
Total	**389**	**100%**

Among the students surveyed, the usefulness of lab assignments was reported at slightly lower rate than lab experiences. Although 97% reported the assignments as useful overall, only 54% said they were very useful and 43% reported the assignments as useful. 13 students or 3% said the assignments were not at all useful.

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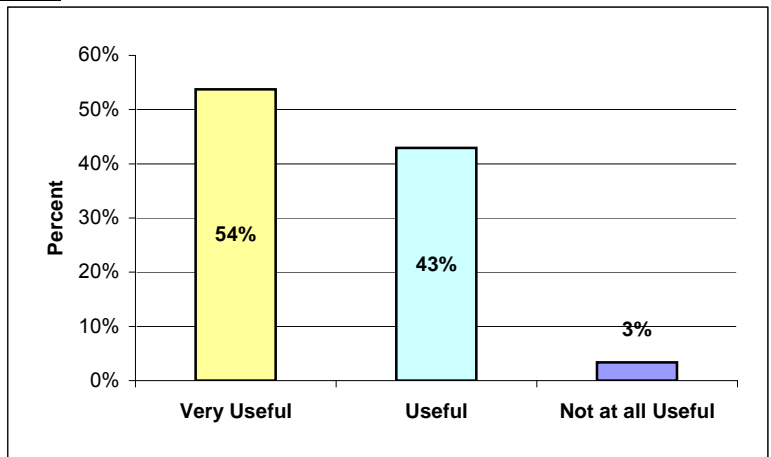
I always know where to find my lab assignments

	Count	Percent
Agree	365	93.1%
Disagree	13	3.3%
Would rather not answer	4	1.0%
Don't know	10	2.6%
Total	**392**	**100%**

Students were asked if they knew where to find their lab assignments. Over 90% stated they knew where to find their lab assignments.
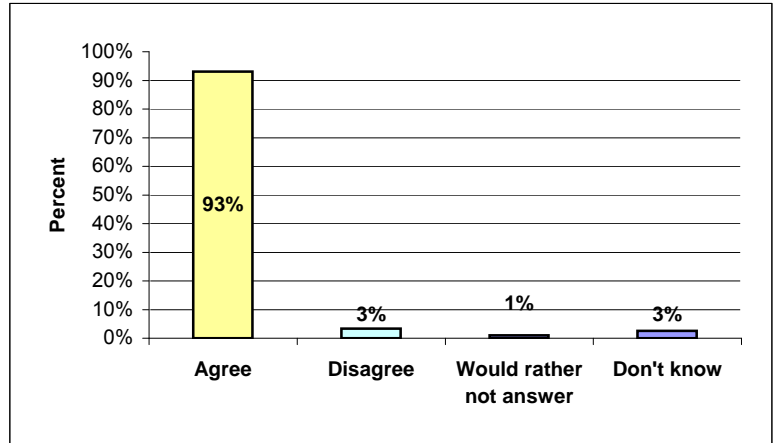
I always know what my lab assignment is

	Count	Percent
Agree	369	94.4%
Disagree	15	3.8%
Would rather not answer	1	0.3%
Don't know	6	1.5%
Total	**391**	**100%**

Nearly all the respondents reported knowing what to do for their lab assignments.
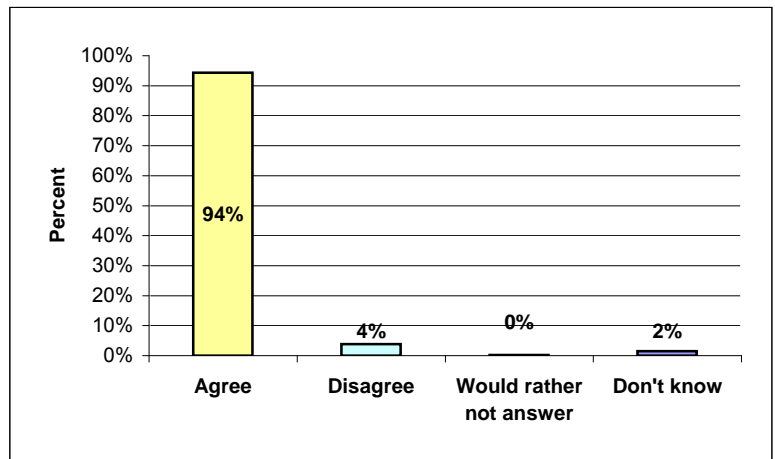
My lab assignments are easy to find

	Count	Percent
Agree	356	90.8%
Disagree	15	3.8%
Would rather not answer	4	1.0%
Don't know	17	4.3%
Total	**392**	**100%**

Most of the respondents reported that it was easy to find their assignments. Less than 10% disagreed, did not know, or did not want to answer this question.
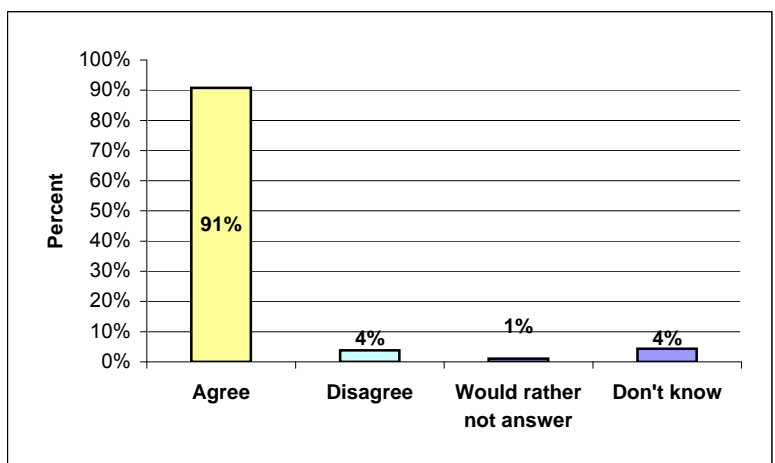
Most of the people who work in the Skills Lab are positive.

	Count	Percent
Agree	365	93.4%
Disagree	10	2.6%
Would rather not answer	16	4.1%
Total	**391**	**100%**

Over 90% of the students rated the people who work in the Skills Lab as positive. Only 3% disagreed that the people are positive. There were 16 individuals (4%) who stated they "Would rather not answer".
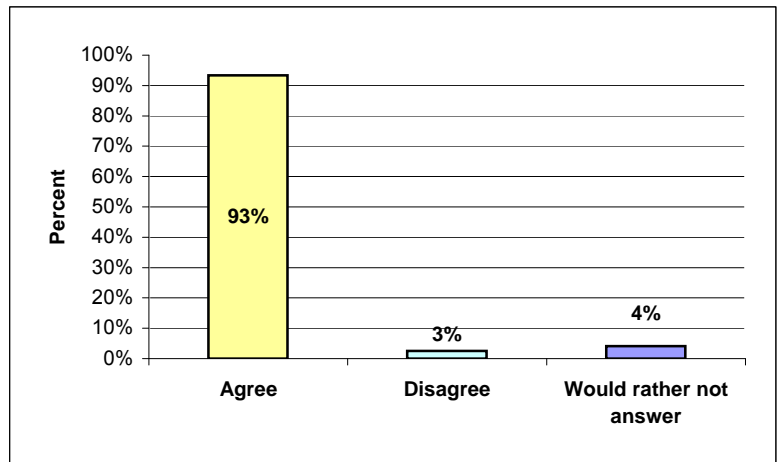
Most of the people who work in the Skills Lab are encouraging.

	Count	Percent
Agree	355	90.8%
Disagree	20	5.1%
Would rather not answer	16	4.1%
Total	**391**	**100%**

Over 90% of the students rated the people who work in the Skills Lab as encouraging. 5% of the respondents disagreed that the workers are encouraging. There were 16 individuals (4%) who did not want to answer this question. Interestingly, 50% of the non-responders to this question were also non-responders to the previous question (e.g. whether staff were positive). Of the remaining 8 non-responders from the previous question 7 (88%) rated the staff as encouraging.
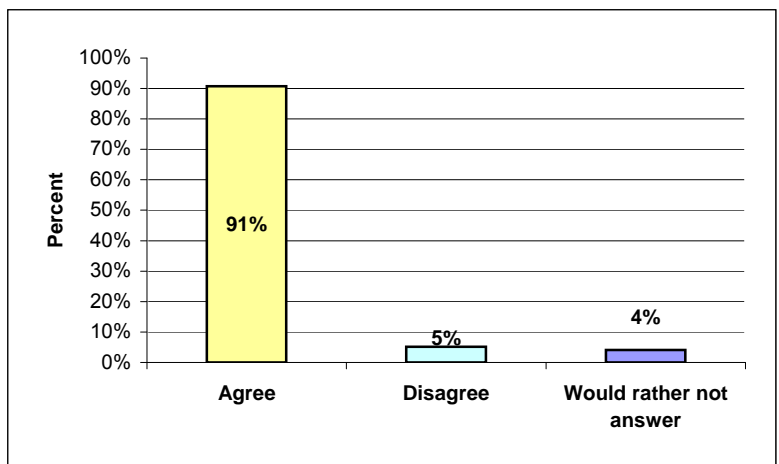
Most of the people who work in the Skills Lab are helpful.

	Count	Percent
Agree	371	94.9%
Disagree	6	1.5%
Would rather not answer	14	3.6%
Total	**391**	**100%**

The majority of students (94.9%) found the staff in the skills lab to be helpful. This item had the highest agreement rating in comparison to all items in this survey.
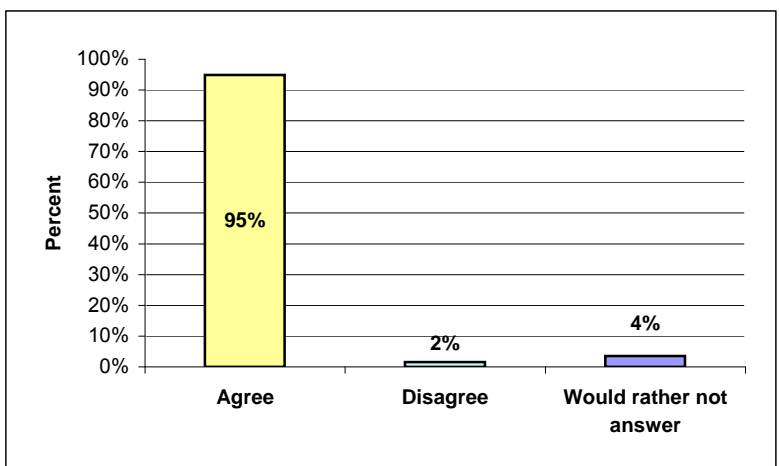
Concluding Remarks

Overall the Study Skills Lab in the Learning Assistance Center at Mt SAC received positive reviews from its users, the students. The staff at the lab were rated as helpful (95%), positive (93%), and encouraging (91%) by over 90% of the students surveyed. The item which received the weakest ratings was the question regarding the usefulness of the lab assignments. Although over 90% rated the assignments as useful overall, only 54% reported the assignments "Very useful".

LAC Skills Lab Survey Report LERN 48 Students

I meet with a tutor:

	Count	Percent
Never	20	28.6
When I need help	38	54.3
Once per lab assignment	5	7.1
Several times per lab assignment	7	10.0
Total	**70**	**100**

Usefulness of your lab experiences

	Count	Percent
Very Useful	48	70.59%
Useful	15	22.06%
Not at all Useful	5	7.35%
Total	**68**	**100.00%**

Usefulness of your lab assignments

	Count	Percent
Very Useful	45	66.18%
Useful	19	27.94%
Not at all Useful	4	5.88%
Total	**68**	**100.00%**

I always know where to find my lab assignments

	Count	Percent
Agree	68	97.14%
Disagree	0	0.00%
Not Answer	0	0.00%
Don't know	2	2.86%
Total	**70**	**100.00%**

I always know what my lab assignment is

	Count	Percent
Agree	66	95.65%
Disagree	3	4.35%
Not Answer	0	0.00%
Don't know		0.00%
Total	**69**	**100.00%**

My lab assignments are easy to find

	Count	Percent
Agree	67	95.71%
Disagree	3	4.29%
Not Answer	0	0.00%
Don't know		0.00%
Total	**70**	**100.00%**

Most of the people who work in the Skills Lab are positive.

	Count	Percent
Agree	58	84.06%
Disagree	5	7.25%
Would rather not answer	6	8.70%
Total	**69**	**100.00%**

Most of the people who work in the Skills Lab are encouraging.

	Count	Percent
Agree	59	85.51%
Disagree	6	8.70%
Would rather not answer	4	5.80%
Total	**69**	**100.00%**

Most of the people who work in the Skills Lab are helpful.

	Count	Percent
Agree	62	89.86%
Disagree	3	4.35%
Would rather not answer	4	5.80%
Total	**69**	**100.00%**

These tables represent the responses of students enrolled in LERN 48 classes who took the survey as they checked out of the Skills Lab.

54% of the LERN 48 students said they meet with a tutor when they need help. 29% reported never meeting with a tutor.

96% of the LERN 48 students reported knowing what their lab assignments are.

97% of the LERN 48 students reported knowing where to find their lab assignments.

Just over 70% of the LERN 48 students reported finding their lab assignments very useful. 22% stated they were useful, while 7% found them not at all useful.

Over 80% of LERN 48 students found the staff positive, encouraging, and helpful.

LAC Skills Lab Survey Report LERN 49

I meet with a tutor:

	Count	Percent
Never	55	23.21%
When I need help	139	58.65%
Once per lab assignment	22	9.28%
Several times per lab assignment	21	8.86%
Total	**237**	**100.00%**

Usefulness of your lab experiences

	Count	Percent
Very Useful	135	56.96%
Useful	96	40.51%
Not at all Useful	6	2.53%
Total	**237**	**100.00%**

Usefulness of your lab assignments

	Count	Percent
Very Useful	118	50.00%
Useful	110	46.61%
Not at all Useful	8	3.39%
Total	**236**	**100.00%**

I always know where to find my lab assignments

	Count	Percent
Agree	218	91.98%
Disagree	9	3.80%
Not Answer	3	1.27%
Don't know	7	2.95%
Total	**237**	**100.00%**

I always know what my lab assignment is

	Count	Percent
Agree	228	96.20%
Disagree	5	2.11%
Not Answer	0	0.00%
Don't know	4	1.69%
Total	**237**	**100.00%**

My lab assignments are easy to find

	Count	Percent
Agree	217	91.56%
Disagree	7	2.95%
Not Answer	3	1.27%
Don't know	10	4.22%
Total	**237**	**100.00%**

Most of the people who work in the Skills Lab are positive.

	Count	Percent
Agree	226	95.36%
Disagree	2	0.84%
Would rather not answer	9	3.80%
Total	**237**	**100.00%**

Most of the people who work in the Skills Lab are encouraging.

	Count	Percent
Agree	220	92.83%
Disagree	7	2.95%
Would rather not answer	10	4.22%
Total	**237**	**100.00%**

Most of the people who work in the Skills Lab are helpful.

	Count	Percent
Agree	226	95.36%
Disagree	1	0.42%
Would rather not answer	10	4.22%
Total	**237**	**100.00%**

These tables represent the responses of students enrolled in LERN 49 classes who took the survey as they checked out of the Skills Lab.

59% of the LERN 49 students said they meet with a tutor when they need help. 23% reported never meeting with a tutor.

96% of the LERN 49 students reported knowing what their lab assignments are.

92% of the LERN 49 students reported knowing where to find their lab assignments.

57% of the LERN 49 students reported finding their lab assignments very useful. 41% stated they were useful, while 6% found them not at all useful.

Over 92% of LERN 49 students found the staff positive, encouraging, and helpful.

LAC Skills Lab Survey Report LERN 61

I meet with a tutor:

	Count	Percent
Never	1	33.33%
When I need help	2	66.67%
Once per lab assignment		0.00%
Several times per lab assignment		0.00%
Total	**3**	**100.00%**

Usefulness of your lab experiences

	Count	Percent
Very Useful	2	66.67%
Useful	1	33.33%
Not at all Useful		0.00%
Total	**3**	**100.00%**

Usefulness of your lab assignments

	Count	Percent
Very Useful	3	100.00%
Useful		0.00%
Not at all Useful		0.00%
Total	**3**	**100.00%**

I always know where to find my lab assignments

	Count	Percent
Agree	3	100.00%
Disagree	0	0.00%
Not Answer	0	0.00%
Don't know		0.00%
Total	**3**	**100.00%**

I always know what my lab assignment is

	Count	Percent
Agree	3	100.00%
Disagree	0	0.00%
Not Answer	0	0.00%
Don't know		0.00%
Total	**3**	**100.00%**

My lab assignments are easy to find

	Count	Percent
Agree	3	100.00%
Disagree	0	0.00%
Not Answer	0	0.00%
Don't know		0.00%
Total	**3**	**100.00%**

Most of the people who work in the Skills Lab are positive.

	Count	Percent
Agree	3	100.00%
Disagree		0.00%
Would rather not answer		0.00%
Total	**3**	**100.00%**

Most of the people who work in the Skills Lab are encouraging.

	Count	Percent
Agree	3	100.00%
Disagree		0.00%
Would rather not answer		0.00%
Total	**3**	**100.00%**

Most of the people who work in the Skills Lab are helpful.

	Count	Percent
Agree	3	100.00%
Disagree		0.00%
Would rather not answer		0.00%
Total	**3**	**100.00%**

These tables represent the responses of students enrolled in LERN 61 classes who took the survey as they checked out of the

67% of the LERN 61 students said they meet with a tutor when they need help. 33% reported never meeting with a tutor.

100% of the LERN 61 students reported knowing what their lab assignments are.

100% of the LERN 61 students reported knowing where to find their lab assignments.

67% of the LERN 61 students reported finding their lab assignments very useful.

100% of LERN 61 students found the staff positive, encouraging, and helpful.

LAC Skills Lab Survey Report LERN 62

I meet with a tutor:

	Count	Percent
Never		0.00%
When I need help	2	66.67%
Once per lab assignment		0.00%
Several times per lab assignment	1	33.33%
Total	**3**	**100.00%**

Usefulness of your lab experiences

	Count	Percent
Very Useful	2	66.67%
Useful	1	33.33%
Not at all Useful		0.00%
Total	**3**	**100.00%**

Usefulness of your lab assignments

	Count	Percent
Very Useful	2	66.67%
Useful	1	33.33%
Not at all Useful		0.00%
Total	**3**	**100.00%**

I always know where to find my lab assignments

	Count	Percent
Agree	3	100.00%
Disagree	0	0.00%
Not Answer	0	0.00%
Don't know		0.00%
Total	**3**	**100.00%**

I always know what my lab assignment is

	Count	Percent
Agree	3	100.00%
Disagree	0	0.00%
Not Answer	0	0.00%
Don't know		0.00%
Total	**3**	**100.00%**

My lab assignments are easy to find

	Count	Percent
Agree	3	100.00%
Disagree	0	0.00%
Not Answer	0	0.00%
Don't know		0.00%
Total	**3**	**100.00%**

Most of the people who work in the Skills Lab are positive.

	Count	Percent
Agree	3	100.00%
Disagree		0.00%
Would rather not answer		0.00%
Total	**3**	**100.00%**

Most of the people who work in the Skills Lab are encouraging.

	Count	Percent
Agree	3	100.00%
Disagree		0.00%
Would rather not answer		0.00%
Total	**3**	**100.00%**

Most of the people who work in the Skills Lab are helpful.

	Count	Percent
Agree	3	100.00%
Disagree		0.00%
Would rather not answer		0.00%
Total	**3**	**100.00%**

These tables represent the responses of students enrolled in LERN 62 classes who took the survey as they checked out of the Skills Lab.

67% of the LERN 62 students said they meet with a tutor when they need help. 33% reported meeting with a tutor several times per lab assignment. Therefore, all three LERN 62 students have met with a tutor.

100% of the LERN 62 students reported knowing what their lab assignments are.

100% of the LERN 62 students reported knowing where to find their lab assignments.

67% of the LERN 62 students reported finding their lab assignments very useful.

100% of LERN 62 students found the staff positive, encouraging, and helpful.

LAC Skills Lab Survey Report LERN 81

I meet with a tutor:

	Count	Percent
Never	7	8.75%
When I need help	33	41.25%
Once per lab assignment	18	22.50%
Several times per lab assignment	22	27.50%
Total	**80**	**100.00%**

Usefulness of your lab experiences

	Count	Percent
Very Useful	51	65.38%
Useful	26	33.33%
Not at all Useful	1	1.28%
Total	**78**	**100.00%**

Usefulness of your lab assignments

	Count	Percent
Very Useful	44	55.00%
Useful	34	42.50%
Not at all Useful	2	2.50%
Total	**80**	**100.00%**

I always know where to find my lab assignments

	Count	Percent
Agree	73	91.25%
Disagree	3	3.75%
Not Answer	0	0.00%
Don't know	4	5.00%
Total	**80**	**100.00%**

I always know what my lab assignment is

	Count	Percent
Agree	75	93.75%
Disagree	4	5.00%
Not Answer	0	0.00%
Don't know	1	1.25%
Total	**80**	**100.00%**

My lab assignments are easy to find

	Count	Percent
Agree	70	87.50%
Disagree	3	3.75%
Not Answer	0	0.00%
Don't know	7	8.75%
Total	**80**	**100.00%**

Most of the people who work in the Skills Lab are positive.

	Count	Percent
Agree	75	93.75%
Disagree	2	2.50%
Would rather not answer	3	3.75%
Total	**80**	**100.00%**

Most of the people who work in the Skills Lab are encouraging.

	Count	Percent
Agree	71	88.75%
Disagree	6	7.50%
Would rather not answer	3	3.75%
Total	**80**	**100.00%**

Most of the people who work in the Skills Lab are helpful.

	Count	Percent
Agree	73	91.25%
Disagree	3	3.75%
Would rather not answer	4	5.00%
Total	**80**	**100.00%**

These tables represent the responses of students enrolled in LERN 81 classes who took the survey as they checked out of the

The LERN 81 reported frequent use of tutors. 28% stated they meet with a tutor several times per lab assignment. 23% reported meeting with a tutor once per lab assignment. 41% said they meet with a tutor when they need help. Only 9% of these students reported never meeting with a tutor.

94% of the LERN 81 students reported knowing what their lab assignments are.

91% of the LERN 81 students reported knowing where to find their lab assignments.

65% of the LERN 81 students reported finding their lab assignments very useful.

Over 80% of LERN 81 students found the staff positive, encouraging, and helpful.

LAC Skills Lab Survey Report READ 70

I meet with a tutor:

	Count	Percent
Never		0.00%
When I need help	1	25.00%
Once per lab assignment	1	25.00%
Several times per lab assignment	2	50.00%
Total	**4**	**100.00%**

Usefulness of your lab experiences

	Count	Percent
Very Useful	2	50.00%
Useful	2	50.00%
Not at all Useful		0.00%
Total	**4**	**100.00%**

Usefulness of your lab assignments

	Count	Percent
Very Useful	3	75.00%
Useful	1	25.00%
Not at all Useful		0.00%
Total	**4**	**100.00%**

I always know where to find my lab assignments

	Count	Percent
Agree	4	100.00%
Disagree	0	0.00%
Not Answer	0	0.00%
Don't know		0.00%
Total	**4**	**100.00%**

I always know what my lab assignment is

	Count	Percent
Agree	4	100.00%
Disagree	0	0.00%
Not Answer	0	0.00%
Don't know		0.00%
Total	**4**	**100.00%**

My lab assignments are easy to find

	Count	Percent
Agree	4	100.00%
Disagree	0	0.00%
Not Answer	0	0.00%
Don't know		0.00%
Total	**4**	**100.00%**

Most of the people who work in the Skills Lab are positive.

	Count	Percent
Agree	4	100.00%
Disagree		0.00%
Would rather not answer		0.00%
Total	**4**	**100.00%**

Most of the people who work in the Skills Lab are encouraging.

	Count	Percent
Agree	4	100.00%
Disagree		0.00%
Would rather not answer		0.00%
Total	**4**	**100.00%**

Most of the people who work in the Skills Lab are helpful.

	Count	Percent
Agree	4	100.00%
Disagree		0.00%
Would rather not answer		0.00%
Total	**4**	**100.00%**

These tables represent the responses of students enrolled in READ 70 classes who took the survey as they checked out of the Skills Lab.

The READ 70 students reported frequent use of tutors. 50% stated they meet with a tutor several times per lab assignment. 25% reported meeting with a tutor once per lab assignment. 25% said they meet with a tutor when they need help.

100% of the READ 70 students reported knowing what their lab assignments are.

100% of the READ 70 students reported knowing where to find their lab assignments.

50% of the READ 70 students reported finding their lab assignments very useful, while the other 50% found them useful.

100% of READ 70 students found the staff positive, encouraging, and helpful.

LAC Skills Lab Survey Report READ 80

I meet with a tutor:

	Count	Percent
Never	3	5.66%
When I need help	27	50.94%
Once per lab assignment	10	18.87%
Several times per lab assignment	13	24.53%
Total	**53**	**100.00%**

Usefulness of your lab experiences

	Count	Percent
Very Useful	32	60.38%
Useful	20	37.74%
Not at all Useful	1	1.89%
Total	**53**	**100.00%**

Usefulness of your lab assignments

	Count	Percent
Very Useful	23	43.40%
Useful	28	52.83%
Not at all Useful	2	3.77%
Total	**53**	**100.00%**

I always know where to find my lab assignments

	Count	Percent
Agree	46	86.79%
Disagree	2	3.77%
Not Answer	1	1.89%
Don't know	4	7.55%
Total	**53**	**100.00%**

I always know what my lab assignment is

	Count	Percent
Agree	47	88.68%
Disagree	3	5.66%
Not Answer	1	1.89%
Don't know	2	3.77%
Total	**53**	**100.00%**

My lab assignments are easy to find

	Count	Percent
Agree	44	83.02%
Disagree	3	5.66%
Not Answer	1	1.89%
Don't know	5	9.43%
Total	**53**	**100.00%**

Most of the people who work in the Skills Lab are positive.

	Count	Percent
Agree	45	84.91%
Disagree	2	3.77%
Would rather not answer	6	11.32%
Total	**53**	**100.00%**

Most of the people who work in the Skills Lab are encouraging.

	Count	Percent
Agree	46	86.79%
Disagree	4	7.55%
Would rather not answer	3	5.66%
Total	**53**	**100.00%**

Most of the people who work in the Skills Lab are helpful.

	Count	Percent
Agree	48	90.57%
Disagree	2	3.77%
Would rather not answer	3	5.66%
Total	**53**	**100.00%**

These tables represent the responses of students enrolled in READ 80 classes who took the survey as they checked out of the Skills Lab.

The READ 80 students reported frequent use of tutors. 25% stated they meet with a tutor several times per lab assignment. 19% reported meeting with a tutor once per lab assignment. 50% said they meet with a tutor when they need help. Only 6% reported never meeting with a tutor.

89% of the READ 80 students reported knowing what their lab assignments are.

87% of the READ 80 students reported knowing where to find their lab assignments.

60% of the READ 80 students reported finding their lab assignments very useful, while 38% found them useful.

Over 80% of READ 80 students found the staff positive, encouraging, and helpful.

LAC Skills Lab Survey Report Community Education

I meet with a tutor:

	Count	Percent
Never	1	14.29%
When I need help	4	57.14%
Once per lab assignment	2	28.57%
Several times per lab assignment		0.00%
Total	**7**	**100.00%**

Usefulness of your lab experiences

	Count	Percent
Very Useful	4	57.14%
Useful	2	28.57%
Not at all Useful	1	14.29%
Total	**7**	**100.00%**

Usefulness of your lab assignments

	Count	Percent
Very Useful	3	42.86%
Useful	4	57.14%
Not at all Useful		0.00%
Total	**7**	**100.00%**

I always know where to find my lab assignments

	Count	Percent
Agree	6	85.71%
Disagree	1	14.29%
Not Answer	0	0.00%
Don't know		0.00%
Total	**7**	**100.00%**

I always know what my lab assignment is

	Count	Percent
Agree	6	85.71%
Disagree	1	14.29%
Not Answer	0	0.00%
Don't know		0.00%
Total	**7**	**100.00%**

My lab assignments are easy to find

	Count	Percent
Agree	6	85.71%
Disagree	1	14.29%
Not Answer	0	0.00%
Don't know		0.00%
Total	**7**	**100.00%**

Most of the people who work in the Skills Lab are positive.

	Count	Percent
Agree	7	100.00%
Disagree		0.00%
Would rather not answer		0.00%
Total	**7**	**100.00%**

Most of the people who work in the Skills Lab are encouraging.

	Count	Percent
Agree	7	100.00%
Disagree		0.00%
Would rather not answer		0.00%
Total	**7**	**100.00%**

Most of the people who work in the Skills Lab are helpful.

	Count	Percent
Agree	7	100.00%
Disagree		0.00%
Would rather not answer		0.00%
Total	**7**	**100.00%**

These tables represent the responses of students enrolled in Community Education (COMMED) classes who took the survey as they checked out of the Skills Lab.

57% of COMMED students reported using tutors when they needed help. 28% reported using tutors once per assignment, while only 14% said they never used a tutor.

86% of the COMMED students reported knowing what their lab assignments are.

86% of the COMMED students reported knowing where to find their lab assignments.

57% of the COMMED students reported finding their lab assignments very useful, while 43% found them useful.

100% of COMMED students found the staff positive, encouraging, and helpful.

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Survey Insturment

Skills Lab Survey
Learning Assistance Center

Fill in the class/classes student is enrolled.

LERN 48   LERN 49   LERN 61   LERN 62   LERN 81   READ 70   READ 80   Comm. Ed.
   ○   ○   ○   ○   ○   ○   ○   ○

1. I meet with a tutor:

Never	When I Need Help	Once Per Lab Assignment	Several Times Per Lab Assignment
○	○	○	○

2. How would you rate the overall usefulness of the following?

	Very useful	Useful	Not at all useful
Your lab experiences:	○	○	○
Your lab assignments:	○	○	○

3. Please answer the following questions about your lab assignments.

	Agree	Disagree	Would rather not answer	Don't Know
I always know where to find my lab assignments	○	○	○	○
I always know what my lab assignment is	○	○	○	○
The lab assignments are easy to find	○	○	○	○

4. Please tell us how you feel about the people who work in the Skills Lab.

	Agree	Disagree	Would rather not answer
Most of them are positive	○	○	○
Most of them are encouraging	○	○	○
Most of them are helpful	○	○	○

Spring 2008 – week #

Report 25

Tutoring Center Survey Report

The Learning Assistance Center
Tutorial Services Survey
Spring 2008

The Learning Assistance Center's Tutorial Services conducted an orally-administered survey to those students who use their services. These students were asked to answer a few questions as they checked out of Tutorial Services. Those who visited the lab between April 26th and April 29th, 2008 were asked to answer a few questions about Tutorial Services. At the end of the three day period, 85 valid surveys were collected. This report summarizes the survey results.

The following report is only possible because of the insight and assistance provided by IT, Meghan Chen, and the Tutorial Services staff. When you are referring to the data from this report, please remember to acknowledge that it was done through the Research and Institutional Effectiveness office in collaboration with the aforementioned persons and that it was completed on 5/1/08.

Approximately how many times have you used Tutorial Services this Spring?

	Count	Percent
1 Time	14	17.3%
2-3 Times	21	25.9%
4-5 Times	16	19.8%
6 or more Times	30	37.0%
Total	*81*	*100.0%*

17% of those surveyed reported visiting Tutorial Services only one time during the 2008 Spring term. 26% indicated they have visited Tutorial Services 2 to 3 times during the 2008 Spring semester. 20% reported 4-5 visits during the semester and 37% have visited 6 or more times.
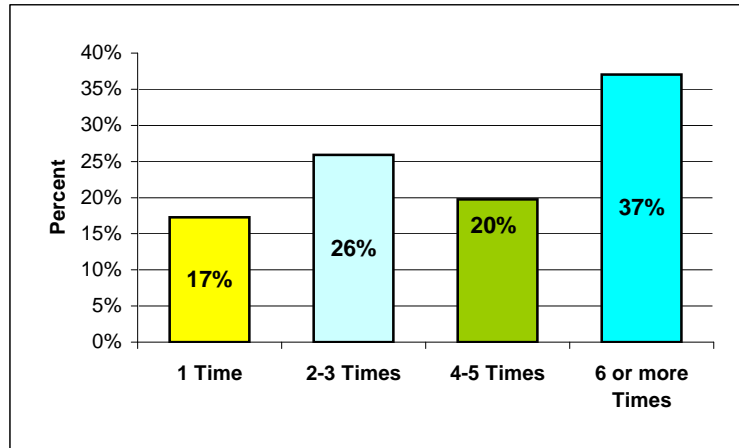
Is this the first time you've ever used Tutorial Services?

	Count	Percent
Yes	18	21.2%
No	67	78.8%
Total	*85*	*100.0%*

21% of the respondents were first time users of Tutorial Services. Not all first time users marked a response to the number of times they had visited during the semester, which is why the percentages from the previous question do not match.
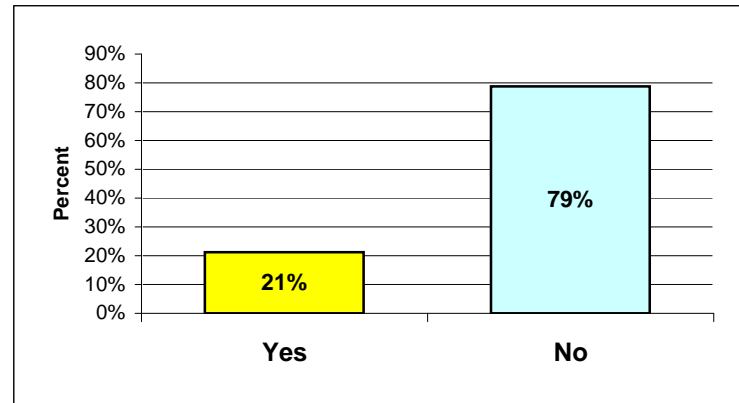
The tutors listen to me.

	Count	Percent
Strongly Agree	55	64.7%
Agree	30	35.3%
Disagree	0	
Strongly Disagree	0	
I don't know	0	
Total	*85*	*100.0%*

100% of respondents stated they agreed that the tutors listen to them. In fact, the majority (65%) reported strongly agreeing that the tutors listen to them.
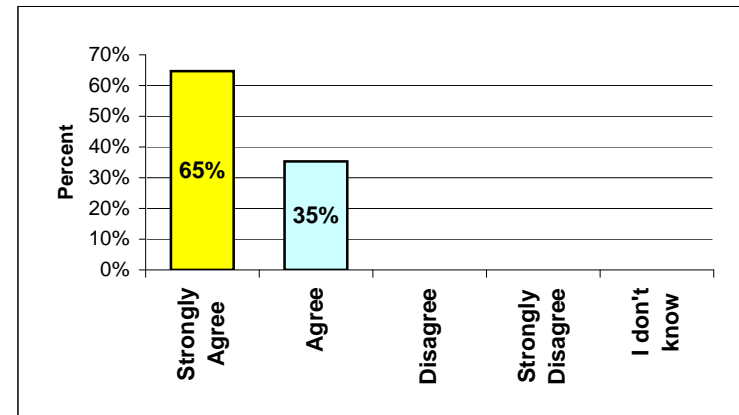
The tutoring I received has helped me develop new ways of studying.

	Count	Percent
Strongly Agree	44	51.8%
Agree	35	41.2%
Disagree	5	5.9%
Strongly Disagree		0.0%
I don't know	1	1.2%
Total	*85*	*100.0%*

Over 90% of all surveyed reported agreeing that tutoring has helped them develop new ways of studying. Only 6% disagreed and 1% reported not knowing.

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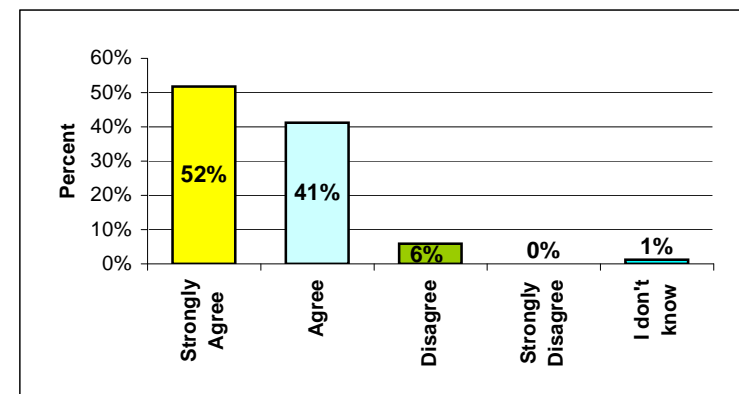
**The tutoring I received has helped me
find my errors in my work**

	Count	Percent
Strongly Agree	52	61.9%
Agree	28	33.3%
Disagree	3	3.6%
Strongly Disagree	0	0.0%
I don't know	1	1.2%
Total	*84*	*100.0%*

95% of the respondents agreed that tutoring has helped them find errors in their work. Only 4% disagreed and 1% reported not knowing.
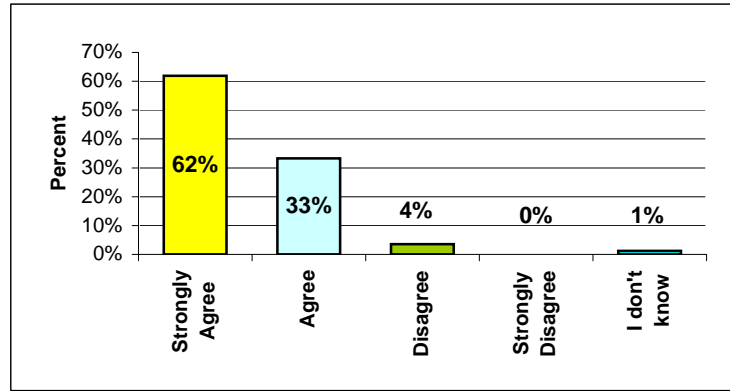
**The tutoring I received has helped me
correct errors in my work**

	Count	Percent
Strongly Agree	53	62.4%
Agree	28	32.9%
Disagree	3	3.5%
Strongly Disagree	0	0.0%
I don't know	1	1.2%
Total	*85*	*100.0%*

95% of the respondents also agreed that tutoring has helped them correct errors in their work. Only 4% disagreed and 1% reported not knowing.
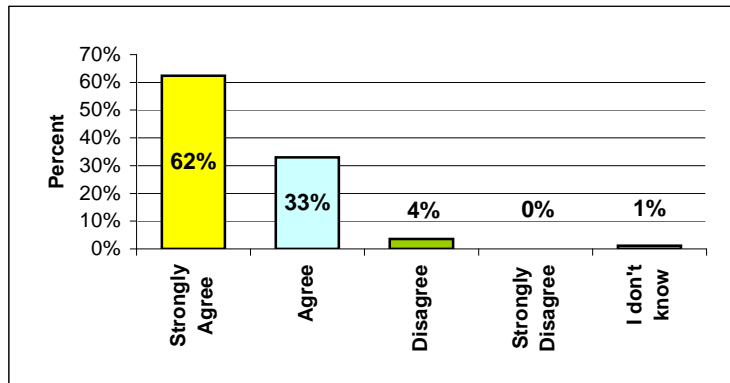
**Tutoring is helping me be successful
in my classes.**

	Count	Percent
Strongly Agree	51	60.0%
Agree	27	31.8%
Disagree	2	2.4%
Strongly Disagree	1	1.2%
I don't know	4	4.7%
Total	*85*	*100.0%*

92% of the respondents agreed that tutoring is helping them be successful in their classes. Only 3% disagreed, while 5% reported not knowing whether tutoring was helping them be more successful in their classes.
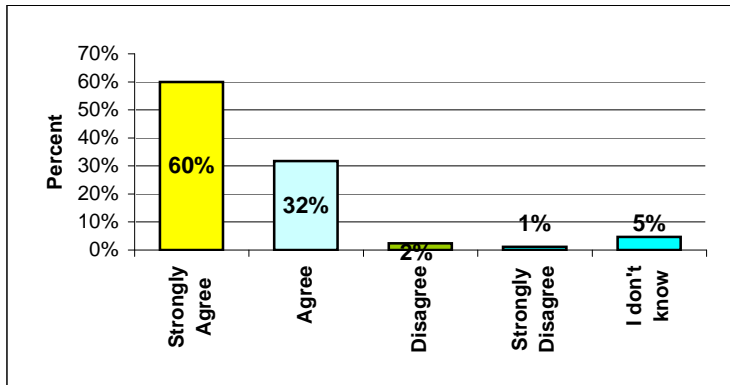
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Please provide us with one improvement we can make to better meet your needs.

	Count	Percent of All Comments	Percent of All Respondents
None or Compliment	18	29.5%	21.2%
Need More Tutors	17	27.9%	20.0%
Change something about the Tutors	7	11.5%	8.2%
More Time with Tutors	4	6.6%	4.7%
More Chemistry Tutors	4	6.6%	4.7%
More Subject Specific Tutors	3	4.9%	3.5%
More Hours of Service	2	3.3%	2.4%
More Weekend Tutors	2	3.3%	2.4%
Tutor need for a specific time of day	2	3.3%	2.4%
Tutor specific compliment	2	3.3%	2.4%
Total	*61*	100.0%	
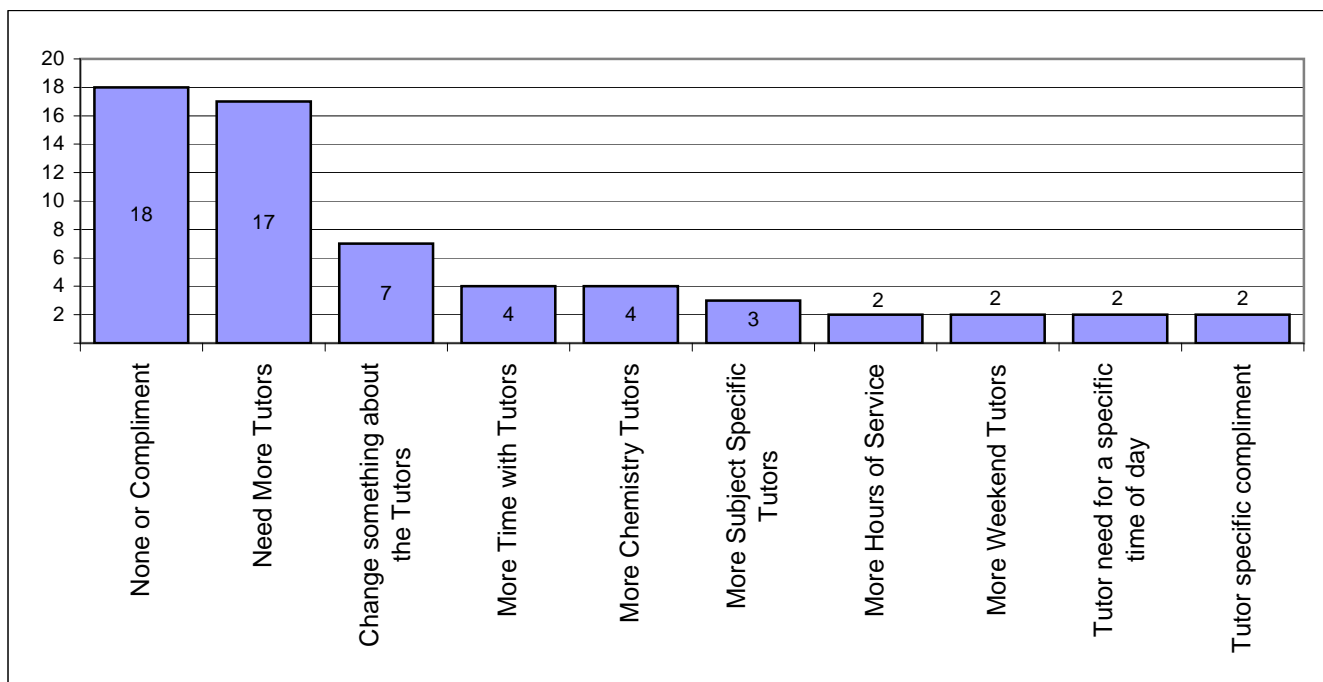
Concluding Remarks

The majority of respondents to the Tutorial Services survey reported strongly agreeing with all positive statements about Tutorial Services. In fact, over 90% of those surveyed reported that they either "Agree" or "Strongly Agree" with these statements. Another remarkable finding is that 100% of the respondents reported that they either "Agree" or "Strongly Agree" that the tutors listen to them. Even more notable is that 65% of all respondents "Strongly Agree" that the tutors listen to them. This is a significant finding as effective tutoring can only be accomplished if the tutor can identify the needs of their student, which is primarily acheived through listening to the student's needs. Respondent statisfaction is further seen in their suggestions for improving Tutorial Services. Over 20% of all surveyed used this opportunity to give Tutorial Services a compliment. Also, the most frequently cited area for improvement was to have more tutors and services available. So, they are requesting more. Overall, the results of this survey suggests that the clients of Tutorial Services are satisified with the services they are receiving.

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The following lists their responses to

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

keep up the good work. But make sure employees check in on time.

hire more tutors for each subject

MAKE RYAN WORK MORE!!! =)

Maybe will help to have more tutors on saturday because it is always more students than tutors.

Thank you Excellent!

Fine

longer sessions

need more tutors in some subjects.

There should be more tutors I want to see the tutors many times but the tutor is less and sometimes I can

make any time with them they very busy

none! =)

A chemistry tutor in the morning

A chemistry tutor in the morning hrs. =)

My tutor Tracy for Spanish is excellent.

Please extend more hours. =)

I personaly like all the tutors. They have helped me alot on my english class.

Sometimes they just correct my grammar, and keep going on my idea. That is

not help me to develop the better idea. I don't know that is a rule or not.

More tutors with better attitudes

More Chemistry tutors, please! =)

I suggest to get more tutors because sometimes there is only one tutor trying to help a lot of people. That also gives

people less time to get tutored. Also, I think tutors of every subject should be available all day like how math tutors are.

tutors of every subject should be available all day like how math tutors are.

MORE TUTORS

No.

Need more tutors

Allow more time!! Fund the Tutors!!

Have Better Grades

No improvement

No.

keep going

more tutors

no comment

more tutors

No.

No.

No.

To better meet my needs, the tutorial center needs to extend the time meeting

with the student. And hiring more tutors.

No! Just Fine

Maybe more tutors, like one on one sessions for chem.

Some tutors help me a bit more then others. The tutors are nice and friendly.

This center is very helpful and I enjory coming here.

No! it's Great

Need more tutors, because that would be very help full.

No!

No!

grow

None

I think the tutors should all wear ties.

no comment

Usha is great!

better outline of specific tutors specialties.

on Sundays its only one tutor and we had to be really quick with everone so need more tutors on Sunday's

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6/9/2008

Survey Instrument

Learning Assistance Center Tutorial Services Survey, Spring 2008

During this **Spring** semester, approximately how many times have you used Tutorial Services?

- ○ 1 Time   Is this the first time you've ever used Tutoring Services?
  - ○ Yes   ○ No
- ○ 2-3 Times
- ○ 4-5 Times
- ○ 6 or more times

Please tell us how much you agree with the following	Strongly Agree	Agree	Disagree	Strongly Disagree	I don't know
I feel the tutors listen to me.	○	○	○	○	○
The tutoring I received has helped me develop new ways of studying.	○	○	○	○	○
The tutoring I received has helped me **find** my errors in my work.	○	○	○	○	○
The tutoring I received has helped me **correct** errors in my work.	○	○	○	○	○
Tutoring is helping me to be successful in my classes.	○	○	○	○	○

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

_____

_____

_____

_____

_____

_____

Thank you for your time!

Report 26

Learning Lab Survey Report

LEARNING LAB SURVEY 2008 SUMMARY REPORT

The following report is only possible because of the insight and assistance provided by IT, Meghan Chen, and the Learning Lab staff. When you are referring to the data from this report, please remember to acknowledge that it was done through the Research and Institutional Effectiveness office in collaboration with the aforementioned persons and that it was completed on 5/09/08.

INTRODUCTION

The Learning Assistance Center Learning Lab conducted a survey to those students who used their services April 15-20, 2008 as they checked out of the Learning Lab.   The purpose of the survey was to collect overall student satisfaction with their Learning Lab experience. Six (6) survey questions were asked and students were given the option of participating or not. At the end of the five-day period (Thursday, April 17, was excluded), 959 surveys were collected. This report summarizes the survey results, provides conclusions and finally makes recommendations.

ITEM ANALYSES AND SUMMARY FINDINGS

The survey was scanned and summarized by day period (Tuesday, Wednesday, Friday, Friday evening, Saturday, Sunday), weekday period (Tuesday, Wednesday and Friday), weekend period (Friday evening, Saturday, and Sunday), and for all survey respondents. These nine (9) summary report versions are attached to this summary report. The following table represents the breakout of student respondents during the survey administrative period.

	WEEKDAY				WEEKEND				ALL
	Tues. 4-15-08	Wed. 4-16-08	Fri. 4-18-08	TOTAL	Fri. eve. 4-18-08	Sat. 4-19-08	Sun. 4-20-08	TOTAL	
Total No. of Respondents	384	400	88	872	27	37	23	87	959

The following tables represent student response percentage breakouts of the six (6) survey questions and nine (9) summary report versions and a summary finding/s.

Prepared by Odette Richardson and Barbara McNeice-Stallard – May 9, 2008   Report 26 Pg.1
Research & Institutional Effectiveness

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LEARNING LAB SURVEY 2008 SUMMARY REPORT

1st Question -- The staff manages the clock-in process in a timely manner.

LABEL	WEEKDAY				WEEKEND				ALL
	4-15-08	4-16-08	4-18-08	TOTAL	4-18-08	4-19-08	4-20-08	TOTAL	
	%	%	%	%	%	%	%	%	%
Strongly Agree	63.19	60.75	60.23	61.77	74.07	55.56	78.26	67.44	62.28
Agree	33.16	34.50	31.82	33.64	11.11	41.67	21.74	26.74	33.02
Disagree	0.52	1.50	0.00	0.92	3.70	2.78	0.00	2.33	1.04
Strongly Disagree	0.78	0.75	1.14	0.80	0.00	0.00	0.00	0.00	0.73
Don't Know	2.35	2.50	6.82	2.87	11.11	0.00	0.00	3.49	2.93
	100.00	100.0	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Total No. of Respondents to the Question	383	400	88	871	27	36	23	86	957

Summary Findings –

- On average, 95.30 percent of the students agreed that the staff manages the clock-in process in a timely manner, with 62.28 percent of them <u>strongly</u> agreeing.

- Conversely, although low percentages, students on Friday (6.82%) and Friday evening (11.11%) recorded that they did <u>not</u> know if the staff was timely in managing the clock-in process. These were the highest response rates for this answer.

2nd Question -- Using the computers in the lab helps me do better in my class(es).

LABEL	WEEKDAY				WEEKEND				ALL
	4-15-08	4-16-08	4-18-08	TOTAL	4-18-08	4-19-08	4-20-08	TOTAL	
	%	%	%	%	%	%	%	%	%
Strongly Agree	69.01	71.50	69.32	70.18	70.37	67.57	73.91	70.11	70.18
Agree	28.65	26.50	28.41	27.64	25.93	32.43	26.09	28.74	27.74
Disagree	0.52	0.75	1.14	0.69	0.00	0.00	0.00	0.00	0.63
Strongly Disagree	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Don't Know	1.82	1.25	1.14	1.49	3.70	0.00	0.00	1.15	1.46
	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Total No. of Respondents to the Question	384	400	88	872	27	37	23	87	959

Summary Finding –

- On average, nearly 98 percent (97.92%) of the students agreed that using the computers in the Learning Lab helped them do better in their class(es), with 70.18 percent of them <u>strongly</u> agreeing.

Prepared by Odette Richardson and Barbara McNeice-Stallard – May 9, 2008   Report 26 Pg.2
Research & Institutional Effectiveness

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LEARNING LAB SURVEY 2008 SUMMARY REPORT

3rd Question -- My experience(s) at the Learning Lab have been helpful.

LABEL	WEEKDAY				WEEKEND				ALL
	4-15-08	4-16-08	4-18-08	TOTAL	4-18-08	4-19-08	4-20-08	TOTAL	
	%	%	%	%	%	%	%	%	%
Strongly Agree	65.89	64.66	69.32	65.67	66.67	67.57	73.91	68.97	65.97
Agree	31.77	32.83	27.27	31.80	29.63	27.03	26.09	27.59	31.42
Disagree	0.52	0.50	0.00	0.46	0.00	5.41	0.00	2.30	0.63
Strongly Disagree	0.78	0.25	2.27	0.69	0.00	0.00	0.00	0.00	0.63
Don't Know	1.04	1.75	1.14	1.38	3.70	0.00	0.00	1.15	1.36
	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Total No. of Respondents to the Question	384	399	88	871	27	37	23	87	958

Summary Finding –

- On average, 97.39 percent of the students agreed that their experience(s) at the Learning Lab have been helpful, with 65.97 percent of them <u>strongly</u> agreeing.

4th Question -- How often do you use the Learning Lab?

LABEL	WEEKDAY				WEEKEND				ALL
	4-15-08	4-16-08	4-18-08	TOTAL	4-18-08	4-19-08	4-20-08	TOTAL	
	%	%	%	%	%	%	%	%	%
Daily	33.24	33.33	34.48	33.41	61.54	35.14	36.36	43.53	34.32
Once a week	49.73	50.51	44.83	49.59	34.62	48.65	50.00	44.71	49.15
Once a month	10.11	10.86	12.64	10.71	3.85	5.41	0.00	3.53	10.06
This was my first visit	6.91	5.30	8.05	6.29	0.00	10.81	13.64	8.24	6.46
	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Total No. of Respondents to the Question	376	396	87	859	26	37	22	85	944

Summary Findings –

- Nearly half of the students on average (45-50%) indicated that they frequented the Learning Lab once a week followed by responses of daily visitations. There was one exception, Friday evening, where 61.54 percent of the students indicated they visited the Learning Lab daily followed by 34.62 percent visiting the Lab once a week.
- Sunday responders were the highest respondents (13.64%) during the survey period to indicate that this was their first visit to the Learning Lab.

Prepared by Odette Richardson and Barbara McNeice-Stallard – May 9, 2008   Report 26 Pg.3
Research & Institutional Effectiveness

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LEARNING LAB SURVEY 2008 SUMMARY REPORT

5th Question -- When you needed technical help with the computer equipment or software did you receive help within….

LABEL	WEEKDAY				WEEKEND				ALL
	4-15-08	4-16-08	4-18-08	TOTAL	4-18-08	4-19-08	4-20-08	TOTAL	
	%	%	%	%	%	%	%	%	%
10 minutes	48.68	48.22	55.29	49.13	62.96	59.46	65.22	62.07	50.32
10-20 minutes	4.47	4.57	5.88	4.66	3.70	2.70	4.35	3.45	4.55
20-30 minutes	1.05	2.54	1.18	1.75	3.70	0.00	0.00	1.15	1.69
I did not receive the help I needed	0.53	1.02	2.35	0.93	3.70	0.00	4.35	2.30	1.06
I did not need help	45.26	43.65	35.29	43.54	25.93	37.84	26.09	31.03	42.39
	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Total No. of Respondents to the Question	380	394	85	859	27	37	23	87	946

Summary Findings –

- Fifty percent (50.32%) of the students overall indicated that they received technical help with the computer equipment or software within 10 minutes (or less) while slightly over 40 percent (42.39%) of them indicated that they did <u>not</u> need help.

- A higher percent of students on the weekend (62.07% average) responded to receiving technical help then did students during the Tuesday, Wednesday, Friday weekday period (49.13% average). This represents a 13 percent response difference.

6th Question: Weekend Users -- If this facility was <u>not</u> available on Friday evening Saturday or Sunday would you be able to complete your assignments during the normal Monday-Friday hours?

LABEL	WEEKDAY				WEEKEND				ALL
	4-15-08	4-16-08	4-18-08	TOTAL	4-18-08	4-19-08	4-20-08	TOTAL	
	%	%	%	%	%	%	%	%	%
Yes	45.00	52.53	40.00	47.82	21.74	19.44	21.74	20.73	45.02
No	55.00	47.47	60.00	52.18	78.26	80.56	78.26	79.27	54.98
	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Total No. of Respondents to the Question	320	316	75	711	23	36	23	82	793

Summary Findings –

- An assumption was made that only weekend respondents would complete this question as it was listed under the section marked "Weekend Users." However, 81.5 percent of the 872 weekday

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student respondents while 94.3 percent of the 87 weekend student respondents answered the question.

- Over half of all the student respondents (54.98%) agreed that if the Learning Lab facility was <u>not</u> available to them during the Weekend College period, they would <u>not</u> be able to complete their assignments during the normal Monday through Friday weekday hours. This issue understandably and more significantly impacted weekend lab participants who averaged 79.27 percent. The three-day weekday respondents averaged 52.18 percent representing a response rate difference between the two groups of 27.09 percent.

CONCLUSION

The majority of student respondents (97.92%) agreed that using the computers in the Learning Lab helped them do better in their class(es), with 70.18 percent of them <u>strongly</u> agreeing. This was followed closely by 97.39 percent of the students agreeing that their experience(s) at the Learning Lab have been helpful. Students also had high regard for the staff managing the clock-in process indicating that 95.30 percent of the time it was handled in a timely manner. These three (3) items had the highest agreement rating in comparison to the remaining questions in this survey.

Finally, students were also asked to provide comments or suggestions for the Learning Lab at the end of the survey form. Although at first glance students who did complete this section offered positive comments, any written responses to this question will need to be tallied by the Learning Assistance Center.

RECOMMENDATIONS FOR THE SURVEY INSTRUMENT DESIGN

With most things in life, there is room for improvement especially after a first go-around. Therefore, it is recommended that if the survey questions are used again, the following be considered. If a pilot test had been done for the whole project some of these issues would have been identified.

The Learning Lab is open to students Monday through Friday weekdays and for Weekend College on Friday evening (4:00 p.m. to 10:00 p.m.), Saturday (8:00 a.m. to 6:00 p.m.), and Sunday (8:00 a.m. to 4:00 p.m.). An ideal representation of the overall characteristics of the Learning Lab student population would mean a collection of data from various weeks within a college term. In the interest of time, one week was chosen. For the survey data to be representative of the weekday period, it must have samples from all available times the Learning Lab is open. As data were not collected for Monday, April 14, and Thursday, April 17, the data collected cannot represent the whole weekday period but only some weekday responses, specifically Tuesday, Wednesday, and Friday. The omission of Monday and Thursday student responses are considered a **limitation of the data** because it limits the generalizations that can be made about student satisfaction during the "weekday" period.

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LEARNING LAB SURVEY 2008 SUMMARY REPORT

1. The fourth question asked, *"How often do you use the Learning Lab?"* A fair number of respondents chose to add another bubble response specifying their exact attendance figure <u>or</u> they marked two (2) survey bubble responses making their response void. Please consider:

- Changing the question to clarify the intent, such as: "Which <u>one</u> (1) response best indicates how often you use the Learning Lab?"
- Adding "Several times a week" as another response between "Once a week" and "Once a month."

2. The fifth question asked, *"When you needed technical help with the computer equipment or software, did you receive help within…"* Students often added a comment to the "10 minutes" response indicating that the response was "less than 10 minutes." Additionally, the current responses are not mutually exclusive meaning that students could have marked the first and second response and intended the same answer – 10 minutes – or marked the second and third response and intended the same answer – 20 minutes. Please consider changing the bubbled responses:

- <u>FROM</u>: 10 minutes, 10 to 20 minutes, 20 to 30 minutes, I did not receive the help I needed, I did not need help
- <u>TO</u>:   Less than 10 minutes, 10 minutes, 11 to 20 minutes, 21 to 30 minutes, etc. <u>or</u> Less than 10 minutes, 10-20 minutes, 21 to 30 minutes, etc.

3. When the project was originally conceived it was thought that the newest scanner and scanning software would be used. However, it became evident that due to workload issues, the older scanning devices needed to be used and thus the use of color paper should be minimized

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Report 27

LAC Data Analysis Report

Learning Assistance Tutoring Report

Prepared by, Lisa A DiDonato
Project Manager,
Basic Skills Research Team

This report is only possible because of the insight and assistance provided by IT, Meghan Chen, and the LAC Staff. When you are referring to the data from this report, please remember to acknowledge that it was done through the Research and Institutional Effectiveness office in collaboration with the aforementioned persons and that it was completed on 6/26/08.

<u>Success Rates of Students Tutored at LAC Tutorial Sevices</u>

Mt. San Antonio College's Learning Assistance Center's Tutorial Services is available for all students who seek tutoring in their college courses. This study examined the success rates of students who were enrolled in tutoring services at this location during the Fall 2007 term. These 2,659 students are only a portion of students who received tutoring at the LAC. Walk-in students are welcome at this location and they are not included in this study. These 2,659 students were tutored during the Fall 2007 term. The success of these students in the classes for which they received tutoring is examined in this study. This is then compared to those who took the same courses but did not receive tutoring at the LAC by being enrolled in tutoring at that location. The number of students who took the same courses during the same academic term, but did not receive tutoring through the LAC by being enrolled in tutoring was 7,380.

A few cautions regarding the data must be noted at this time. To begin with, those classified as "Not Tutored", may have been tutored as either a "walk-in" student, at another location on campus, or by a private party. Also, the students regarded as "Tutored" in this study are students who were enrolled in the tutor class (reference number) designated for a particular class. The class the student was enrolled in was matched with the tutoring course designated for that course. Thus, a student who was enrolled in the designated tutoring class for Math 51 would not be regarded as tutored if they were taking a Math 71 class.

<u>What Classes Were Tutored And What Were The Tutored Students' Outcomes?</u>

(Table 1)
TUTORED STUDENTS FALL 2007

		Tutored		Not Tutored	
		#	%	#	%
AMLA	Not Successful	36	0.32	217	0.34
	Successful	77	0.68	427	0.66
	Total	**113**	**1.00**	**644**	**1.00**
English 67	Not Successful	84	0.28	778	0.41
	Successful	219	0.72	1139	0.59
	Total	**303**	**1.00**	**1917**	**1.00**
English 68	Not Successful	116	0.23	711	0.40
	Successful	390	0.77	1057	0.60
	Total	**506**	**1.00**	**1768**	**1.00**
Math 50	Not Successful	206	0.41	411	0.45
	Successful	299	0.59	506	0.55
	Total	**505**	**1.00**	**917**	**1.00**
Math 51	Not Successful	371	0.47	403	0.58
	Successful	426	0.53	289	0.42
	Total	**797**	**1.00**	**692**	**1.00**
Math 61	Not Successful	19	0.37	22	0.52
	Successful	32	0.63	20	0.48
	Total	**51**	**1.00**	**42**	**1.00**
Math 71	Not Successful	150	0.39	668	0.48
	Successful	234	0.61	732	0.52
	Total	**384**	**1.00**	**1400**	**1.00**

The largest number of students received tutoring in the following three classes, Math 50, Math 51, and English 67. The Math results in Table 1 include those who were also MARC users. Table 2 shows the success rates of the tutored students by tutoring methods.

(Table 2) TUTORED STUDENT SUCCESS RATES FALL 2007

	LAC Tutored		MARC Tutored		Both MARC & LAC		Not Tutored	
	#	%	#	%	#	%	#	%
Not Successful	351	29%	571	45%	60	36%	3210	43%
Successful	875	71%	696	55%	106	64%	4170	57%
Total	**1226**	**100**	**1267**	**100.0**	**166**	**100.0**	**7380**	**100.0**

How does this compare to students who were not tutored?

Overall, LAC tutored students were more successful than non-tutored students. Figure 1 below displays the distribution of success between tutored and non-tutored students.

(Figure 1)

LAC Tutoring By Course and By Success
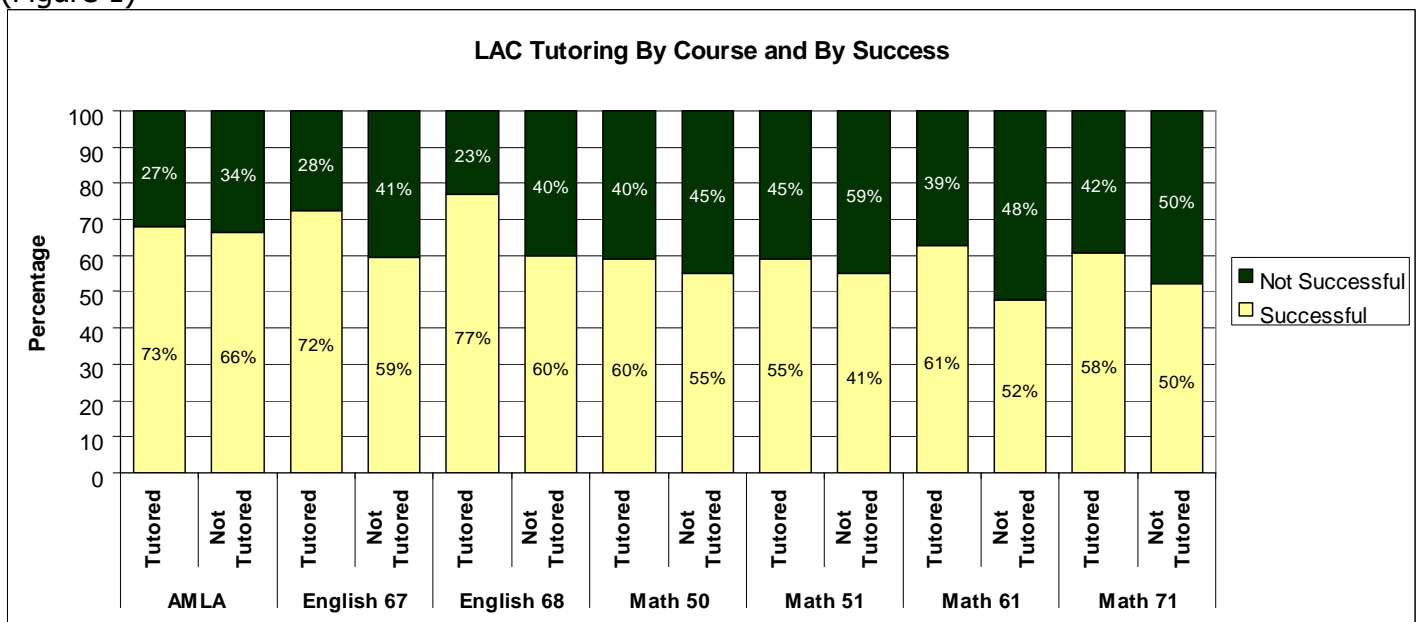
(Table 3)

	Tutored		Not Tutored	
	#	%	#	%
Not Successful	982	37%	3210	43%
Successful	1677	63%	4170	57%
Total	**2659**	**100**	**7380**	**100.0**

Note * = a significant difference between groups, χ^2 = (10039) 34.63, $p < .001$

By examining the graph it is clear that students who received tutoring at LAC had higher success rates than those who did not. This is substantiated further by the results of chi-square.
There was a statistically significant difference between the two groups. Those who received tutoring had higher success rates. We can further investigate the impact of tutoring by examining the success

and retention rates of these students by the individual courses they took and the overall distribution of their grades.

Table 4 displays the performance of all LAC tutored students during Fall 2007 by the course for which they were tutored.

When the distribution of letter grades were compared between those who were and were not tutored, a greater percentage of tutored students earned grades of "A" and "C" than those who were not tutored. Also, the non-tutored students had a higher rate of "W" and "F" grades than the tutored students, this too was found to be statistically significant.

(Table 4) **LAC Tutored Student Grades by Class Fall 2007**

Grade	AMLA #	AMLA %	English 67 #	English 67 %	English 68 #	English 68 %	Math 50 #	Math 50 %	Math 51 #	Math 51 %	Math 61 #	Math 61 %	Math 71 #	Math 71 %	
A	5	4%	46	15%	75	15%	61	12%	97	12%	13	25%	50	13%	
B	22	19%	83	27%	146	29%	110	22%	140	18%	12	24%	89	23%	
C	22	19%	87	29%	127	25%	128	25%	189	24%	7	14%	95	25%	
CR	28	25%	3	1%	42	8%	0	0%	0	0%	0	0%	0	0%	**Successful**
D	12	11%	32	11%	20	4%	56	11%	104	13%	5	10%	50	13%	
F	7	6%	29	10%	47	9%	87	17%	161	20%	6	12%	63	16%	
I	0	0%	0	0%	1	0%	0	0%	0	0%	0	0%	0	0%	
NC	8	7%	0	0%	12	2%	0	0%	0	0%	0	0%	0	0%	
W	9	8%	23	8%	36	7%	63	12%	106	13%	8	16%	37	10%	
Total	113	100%	303	100%	506	100%	505	100%	797	100%	51	100%	384	100%	

Table 5 shows the calculated GPA of students in each course by whether or not they were tutored. The calculations for this table are as follows; letter grade "A"=4, "B"=3, "C"=2, "D"=1, "F"=0 and all other grades were dropped from this analysis. As an example, consider a course where there were 20 enrolled students. 10 of these students were tutored and 10 were not. If the 10 who were tutored all received letter grades of "A", then the calculated GPA for that group would be 4.0. For the other non-tutored 10, if they all received grades of "B" then their GPA would be 3.0. That is how this calculation was computed. As for the students in our study, in all the classes taken the tutored students received higher GPAs than the non-tutored students.

In all but one group, the average grade was higher for tutored students than for those who were not tutored.

(Table 5) **Group GPA by Tutor Status and Class Taken**

Course	Not Tutored Group GPA	Not Tutored Count	Tutored Group GPA	Tutored Count
AMLA	2.15	644	2.09	113
English 67	2.08	1917	2.31	303
English 68	2.16	1768	2.44	506
Math 50	1.93	917	2.00	505
Math 51	1.70	692	1.87	797
Math 61	1.88	42	2.49	51
Math 71	1.83	1400	2.04	384

Are LAC tutored students more likely to complete the class?

Table 6 shows the number and percentage of students who were retained in each course by whether or not they received tutoring at the LAC. For most of these courses there was at least a 5 percent difference in the percentage of students retained. The group with the smallest difference was AMLA, there was only a 1% difference in the retention rate between the LAC tutored students and those who were not tutored. Math 51 students had the highest difference, 11% more students were retained in the tutored group than the not tutored group. These differences were found to be statistically significant for all groups but AMLA and Math 61.

(Table 6)		Tutored #	Tutored %	Not Tutored #	Not Tutored %
AMLA	Retained	104	92%	588	91%
	Withdrew	9	8%	56	9%
	Total	*113*	*100%*	*644*	*100%*
English 67	Retained	280	92%	1649	86%
	Withdrew	23	8%	268	14%
	Total	*303*	*100%*	*1917*	*100%*
English 68	Retained	470	93%	1477	84%
	Withdrew	36	7%	291	16%
	Total	*506*	*100%*	*1768*	*100%*
Math 50	Retained	442	88%	762	83%
	Withdrew	63	12%	155	17%
	Total	*505*	*100%*	*917*	*100%*
Math 51	Retained	691	87%	525	76%
	Withdrew	106	13%	167	24%
	Total	*797*	*100%*	*692*	*100%*
Math 61	Retained	43	84%	32	76%
	Withdrew	8	16%	10	24%
	Total	*51*	*100%*	*42*	*100%*
Math 71	Retained	347	90%	1186	85%
	Withdrew	37	10%	214	15%
	Total	*384*	*100%*	*1400*	*100%*

Are the tutored students repeating a class?

When examining data such as this there is always a question about how many students are repeating a class. It would make a great deal of sense to think that the tutored students are those that were unsuccessful in a course in some previous academic term. In our study, 21% of our records were instances where a course was being repeated. In order to be included as a repeat record they must have attempted the class previously, within the last 5 years. Overall, 44% of the students repeating one of the courses in our analysis were finally successful in Fall 2007. Of these, 40% of the non-tutored students were successful and 51% of the LAC tutored students were now successful. Table 7 shows the success rates of tutored and non-tutored students repeating a class by success rate.

(Table 7) **Success Rates of Students Repeating a Class**

Class	Tutored Status	# Successful	# Repeating	% Successful	% Difference
AMLA	Tutored	8	10	80%	27%
	Not Tutored	29	55	53%	
English 67	Tutored	10	27	37%	-6%
	Not Tutored	121	279	43%	
English 68	Tutored	62	90	69%	24%
	Not Tutored	165	369	45%	
Math 50	Tutored	37	80	46%	10%
	Not Tutored	62	172	36%	
Math 51	Tutored	112	232	48%	9%
	Not Tutored	113	291	39%	
Math 61	Tutored	7	9	78%	11%
	Not Tutored	2	3	67%	
Math 71	Tutored	89	157	57%	12%
	Not Tutored	168	376	45%	

As shown in Table 7, every class in our analysis showed a higher rate of success for repeat tutored students than not tutored, except English 67. This difference may be due to the small number of cases being analyzed within this tutored group. In addition, the difference in success rates between the repeat tutored students and those that were not tutored was statistically significant for several classes, yet due to the number of cases in each category the results on a class by class basis are not valid. However, overall, there was a statistically significant difference between the percent of students who were repeating a class and were successful by whether or not they were tutored. Those that received LAC tutoring had higher success rates than those who did not, as shown in Table 8.

(Table 8) **Repeat Course Success By Tutor or Not Tutored**

Repeat Students	# Not Tutored	%	# Tutored	%	Total
Not Successful	885	57.3%	280	46.3%	605
Successful	660	42.7%	325	53.7%	1545
Total	**1545**	**100%**	**605**	**100%**	**2150**

Note * = a significant difference between groups, χ^2 = (2150) 21.19, $p < .001$

What can we conclude?

Overall, the students who received tutoring at the Learning Assistance Center had higher success rates than the students who did not receive tutoring there. These students had higher completion rates and had higher group GPAs in these tutored classes (AMLA excluded). In fact, the success rate for students who were repeating a class was 11% higher overall for tutored students than those who were not tutored. This analysis suggests that the students who received tutoring at the LAC did indeed benefit from it.

PROJECT OUTCOMES AND EVALUATION PLAN - Basic Skills Project, 2007-2008

Manager: Jim Jenkins

Project: English 67 & 68 Bridge Cluster Expansion

Amount Funded: $52,346.78

1. Project Goal	2. Specific outcomes to be measured	3. Method of assessment.	4. Results reported	5. Use of results
Expand the English Summer Bridge program by two additional sections from previous Summer 2007

Develop intrusive intervention model to be used with students enrolled in English and Counseling classes

Replicate success rates from Summer 2007 in the expanded sections.

Replicate retention rates from to Summer 2007 in the expanded sections. | Expand from six sections of English sections to eight sections.

Collaborative partnership between the English instructor and Counselor will be develop before the summer and continue throughout the six weeks to conduct early prevention and immediate intervention with students.

Replicate Summer Bridge 2007 success rate of 85% for the two new English sections.

Replicate the Summer Bridge 2007 retention rate of 90% for the two new English sections. | The additional 2 sections of the Summer Bridge Courses will be offered in the Summer 2008 course catalog.

The Counselor will document the number of meetings between partners before summer session and during the six weeks of classes during the summer. .

English grade of "C/CR" or higher.

Number of students enrolled after the second week of class. | Two additional sections were created for Summer Bridge 2008.

Currently, only one section is being offered due to an unexpected medical leave of an English professor on the first day of instruction. Only one section is now in progress

In progress-outcomes for these areas will be available on or about August 11, 2008. | Additional Information will be appended to document upon completion of the 2008 Summer Bridge Program. |

Reports Associated with Project:

Doc#13ID#68

Date printed: 7/14/2008

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PROJECT OUTCOMES AND EVALUATION PLAN - Basic Skills Project, 2007-2008

Manager: Trinda Hoxie

Project: Expanded travel and conference for activities related to Basic Skills *Amount Funded:* $50,000.00

1. Project Goal	2. Specific outcomes to be measured	3. Method of assessment	4. Results reported	5. Use of results
Encourage attendance for Basic Skills conferences that will enhance Development Education.	• Distribute all of the budgeted funds. • Resecipients of these funds will report increased proficiency in implementing their role in Basic Skills education as a result of attending the event.	• Tracking of expenditures will demonstrate full funding. • POD will provide quarterly reports of recipients to the Basic Skills Research Team Office who will then survey recipients regarding the impact of the event. 50% of those surveyed will respond to the questionnaire. 80% will report increased proficiency.	• 86% of allocated funds were distributed to conference attendees. • 76% of the recipients responded to the survey. Proficiency was not measured, however, how the respondents felt it benefitted them was asked. 100% of the respondents stated it benefitted. One individual stated it only "some what benefitted them."	• If funding continues for the 0809 FY, PDC will advertise the availability of funds more aggressively and earlier in the FY. • PDC will continue to support the campus community in the area of Basic Skills education through continued conference support

Reports Associated with Project:

1. POD Survey Results

Report 12

POD Survey Results

Professional & Organizational Development Travel Grant Outcomes Report

As a result of the Basic Skills Initiative and its implementation at Mt. San Antonio College, the Professional and Organizational Development (POD) department oversaw the distribution of funds for staff to attend conferences dealing with basic skills education. At the last update, 34 Mt. SAC employees had attended conferences, workshops, or meetings as a result of this funding. These 34 recipients were sent emails asking them to respond to five questions regarding their experiences at the conference they attended. This report summarizes the results of that survey.

Methods

A very brief questionnaire was designed collaboratively with the Professional and Organizational department and the Basic Skills Research Team. This survey consisted of 5 questions. It was sent to those who received funding for attending conferences, workshops, or other events related to basic skills through POD. The survey was sent via email and asked recipients to respond by selecting "Reply" in their email and answering the questions as an email. These emails were sent after the individual had attended the conference. One reminder email was sent to all who did not respond to the initial request. As of June 2008, 34 conference attendees were asked to complete the survey. A total of 26 surveys were returned. This represents a 76% response rate.

Results

The first question asked was, "What were your expectations of the event you attended?" Table 1 provides a summary analysis of the responses.

(Table 1)

What were your expectations of the event you attended?

	Frequency	% of All Responses	% of Respondents
Learn Something	18	46.2%	69.2%
Provide Information / Present at Conference	10	25.6%	38.5%
Get Updated	5	12.8%	19.2%
Network	5	12.8%	19.2%
Committee Work	1	2.6%	3.8%
Total	**39**	**100.0%**	**150.0%**

(Figure 1)

What were your expectations of the event you attended?
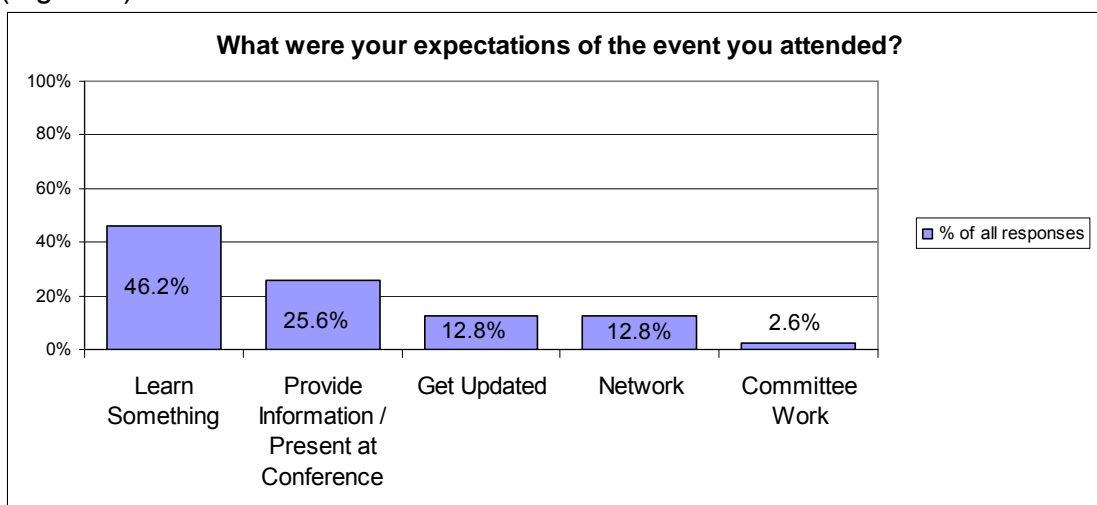
The majority of responses indicated that they expected to learn something by attending the conference or event they attended. The next most commonly cited expectation was to provide information to others. The following page lists all responses to this question.

What were your expectations of the event you attended?

* I am a member of the statewide committee for the UMOJA community. As part of the committee, we wanted to educate the participants on the Umoja Community. A new program that will be implemented at California community colleges for the retention and recruitment of African American students who are in desperate need of basic skills.
* To learn more about various modes of educating basic skills students.
* The Spring CCCAOE Conference had two themes: Basic Skills and Leadership. I expected to enhance my knowledge concerning Career and Technical Education as it relates to basic skills (noncredit students) in Community Colleges.
* My expectations were to learn about and discuss with colleagues, the latest issues affecting Community and Continuing Education in California.
* When ever I attend a CRLA conference, I know I will meet with colleagues from across the nation who teach at community colleges or universities. So I expect to keep updated on research and what's happening in other areas. I expect to gain new knowledge and new tools and new contacts. I also expect to share what I know.
* Networking. Learning from my colleagues. Presenting some work.
* I expected to distribute information about successful practices used at Mt. SAC to improve learning for Basic Skills students.
* I was expecting neurological and neuroscience-based information about brain function as it relates to learning.
* My expectations when attending a conference sponsored by the American Society of Microbiology include the following: 1. To learn the latest in regards to the field of microbiology for it directly relates to the teaching of my Microbiology 22 course here at Mt. SAC 2. To keep me up-to-date on the research and clinical aspects of microbiology. For example, one of the presentations was on Clinical Case Studies that I came back and incorporated into my lab presentation 3. To network with those working and teaching in the microbiology discipline.
* Greater understanding of the basic skills needs of students in occupational/vocational programs of community colleges. Better relationships with other educators who are active in meeting these students' basic skills needs through instruction as well as student services.
* Learning about and connecting with community college programs addressing noncredit basic skills and ESL students statewide.
* To update my area of expertise and see what current research says about my field.
* I was excited about the prospect of a neuroscience based presentation related to reading and writing.
* To gain a deeper understanding of the ways in which student performance evidence should be used in the analysis of a school program as related to WASC Accreditation in an Adult School setting.
* I expected to learn about research being conducted at and on Community Colleges. I also expected to share my experiences with Basic Skills with others at the conference.
* To learn about the new legislative changes and impact on noncredit programs and services that provide career development and college preparation (CDCP).
* To learn about special programs and services that facilitate career pathways for ESL students.
* CATESOL hosts a statewide ESL teacher training conference annually. I planned to attend a variety of workshops and professional meetings as well as co-present 2 workshops. I wanted to learn more about how to utilize technology in the classroom and gather ideas for training of the ESL teachers in our department.
* To share our experiences and learn from other Community Colleges on Basic Skills research efforts and to learn the most recent development of BS Initiative from the Chancellor's Office.
* I was asked to replace V.P. Burley who was scheduled to present at this conference but was unable to go. Because of my own schedule I could only attend the conf. for half a day which included the session where we presented. Therefore my only expectations were that I would help to provide a quality presentation.
* My expectations were to gain insight from educators from across the state to address a major crisis facing public schools in California and throughout the nation: the systemic gap between our highest- and lowest - performing students. In an effort to narrow this achievement gap I attended workshops presented by teachers, administrators, policymakers, who presented workable solutions for improving academic achievement for all students. I attended the Pre-Kindergarten track, which emphasized and provided working models for including four year old in the "Pre-K-12" California Educational System.
* I planned on presenting three sessions that dealt with our reading program here at MtSAC. In addition, I was interested in finding sessions on reading, math and study techniques that would be relevant to the Learning Assistance Center.
* I wanted to get some ideas of what is new in the ESL classroom--especially regarding technology.
* I wanted to get some ideas of how other schools are using technology to teach English and other basic skills.
* I wanted to get an idea of what is happening in ESL internationally.
* To meet as a steering committee and formulate goals and objectives for the five major components

Respondents were then asked if their expectations regarding the event were met. Table 2 and Figure 2 provide a summary of the responses to this question.

(Table 2)
Were your expectations met?

	Frequency	*% of All Responses*	*% of Respondents*
Yes	24	92.3%	92.3%
Somewhat	1	3.8%	3.8%
No Response	1	3.8%	3.8%
Total	**26**	**100.0%**	**100.0%**

(Figure 2)
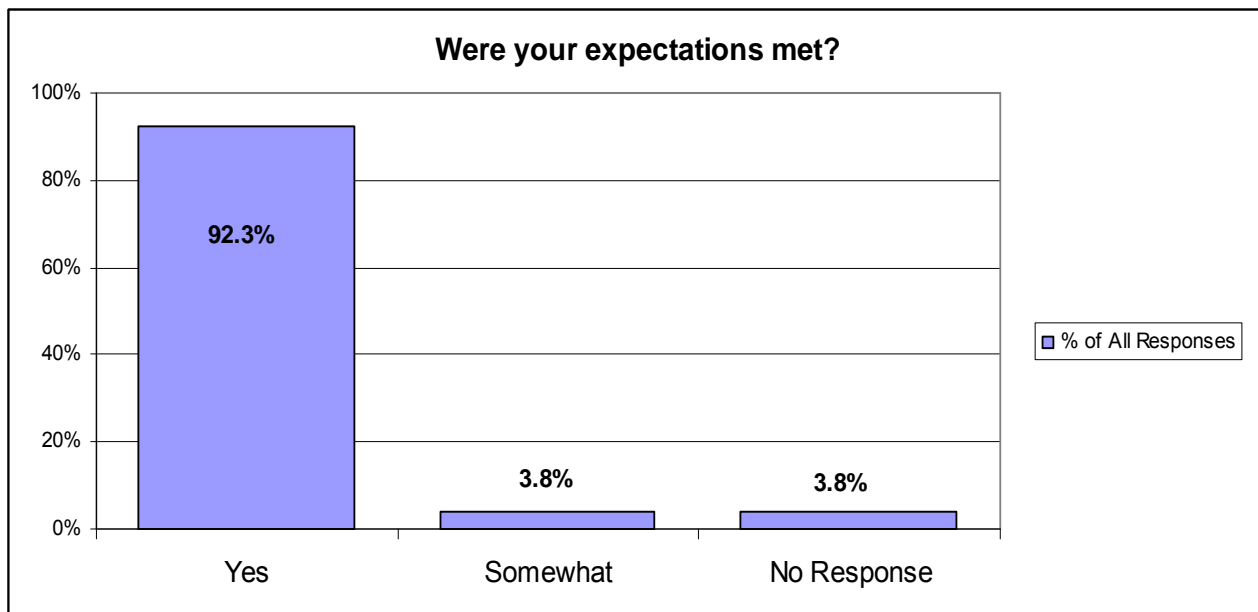
All but two respondents stated that their expectations had been met. Many respondents further explained why they thought their expectations had been met. Their comments are listed on the following page.

Explanation of Expectations Being Met

* This was an excellent conference.
* Yes, this was a good conference.
* Once again I met new people and heard new research and reconnected with old friends and comfortable classroom techniques. I was able to fine tune some of my work with mapping and questioning through presentations I gave and helped give. Many people were there because of the Basic Skills Initiative so there was a true focus on the definition of a basic skills student as a developing learner. I particularly liked the sessions I attended that discussed rigor in the reading classroom. The session on Linked courses was useful. I attended Rita Smilkstein's session on assessing with the brain in mind that helped me with an assessment that was not working well. I needed to break the assessment into two parts and have gotten better results this term with the two new assessments.
* The conference was excellent. It's too bad their next one is in Boston.
* I come back to campus so energized and all the more confident that our course curriculum covers what's most important and relevant to our allied health students.
* ACCE is one of the primary gatherings of administrators of these programs.
* I always am pleased with the information I get from this conference.
* Most of the events were based in scholarly research.
* I had the opportunity to learn about effective methods for collecting and analyzing student work. This will be extremely useful as we examine evidence of program effectiveness, establish Student Goals/slos and determine measures of assessment.
* In fact nearly all the sessions I attended dealt with Basic Skills issues.
* I was able to bring back useful models and contact information for future planning
* I presented 1 workshop on listening & speaking techniques for critical thinking and another workshop on planning and holding valuable teacher training workshops. Both were well-received. I also attended an excellent 3 hour session on Sunday morning about working with technology that demonstrated various activities used by an ESL teacher with her beginning ESL students. The group I worked with during this seminar focused on intermediate level students as we planned various activities to teach a unit. I retunred to campus with a large handout that I was able to share with all our instructors.
* Had presented with Barbara McNeice-Stallard, Cathy Stute on Mt. SAC Basic Skills Research Team; learned what other colleges were doing and obtained updated information about BS Initiative from the Chancellor's Office.
* The audience seemed to appreciate our presentation.
* I planned on presenting three sessions that dealt with our reading program here at mtsac. In addition, I was interested in finding sessions on reading, math and study techniques that would be relevant to the Learning Assistance Center.
* Yes and no. I didn't find too much that was new, but I was reminded of some important aspects of testing and teaching various skills such as reading.
* I found out about several new technology programs that I haven't tried before.
* I heard speakers from Turkey, Spain, England as well as Canada.

Respondents were then asked if the event benefitted them in their role in Basic Skills education. The results of this question are found in Table 3 and Figure 3.

(Table 3)

Did this event benefit your role in Basic Skills education?

	Frequency	% of All Responses	% of Respondents
Yes	25	96.2%	96.2%
Somewhat	1	3.8%	3.8%
Total	**26**	**100.0%**	**100.0%**

(Figure 3)

Did this event benefit your role in Basic Skills education?
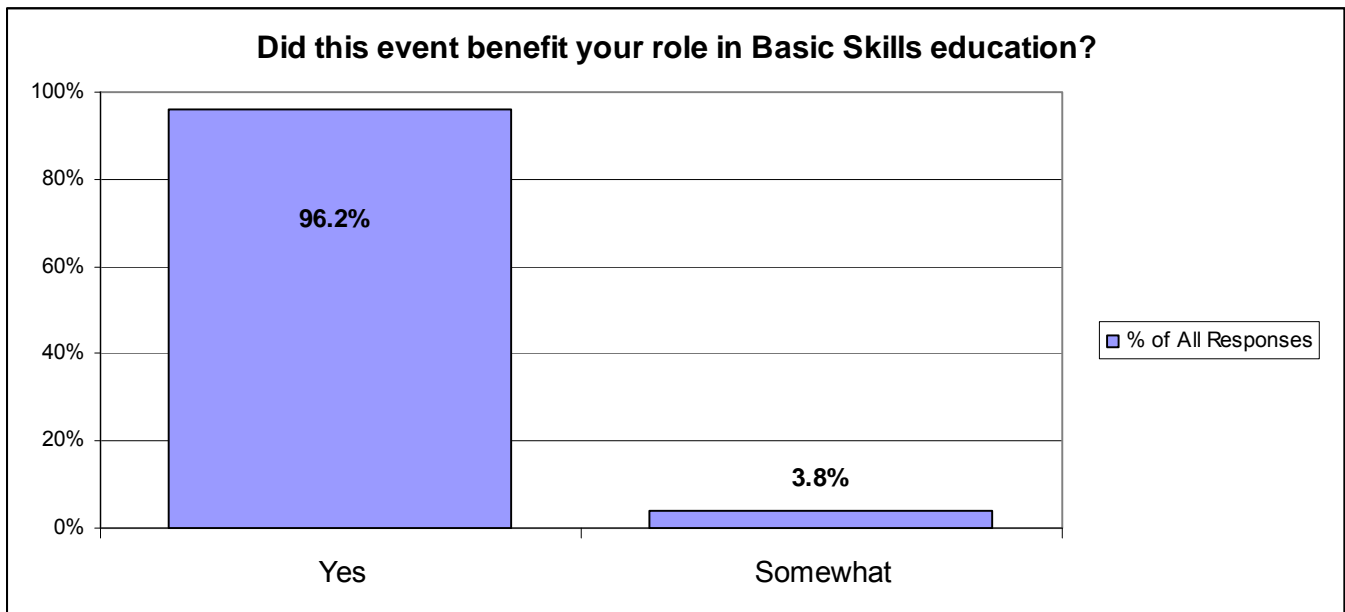
Nearly all the respondents felt attending the event benefitted them in their role in Basic Skills education. Only one individual offered a different response, this person stated it did somewhat. So, all respondents felt it benefitted them albeit varying degrees.

The respondents were then asked a follow-up question to if it benefitted them in their role in Basic Skills Education. They were asked, "If so, in what ways?" Table 4 and Figure 4 describe the results of this question.

(Table 4)
In what ways were did you benefit?

	Frequency	% of All Responses	% of Respondents
Gain information about Basic Skills Education	18	45.0%	69.2%
Improve Delivery of Basic Skills Education	10	25.0%	38.5%
Network with others in the field	5	12.5%	19.2%
New Perspectives or Ideas about Basic Skills	5	12.5%	19.2%
Renewal of Purpose	2	5.0%	7.7%
Total	40	100.0%	153.8%

(Figure 4)
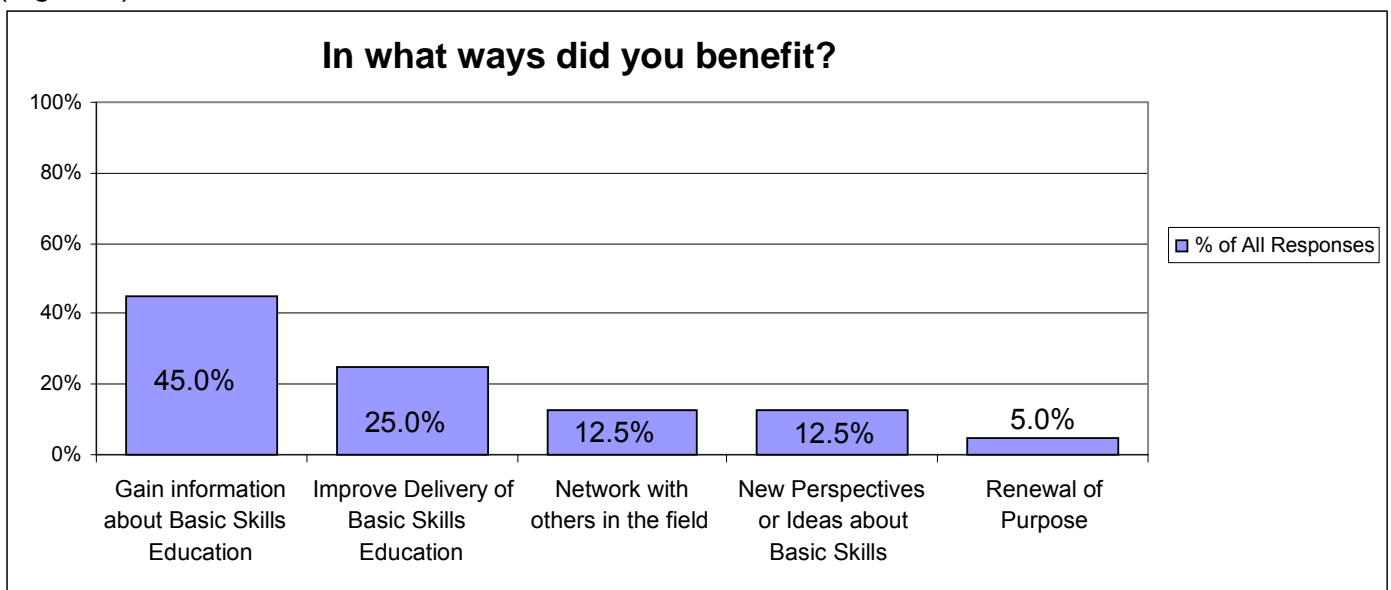
To gain some new information or knowledge regarding Basic Skills education was the most frequently cited way in which respondents stated they benefitted. This was followed by 25% who stated they benefitted by learning news to improve the delivery of Basic Skills education. Networking, or working with others and becoming aware of new ideas were other areas cited.
The comments given for this question are listed below.

If so, in what ways?
❋ The UMOJA Community addresses most, if not all, to the effective practices highlighted in the 2007 Basic Skills as a Foundation for Students Success in the California Community Colleges.
❋ We have our work cut out for us to increase the services to and success of our noncredit students, especially the students taking short-term vocational courses. I attended the following sessions: New Skills Institute: A Direct Responce to Employers' Workforce Needs, State Strategies for Increasing Adult Access and Success, The Ins and Outs of AB2448, Regional Occupational Centers and Programs: Administration, California's EDGE: Creating a Workforce Development Policy Agenda, plus listened to some great mealtime speakers. One of the best presentations I think I have ever heard (very funny) was, Performance Under Pressure: Leading With Passion and Style (If I'd Known It Was Going To Be Like This, I'd Have Taken Better Care of Myself. The speaker was Murray Banks.
❋ I attended sessions titled...Straight Talk About Distance Education, Desgining and Implementing the New CDCP Certificates, A Review of Noncredit MIS Data and Maximizing State Reporting to Represent

Student Success, Growing Your Program Through Community Partnerships, Networking, Marketing and Sales, Immigrants and Boomers: Forging a New Social Contract fo the Future of America, Older Adult Programs: Linking and Leveraging. Information gained will assist with the administration and success of our Basic Skills Programs.

✱ this event refreshed me, reminded me of why I teach in the LAC. I came away with some useful vocabulary strategies, reflection models, discussion tools and a sense that I belong where I am. I also, was hired to do a consultation workshop for Fullerton as part of a Basic Skill's funded flex day. See above. I became more sure and confident in what we do here at MtSAC, in LAC and in our Dev Ed Team and with our conferences and DE modules, and our SLOs and Title V. The assessment piece was really of benefit to my students. Also, I understand more and more the importance of language and how we need to be very clear on terms such as "Basic Skills", student-centered, literacy, strategies, etc.

✱ We were able to share what was done at our school and learned what was done at others.

✱ In addition to sharing Mt. SAC strategies, I was able to hear about best practices used in Basic Skills education from several other community colleges.

✱ "Definitely. So much of the brain function information presented in education is not based in neuroscience, and all too often is actually inaccurate. I'd definitely recommend any Basic Skills instructors to attend this conference. All topics they covered included the impact of the topic on learning and education, and included: impact of long-term stress, the neurological maturation of the adolescent brain, neuroanatomical approaches to the student of math ability/disability, neuroscience in predicting reading skills and development, and how music impacts the brain in the learning process.

✱ The outcomes of this conference related to 2 of the 4 major categories of effective practices. These included Staff Development to improve teaching and learning, as well as Instructional Practices that improve student learning outcomes.

✱ The Fall conference offered a strand of workshops showcasing specific best practices for Vocational ESL (VESL) programs, which I attended.

✱ There were specific strands of workshops dealing with integrating basic skills education into content courses. Also there was a keynote from the System Office addressing basic skills outcomes assessments and how those might integrate with ARCC.

✱ since that is the area I teach in. I teach writing and study techniques, both are basic skills areas. Also, I attended several brain research sections that relate to our students and their learning abilities.

✱ in order to understand and teach students with disabilities in reading, writing and spelling, one needs to be up to date on sound research.

✱ I was able to work with job-alike peers to brainstorm an effective infrastructure for implementation in the upcoming application for WASC Accreditation in the Community Education Division. Additionally, I had the opportunity to establish communication with the Assistant Director of WASC which will be very valuable as we work together through the accreditation process. Finally, I was provided with critical resources which we will use during the collection and analysis of student data during our institutional effectiveness cycle.

✱ It gave me some confirmation that this issue is prevalent nationwide. Also, it gave me some ideas for future investigation.

✱ I was able to gather information regarding CCC System Office's expected outcomes regarding CDCP, discuss some of the challenges regarding basic skills programs, and share best practices in ESL and Adult Basic Skills instruction as they relate to student learning outcomes.

✱ as an administrator of a basic skills program (noncredit ESL), I was able to bring back useful models and contact information for future planning in the area of college preparation and career development for our noncredit ESL learners.

✱ I am able to encourage our ESL teachers to gain more technology skills, to attend similar conferences, to try out new materials (which I found at the Exhbits), and to gain more knowledge myself which I am sharing one-on-one as well as sharing the handouts I picked up from the workshops. I also am working with statewide ESL assessment planners, who met at the CATESOL conference, to see what kind of computer-adaptive test can be created for ESL students.

✱ Like many institutional researchers in community colleges, we are all involved with the BS Initiative in providing research support to satisfy mandates of data gathering and to ensure the quality and effectiveness of BSI funded programs. Attending this conference has helped in learning the advantages and limitations of certain research approaches that other colleges had used that would help us adjust or better strategize our research efforts.

* Perhaps there is a benifit to the college in sharing information about our learning communities programs. Other than that, no.
* Yes, because the workshops I attended focused o n the preschool's role in closing the readiness gap before it becomes the achievement gap. A session I attended featured experts highlighting findings from the RAND California Preschool Study and exploring how California fits into a growing national movement for effective preschool.
* "The greatest benefit is having an opportunity to speak to others, both formally and informally, about the basic skills delivery, particularly reading and comparing and learning what others are doing. I participated in two meetings, the College Reading SIG and a seminar on the future of CRLA, which allowed me to express my ideas about how reading should be both delivered and valued at post-secondary institutions. The sessions I led all focused on the importance of reading instruction at a college level and how that is conceptualized at different institutions across the country. I also had a chance to sit with colleagues at meals and discuss the sessions of the day that had impacted us.
* I gained some ideas of how I can work with the teachers around me and encourage them to use technology in their classes to help their students.
* I immediately came back and started exploring these new technologies such as Second Life and Skype. I think I need further research in order to feel comfortable using these new ideas with students and teachers.
* I think it helped to hear what other countries were doing. It challenged me to consider what culture I teach as I'm teaching English. I can then turn around and challenge the faculty I work with.
* A major part of the retreat was devoted to developing curriculum for a learning community model (with emphasis on developmental courses) for the statewide Umoja Community.

The final question asked of respondents was, "Any other thoughts or comments you would like the Basic Skills Steering Committee to know regarding these grants?" Table 5 and Figure 6 provide a brief summary of these comments.

(Table 5)

Any other thoughts or comments you would like the Basic Skills Steering Committee to know regarding these grants?

	Frequency	*% of All Responses*	% of Respondents
Appreciation for allowing to attend	16	55.2%	61.5%
Urge to continue program	1	3.4%	3.8%
General suggestion for improving MT SAC	2	6.9%	7.7%
Found the event beneficial for themselves and/or others	10	34.5%	38.5%
Total	**29**	**100.0%**	**111.5%**

(Figure 5)
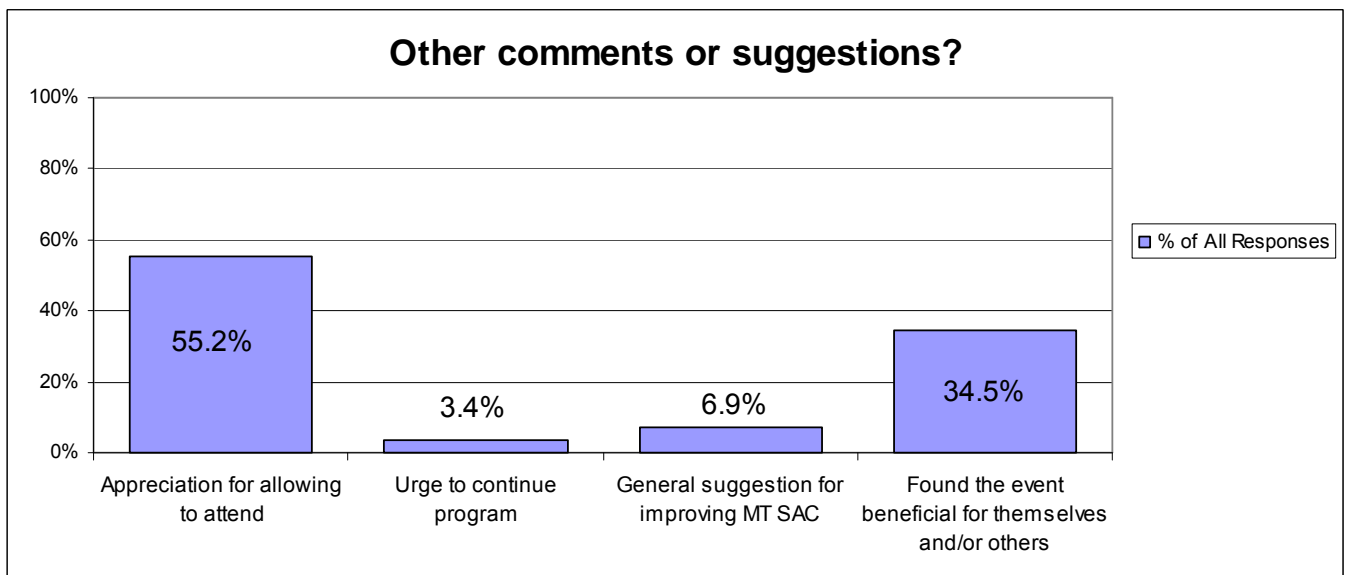
Nearly 62% of the respondents demonstrated some form of appreciation for receiving the funds to attend the event they attended. This represented 55% of all responses to this question. Nearly 39% of the respondents stated they felt the event was beneficial as well. The actual comments of the respondents are listed on the following page.

Any other thoughts or comments you would like the Basic Skills Steering Committee to know regarding these grants?

✳ I would like to say "Thank You" for the grants, it is truly appreciated!

✳ Thank You!

✳ Thank you for releasing these travel funds.

✳ I think we should work toward a glossary of terms for our campus. Recently our department had a retreat with funding from Basic Skills. As part of our day, we took time to define terms so that we were all on the same page of understanding. It was extremely useful, and I thought, between what I saw and experienced at CRLA and what happened at our retreat, that it would be a great endeavor to publish a glossary of terms for the Year of Developmental Education. Thank you all for the funding to attend the CRLA conference,

✳ Having funding available to attend conferences outside of the small conference funds available at the department level is a fantastic way to motivate people to think about the possibilities. I would encourage the Committee to consider having some funds strategically available for employee's to request. The college should review its goals and plans and strategically align funding with them.

✳ Conferences and interactive discussions are a wonderful opportunity for educators and researchers to collaborate on improving education. Too often, successful strategies are limited to one college or district simply because there are limited forums or resources available to share ideas. Thanks to the committee for providing funds for this purpose.

✳ I really appreciate the support of the committee; I would otherwise not been able to attend this conference.   I'd be happy to participate in any sharing of conference content that the committee feels might be of benefit to other instructors.

✳ That the money is being well spent and very much appreciated. Also, upon return I share much of what I learned not only with my students but my colleagues as well.

✳ Many of the really helpful events for me are the ones that deal with integrating basic skills instruction and services into program rather than dealing with them as segregated issues.

✳ It is extremely helpful to have ongoing discussions with other leaders statewide on best practices and issues of implementing the basic skills initiative.

✳ I am very grateful that for once I did not have to pay out of pocket for this very valuable conference.

✳ There is some "pop psychology" offered in books and seminars related to education; fortunately, this particular conference is science based and quite useful to apply science to education.

✳ This was very beneficial and nice that it was funded from this funding source.

✳ Appreciated the support (funding and otherwise) - thanks!!

✳ The Basic Skills Initiative grant is very important in allowing teachers and teacher-trainers to continue their professional development by attending such conferences. Gaining more experience working with technology, learning about teaching techniques, reviewing new teaching materials, and networking with other ESL professionals are all important for continued success of our ESL program and therefore our students' success. Thank you for the opportunity to go and to bring back valuable information to our department.

✳ State-wide conference/event like this greatly benefits attendees through the abundant opportunities to share experiences and learn from one another. It helps to broaden our perspectives and find innovative ideas.

✳ No

✳ The funding I received was much appreciated and I recommend that this is an important conference to continue sending representation from our college to heighten our awareness of trends in the "P-16" system.

✳ The ability to attend this conference had truly enhanced my connections to my profession and professional colleagues. There is an energy that comes from meeting with others to discuss professional development that does not come from reading journals or even written communication.   The opportunity to present also allows me to receive feedback on our reading program here at Mt.SAC that allows for improvement in both delivery and content.

✳ Just thank you for the opportunity.

✳ Just thank you for the opportunity.

✳ Just thank you for the opportunity.

✳ These grants have provided many professional development opportunities for faculty. Thank you.

Conclusions

The funds provided by POD for travel and conference attendance were appreciated by those who received them. Respondents reported that these events provided opportunities for professional development in the area of Basic Skills education, which many of them were able to use with students and share with colleagues.

PROJECT OUTCOMES AND EVALUATION PLAN - Basic Skills Project, 2007-2008

Manager: Madelyn A. Arballo

Project: HS and Basic Skills Accredidation Prep

Amount Funded: $39,216.00

1. Project Goals	2. Specific outcomes to be measured	3. Method of assessment	4. Results reported	5. Use of results
Promote quality curriculum development for the GED and Adult High School Diploma Program.	Curriculum development for over 60 high school courses and 20 basic skills courses.	A faculty member will be assigned to 20 hours per week to assess the courses needing curriculum review. A report of courses under curriculum development will be done by Summer 2008.	All HS courses were completed and aligned to content standards. GED courses have been updated but have not reviewed by the College or Chancellor's Office.	The updated GED curriculum will be submitted through the Ed Design Committee for approval. Then they will be presented to the Chancellor's Office for approval. HS curriculum has been aligned with state content standards and now will be evaluated and assessed for student learning outcomes.

Reports Associated with Project:

Doc#4ID#27

Manager: Madelyn A. Arballo

Project: WIN Program Hourly Counselor   (Grid 1)

Amount Funded: *$39,100.00*

1. Project Goals	2. Specific outcomes to be measured	3. Method of assessment	4. Results reported	5. Use of results
Increase the effectiveness of WIN services by a hiring a counselor.	The hiring of a full-time counselor dedicated to serving WIN students will be documented by the WIN program.	Hiring of the counselor will occur by September 2007.	The WIN academic counselor Liz Flores was hired.	The hired counselor is no longer employed at Mt. SAC as an athletic counselor.
Examine whether success rates among student-athletes meeting with a WIN counselor are higher than the success rates of student-athletes who do not meet with a WIN counselor.	Student-athletes' term gpa will be used as an indicator of success. Term gpa will be linked to the term in which counseling was provided.	A comparison of term gpa of student athletes who used counseling versus those who did not use counseling will be measured.	Student-athletes using the services of the WIN counselor did not have significantly higher term gpa than those who did not use the counselor.	After assessing counseling needs of the WIN program, it is evident that students needing advising services while at the WIN Program are more in need of an educational advisor than a counselor. Efforts to fund a part-time position will be made.

Reports Associated with Project:

Doc#5ID#30

Manager: Madelyn A. Arballo

Project: WIN Program Hourly Counselor   (Grid 2)

Amount Funded: $39,100.00

1. Project Goals	2. Specific outcomes to be measured	3. Method of assessment	4. Results reported	5. Use of results
Increase the number of WIN students who receive counselor services by providing an additional counselor.	The number of WIN student who receive counseling services will increase by 50% from the previous academic year.	The Basic Skills Research team will compare the number of students who received counseling during the 2007/2008 academic year to the number of those who received counseling during the 2006/2007 academic year.	Due to the nature of non-specific counselors previously assigned to WIN students, and due to the fact that counseling data is typically provided in a database that is specific to a counselor, this type of analysis was not done. However results indicated that a total of 423 students were seen by the counselor between the middle of Fall 2007 and the end of Spring 2008.	After assessing counseling needs of the WIN program, it is evident that students needing advising services while at the WIN Program are more in need of an educational advisor than a counselor. Efforts to fund a part-time position will be made.
	The number of hours spent in counseling for WIN students will increase by 50% from the previous academic year.	The Basic Skills Research team will compare the number of hours of counseling during the 2007/2008 academic year to the number of those who received counseling during the 2006/2007 academic year.	The number of counseling hours for students in the WIN program increased by 100% since no counselor was assigned to the WIN Program in 06-07. In addition, other data illustrated that the counselor did 298 hours of counseling, 70% of which was specific to athletics according to the SARS system.	(same as above)

Reports Associated with Project:

Doc#5ID#30

1. WIN Counselor Memo

Report 30

WIN Counselor Memo

WIN COUNSELOR
SUMMARY OF FINDINGS

To: Madelyn Arballo

From: Jennifer Tucker, Ph.D., Basic Skills Research Coordinator
             Research & Institutional Effectiveness Office

Date: June, 25, 2008

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 Lisa DiDonato and Madelyn Arballo of Community Education.

Purpose

Researchers investigating basic skills success (Boroch et al., 2007) propose refinements in the kinds of counseling assistance that is provided to all students. For example, Boroch et al. (2007) suggest that academic counseling be integrated with specific programs in which the student is involved (p. 28). At Mt. SAC, counseling that integrates specifically with athletic programs may be highly beneficial for students. This kind of counseling can be tailored to appropriately meet the student-athlete's unique needs. For example, an athletic counselor who is familiar with the rules and regulations of team-play (e.g., NCAA) and who understands typical barriers to success among student-athletes may help with achievement-related problems. Therefore, the purpose of this assessment is to report outcomes of a hired athletics counselor at Mt. SAC in terms of: 1) examining attendance statistics, and 2) assessing indirect student learning outcomes (e.g., GPA) in relation to athletic counseling attendance. Additionally, these findings are provided in accordance with a project evaluation outcome plan used by the research office. Positive findings will present evidence to support the rationale behind using integrated counseling for student-athletes.

Introduction

Beginning in September of 2007, the WIN program (a division of athletics at Mt. San Antonio College which focuses on student success among athletes) hired a counselor for servicing the needs of athletes. This counselor's case data was assessed from 9/24/2007 to 6/6/2008 by using the SARS system which is an electronically based program that is provided for counselors at Mt. SAC to log their counseling sessions.

Methods

Participants in WIN Counseling

A total of 423 unique student records for the WIN counselor were obtained during the aforementioned time period. Of these, 175 were female (41.5%) and 244 were male (57.8%). As can be seen in Table 1, the majority (44.8%) of the sample was of Hispanic descent, followed by students representing White (19.4%), African American (12.6%), Asian (10.9%), Pacific Islander (3.1%), Filipino (2.8%), those who declined to

state(2.6%), Other non-White (2.4%), American Indian/Alaskan Native (0.7%) and unknown (0.2%) ethnic backgrounds. In addition, the majority of counseled students were between 18 and 22 years of age (71.2%) followed by individuals between 23-28 years of age (17.7%), and those aged 29 or older (10.6%).

Table 1 Demographics

	Frequency	Percent
Ethnicity:		
African American/Non-Hispanic	53	12.6 %
American Indian/Alaskan Native	3	0.7%
Asian	46	10.9%
Declined to State	11	2.6%
Filipino	12	2.8%
Hispanic	189	44.8%
Other Non-White	10	2.4%
Pacific Islander	13	3.1%
Unknown	1	0.2%
White	82	19.4%
Total	422	100.0%
Age Bracket:		
Aged 18-22	301	71.2%
Aged 23-28	75	17.7%
Aged 29 or older	45	10.6%
Missing	2	.5%
Total	423	100.0%

Methods
Participant Data
Counseling sessions provided by the hired WIN counselor were collected through SARS data. These records were electronically converted to tabular form from the school's SARS system. The records from SARS indicate the student's name, their unique student ID, their type of counseling session, duration of their session, and whether the session was attended or unattended. Records were transferred into a table so that further analysis that could be done using statistical software packages (SPSS) and so that SARS data could be merged with the data warehouse to examine counseled students' grades.

Results
Types of Attendances for the Athletic Counselor
Table 2 (next page) provides summary data indicating the types of attended counseling sessions provided by the WIN counselor during the previously mentioned time period. Table 3 (following page) indicates the same data but for unattended counseling sessions.

As can be seen in the table provided below, 70.85% of counseling sessions were typified as being athlete-specific through the SARS system. Meanwhile, 29.15% of attended counseling sessions appear to be non-specific to athletics as indicated in the SARS system. This illustrates that a large majority of attended counseling sessions are likely related to athletic topics.

Table 2 Attended Counseling Sessions by Time and Percentage of Time

Type of Attended Visit (according to SARS data)	Sum of Minutes Attended	Percentage of Attendance Time
Athlete-Specific Counseling		
Advising for Athlete	7530	42.04%
Athletic	4950	27.64%
Athlete Education Plan	60	0.34%
Advising for Athlete Transfer	120	0.67%
Athlete Career	30	0.17%
Total Minutes for Athlete-Specific Counseling	**12690**	**70.85%**
Total Hours Athlete-Specific Counseling	**211.5**	
Academic Counseling		
Advising (non-specific)	3000	16.75%
Graduation Check	480	2.68%
Transfer	450	2.51%
Probation	360	2.01%
Education Plan	270	1.51%
Major	240	1.34%
Career	210	1.17%
Other	90	0.50%
Education Plan, Transfer	60	0.34%
Academic Renewal	30	0.17%
Walk-In	30	0.17%
Total Minutes Academic Counseling	**5220**	**29.15%**
Total Hours Academic	**87**	
Total Minutes Attended	*17910*	
Total Counseling Hours (Approx)	*298.5*	

As can be seen in the table provided below, *unattended* athlete-specific counseling visits were less frequent (39%) than academically-based visits (66%) according to SARS data. This tendency for students to attend athlete-specific sessions more frequently than academic ones might illustrate the occupational strengths of the counselor, or may indicate a general unwillingness to attend counseling visits concerning academic topics among student-athletes. These results will be further discussed in the concluding section.

Table 3 Unattended Counseling Sessions

Type of Unattended Visit (according to SARS data)	Sum of Unattended Minutes	Percentage of Minutes Unattended
Athlete-Specific Counseling		
Athletic Advising	660	22%
Athletic	420	14%
Advising Athlete Ed Plan	60	2%
Advising Athlete Transfer	30	1%
Total Unattended Minutes of Athlete-Specific Counseling	**1170**	**39%**
Total Unattended Athlete-Specific Hours	**19.5**	
Academic Counseling		
Advising	930	31%
Ed Plan	330	11%
Other/Not Specified	180	6%
Probation	210	7%
Career	120	4%
Grad Check	60	2%
Transfer	60	2%
Academic Renewal	30	1%
Academic Major	30	1%
Total Unattended Minutes of Academic Counseling	**1950**	**66%**
	32.5	
Total Minutes (Approx)	*3120*	
Total Hours (Approx)	*52*	

A subsequent analysis (see Table 4, next page) on SARS data indicated that students between the ages of 18 and 22 were most frequently seen for athletic advising (44.9%) or athletics (29.2%), while students 23-28 years old were more commonly seen for advising (34.7%) than athletic advising (22.1%). Students aged 29 or older were mostly seen for academic advising (53.1%) an education plan (12.2%) or a graduation check (12.2%).

Table 4 Type of Counseling Sessions (Attended and Unattended) by Age Group

		Age Group			
Type of Counseling Session		**18-22**	**23-28**	**29+**	**Total**
OTHER/NONE	Count	3	1	1	5
	% of Age Group	.6%	1.1%	2.0%	.8%
ACADEMIC RENEWAL	Count	1	0	1	2
	% of Age Group	.2%	.0%	2.0%	.3%
ADVISING	Count	**70**	**33**	26	129
	% of Age Group	**15.1%**	**34.7%**	**53.1%**	**21.3%**
ADVISING, ATHLETE	Count	**208**	**21**	2	**231**
	% of Age Group	**44.9%**	**22.1%**	4.1%	**38.1%**
ADVISING, ATHLETE, EDUCATION PLAN	Count	1	0	0	1
	% of Age Group	.2%	.0%	.0%	.2%
ADVISING, ATHLETE, TRANSFER	Count	3	1	0	4
	% of Age Group	.6%	1.1%	.0%	.7%
ATHLETIC	Count	**135**	**14**	1	**150**
	% of Age Group	**29.2%**	**14.7%**	2.0%	**24.7%**
ATHLETE, CAREER	Count	1	0	0	1
	% of Age Group	.2%	.0%	.0%	.2%
ATHLETE, EDUCATION PLAN	Count	1	0	0	1
	% of Age Group	.2%	.0%	.0%	.2%
CAREER	Count	6	4	0	10
	% of Age Group	1.3%	4.2%	.0%	1.6%
EDUCATION PLAN	Count	8	2	6	16
	% of Age Group	1.7%	2.1%	**12.2%**	2.6%
EDUCATION PLAN, TRANSFER	Count	1	0	0	1
	% of Age Group	.2%	.0%	.0%	.2%
GRADUATION CHECK	Count	3	6	6	15
	% of Age Group	.6%	6.3%	**12.2%**	2.5%
ACADEMIC MAJOR	Count	3	4	1	8
	% of Age Group	.6%	4.2%	2.0%	1.3%
ACADEMIC PROBATION	Count	12	5	2	19
	% of Age Group	2.6%	5.3%	4.1%	3.1%
TRANSFER	Count	7	3	3	13
	% of Age Group	1.5%	3.2%	6.1%	2.1%
WALK-IN	Count	0	1	0	1
	% of Age Group	.0%	1.1%	.0%	.2%
Total Visits	*Total Count*	*463*	*95*	*49*	*607*
	% of Age Group	100%	100%	100%	100%

Note. Bolded numbers indicate top three most frequent type of visit for age group.

Assessment of Counseled Athletes in Relation to Student Success

To determine whether students who were or were not in receipt of counseling had differences in course-level success, a number of analyses were done. Students who were specifically enrolled in *PE-X courses* at Mt. SAC and who saw an athletic counselor during the fall 2007 or the 2007-2008 winter intersession terms were included in the analysis of grades (separated by term). These PE-X courses were used to select athletes because these courses are offered to individuals who play on one of Mt. SAC's intercollegiate teams. PE-X courses also include off-season athletics, which are designed to maintain an athlete's physical conditioning during the off-season.

Students in PE-X courses and concurrently in counseling were compared to students enrolled in PE-X courses during fall 2007 or winter intersession 2007-2008 but who were not counseled. Because grades for the current term (spring 2008) have not yet been finalized, grades for these students could not be analyzed and will be at a later date.

Students course grades were coded using the following grade-point system: A = 4, B =3, C =2, CR =2, D =1, F =0, NC=0. Course grades for all classes the student had taken during one of the two terms (e.g., fall 2007 or winter intersession 2007-2008) were averaged in order to compute the student's term grade point average (g.p.a.). In addition the student's term g.p.a. was calculated *with* PE-X courses and PE-S course and *without* PE-X courses and PE-S courses as there has been a concern that the academic performance of student-athletes can be masked by high grades (e.g., A's) in PE-S or PE-X courses. Table 5 indicates a comparison of grades of athletes enrolled in PE-X courses in fall 2007 who were or were not actively involved with the athletic counselor. As a reliability check, a comparably sized random subsample was extracted from the larger sample of non-counseled athletes (refer to Table 5).

Table 5 Fall 2007 Students in PE-X Courses with and without Counseling

Group	Percent of Total Athletes in PE-X (unduplicated)	Mean Term GPA without PE-X or PE-S courses	Mean Term GPA with PE-X or PE-S courses
PE-X Students **not** in Counseling	89.3%	2.38 (n = 572)	2.67 (n= 572)
PE-X Students **not** in Counseling **(random subsample)**	N/A	2.42 (n = 67)	2.70 (n=67)
PE-X Students in Counseling	10.7%	2.61 (n =70)	2.87 (n=70)

Although differences in fall 2007 g.p.a. between counseled PE-X students and PE-X students not in counseling during the fall 2007 term were not statistically significant, the difference in g.p.a. between these groups should be further interpreted (refer back to Table 5).

On average, PE-X counseled students had a higher g.p.a. (including PE courses) by roughly 0.21 grade points during the fall 2007 term than PE-X students who were not in counseling. PE-X students also had, on average, a higher g.p.a. by roughly 0.19 grade points as compared to PE-X students not in counseling when discarding sports classes from the g.p.a. analysis. This is represents a 4.3% to 5.3% difference in *term* g.p.a. for counseled PE-X students versus non-counseled students, depending on the inclusion of PE-X or PE-S courses in the g.p.a. analysis.

Students were assessed similarly during the 2007-2008 winter intersession term. These results appear below in Table 6. A subsample of (n = 47) of the PE-X students not in counseling was also extracted to analyze the reliability of the data and is presented in the table below.

Table 6 Winter Intersession 2007-2008 Students in PE-X Courses with and without Counseling

Group	Percent of Total Athletes in PE-X (unduplicated)	Mean GPA without PE-X or PE-S courses	Mean GPA with PE-X or PE-S courses
PE-X Students **Not** in Counseling	85%	3.05 (n = 209)	3.36 (n = 209)
PE-X Students **Not** in Counseling **(random subsample)**	N/A	3.17 (n= 47)	3.43 (n =47)
PE-X Students in Counseling	14%	3.13 (n= 37)	3.43 (n=37)

There appears to be a small and non-significant difference in g.p.a. for the winter intersession between the larger group of non-counseled PE-X students and the counseled PE-X students. Further, as can be seen in the table above, the difference in g.p.a. between PE-X students in counseling versus those not in counseling was neither practically nor statistically significant when using the random subsample. These findings will be further discussed in the next section.

Discussion

Counseled students were more commonly male, more likely to be of Hispanic descent, and were most likely to be between 18 and 22 years of age. Attended counseling sessions were predominantly for athletic-related topics while unattended counseling sessions were

commonly for academic-related issues, according to SARS data. This finding represents an area for counselors to further consider for program implementation. For example, it may be that student-athletes feel more comfortable attending counseling sessions related to athletics because perhaps they feel that they thrive in this area and less so in academics. In addition, student athletes may not hold the same priority for attending athletic counseling appointments as they do academic counseling appointments. It is important to consider the beliefs the students have about the different types of counseling appointments. In addition, it would be important to determine students' views concerning the repercussions for not attending either type of counseling session. Most importantly, research is needed to determine the reliability of the session/type coding of the counseling sessions according to SARS system data. Additional information regarding the actual application of "athletic advising" versus "advising" would provide high quality information that would substantiate the present discussion.

The athletic counselor's data during this time period illustrates that a large majority of counseling sessions were athlete-specific. Interestingly, there were variations in the kinds of counseling sessions by age. Older students were more likely to be counseled for academics while younger students were more likely to be counseled for athletics. Such findings may spark further investigation into possible phenomena such as a student's motivation to shift focus onto academics rather than sports as a function of age.

Although not significant, there appears to be higher fall 2007 term g.p.a. among students taking PE-X involved in counseling than students in PE-X courses not in counseling. Interestingly, these findings were not replicated for the winter intersession term. From inspection of means, it appears that winter intersession students (regardless of counseling status) are more successful. All winter intersession students are in off-season sports, which might significantly lessen the student's workload as compared to the on-season term. It would be wise to assess the spring 2008 term g.p.a.'s of counseled and non-counseled PE-X students to further ensure reliable conclusions once this data is made available.

Conclusion
There are a number of ways that one can analyze this data. For example, term g.p.a. and counseling could be analyzed as a function of the team that the student played on. However, due to the nature of the small sample size already present in the students concurrently enrolled in a PE-X course and counseling, data generated from smaller divisions of students according to one of the *many* teams at Mt. SAC will likely provide results that are neither meaningful nor interpretable.

Overall, a number of programmatic changes may be inspired through this report. It is important to assess the role of the athletic counselor and to also consider the population of students who tend to be in receipt of this assistance. Drawing upon this, administrators can further determine how to best address the needs of the student-athlete. Finally, if reliable, SARS data would provide institutional researchers with a breadth and depth of knowledge on counseling at Mt. SAC. Therefore, SARS data may be fruitful for adding to existing research practices concerning the effectiveness of counseling.

References:
Boroch, D., Fillpot, J., Hope, L., Johnstone, R., Mery, P., Serban, A., Smith, B., Gabriner, S. (2007). Basic Skills as a Foundation for Student Success in California Community Colleges. Research and Planning Group for California Community Colleges (RP Group): Sacramento, CA

Footnote: One of the PEO's original intents was to see if there was an increase in the number of WIN students in counseling from prior terms to the current term. Due to the fact that WIN students previously saw a number of different non-specific counselors and because logs are maintained in the SARS system by counselor, a comparison of this type is not possible.

Manager: Madelyn A. Arballo

Project: Adult HS Diploma Instruction

Amount Funded: $33,810.00

1. Project Goals	2. Specific outcomes to be measured	3. Method of assessment	4. Results reported	5. Use of results
Provide additional counseling for High School Refferall students to promote academic success.	Assess perceptions of success in Pull-Out instruction.	Qualitative interviews were done with instructors and students in Pull-Out instruction.	Both students and instructors felt that the Pull-Out instruction offered a good source of teamwork learning and a motivating environment in which to learn.	It was more difficult than expected to recruit faculty that were experienced in workng with at-risk students. It was not until February 2008, that instructors were hired. Even though pullout classes for math and English started late in the year, there were still more students completing English. Because of limited funding for pullouts sessions, both classes may only be offered in Spring 2009. Due to the success in English 4, this class will be offered for the entire 2008-08 year.
	Ten hours of additional classroom instruction in English and Math will be provided for students enrolled in the self-directed study program.	Course attendance records will be used to verify the instruction took place.	A total of 34 students were enrolled in pull-out English and a total of 16 students were enrolled in pull-out Math.	
	The additonal instruction in Math and English will increase the number of students in this program who complete the English and Math requirements.	At the end of the 2007/08 academic year the number of students completing their Math and English requirements will be tabulated. This number will be compared to the previous year. There will be a 30% increase in the number of students complete each of these subject areas.	A total of 8 students completed the pullout English last year. No pullouts were done in math in 06-07. Pullouts were done with district funding at a financial loss to the district. In 08-09, 34 English students took English 4 and 16 took algebra. 55% have completed English and 5 will be done by the end of August 2008. 38% of math students completed Algebra 1 and 2 more will be completed in August 2008. There were 11 more completions in English 4 in 07-08 than last year.	

Reports Associated with Project:

Doc#4ID#25

1. Pull-Out Instruction Memo

Report 1

Pull-Out Instruction Memo

PULL-OUT INSTRUCTION LEARNING: A QUALITATIVE & QUANTIATIVE ANALYSIS

To: Madelyn Arballo

From: Jennifer Tucker, Basic Skills Research Coordinator
Research & Institutional Effectiveness Office

Date: July, 2, 2008

Purpose:
The Basic Skills Initiative (Boroch et al., 2007) highlights the importance of providing a variety of instructional approaches which cater to non-traditional students. The purpose of this report is to provide both a qualitative and quantitative analysis of students' and instructors' views about Pull-Out Group Instruction, which is a directed teaching method offered to non-traditional students.

Pull-Out Group Instruction has been offered to non-traditional students in the Community & Noncredit Education division at Mt. SAC through funding under the Basic Skills Initiative. The qualitative findings are provided so that program implementers and associated administrators can have a more detailed and comprehensive understanding of how Group Pull-Out Sessions are viewed at the college, both by the instructors and by the students. Quantitative data on Pull-Out completion rates are additionally provided for a broader understanding of the success-based outcomes associated with this program.

Background:
Pull-Out Instruction provides extra learning assistance to students through directed/one-on-one interactions between instructor and student. Students needing Pull-Out instruction are typically deficient in course credits and often struggle academically. Pull-Out Group Instruction is similar to individual Pull-Out in the sense that it provides more direct instruction yet is different because it offers students the opportunity to engage in directed and paced instruction in a small group (typically 10-15 students).

In the past, Pull-Out Instruction at Mt. SAC has been successful in providing non-traditional students focused instruction. For example, in the 2006/2007 academic year, eight high school diploma students who were deficient in English received Pull-Out assistance through district funding (at a financial loss to the district). The program was successful in that seven out of the eight students receiving Pull-Out instruction completed their course work through this program. Such success prompted the Community & Noncredit Education division to request further funding to provide additional Pull-Out Instruction sessions to students for a total of 18 hours per week, (9 hours of Math, 9 hours of English). Hiring of instructors was difficult and did not occur

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until February 2008. An evening Math instructor was never feasible due to difficulty with hiring.

Qualitative Analysis Study 1
Methods
Participants
Participants included 9 students (4 female, 5 male) enrolled in Pull-Out high school English or Math who agreed to participate in a brief interview. Students ranged in age from 18 to 23 years of age. Three instructors (2 female, 1 male) who taught Pull-Out group instruction in English and Math also agreed to participate.

Procedure
Pull-Out students were informed by instructors about brief interview that would take place on campus with a researcher. On the day of the interviews, the researcher came to the students' class and coordinated with the instructor so that a quiet place outside of the classroom (with tables and chairs) could be used for the interview process. The researcher offered the opportunity for students to answer questions either orally or through writing. Both the researcher and instructors explained that participation was voluntary for students. Student participants were offered one point of extra credit for their time.

Instructors received the questions through electronic mail and were offered the opportunity to answer the questions through oral interviews but were given the opportunity to provide a written response if needed. Instructors were told by the researcher that their participation was voluntary. All instructors preferred written responses while all of the students preferred to orally answer the questions.

Measurement
There were two sets of open-ended questions (see Figure 1) used for the qualitative data collection: one set was used for the students and one was used for the instructors. Some items were developed with the intention of having overlapping content across the two sets so that a comparative qualitative analysis could be done between the two sets (see items 1, 3, and 5). Other items were slightly non-overlapping (at least on the surface), but these questions were intended to generate responses with largely overlapping themes (e.g., item 2 within each set). In addition, completely non-overlapping items were generated for the sole purpose of gaining specific information about students and instructors (see item 4 in each set).

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Figure 1. Sets of Open-Ended Questions

Instructor Set:
1. In your opinion, why do students end up/get placed in the pull-out group instruction?
2. What do you feel is your specific role as a Pull-Out group instructor at Mt. SAC?
3. How do *you* feel about *group* Pull-Out sessions versus individual sessions with students?
4. How do you like the size of the Pull-Out classes at Mt. SAC?
5. To *you,* what is *most successful* about student learning in the Pull-Out group instruction?

Students Set:
1. In your opinion why do students end up/get place in [Instructor]'s class?
2. How is [Instructor]'s class different than others you have taken in the past?
3. How do you feel about learning with other students in the class?
4a. Do you socialize with others outside of these classes?
4b. Do you study with others outside of these classes?
5. What is *the best* or *most successful* part about this kind of class?

Methods

Themes were extracted from answers first within and then across the sets to determine whether the questions drew overlapping or slightly overlapping responses from students and instructors. Following this thematic analysis, answers to overlapping and non-overlapping questions were re-examined for major content themes and were organized into Tables as can be seen in the following pages (see Table 1 starting on page 5). Thematic analysis was done from start to finish on three separate occasions in order to ensure that themes were cohesive and fully inclusive of responses and that the results could be reliably ascertained from an outside researcher. Once the data was inserted into tables, it was re-assessed for similar or different responses between students and instructors. The final results were generated through the assessment of thematic compare/contrast tables (which can be seen in the following pages starting on page 5).

Results of Study 1

How Students and Instructors Perceived Being a Part of Pull-Out Group Instruction
Students and instructors generally shared the same ideas about how students became a part of the group Pull-Out instruction class (see Table 1, page 5). Most students said they heard about the class from the instructor, or that the instructor advised them to take the class. Similarly, instructors explained that they advised some students to enroll yet also indicated that some students elected to take the course on their own. One student claimed that the "only reason" she was in the course was because she, "did not pass the CASHEE exam" for math. Interestingly, an instructor mentioned that Pull-Out classes often attract students who struggle with difficult courses like Algebra.

Why Students and Instructors Perceived Being a Part of Pull-Out Group Instruction
Students explained that they became a part of the class because of needing extra help (also see Table 1, page 5). Some also reasoned that they wanted to finish faster or complete credits. Others explained that they needed the structure of the course to complete their deficient course successfully. Similarly, instructors reasoned that students take the class because they are aware

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of the benefits of the course. For example, instructors explained that the course provides extra assistance, more interaction between teacher and student, and provides students an with a unique opportunity for to fulfill their deficient credits with directed learning.

Table 1
Overlapping Questions: Instructor and Student Beliefs about Pull-Out Instruction

Overarching Question	What the students said	What the instructors said	Similar	Different
How was the student a part of this class (pull-out instruction)?	Major Reason: *The instructor told me about it:* • because I needed the extra help; I wanted to be in a group • so I could finish faster; because the course was accelerated yet easier • to help me understand better	Major Reason: *Reasons for students in pull-out groups* • for students who are struggling w/ the material on their own • the course is fast-paced • they know that attending direct teaching will be beneficial to them	X X X	
	• the instructor told those who needed it	• some students are advised to take the class	X	
	• instructor announced a single-subject program for those who needed it • I was deficient and could take the class • I needed the credits to graduate	• potential graduates who only need 1-2 more classes	X	
Why was the student a part of this class (pull-out instruction)?	Major Reason *Because I decided I wanted to learn with the instructor:* • she keeps us together ; no one gets left behind • I feel more comfortable in a group • she answers all of our questions • she explains things well	• some students decide to take the class on their own • provides constant interaction between students and teacher	X X	
	Major Reason *Because the instructor helps me:* • she helps with the structure	• we provide direct instruction for students benefit from a more structured and/or traditional setting	X	
	Major Reason *The only reason is because I didn't pass the CASHEE exam in math* • my high school counselor told me about it	• students who have been enrolled in classes that are historically more difficult (Algebra 1 and English 4)	X	

Students' and Instructors' Perceptions of Group Instruction

Both students and instructors responded positively to learning better in the group format (Table 2 page 7). Both students and instructors felt that group instruction encouraged course-related discussions among the students. In addition, both students and instructors reported that in groups, students worked collaboratively and that working in this way yielded a better understanding of course information. Instructors mentioned (often as a side-note) that individual Pull-Out instruction was also a very effective way of learning. In contrast, students did not mention individual instruction when asked about learning as a group.

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Table 2
Overlapping Questions: Instructor and Student Beliefs about Pull-Out Instruction

Overarching Question	What the students said	What the instructors said	Similar	Different
How do you feel about learning in a group?	Major Reason: *Working as a group students learn better:* • we explain things to each other • we share our opinions • everyone gets along • in class we do sections together • I enjoy working with others; it helps me learn better—it's easier	Major Reason: *Some students learn better as a group:* • students lead discussions together • students more only ask questions • students develop relationships • the students review material together • group projects • students understand information better when it comes from their peers	X X X X X	
	Major Reason: *We all work together at the same pace:* • instructor tries to keep everyone at around the same or similar pace, and makes sure that we're all taken care of—that everyone can understand the information	Major Reason: *It is easier to track students' progress more effectively when they work as a group*		X
		Major Reason: *Individual direct instruction is also an effective method for learning.*		X

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Students' and Instructors' Perceptions of the <u>Most Successful</u> Aspect of Pull-Out Group Sessions

Different Perceptions about the Reason for Success of Pull-Out Courses
Students and instructors differed in what was most effective about learning in the Pull-Out group session (Table 3 page 9). For example, students were more focused on aspects of the instructor's teaching methods, individual characteristics and the instructor's affective style (e.g., being a trustworthy or caring person). Meanwhile, instructors saw that the group learning method was the most effective aspect of the Group Pull-Out instruction.

Perceptions about Teacher Involvement as Key for Success
Students and instructors seemed to share similar ideas of why Pull-Out instruction is successful. Both felt it was because of its very individualized approach and step-by-step instruction methodology. However, students answered differently that the course was also successful because the instructors made sure to teach the students "the right answers." Students also mentioned that instructors would bring extra materials to the course to facilitate the learning process. Interestingly, instructors did not mention their individual methods of closely tracking of students' comprehension as being a key aspect of the course's success. Instructors may have felt uncomfortable discussing their specific talents or achievements in gaining the success of students in this learning environment. In addition, instructors may not have been aware of their own strengths.

Perceptions of group learning
Students and instructors agreed that the group learning environment was very helpful for understanding the material. Students and teachers similarly responded that the group learning environment helped the students retain the material better and also pay attention better during class time. Students and teachers also responded similarly to perceiving that team-building and working together as group were very successful aspects of the course. Differently than the students, one instructor said that group learning was successful because it provided students with a way to "relate concepts to real-life scenarios."

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Table 3
Overlapping Questions: Instructor and Student Beliefs about Pull-Out Instruction

Question	What the students said	What the instructors said	Similar	Different
What is the most successful thing about the pull-out group?	Major Reason: *The instructor has an understanding relationship with the students:* • you have a person you can trust to help you inside the class and outside • the instructors understand our specific situations (e.g., problems with understanding English) and provide with extra help • the instructors care and want us to succeed	Major Reason: *The group method is best for learning as well as course completion.*		X
	Major Reason: *You get the extra help you need from the teacher:* • the instructor provides step-by-step instruction • the instructor gets us through the material • the instructor checks that our work is done right • the instructor brings extra materials to class to help us understand	Major Reason: *Students learn best by being actively involved in the learning process*	X X	 X X
	Major Reason: *The group learning helps with understanding* • learning with others helps me pay attention to the readings than when I read alone • other students fill us in on the details so we can understand what we missed	Major Reason: *Many students benefit from group learning environment:* • students retain more when they learn together in a group • team-building skills are important for learning • students learn to relate concepts to real-life problems	X X	 X

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Slightly Overlapping Questions
Instructors' and Students' Views about the Uniqueness of the Teaching Method
Students and instructors responded similarly in viewing the class as a unique way to provide more focused teaching, more quickly paced teaching, more in-depth/detailed learning, guided learning, encouragement, thorough/integrated explanations, and progressive (forward-moving) learning (see Table 4 page 11). Interestingly, students felt that the class was unique because of feeling more comfortable with being a part of it (as opposed to other high school courses), feeling that the instructor was more friendly, feeling that the instruction was more personal, feeling that the course was "easier", and that the courses were smaller. Instructors did not convey that it was their special role to facilitate the interpersonal relationships in group membership (such as team-building) nor did they mention encouraging the students to trust them as being a part of their special role as a Pull-Out Instructor.

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Table 4 Slightly-Overlapping Questions: Instructor and Student Beliefs about Pull-Out Instruction

Question	What the students said	What the instructors said	Similar	Different
	How is this class different as compared to others you've had in the past?	*What do you feel is your specific role as a pull-out instructor at Mt. SAC?*		
	• I get more individualized attention • The instructors focus on US	• To provide more focused teaching	X	
	• The class is faster paced	• To give accurate well-paced explanations • To provide paced group instruction to facilitate group learning	X X	
	• If we don't understand the instructor makes sure to go over it with us • The instructor comes to you to make sure you understand	• To make sure students understand each concept step-by-step as we work through each section	X	
	• The instructor gives us their trust to complete assignments	• To guide the students to complete their work on their own	X	
	• They try to help you finish	• To encourage understanding through illustrating and referencing to previous work using models and analogies etc.	X	
	• They explain things so that you understand • They ask/answer questions in a way that makes you think • They explain with more detail	• To explain how evidence leads to a conclusion	X X	
	• The instructors make sure we get our work done in time	• To move students forward	X	
	• I am more comfortable asking for help • The instructor is friendly • It's more personal • It's more one-on-one • They make the class easier • The classes are smaller	• To offer various learning styles for different learners • To utilize various group learning methods		X X X X X X

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Non-Overlapping Questions
    Students' views about studying with others in the Pull-Out group
Most students reported that they did not study with the other students in their Pull-Out groups outside of class. Only one student indicated that it would be a good idea to study with others outside of class. Another student mentioned specifically seeking tutoring with others in his Pull-Out class emphasizing that studying with others was helpful because, "we're all at the same pace" (see Table 5 page 13).

    Students' views about being socially involved with others in the Pull-Out group
Students tended to feel that class time was a time to learn. Outside of class students felt there was very little time for socializing. Additionally, most students felt that there was too much to balance between work and school so that socializing was not a priority (also refer to Table 5).

    Instructors' feelings about the size of the Pull-Out group
Instructors reported that a group of 10-15 students was a great size for the Pull-Out class. Many instructors felt that any more than 10-15 students would be too many as the course would lose its individualized feel.

Table 5 Non-Overlapping Questions: Instructor and Student Beliefs about Pull-Out Instruction

Participant	Question	Response	
Instructors	**How do you feel about the size of the class?**	• I would prefer 10-15 students per class, as the smaller the better. This way I can pay more attention to my students. • Currently we have 15-18 students in the class. It's a great number as it allows for group activities and interactive learning, but it is not large enough to slow the class down. Algebra is smaller but the need is so high we hope for more consistent numbers in the summer and fall sessions. • Ten to fifteen would be perfect	
Students	**Do you socialize with students outside of class?**	3/9 (33%) said "Yes;" 75% of those who answered "Yes" were female. A few students said they were best friends or very close friends.	
	Do you study with students outside of class?	2/9 (22%) said "Yes". Most students said they don't have the time to study with others outside of class.	

Conclusion

Students
Students responded favorably to Pull-Out instruction due to learning well in the group context. Pull-Out students also reported that they benefitted from a highly interactive method of instruction. Importantly, students also felt that the personal and emotional relationship with the instructor which consisted of trust, care, and comfort was important for the learning environment. Students felt that the Pull-Out Instructors kept the students on track, moving forward, and in progression toward completing their degree/coursework requirements. A few students anecdotally referred to other high school classes as being "overcrowded" and one student mentioned that "you had to want help" to get attention from the instructor. Such findings illustrate why non-traditional instruction is beneficial to students who are unsuccessful in traditional high school settings.

Instructors
Instructors indicated that group learning was essential for the success of the Pull-Out group instruction method. They felt that learning in this environment provided a more interactive approach and allowed for more open discussion among the students. Interestingly, instructors did not mention their own unique or individualized efforts to monitor the success of each student as a major contributor for the success of this class. Instead, instructors more frequently reported that focused group instruction was instrumental for the success of this course. Instructors may not have felt comfortable discussing their own strategies for motivating student learning. Most interestingly, the findings suggest that instructors might not realize their own successes in building comfortable and trustworthy relationships with the students. Further research on students' and instructors' perceptions of conveying and awarding trust in the student-teacher relationship might be fruitful, as perceptions of trust and comfort seem to be associated with these students' perceptions of course success.

Shared perceptions
Students and instructors generally shared perceptions about the benefits of group involvement and how this affects the learning process. Students and instructors also shared views on how or why the students became a part of the Pull-Out class. In addition, students and instructors shared a general understanding of why focused instruction was good for the non-traditional student's particular needs. Finally, the students and instructors agreed that more retention and attention to information presented in the course were positive outcomes of smaller and more direct group learning.

Different perceptions
Students had more detailed views about the affective learning environment and its relative impact on the courses' success. In addition, students voiced more comments about trusting the instructor, as well as trusting other students to openly discuss ideas related to class materials. A number of students pointed out that the instructors truly care about the students' success and noted that this was a reason that the class was unique.

Conclusion
Students in the Pull-Out instruction are a unique group of students who benefitted from a directed group-learning environment. These students respond particularly to the interpersonal style of the course and seem to feel that the instructors' characteristics and instructional methods are keys for student success. Pull-Out instructors' beliefs about their unique roles were very closely aligned with the students' beliefs

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about why the course was different from other they had taken in the past. Such findings illustrate that instructors not only contribute positively to student learning but that the instructional intentions of the teachers correspond quite well with the students' perceptions of why this course is unique. More research concerning the role of the affective learning environment in non-traditional student populations would be encouraged as these students seem to place particular emphasis on interpersonal and affective aspects of the classroom as being essential to their success.

Study 2
Methods
Enrolled Pull-Out students were examined for their success rates in Pull-Out instruction from the previous academic year in comparison to this academic year. Table 6 indicates the findings.

Results
As can be seen in the Table below, success rates are lower for the funded period. It should be noted that retention rates were 70.4% for English and 50% for Math for the funding period. Due to incomplete outcomes at this specific time, there have been projections made that by the end of the summer, an additional 2 students will complete Math (see Table 6) while an additional 5 students will complete English. This would generate an expected completion rate total of 64% of entering students.

Table 6 Results

	Number of Completions in 2007 7	Number of Completions in 2008 25	Percent Increase 257%	
Funding Period	**Number of Students Enrolled**	**Number of Students Successful**	**Success**	**Retention***
Non-funded Period	8	7	**88%**	**88%**
Funded Period: Math (8 students dropped)	16	6	**38%**	**50%**
Funded Period: English (10 students dropped)	34	19	**56%**	**71%**
Total Funded Period	*50*	*25*	*50%*	*64%*
Expected Completion Summer (Math)	16	2 more for a total of 8	**50.0%**	**50%**
Expected Completion Summer (English)	34	5 more for a total of 24	**71%**	**71%**
Total Expected Completion	*50*	*32*	*64%*	*64%*

*Retention rates vary as a function of expected completion in summer 2008

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Conclusion

After the additional funding, there has been a dramatic increase in the number of students who have successfully completed through Pull-Out instruction. Unfortunately, Pull-Out group instruction has had lower success rates than the previous unfunded term. This might be due to the low retention rate among the students during this time or due to a larger number of students in the program. Students' motivations for dropping out or the Pull-Out group instruction should be assessed in the future. Due to the highly individualized method of this teaching, it is likely that unsuccessful students are the most at-risk of this type of student population. Further research is needed to address barriers to student success among this non-traditional population of students.

There are likely a variety of reasons for lower completion rates, which might be considered. For example, it is important to consider outside influences that may have affected program completion. For example, there was great difficulty with hiring the instructors early on (and even more difficulty finding a math instructor for evenings), which likely influenced the success outcomes described in the quantitative analysis. It is important to consider the hiring problem with the instructors as hampering the success of the program simply because there was a limited time for each instructor to teach. Such findings underscore the importance of having enough instructors for all disciplines in order to gain proper insight on the effectiveness of non-traditional learning programs.

Limitations

There are a few limitations to this research. For example, the qualitative examination captured responses from 9 out of the 25 students currently enrolled in the group Pull-Out instruction. Such responses represent a portion of what the students learn, think, and feel about this program and cannot convey the entirety of students who both successfully and unsuccessfully participated in the program. In addition, students who were interested in participating in the qualitative interviews may have had slightly different motivations than students who had not participated. Such underlying motivations may have implications for the types of responses found in this report.

References:

Boroch, D., Fillpot, J., Hope, L., Johnstone, R., Mery, P., Serban, A., Smith, B., Gabriner, S. (2007). Basic Skills as a Foundation for Student Success in California Community Colleges. Research and Planning Group for California Community Colleges (RP Group): Sacramento, CA

Report 1 Pg. 16

Manager: Audrey Yamagata-Noji

Project: Bridge Program Center Lap Top Computers

Amount Funded: $32,000.00

1. Project Goal	2. Specific outcomes to be measured	3. Method of assessment	4. Results reported	5. Use of results
To enhance the ability of Bridge and disabled students to complete their assignments by having increased access to computers.	Provide Bridge and disabled students with notebook and desk top computers for use in completing coursework at Mt SAC.	Purchase 15 notebook computers and 5 desktop computers by Spring 2008. The Information Technology department will prepare the computers for student use and secure the desktops to their location, by the end of Spring 2008. Tom Mauch will develop a check-out system for the computer use in the student services area by the end of Spring 2008.	Due to purchasing difficulties, only the desktop computers have arrived on campus. They will be installed at a future date and this form will be updated to reflect this event. The laptops have been purchased, but have not arrived yet. This form will be updated when they are installed.	

Reports Associated with Project:

Doc#21ID#43

PROJECT OUTCOMES AND EVALUATION PLAN - Basic Skills Project, 2007-2008

Manager: Kerry Stern

Project: Library Promotional Materials

Amount Funded: $25,000.00

1. Project Goal	2. Specific outcomes to be measured	3. Method of assessment	4. Results reported	5. Use of results
College Goals (2007-08) #2: The College will prepare students for success through the development and support of exemplary programs. #10: The College will ensure that basic skills development is a major focus and an adequately funded activity. **Library Mission Statement** *Draft from Flex Day (1/7/05)*The Mt. San Antonio College Library & Media Services Department provides caring and compassionate service to students, faculty, and staff, and maintains access to a comprehensive array of:academic resources and services to serve the needs of a diverse college community, 1) interactive, dynamic multimedia technology that supports and enhances the College curriculum, 2) user education to support student learning	The Library will promote awareness of its services.	1. The Library will purchase giveaway items, such as pencils or USB flash drives, by April 30, 2008. Library staff will distribute these items at two campus events; one event will be held for students and one event will be held for faculty and staff. 2. The Library will create three READ posters of campus members by April 30, 2008. One poster will represent students; one poster will represent faculty; and one poster will represent staff.	1. The Library purchased highlighters, water bottles, library classification bookmarks, and a table covering. Highlighters and water bottles have been minimally distributed to campus staff members. Thus, the Library met its goal for the aforementioned. The Library, however, was not able to distribute these items at campus events 2. The Library consulted with Mt. San Antonio College's Marketing & Communication department for assistance with creating READ posters. Due to other commitments of the marketing department, creation of the posters was postponed until Fall Semester 2008.	1. The Library will investigate upcoming student and staff events at which to distribute highlighters and water bottles. It will also investigate the distribution of library classification bookmarks. 2. The Library will contact Marketing & Communication in Fall Semester 2008. (but, the money will be closed off as of June 30)

Reports Associated with Project:

Date printed: 7/14/2008

Manager: Kerry Stern

Project: Basic Skills Book Collection

Amount Funded: $25,000.00

1. Project Goal	2. Specific outcomes to be measured	3. Method of assessment	4. Results reported	5. Use of results
College Goals (2007-08) #2: The College will prepare students for success through the development and support of exemplary programs. #10: The College will ensure that basic skills development is a major focus and an adequately funded activity. **Library Mission Statement** *Draft from Flex Day (1/7/05)*The Mt. San Antonio College Library & Media Services Department provides caring and compassionate service to students, faculty, and staff, and maintains access to a comprehensive array of: 1) academic resources and services to serve the needs of a diverse college community, 2) interactive, dynamic multimedia technology that supports and enhances the College curriculum, 3) user education to support student learning	The Library will provide print and electronic information sources to support the development of students' basic skills.	The Library will increase its book collection by April 30, 2008. Acquisitions statistics will show the Library purchased at least 500 titles that support the development of reading, writing, mathematics, learning skills, study skills, and English as a Second Language; at least 50 titles will be available in electronic format.	Order records indicate the library purchased over 500 print titles that support the development of reading, writing, mathematics, learning skills, study skills, and English as a Second Language. Approximately 10 titles were purchased in the electronic format. Thus, the Library met its goal of purchasing at least 500 titles in general, but it did not meet its goal of purchasing at least 10 in electronic format.	The Library will investigate the use of its integrated library system, SirsiDynix, to: 1) track the number of titles purchased using basic skills funds; 2) determine what subject areas need to be strengthened with additional purchases; and, 3) monitor circulation statistics of these new titles. How will the Library deal with the electronic title aspect?

Reports Associated with Project:

Doc#29ID#76

Date printed: 7/14/2008

PROJECT OUTCOMES AND EVALUATION PLAN - Basic Skills Project, 2007-2008

Manager: Madelyn A. Arballo

Project: WIN Math and Science Tutors

Amount Funded: $25,000.00

1. Project Goals	2. Specific outcomes to be measured	3. Method of assessment	4. Results reported	5. Use of results
Provide subject-specific tutors who will assist in improving the academic success of WIN students.	A) Hire subject-specific tutors to asssist athletes in these subject areas.	A) Four new tutors with expertise in each of the following areas: math, social sciences, reading and writing, and science will be hired by spring 2008 and hiring information will be provided by the WIN program.	These tutors were hired. This information was made available to the BSRT.	The program will continue to advocate for additiona tutors for the WIN Program.There was a higher success rate for student athletes and a higher overal GPA, This is a positive outcome and shows that the services provided by the four addtional tutors was worth the resources. Overall GPA for student athletes still remains below a 2.0. Therefore, a collaborative effort with counseling, athletics, and basic skills needs to occur to discuss the needs of student athletes and the expectations of college faculty and staff that serve them.
	B) Subject-specific tutoring will enhance success through student learning outcomes among student atheletes.	B) The Basic Skills Research team (BSRT) will conduct an analysis on indirect measures of student learning (e.g., pass-rates and grades) of the WIN tutored students. In addition, subject-specific tutored students outcomes will be compared to WIN tutored students from the previous year. This report will be completed at the end of the Spring 2008 semester by the BSRT.	Last year, the success rate of WIN students receiving tutoring as 50%. This year, the success rate of WIN students receiving tutoring was 61.3%. Last year the mean grade of tutored courses was 1.47 grade point this year the mean gpa of tutored courses was a 1.84 grade point. This increase in average grade approached statistical significance $F(187, 1) = 3.857$, $p = .051$.	
	C) The number of WIN students served by the tutors will increase in comparison to the previous year.	The tutors will serve 50 % more students than the previous year. This will be determined by the tutor logs generated by WIN tutors. A report regarding hours of tutoring will be generated by the BSRT by the end of the 2007-2008 academic year.	The tutors served 59% more students this year than last year. In addition there was a 66.6% increase in the number of courses tutored as compared to last year.	

Reports Associated with Project:

1. Subject-Specific WIN Tutoring Memo

Report 29

Subject-Specific WIN Tutoring Memo

WIN SUBJECT-SPECIFIC TUTORING PROGRAM

To: Madelyn Arballo
From: Jennifer Tucker, Basic Skills Research Coordinator
    Research & Institutional Effectiveness Office

Date: July, 2, 2008

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 Erica Ledezma and Madelyn Arballo of Community & Noncredit Education.

Purpose

The WIN tutoring program is especially designed for the student-athletes of Mt. SAC. The program promotes the academic development of student-athletes by providing them with a quiet learning environment equipped with a computer lab, textbooks, tutorial assistance, and additional staff support. The learning center is proximally located to the College's sport facilities to provide greater access to study areas. The WIN tutoring program has recently been funded under the Basic Skills Initiative to support more subject-specific tutors for the athletes. Additional tutoring was supported by the Initiative with the intention of improving success rates in WIN students in areas such as Math, Science, and English.

The purpose of this research was to examine the success rates of students in receipt of learning assistance through the WIN tutoring program during the spring 2008 term as this term included the additional tutorial assistance. In addition, the number of students served during the spring 2008 term will be compared to the number of students served during the spring 2007 term in order to assess whether there have been significant changes in this area. Finally, a comparison of success rates between students receiving tutorial assistance in spring 2007 versus those in spring 2008 will be done in order to determine whether there has been an increase in academic success rates of the student-athletes after the additional tutorial services have been provided. Taken together, such research might examine the effectiveness of the subject-specific tutoring program.

Methods

Participants of 2008
Participants included 110 student-athletes in the WIN program (53 male, 56 female) who sought tutorial assistance in the WIN center during the spring 2007/2008 academic year. The majority of these students were Hispanic (51.8%), followed by White (20%), or African American (14.5%), Asian (2.7%), Filipino (2.7%), and those who declined to state their ethnicity (1.8%). Less than 1% of the sample was other/non-White. The majority (92.7%) athletes were between the ages of 18 and 22 years of age (see Table 1, page 2).

Participants in the WIN tutoring are typically those who have had deficient grades (e.g., "D", "F") which appear on one of the student-athlete's quarterly progress reports. WIN students are strongly encouraged to turn in their quarterly academic progress reports to the WIN program coordinator so that WIN affiliates can further provide and encourage tutorial assistance to athletes when needed. WIN students are strongly encouraged to obtain tutorial assistance because student-athletes are required to maintain a 2.0 grade point average or higher in order to play sports at the College.

Table 1. Demographics

WIN Tutored Students in Spring 2008		
	Frequency	Percent
Ethnicity		
Hispanic	57	51.8
White	22	20.0
African American/Non-Hispanic	16	14.5
Pacific Islander	5	4.5
Asian	3	2.7
Filipino	3	2.7
Declined to State	2	1.8
Other Non-White	1	.9
Missing	1	.9
Gender		
Male	53	48.2
Female	56	50.9
Age		
18 years to 22 years	101	92.7
23 years and older	8	7.3
Total	**110**	**100**

Measures
Use of Tutoring Services
In order to examine the students' use of tutoring services, tutor logs were provided to each of four subject-specific tutors in the WIN tutoring area. The logs indicated the identity of the student-athlete, the course ID of the subject they were tutored in, the date, the duration of the tutoring session, and the tutor's name. These logs were delivered to the research team and entered into a database created by a researcher on the Basic Skills Research Team. Data-entry integrity was double-checked for errors and tutoring logs were kept in locked cabinets in order to ensure the students' confidentiality.

Services and Usage by Course Type
Table 2 provides an indication of tutoring usage by subject and by duration. As can be seen in the table below, a large majority of the time spent in tutoring was for Math courses (57.88%), followed by English courses (17.33%), Science courses (9.52%), and Social Science Courses (5.57%) and LEARN/READ courses (5.57%). Interestingly, placement testing accounted for 8.25 hours of tutoring and resume writing accounted for 4.22 hours of tutoring sessions.

Table 2. Percentage of Time in Tutoring spring 2008 by Course Type

Total Time (Hours)	Course	Percentage of Total Duration Spring 2008
145.53	Math	57.88%
43.57	English	17.33%
23.95	Sciences	9.52%
14.00	Social Sciences	5.57%
8.25	Placement Testing	3.28%
4.22	Resume	1.68%
2.68	Speech	1.07%
2.63	Journalism	1.05%
2.13	Learn/Read Courses	0.85%
1.78	Scholarship Essay	0.71%

Total Time (Minutes)	Course	Percentage of Total Duration Spring 2008
54	Power Point	0.36%
52	Music	0.34%
45	Medical Technology	0.30%
7	Architecture	0.05%
5	Microsoft Excel	0.03%
Total Hours **215.46**	**Total**	**100%**

Total Number of Tutoring Sessions: 298

Comparison of Students Served From spring 2007 to spring 2008
Table 3 presents a comparison of spring 2007 and spring 2008 on the number of courses tutored and the number of students tutored as well as the percent increase in the number of courses and students tutored from spring 2007 to spring 2008.

Table 3. Comparison of Services provided: spring 2007 vs. spring 2008

	Spring 2007	Spring 2008	Outcome
Number of Students Tutored (unduplicated)	69	110	59% increase in number of students tutored from spring 2007 vs. spring 2008
Number of Courses Tutored	90	150	66.6% increase in the number of courses tutored from spring 2007 vs. spring 2008

Comparison in Success Rates of Students: spring 2007 vs. spring 2008

As can be seen in Table 4, there has been an increase in the percentage of successful students in who have been tutored by the WIN tutoring program in spring 2008 (61.3%) versus spring 2007 (50.0%), however, a chi-square test found no statistically significant differences in rates of success across the two terms χ^2 (1, N =187) = 2.330, p =.084.

Table 4. Comparison of Success Rates

		Tutor Group		
		Tutored in 2007	Tutored in 2008	Total
Not Successful	N	38	43	81
	% of Tutor Group	50.0%	38.7%	43.3%
Successful	N	38	68	106
	% of Tutor Group	50.0%	61.3%	56.7%
Total	*N*	*76*	*111*	*187*
	% of Tutor Group	100.0%	100.0%	100.0%

Comparison of Retention Rates: spring 2007 vs. spring 2008
As can be seen in Table 5, there have been no significant differences in the retention rates of WIN tutored students in spring 2007 versus spring 2008 terms χ^2 (1, N =187) = .182, *p* =.409.

Table 5. Comparison of Retention Rates

		Tutor Group		
		Tutored in 2007	Tutored in 2008	Total
Not Retained	N	13	16	29
	% of Tutor Group	14.6%	12.6%	13.4%
Retained	N	76	111	187
	% of Tutor Group	85.4%	87.4%	86.6%
Total	*N*	*89*	*127*	*216*
	% of Tutor Group	100.0%	100.0%	100.0%

Student Success
In order to determine student success outcomes associated with the subject-specific tutoring, the database of tutoring sessions was merged with a relational database (the data warehouse) which holds information regarding the students' academic history including grades. Grades were recoded into numeric format according to the following scale: "A"=4, "B"=3, "C"=2, "CR"=2, "D"=1, "F"=0, "I"=0, and "NC"=0.

Comparison of Average Grades in Tutored Courses
In order to compare average grades in tutored courses between students tutored in 2007 versus those tutored in 2008, an independent samples t-test was computed. Differences in average grades of tutored courses approached statistical significance *t*(187) =1.964, *p* =.051. On average, there was a .373 higher grade point in tutored courses in 2008 versus those tutored in 2007.

Table 6. Comparison of Grade Point in Courses Tutored

Tutor Group	Mean Grade of Tutored Course	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Tutored in 2008	1.847	.121	1.608	2.086
Tutored in 2007	1.474	.146	1.185	1.763

Comparison of Average Grades in Tutored Courses by Course Type and Tutor Group
A 2 (Tutor Group) X 5 (Course Type) Analysis of Variance (ANOVA) was done in order to assess whether WIN tutored students in 2007 significantly differed from WIN tutored students in 2008 in course grades by course type. Courses were recoded according to major discipline "Math" courses were, for example Math 50, Math 71, Math 130, Math 110 etc., "Science" courses included health science courses such as Fitness for Living, as well as Biology, Chemistry, Physics, and Geology. Those called "English" courses included both oral and written composition (e.g., English 1A, Speech 1A, and the READ/LEARN series), "Social Sciences" included courses such as Sociology, Psychology, and Philosophy. Finally, "Technical/Other" courses included Fire Technology, Spanish, and Music.

Table 7 indicates the mean differences in each of the tutored groups (2007 WIN tutored students vs. 2008 WIN tutored students) by major course type. There was a significant main effect of tutoring group $F (1, 187) = 9.60$, $p < .01$, partial eta squared (5% of variance). Pair-wise comparisons confirmed that this significant difference was due to higher grades in tutored courses among WIN students from 2008 than those tutored in 2007. There was also a main effect of course type for both terms, $F (4, 187) = 3.13$, $p <.025$, partial eta squared (6% of variance). Pair-wise comparisons confirmed that average grades in Math were significantly lower than all other courses. No other significant differences between courses were found.

Table 7. WIN Tutored Students in 2007 vs. 2008 by Major Course Type

Major Course Type	Tutoring Group	Mean Grade of Tutored Subject	Std. Deviation	N
English Composition or Oral Presentation	Tutored in 2008	2.1026	1.33367	39
	Tutored in 2007	1.4737	1.12390	19
	Total	1.8966	1.29357	58
Math	Tutored in 2008	1.4524	1.34713	42
	Tutored in 2007	.8182	.87386	11
	Total	1.3208	1.28263	53
Natural and Health Sciences	Tutored in 2008	2.4000	.96609	10
	Tutored in 2007	1.2000	1.15166	20
	Total	1.6000	1.22051	30
Social Sciences	Tutored in 2008	1.9000	1.37267	20
	Tutored in 2007	1.8182	1.18065	22
	Total	1.8571	1.26050	42
Other (technical, arts)	Tutored in 2007	2.7500	.95743	4
	Total	2.7500	.95743	4
Total	Tutored in 2008	1.8468	1.34298	111
	Tutored in 2007	1.4737	1.17159	76
	Total	1.6952	1.28604	187

Discussion and Conclusion

The results of this analysis indicated increases in both the number of students served in the WIN program as well as a significantly higher average grades in tutored courses in 2008 compared to students tutored in 2007. Interestingly, there were neither practical nor significant differences in retention rates between spring 2007 versus spring 2008 students. Such findings indicate that differences between spring 2007 and spring 2008 tutoring have more to do with differences in *grades* and less to do with differences in *retention or success*. Therefore, it is not that students are "wisely dropping out" of courses, as much as they are still staying in courses and doing slightly better in them in the current term as opposed to prior terms.

Based upon the available data, it appears that increases in the tutoring services have not only increased the number of students served, but have also increased success in terms of average grades of tutored courses. Recent tutoring has had less of an impact on success rates than grade point average of tutored courses. Unfortunately success rates are contingent upon students having a grade of 2.0 or better in order to be considered "successful." Inspection of means in Table 7 illustrates that although there may be higher grades in courses in 2008 than 2007, three of the five major course subjects that were tutored in 2008 averaged with passing grades of 2.0 or better. Such findings point toward the need for further remediation in this area.

Limitations

There are some limitations that must be noted in interpreting these analyses. The results from the ANOVA may not be replicable due to the small and unequal sample sizes across the tutored groups. Notwithstanding this limitation, that significant differences were found from these small sample sizes, illustrates the potential for finding statistical significance in a larger sample. Such suggestions could be confirmed or disconfirmed by further research or using multiple imputations of the dataset.

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PROJECT OUTCOMES AND EVALUATION PLAN - Basic Skills Project, 2007-2008

Manager: Trinda Hoxie

Project: Developmental Education Faculty Certificate Program   (Grid 1)

Amount Funded: $24,260.00

1. Project Goal	2. Specific outcomes to be measured	3. Method of assessment	4. Results reported	5. Use of results
1) Increase the effectiveness of instruction by conducting a 3-part course on Brain-Based learning theory for Mt. SAC faculty.	1) Initiate training in Module 1. 2) Continue this educational process by teaching module 2 of the program. 3) Finish this educational process by teaching module 3 of this program. 4) Award certificates to faculty who have completed all 3 modules.	The program will: 1) Present the first module to 15 faculty members. 2) Present the second module to 13 faculty members. 3) Present the third module 3 to 10 faculty members. 4)Award at least 10 Developmental Education (DE) Certificates. A list of participating faculty members will be maintained for each module completed and then counted at the end of the 07/08 academic year by the Basic Skills Research Team.	Using a list provided by the staff in professional development, the BSRT obtained a list of awarded DE Certificated individuals for the 2007/2008 academic year.	Future efforts will be made to streamline information regarding DE Certification participation through an electronic database which will tabulate and track all DE participants so that all respondents can be surveyed and effectively ascertained.
2) Foster and encourage the application of brain-based pedagogy in classroom instruction techniques.	All faculty members completing the Brain-Based theory program will design practical classroom applications of the learned teaching methods.	90% of those who complete all 3 modules will produce a portfolio which will incorporate the methods learned into their classroom techniques. These portfolios will be evaluated using Bloom's taxonomy by the Developmental Education department. A report completed by the brain-based instructors and associates will summarize the findings.	100% of those who completed all three modules completed a portfolio with a self-reported Bloom's Taxonomy evaluation of "understanding".	Future efforts will be made to streamline information regarding DE Certification participation through an electronic database which will tabulate and track all DE participants so that all respondents can be surveyed and effectively ascertained.
3) Faculty participating in the Brain-Based Learning Theory training will adopt brain-based pedagogy.	A survey of faculty will be conducted to determine the extent to which faculty endorse and utilize the brain-based techniques.	100% of faculty completing the DE Certification process will be electronically surveyed; a formal report summarizing the results will be conducted by the Basic Skills Research Team by Spring of 2008.	A total of 32 individuals were surveyed, including those who participated in 2006-2007 as well as 100% of 2008 module completers.	The survey response rate was low, thus, the results are inconclusive. The timing of the survey request and the amount of time given to complete the survey should be evaluated. Perhaps waiting until respondents have had some time to digest the course information.

Reports Associated with Project:

Doc#1ID#57

PROJECT OUTCOMES AND EVALUATION PLAN - Basic Skills Project, 2007-2008

Manager: Trinda Hoxie

Project: Developmental Education Faculty Certificate Program   (Grid 2)

Amount Funded: $24,260.00

1. Project Goal	2. Specific outcomes to be measured	3. Method of assessment	4. Results reported	5. Use of results
4a. Measure the affective environment in classrooms of brain-based instructed teachers. 4b. Assess faculty perceptions regarding level of student involvement. 4c. Increase students' control of their own learning.	A survey will assess faculty perceptions of: • the affective environment of their classroom • level of student involvement • sudents' control of learning as a result of completing the Brain-Based learning program.	100% of faculty completing the DE Certification process will be electronically surveyed; a formal report summarizing the results will be conducted by the Basic Skills Research Team.	100% module completers were provided an opportunity to do the electronic survey, 8/32 (25%) completed the survey. The majority responded positively to the topics taught in the course (approx 75%), while one half to one third felt that they did not have enough time to assess student learning outcomes related to the DE program.	Draft Comment: There is such a small return rate here, it does not seem prudent to comment. The completers were given this the week of finals. I suggest that we wait until they have had some time to respond and digest the information before we make any agreements for future action.
Determine the association between indirect measures of student learning and participation in alternative teaching methods such as Brain-Based learning.	Compare student success rates between students who have been taught by this method to those who have not. Indirect measures of student learning include: pass-rates, GPA, and retention.	A research report will be generated by the Basic Sills Research Team to examine the relationship between brain-based program certification and student performance outcomes.	There were no significant differences in course gpa's of students between faculty who taught courses after Brain Based learning and those who taught the same exact courses without Brain Based learning $F(1, 40)= 1.22$, $p =.276$	Further investigation is necessary.

Reports Associated with Project:

1. 2008 DE Certification Memo

Report 11

2008 DE Certification Memo

DE CERTIFICATION PROGRAM
SUMMARY OF FINDINGS

To: Rick Stepp-Bolling & Lori Walker

From: Jennifer Tucker, Basic Skills Research Coordinator & Lisa DiDonato, Basic Skills Research
           Team Project Manager
           Research & Institutional Effectiveness Office

Date: July, 1, 2008

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 Lori Walker and Rick Stepp-Bolling.

Purpose
The purpose of this analysis is to examine faculty perceptions and knowledge gained through participation in a three-module series in Developmental Education (DE) Certification program. The program is relevant to the Basic Skills Initiative (Boroch et al., 2007) as it is an exemplar of instructional training which is guided by scientific theory and application. The DE certification program was awarded funding through the Basic Skills Initiative so that the implementers could continue their three-module course from late fall 2007 through spring 2008.

Introduction

During the fall 2007 term, DE certificate instructors Lori Walker and Rick Stepp-Bolling met with members of the Basic Skills Research Team to discuss an existing survey that was previously used to assess faculty opinions of the DE Certification program. The survey was modified slightly to shed light on new areas of interest among program implementers, but was kept in a similar online format. The results of the adapted survey are provided in this summary report.

Methods
Participants
Surveys were electronically mailed (emailed) to a total of 35 faculty members who had previously completed all three modules. Of these surveys, eight individuals responded (25% response rate). Surveyed faculty members included individuals who had completed all three modules during 2007 as well as those who had completed during 2008. A total of 12 individuals had completed the most recent course in spring 2008, while the remaining 23 individuals were those who had completed between fall 2007 and winter 2007/2008.

Measure of Faculty Perceptions
The questionnaire consisted of 14 items (see Appendix A) which asked about the faculty about their academic positions on campus, and had them provide a description of the DE program that they would give to other faculty members. Items also asked about the members' perceptions of barriers to DE Certification course completion, beliefs about the applicability of the DE Certification material to students, their satisfaction with the ease of application of DE program aspects, their beliefs about quality of the curriculum, their perceptions regarding modifications they have made in their own teaching as a result of taking the course, their perceptions of their students' change as a result of taking the course, and any other comments/suggestions they may have had.

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Results

Faculty Representation
Table 1 represents the faculty who responded to the questionnaire from each division. There were no individuals in this group of respondents who represented the following divisions: Arts, Physical Education, Student Services, and Counseling.

Academic Division	Number Completing Survey	Percent of Sample
Business 2		25%
Technology & Health	2	25%
Humanities and Social Sciences	1	12.5%
Natural Sciences	2	25%
Library and Learning	1	12.5%
Total	*8*	*100%*

Open-ended Responses: Faculty Members' Description of the DE Certification Program to Fellow Faculty

When asked about how they would describe the program to other faculty members, respondents answered with the following:

- Brain-based strategies to help improve learning in the classroom.
- The program is a good introduction to DE. It uses the pedagogy it teaches. I think it is especially good for new teachers who may not have had a wide exposure to this method of teaching.
- Survey of pedagogical methods reflecting research into multiple intelligences, learning styles, and multiple modes of assessment, as well as project/problem based instruction and learning communities.
- I already have described this program as a great program to take to improve teaching skills. It provides information on how students learn and how as teachers we can promote learning.
- Slow to start (Module I), but definitely eye-opening and educational. It's a good way to come up with effective, innovative approaches to teaching.
- A great chance to learn about how to help your students learn and to network with other faculty members to see what they are doing in their classes.
- Well Done

Barriers to Completion
When asked about the potential barriers to completion of the DE Certification program, 100% of respondents reported there were no barriers to completion. However, one faculty member indicated, "In some cases, I feel that so much attention was paid to the process that it overlooked the fact that some of us have to teach a curriculum--that is, in some cases it wasn't practical to conduct some of these activities within the time constraints. . ."

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Faculty Perceptions about the Applicability of Educational Material

When asked about the applicability of educational material offered through the DE Cert courses, 62.5% (5 out of 8) of faculty reported that the material was "very applicable" to the courses or skills taught students, while 37.5% (3 out of 8) of faculty reported that the educational material was "somewhat applicable" to courses or skills taught to students (see Figure 1).

Figure 1. Perceptions of Educational Material as Being Applicable to Instruction

The DE Faculty Certificate program educational material was:
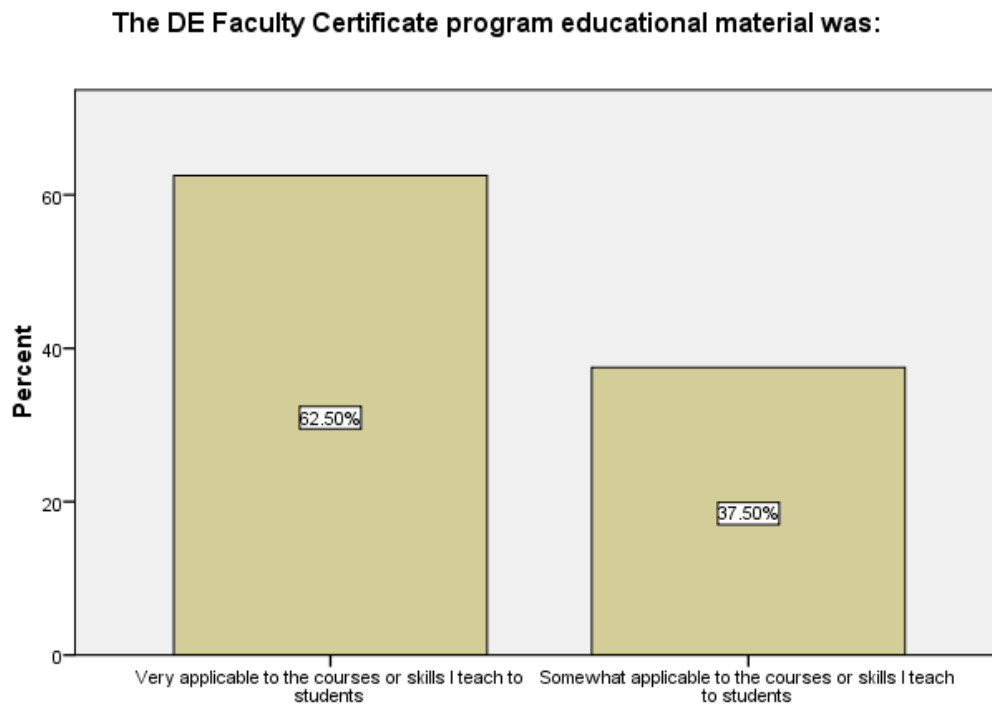
Faculty Members' Ratings of Aspects of the DE Certification Program

      Relevance of Topics. Faculty members skipped the question regarding the relevance of the topics. It would be important to discern why this happened for 100% of the respondents in future research.

      Quality of Instruction. More faculty members reported feeling that the quality of instruction was "very good" (75%) as compared to those who felt that the quality of instruction was "good" (25%). None of the faculty members felt that the quality of instruction was "fair," "poor," or "very poor" (see Figure 2, following page).

      Quality of Curriculum. The majority felt that the quality of curriculum was "good" (50%) while 37.5% felt that the quality was "very good", interestingly 12.5% (1/8) though that the quality of curriculum was "fair" (see Figure 3).

Report 11 Pg. 3

Figure 2. Quality of Instruction

Quality of instruction

Quality of instruction

Figure 3. Quality of Curriculum.

Quality of curriculum

Quality of curriculum
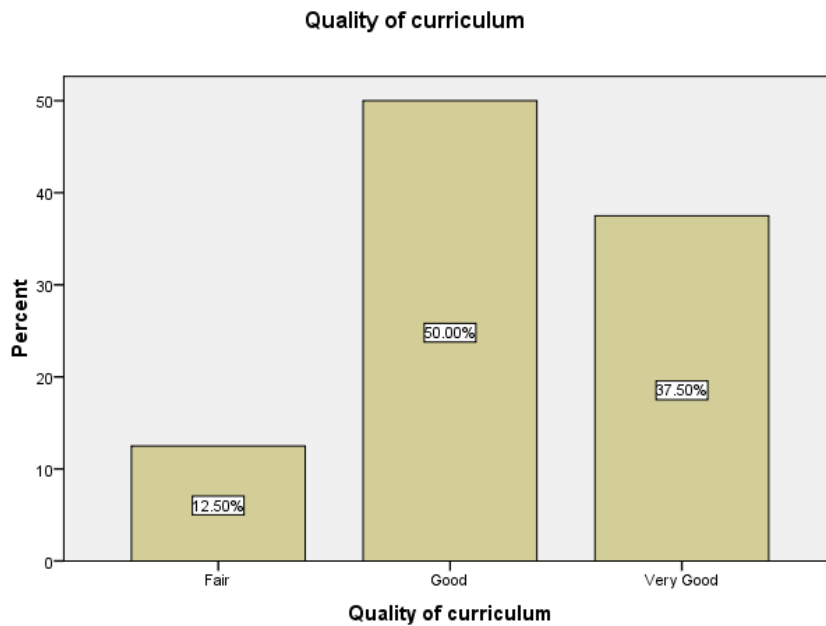
Opportunity to Learn New Skills. Overall, 87.5% (7 out of 8) of surveyed respondents reported that the DE Certification program provided an opportunity to learn new skills. Only one person (12.5%) reported that the DE Cert was a "good" opportunity to learn new skills (see Figure 4 below).

Report 11 Pg. 4

Figure 4. Opportunity to Learn New Skills

Opportunity to learn new skills

Opportunity to learn new skills

Overall Value of the Program. Nearly all of the respondents reported that the overall value of the program was "very good" (6 out of 8 respondents; 75%). Two individuals reported that the overall value of the program was "good" (25%).

Figure 5. Overall Value of the Program

Overall value

Overall value

Report 11 Pg. 5
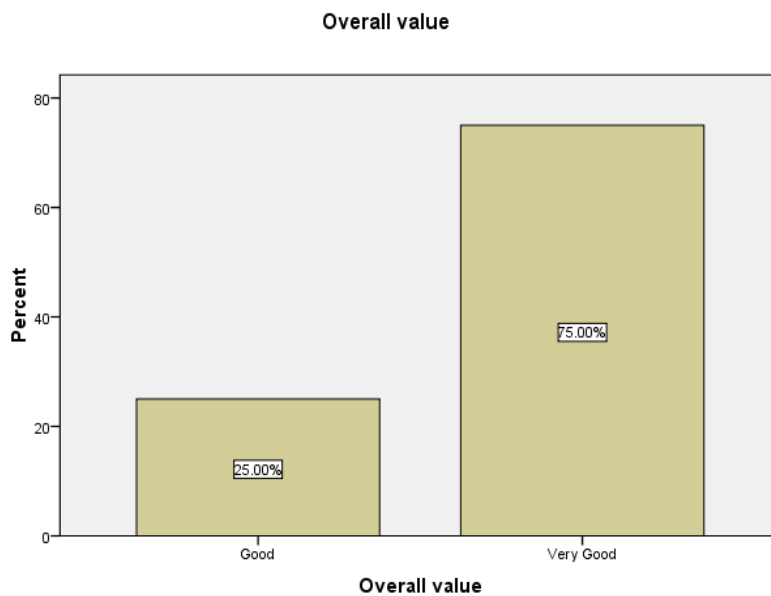
Faculty Members' Perceptions of Modifications in their Own Instruction-Related Behaviors

       Teaching Strategies.

The majority of faculty members (87.5%) felt that they had "some change" to their teaching strategies as a result of the program.

Figure 6. Perceptions of Changes to Teaching Strategies
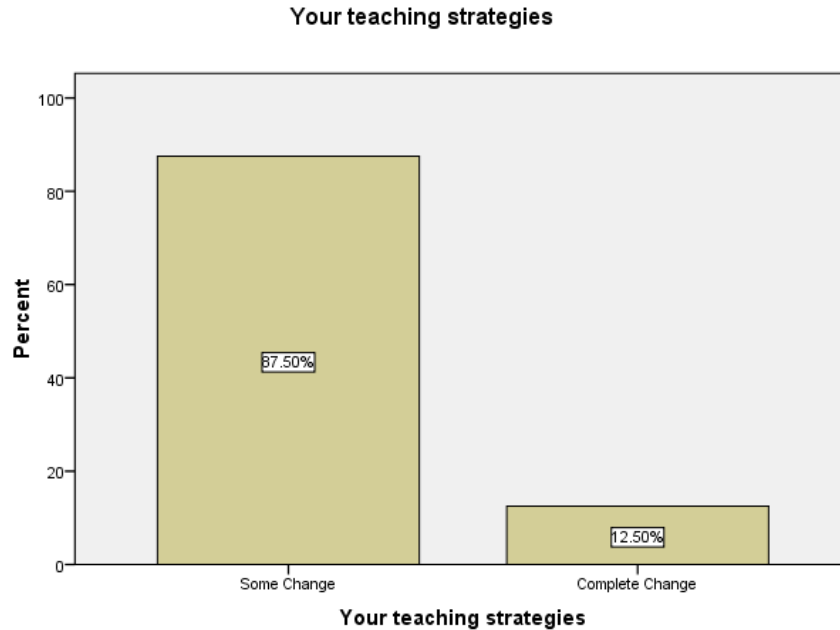
Perceptions of Change in the Affective Environment of Classroom

       The majority of faculty respondents (75%; 6 out of 8) felt that there was "some change" in the affective environment of the classroom. One individual reported "complete change" while another individual reported "no change" (Figure 7).

Figure 7. Perceptions of Change in the Affective Environment of the Classroom.

Report 11 Pg. 6
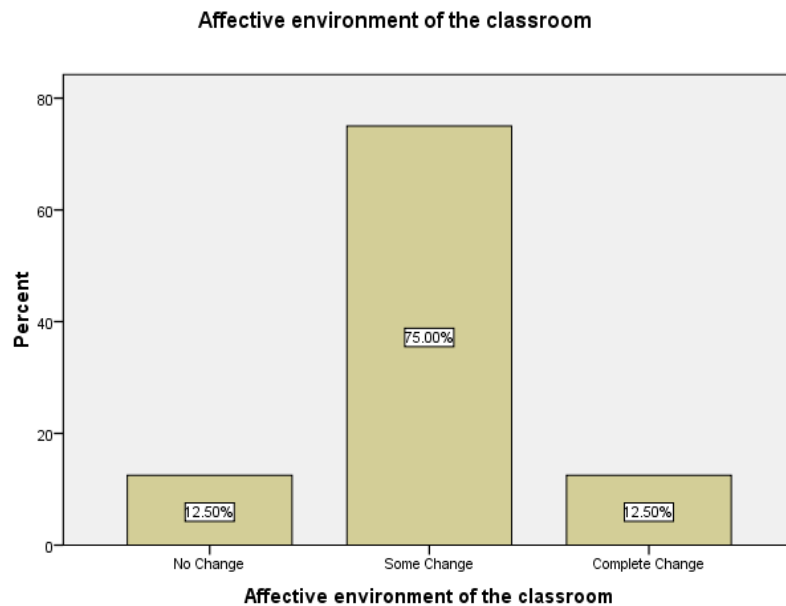
Perceptions of Assignments Offered in Courses

        The majority of faculty respondents (71.43%; 5 out of 7) reported "some change" in the assignments given in courses as a result of participating in the DE Certification program. One individual reported "complete change" in assignments while another reported "no change" in assignments (see Figure 8). One person did not respond.

Figure 8. Perceptions of Assignments Offered in Your Course(s)
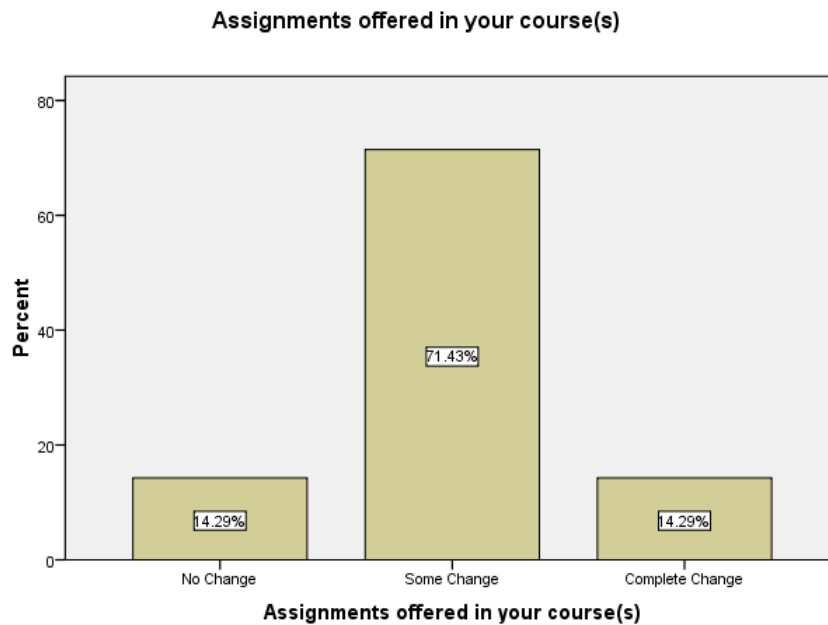
Assessments of Students' Work

        Similar numbers of faculty reported either "no change" (71.43%; 3 out of 7) or "some change" (3 out of 7) in their own assessment of their students' work following DE Certification completion. One individual reported a "complete change" in the assessment of the students' work.

Report 11 Pg. 7

Figure 9. Assessment of Students' Work
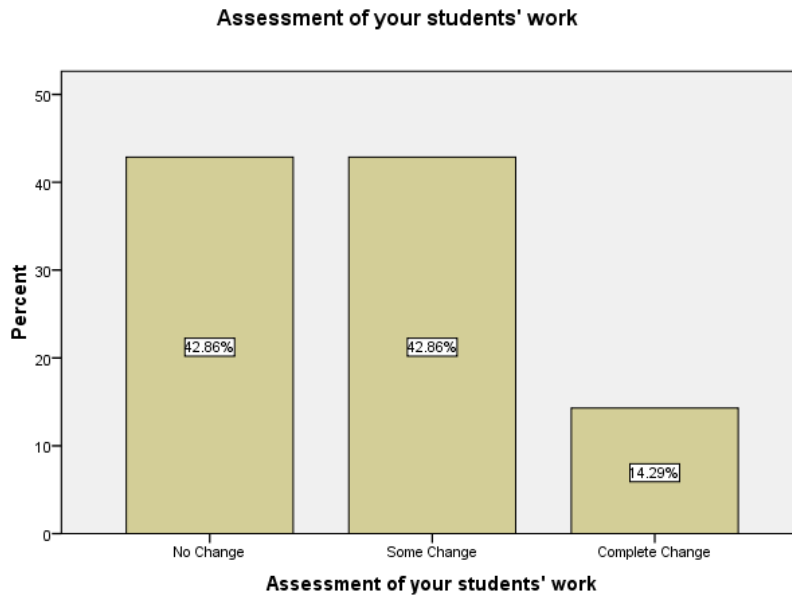
Figure 10. Level of Student Involvement
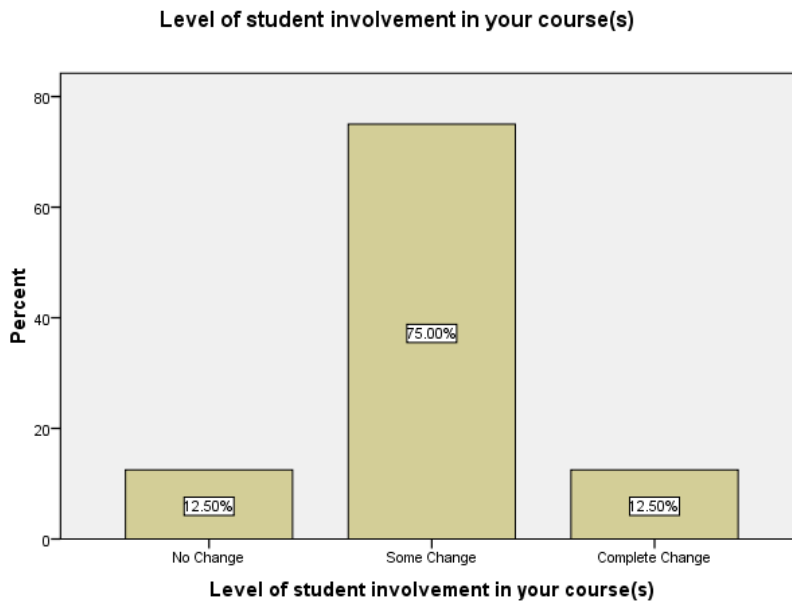
Level of Student Involvement

The majority (6 out of 8; 75%) of faculty felt that the level of student involvement had "some change" after completing the DE Certification program. One individual reported "complete change", while another reported "no change" in the level of student involvement.

Report 11 Pg. 8

Use of Study Skills

     The majority of faculty respondents (7 out of 8) reported "some change" in their use of study skills following completion of the DE Certification course. Equal numbers (1 of each) reported either "no change" or "complete change."

Figure 11. Use of Study Skills
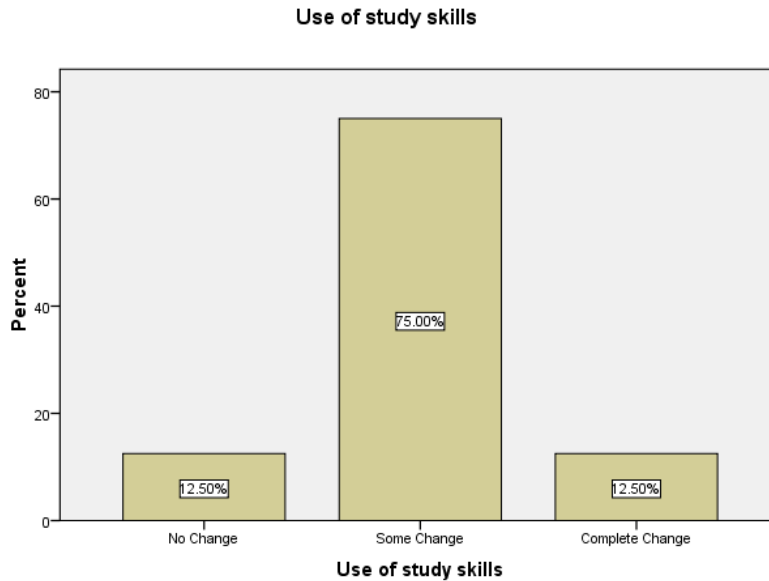
Use of Student Learning Outcomes

     The majority of faculty respondents (62.5%; 5 out of 8) felt that there was "some change" in their use of student learning outcomes as a result of taking the DE Certification courses. Three out of eight reported "no change" in their use of student learning outcomes.

Report 11 Pg. 9

Figure 12. Use of Student Learning Outcomes

Use of Student Learning Outcomes (SLOs)
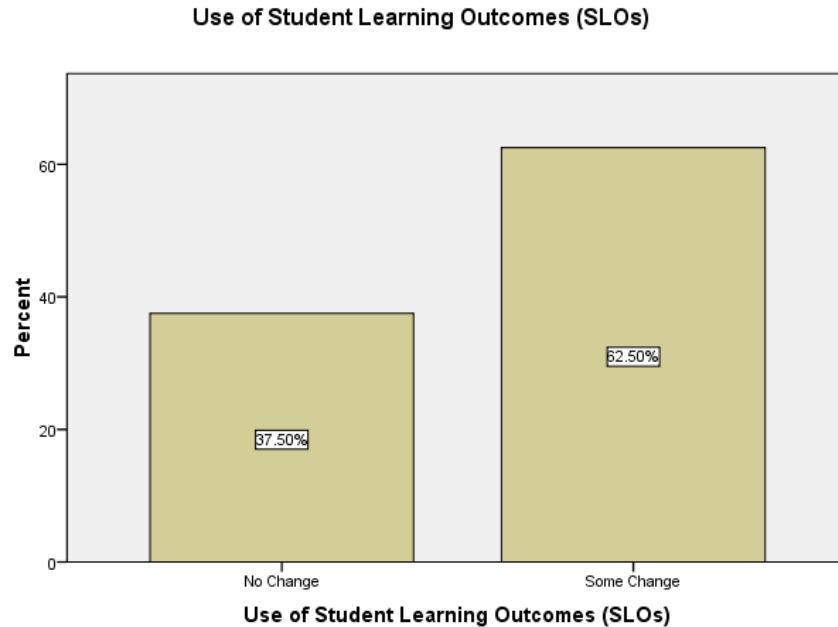
Use of Learning Communities

A large majority (87.5%; 7 out of 8) felt that there was "some change" in their use of learning communities following the completion of the DE Certification program. One individual reported "no change."

Figure 13. Use of Learning Communities

Use of Learning Communities
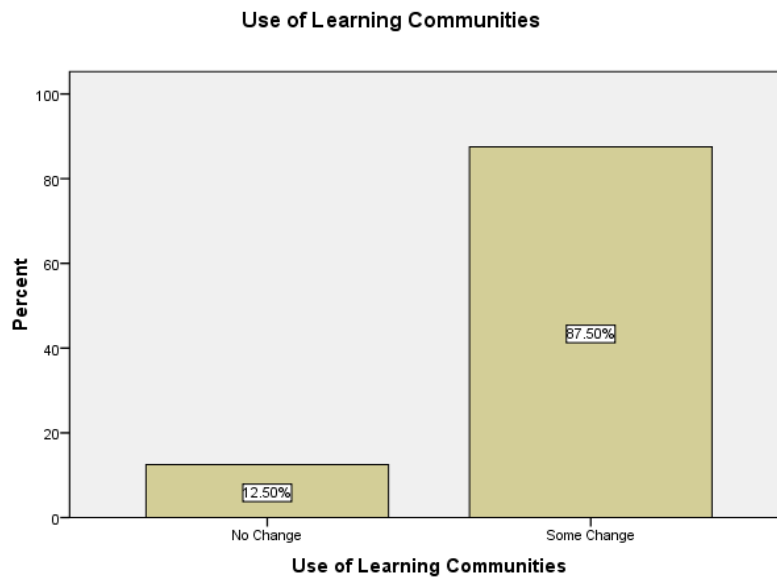
Perceptions of Student Participation

The majority of faculty respondents (50%; 4 out of 8) reported that they have not had the time to assess their students' level of participation following completion of the DE Certification Program. Equal numbers reported noticing "some change" or "complete change" in assessing their students' participation.

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Figure 14. Perceptions of Students' Participation

The students' participation

The students' participation
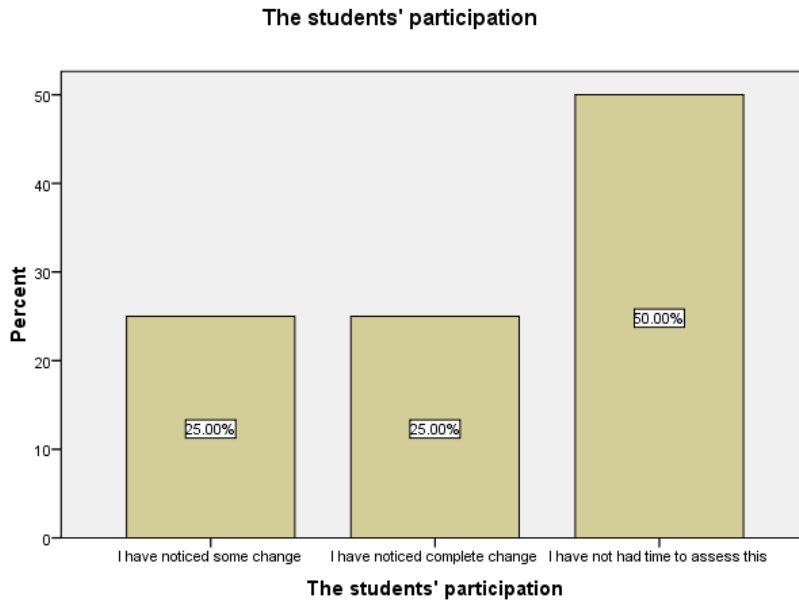
Students' Enthusiasm

There were mixed responses to the assessment of students' level of enthusiasm following the faculty members' completion of the DE Certification program. Equal numbers reported not having the time to assess student enthusiasm and noticing "some change" (37.5% of each). In addition, equal numbers (1 of each) also reported either noticing "no change" or "complete change" in students' enthusiasm.

Figure 15. Students' Level of Enthusiasm

The students' level of enthusiasm

The students' level of enthusiasm

Report 11 Pg. 11
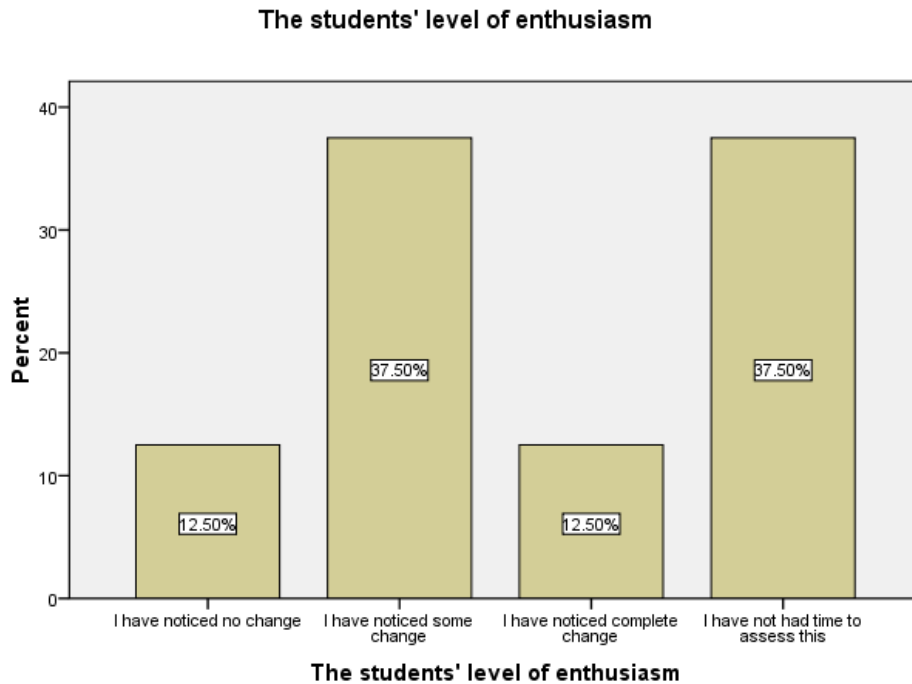
Figure 16. Students' Control of Learning

The students' control of own learning

The students' control of own learning
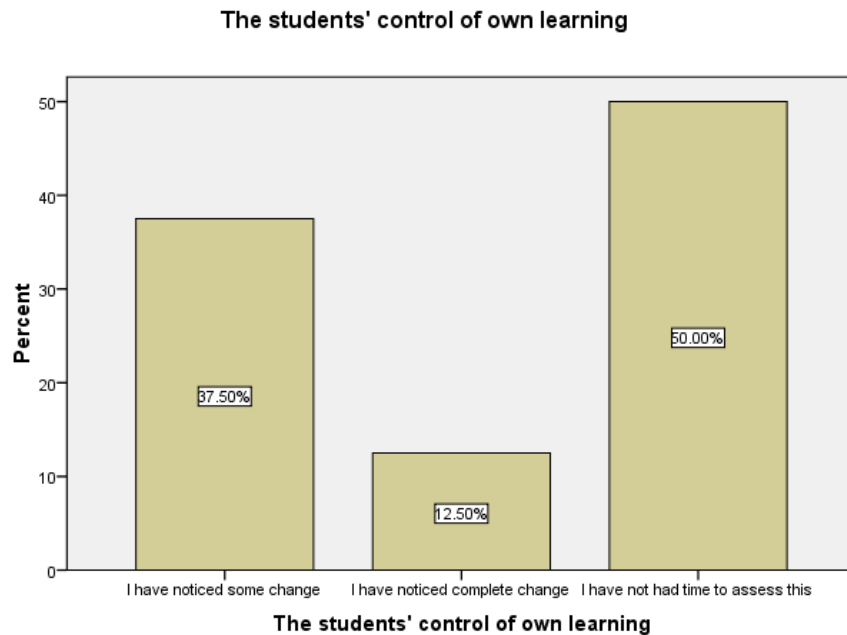
Perceptions of Students' Control of Learning

The majority of respondents (50%) reported not having enough time to assess whether their students had control over their own learning. Meanwhile, slightly over a third of respondents reported "some change" in students' control of their own learning while one person reported "complete change" in recognizing students' control of their own learning. None of the respondents skipped this item. In addition, none of the respondents reported "no change" in perceptions of students' control of their own learning.

Students' Grades on Tests

Similar numbers (37.5%; 3 out of 8) reported either noticing "some change" or "not having had the chance to assess" a change in students' grades on tests as a result of having completed the DE Certification. Two out of the 8 individuals reported noticing "no change" in grades following DE Certification.

Report 11 Pg. 12

Figure 17. Students' Grades on Tests

The students' grades on tests

The students' grades on tests
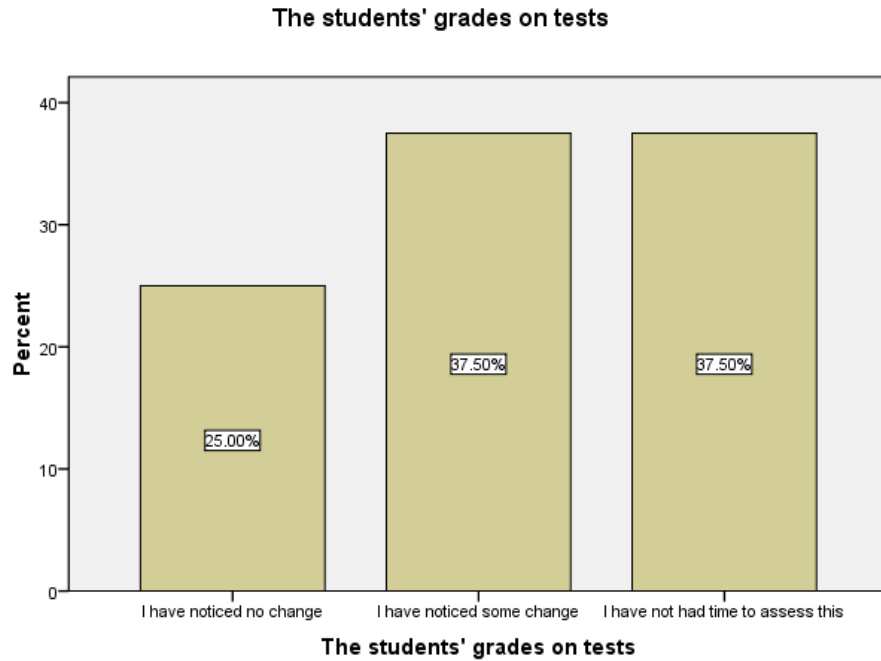
Understanding of Coursework/Assignments

The majority (50%) felt that they had not had the time to measure the students' understanding of assignments following completion of the DE Certification program. Equal numbers (2 in each case) reported no change or some change in their perceptions of how students understood their assignments.

Figure 18. Understanding of Assignments

The students' understanding of their coursework/assignments

The students' understanding of their coursework/assignments

Report 11 Pg. 13
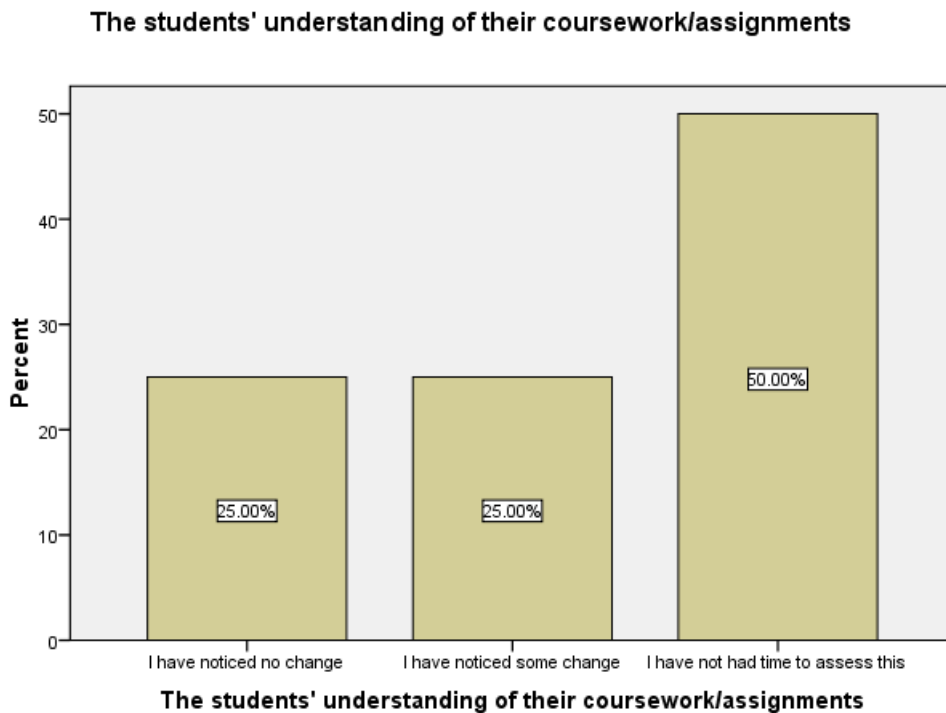
The Students' Sense of Personal Responsibility

Half of those surveyed reported not having had the time to measure any changes in their students' sense of personal responsibility. Slightly over one third (37.5%) felt there was "some change" in students' sense of personal responsibility.

Figure 19. Students' Sense of Personal Responsibility
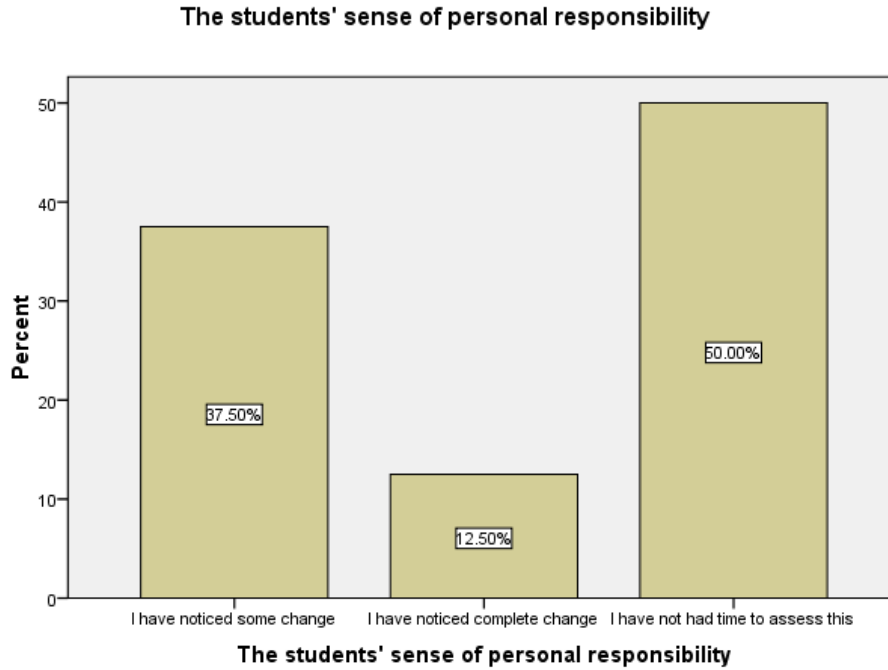
Figure 20. Students' Overall Attendance

Report 11 Pg. 14
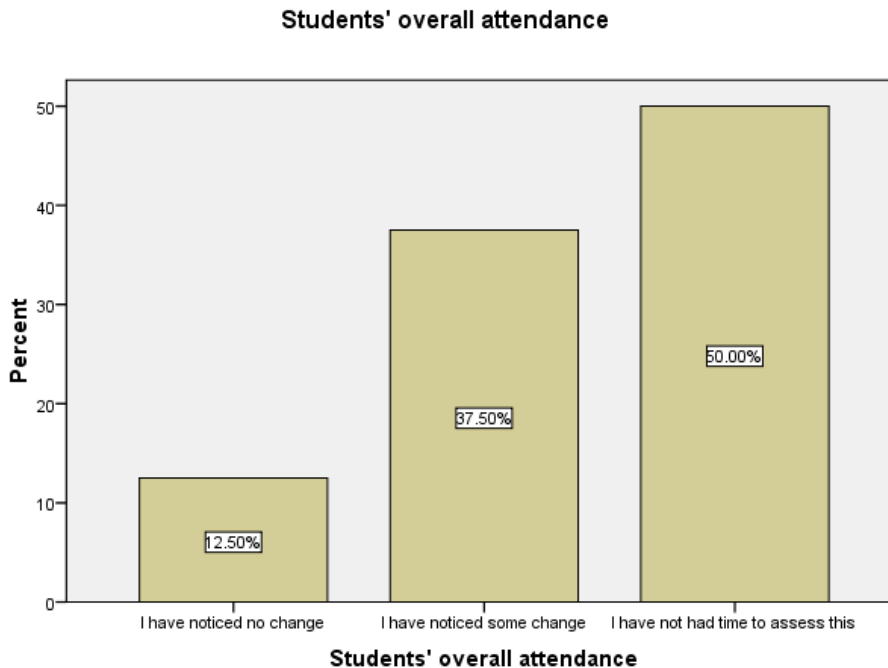
Students' Attendance

The majority of surveyed faculty members did not feel they had the time to assess any changes in their students' overall attendance after having completed the DE Certification program. However, slightly over one third of respondents (37.5%; 3 out of 8) indicated noticing "some change" while one person reported noticing "no change" in overall attendance.

Students' Academic Performance

The majority of faculty (62.5%) reported not having had the time to assess their students' overall academic performance following the DE Certification program. Three out of eight (37.5%) reported "some change in academic performance.

Figure 21. Academic Performance

Students' overall academic performance
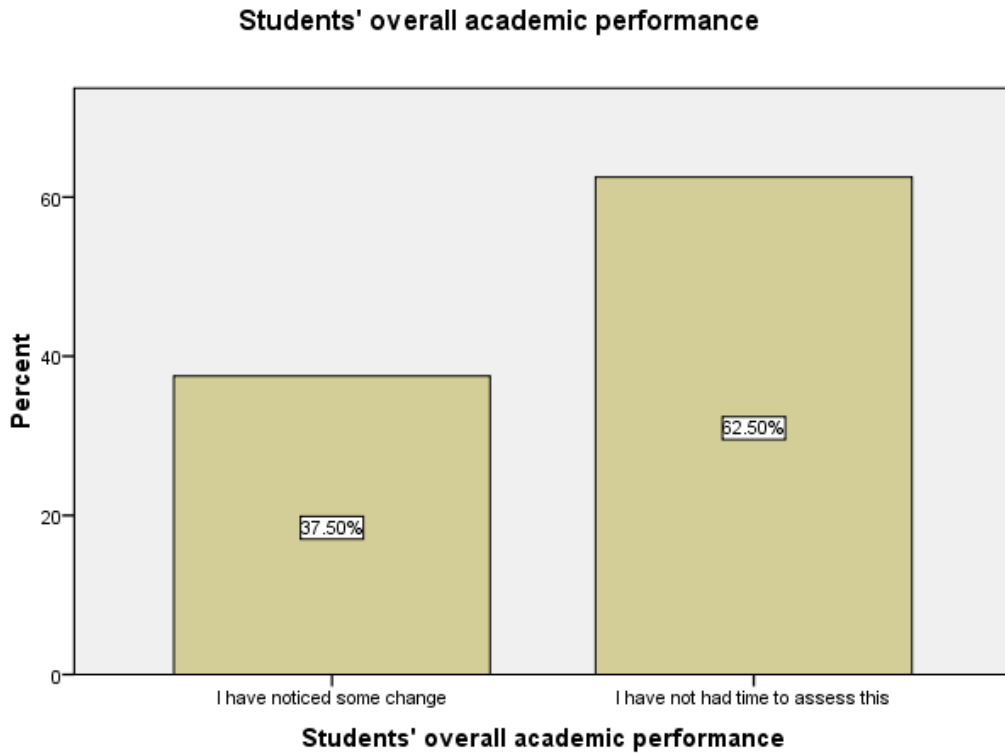
Students' Withdrawal Rates

The majority of surveyed faculty (62.5%) felt that they did not have a a chance to measure withdrawal rates in courses they taught as a result of having participated in the DE Certification program. Meanwhile, 37.5% noticed "some change" in withdrawal rates.

Figure 22. Withdrawal Rates

Students were less likely to withdraw from my courses or services that I provide

(bar chart showing "I have noticed some change" at 37.50% and "I have not had time to assess this" at 62.50%, with Percent on the vertical axis)

Students were less likely to withdraw from my courses or services that I provide
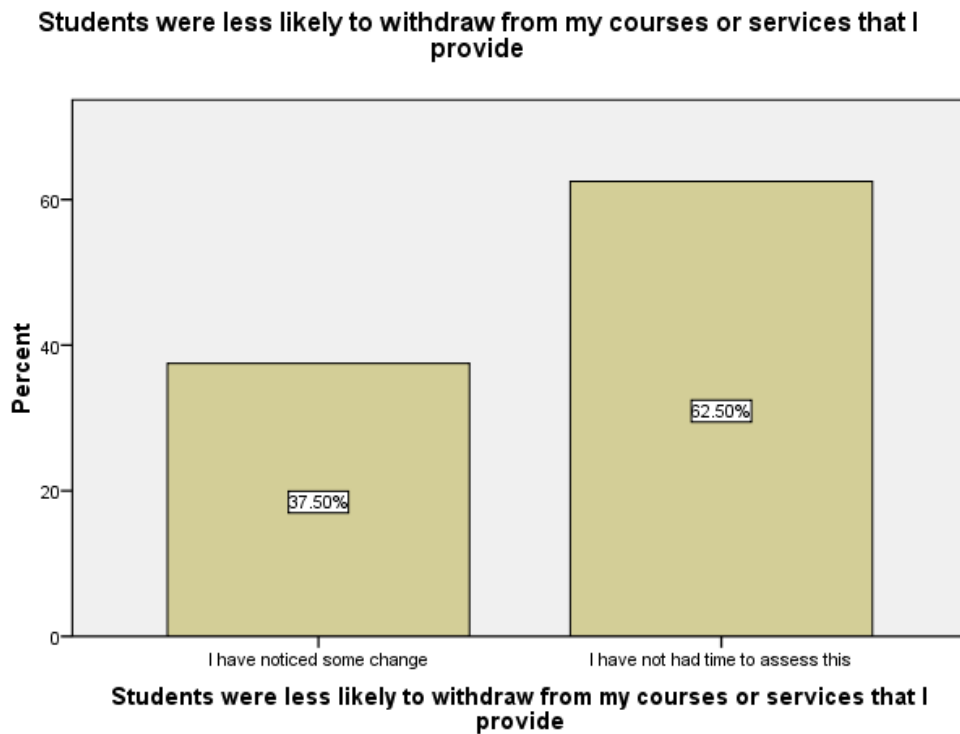
Open-ended Reponses: Why Has There Been "Some Change" or "Complete Change"?

Faculty members were asked to provide examples of some change or complete change if they had noticed such changes after having taken the DE Certification Course.

- Students often will create power point presentations that show the depth of their learning in a given subject. Students will engage in activities related to the class even before I ask them to begin.
- Instead of bombarding them with information and then giving them a big test at the middle and end of the year, I give small in-class and take home quizzes to help them get used to my style and help them keep up with the material . . .
- Students stay engaged with project-based labs. They can articulate the point of the lab better than they could with the old curriculum, which relied too much on responses to fill-in-the-blank or multiple-choice questions.
- I have learned a great deal from this program but I have not yet had the time to create and put into action things that I have learned. I look forward to this for the Fall.
- I have tried more to encourage students to take responsibility for their learning by assessing themselves and having them answer some questions and then come and discuss their exam with me. I try to help them determine how they can do better on the next
- Welcoming first day lead to high attendance through the semester.

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- I have become firmly convinced that there are different styles of learning and that we as faculty are obliged to address those differences in our instruction. I am a firm believer in project and problem-based learning as a result.
- It would be good to have a module in which we created assignments and assessments that when then implemented and evaluated during the course. I think I am a better teacher for taking this program and I think I will be better able to help my students succeed

Discussion

Overall, the majority of faculty members responded positively to the DE Certification program. Similar to previous years, many faculty members responded favorably to what they had learned from the program and also responded positively regarding the applications of the program. The survey was amended this year to include a new response option, "I have not had time to assess this." This response option indicated the extent to which faculty members perceived not having the time to examine different results/aspects of student learning after having completed the DE Certification program. This response option ended up being very useful in providing further insight about the faculty members' perceptions concerning their readiness to assess outcomes such as grades, withdrawal rates, assignment completion, and attendance. This response option would be recommended for research in the future.

Limitations

The first limitation to this assessment was the sample size. Conclusions made based upon such small numbers of respondents should be interpreted with caution. In addition, those who responded to the survey may have had more positively-based motivating factors for participating in the survey, which may limit the generalizability of these results. Future research should make an effort to examine the reasons for these low response rates.

References:

Boroch, D., Fillpot, J., Hope, L., Johnstone, R., Mery, P., Serban, A., Smith, B., Gabriner, S. (2007). Basic Skills as a Foundation for Student Success in California Community Colleges. Research and Planning Group for California Community Colleges (RP Group): Sacramento, CA

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Appendix A

DE Faculty Certification Survey

Which best describes your position at MT SAC? *(You may select more than one)*

☐ **Full-Time Faculty Member**

☐ **Part-Time Faculty Member**

Other, please specify [   ]

Which academic division are you with?

☐ **Arts**

☐ **Technology And Health**

☐ **Business**

☐ **Humanities And Social Sciences**

☐ **Natural Sciences**

☐ **Physical Education**

☐ **Library And Learning Resources**

☐ **Student Services**

☐ **Counseling**

Other, please specify [   ]

How would you describe the DE Faculty Certificate Program to your colleagues?

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Were there any barriers to your completion of the program? If so, what were they?

☐ There was not enough time to do the modules.

☐ The DE classes did not fit with my schedule.

☐ I did not understand the relevance of the courses to my teaching.

☐ I did not feel there was enough evidence to support brain-based theory.
Other, please specify

	Too basic for my knowledge/skill level	About right for my knowledge/skill level	Too advanced for my knowledge/skill level
The level of the DE Faculty Certificate Program educational material was:	☐	☐	☐

	Very applicable to the courses or skills I teach to students	Somewhat applicable to the courses or skills I teach to students	Not very applicable to the courses or skills I teach to students
The DE Faculty Certificate program educational material was:	☐	☐	☐

Please rate the following aspects of the DE Faculty Certificate Program:

	Very Good	Good	Fair	Poor	Very Poor	N/A or Do Not Know

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Relevance of topics	◌	◌	◌	◌	◌	◌
Ease of use	◌	◌	◌	◌	◌	◌
Quality of instruction	◌	◌	◌	◌	◌	◌
Quality of curriculum	◌	◌	◌	◌	◌	◌
Opportunity to learn new skills	◌	◌	◌	◌	◌	◌
Overall value	◌	◌	◌	◌	◌	◌

As a result of the DE Faculty Certificate Program, to what extent have you modified:

	No Change	Some Change	Complete Change
Your teaching strategies	◌	◌	◌
Affective environment of the classroom	◌	◌	◌
Assignments offered in your course(s)	◌	◌	◌
Assessment of your students' work	◌	◌	◌
Level of student involvement in your course(s)	◌	◌	◌
Use of study skills	◌	◌	◌
Use of Student Learning Outcomes (SLOs)	◌	◌	◌
Use of Learning Communities	◌	◌	◌

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After having taken courses in the DE Faculty Certificate Program, to what extent have your
STUDENTS YOU WORK WITH/ CLASS <u>changed for the better</u>?

	I have noticed no change	I have noticed some change	I have noticed complete change	I have not had time to assess this
The students' participation	◌	◌	◌	◌
The students' level of enthusiasm	◌	◌	◌	◌
The students' control of own learning	◌	◌	◌	◌
The students' grades on tests	◌	◌	◌	◌
The students' understanding of their coursework/assignments	◌	◌	◌	◌
The students' sense of personal responsibility	◌	◌	◌	◌
Students' overall attendance	◌	◌	◌	◌
Students' overall academic performance	◌	◌	◌	◌
Students were less likely to withdraw from my courses or services that I provide	◌	◌	◌	◌

If you indicated that you have noticed "Some Change" or "Complete Change" above, please provide us with a specific example:

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Do you have any additonal coments related to changes that we may not have mentioned?

```
[                                          ] ▲
[                                          ] ▮
[                                          ] ▼
```

Do you think your participation in the DE Certificate Program has improved the academic success of students you serve?

☐ Yes

☐ No

In the future, what DE Certificate Courses would you be interested in taking?

Please rank-order your top four choices. Select 1 for the course you would be most interested in taking and 4 for the one you would be least interested in taking.

	1	2	3	4
Implementing Brain Based theory in your classes	☐	☐	☐	☐
Integrating Service Learning into your classroom	☐	☐	☐	☐
Diversity in the classroom	☐	☐	☐	☐
Other	☐	☐	☐	☐

Other, please Specify:

```
[                                          ] ▲
[                                          ] ▮
[                                          ] ▼
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Do you have any suggestions for improving the DE Faculty Certification Program?

Back   Submit   Reset

Report 11 Pg. 23

Manager: Barbara McNeice-Stallard

Project: Basic Skills and Study Skills Assessment (Grid 1)

Amount Funded: $23,690.00

1. Project Goal	2. Specific outcomes to be measured	3. Method of assessment	4. Results reported	5. Use of results
Counselors Julie Perez Garcia and Angel Lujan will visit two Basic Skills classes to educate students on various services offered at Mt SAC to facilitate their educational endeavors. Speakers from various departments will visit monthly to provide relevant information for the students. For example, professors teaching subsequent coursework in math and English will outline expectations for the classes. One-on-one monthly counseling meetings will be arranged for interested students to further inform and assist them through the semester. Incentives will be given to encourage participation in the monthly counseling meetings.	1. Students will participate in one-on-one monthly counseling meetings. Students who attend the monthly counseling meetings will receive a $10 gift card from the Campus Café, funded through this grant, as an incentive.	1. As a result of the counselor intervention, 75% of all students will participate in individual counselor visits. At the end of the semester, a report for each student will be generated on the counseling department's scheduling system, SARS-GRID, in order to view number of counselor visits.	1. Of the 47 students who were enrolled in the LERN 49 and LERN 81 courses, 26 (55%) scheduled an appointment with a counselor. 2. Of the 47 students who were enrolled in the LERN 49 and LERN 81 courses, 24 (51%) attended their scheduled appointment. 3. Of the 24 students who attended an appointment, 19 (40%) met with one of the two pilot counselors (ie Angel or Julie). According to the Student evaluation, the largest percentage, 38%, of the students stated that time constraints was the major reason they did not participate in counselor visits.	Because students were asked to participate on a voluntary basis, the results were lower than expected. Counselor Perez-Garcia would like to integrate mandatory counselor visits into the program. The Campus Café $10 dining card incentives did not encourage students to participate, so she would not use them in future programs. While it was a challenge to motivate the students to participate, students who did schedule one-on-one counseling meetings may have benefitted from the experience. Of the students who did participate in counselor visits, 46.8% were successful in completion of the course, while only 29.8% of the students who did not participate in counselor visits were successful.

Reports Associated with Project:

Doc#27ID#69

Date printed: 7/14/2008

PROJECT OUTCOMES AND EVALUATION PLAN - Basic Skills Project, 2007-2008

Manager: Barbara McNeice-Stallard

Project: Basic Skills and Study Skills Assessment   (Grid 2)

Amount Funded: $23,690.00

1. Project Goal	2. Specific outcomes to be measured	3. Method of assessment	4. Results reported	5. Use of results
In addition, they will conduct assessments on study skills habits using the Noel Levitz College Student Inventory questionnaires. The results of the Inventory indicate academic motivation, general coping skills and receptivity to support services. Additionally, this pilot study could be used to determine the feasibility of institutionalizing the process.	2. As a result of the counselor intervention, students will complete the pre/post Study Behavior Inventory (SBI) and the College Student Inventory (CSI).	2. 75% of all students will complete the pre/post Study Behavior Inventory (SBI) and 75% of the students will complete the College Student Inventory. Students will be asked at the beginning of the semester to take the SBI and the CSI. Upon completion of the SBI, students will submit the report to the counselor during one of the counselor's classroom visits. The counselor will access the CSI results online. At the end of the semester, the students will be asked to re-take the SBI and submit the report to the counselor during one of the counselor's classroom visits.	Study Behavior Inventory (SBI): 0% of the students completed both the pre/post Study Behavior Inventory. Six students complete the pre-inventory from LERN 49. Data is unavailable for a pre-inventory count until July 21, 2008 for LERN 81. College Student Inventory (CSI): A total of 27.7% of the students from both classes completed the College Student Inventory.	Voluntary requests to complete these inventories were insufficient to influence participation. Without motivation to complete the inventories, Counselor Perez-Garcia felt that she would be unable to acquire necessary involvement in future programs. She would like to integrate the inventories into the course curriculum for future programs.

Reports Associated with Project:

Manager: Barbara McNeice-Stallard

Project: Basic Skills and Study Skills Assessment   (Grid 3)

Amount Funded: $23,690.00

1. Project Goal	2. Specific outcomes to be measured	3. Method of assessment	4. Results reported	5. Use of results
	3. Students will complete and return the mid-semester progress report to assess academic progress in all coursework.	3. 80% of all students will return the mid-semester progress report. Students will be asked to return a mid-semester progress report by Monday, October 29th during an individual counselor visit or a counselor classroom visit.	0% of the students from LERN 49 submitted nid-semester progress reports. Data for LERN 81 is unavailable until July 21, 2008. The 80% target will not be met as 43% of the total population of students were enrolled in LERN 81	Again, the request to complete and return the mid-semester progress report was voluntary, therefore, students did not participate. Several programs on campus, EOPS, DSP&S, and Athletics require students to complete progress reports. Failure to do so results in serious consequences for the students. Without imposing consequences, participation in voluntary progress reports will be extremely low.
	4. As a result of the counselor intervention, students who completed the pre SBI will show an increase in Factor 1: Academic Confidence following the post SBI.	4. 50% of the students who completed the pre-SBI will show an increase in Factor 1: Academic Confidence following the post-SBI. Percentile scores for each student will be recorded and analyzed for increases on the pre- and post-SBI in Factor 1: Academic Confidence.	0% of the students from both populations showed any increase between the pre and post inventories because 0% of the students completed a post-SBI.	If this program were to be completed in the future, it would be necessary to mandate participation in both the pre and post inventories.

Reports Associated with Project:

Doc#27ID#69

PROJECT OUTCOMES AND EVALUATION PLAN - Basic Skills Project, 2007-2008

Manager: Barbara McNeice-Stallard

Project: Basic Skills and Study Skills Assessment   (Grid 4)

Amount Funded: $23,690.00

1. Project Goal	2. Specific outcomes to be measured	3. Method of assessment	4. Results reported	5. Use of results
	5. Students will state that the fears they had at the beginning of the semester have decreased.	5. 75% of the students will state that the fears they had at the beginning of the semester have decreased. At the beginning of the semester, each student will be asked the respond to the following statement in written form: 'You are here at Mt. SAC. You have worked hard to get here. What are your hopes, dreams, fears and expectations for the semester?' At the end of the semester, the students will be asked to review their written responses and respond to the following statement: 'After reviewing what you wrote at the beginning of the semester, discuss any changes you experienced?'	This analysis was not possible due to a change in the post-prompt. The post-prompt that was asked of the students instead was, You have completed the Fall 2007 semester. 'Take a moment to re-read your response to the prompt that you answered at the beginning of the semester. Were your hopes, dreams, fears and expectations for the semester addressed?' Findings for this prompt were: 32.6%, of the students answered, 'Yes'. 34.8%, answered, 'Somewhat'. Only 1 student, or 2.2% responded, 'No', and 3 students, or 6.5%, gave an undeterminable response. Eleven of the 46 students, 23.9%, did not complete the post-prompt. In addition, a Student evaluation of the program showed that 89% of the students became more aware of resources and support services due to the intervention program. Additionally, the survey stated that nearly 96% of the students felt more confident as a student than they did at the beginning of the term.	Overall 67% of the students felt that some or all of their hopes, dreams, fears and expectations were addressed during the semester and 89% of the students learned about resources on campus. These findings support the belief that the program is useful for disseminating vital information to students. For future interventions, a revised pre-/post prompt will be drafted to combine hopes, dreams and expectations, and to address short-term versus long-term goals. Additionally, the post-prompt will deal specifically with student fears.

Reports Associated with Project:

1. Basic Skills and Study Skills Assessment Report
2. Study Skills Survey Report

Report 10

Basic Skills and Study Skills Assessment Report

Mentor Program
SUMMARY OF ACTIVITES

To: Barbara McNeice-Stallard, Julie Perez-Garcia, Angel Lujan

From: Cathy Stute, Technical Expert,
          Research & Institutional Effectiveness Office

Date: July 7, 2008

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 Counselors Julie Perez-Garcia and Angel Lujan, Professors Carol Norton and Paul Russell, Barbara McNeice-Stallard, Director of Research &Institutional Effectiveness and the BSRT team.

Purpose

Counseling and supporting activities are listed as effective practices to improve learning in ***Basic Skills as a Foundation for Student Success in California Community Colleges***. Effective Practice B.3 states:

> *Counseling support provided is substantial, accessible, and integrated with academic courses/programs.*

The report discusses in detail the benefits of these services. Counseling, mentoring, advising, and other services, integrated with a strong academic focus, can alleviate fears and supersede negative experiences in elementary and secondary education. The report also emphasizes the changing role of counselors from crisis intervention to a preventative and proactive role. Furthermore, counseling intervention integrated with a developmental education program has been found to improve first-term GPA and success rates for students in developmental courses. (Boroch, *et al*, 2007)

Introduction:

The Study Skills Intervention project was designed to introduce students to the benefits of counseling services during class time to determine if such an intervention improves outcomes for certain students.

Counselors Julie Perez Garcia and Angel Lujan selected two Basic Skills classes, LERN 49 and LERN 81, to visit weekly and to educate students on various services offered to facilitate their educational endeavors. Speakers from various departments were scheduled to visit monthly. Representatives from Student Life, Financial Aid, and Career and Transfer Services discussed services available to students. Professors teaching subsequent coursework in math and English were scheduled to outline expectations for the classes.

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In addition, one-on-one monthly counseling meetings were arranged for interested students to further inform and assist them through the semester. Campus Café gift cards in $10 denominations were used as incentives and were distributed to encourage participation in the monthly counseling meetings.

The counselors conducted assessments on study skills habits using the Study Behavior Inventory and the Noel Levitz College Student Inventory questionnaires. The results of these inventories would indicate: study behaviors, academic confidence, test anxiety, faculty relations, academic motivation, general coping skills and receptivity to support services.

Ideally, this pilot study would be used to determine the feasibility of institutionalizing the process.

Program Funding:

Initial Funding:	$ 23,690
Expenditures for 07-08:	$ 18,041
Monies To Be Returned:	$ 5,649

Monthly Program Activities:

DATE	ACTIVITES
September, 2007	Meet Counselors Perez-Garcia and Lujan; Describe services available through Counseling Dept.; Distribute pre-test prompt; Encourage students to take Assessments: Noel-Levitz & SBI; Disseminate important dates relating Drop and Withdrawal dates; Ask students to schedule individual counseling appointments to review assessments.
October, 2007	Guest Speakers during the month: Sean Wallace, Financial Aid, Oct 1, Dyrell Foster, Student Life, Oct 15, Heidi Lockhart, Career/Transfer Services, Oct 29; Distribute academic progress check; Ask students to schedule individual counseling appointments to discuss academic progress check; Reiterate Withdrawal date.
November, 2007	Ask students to schedule individual counseling session to discuss educational planning and course selection for Winter and Spring 2008 sessions; Distribute post-test prompt assignments; Encourage students to take Assessments: Noel-Levitz & SBI; Discuss final exam schedule; CANCELLED: Guest Speakers from ENGL 67 and MATH 50.
December, 2007	End of semester; Final exams

Limitations:

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Due to schedule conflicts, the guest speakers from ENGL 67 and MATH 50 scheduled to present to the students in November were unable to attend. These presentations would have been beneficial for the students as the faculty planned to give the students clear guidelines of the expectations for the subsequent courses.

Requests for students' time outside the classroom setting were voluntary; therefore, many students chose not participate in the assessments, nor did they participate in the individual counseling sessions. Data reflecting these finding will follow.

Demographic Data of student participants:

Two courses, LERN 49 and LERN 81 were selected for the intervention. A total of 47 students began the Fall semester in these two courses.

GENDER	Count	Percentage
Female	24	51.1%
Male	21	44.7%
Data Unavailable	2	4.3%
Total	47	100%

Gender was almost evenly divided for the population. Females topped the group at 51.1%. Males closely followed at 44.7%. Data were unavailable for two students, 4.3% of the total.

ETHNICITY	Count	Percentage
Hispanic	29	61.7%
Asian	5	10.6%
White	5	10.6%
African American/Non-Hispanic	2	4.3%
Other Non-White	2	4.3%
Pacific Islander	1	2.1%
Filipino	1	2.1%
Data Unavailable	2	4.3%
Total	47	100.0%

Hispanic students are the largest ethnic group in this population with over 61%. Asian and White students tie for second position at 10.6% each. African American and Other Non-White students are both at 4.3% each. Pacific Islander and Filipino students rank fourth at 2.1% each. Data were unavailable for two of the 47 students, or 4.3%

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AGE RANGE	Count	Percentage
Between ages 18 and 22	35	74.5%
Between ages 23 and 27	6	12.8%
Between ages 28 and 32	2	4.3%
33 years and older	2	4.3%
Data Unavailable	2	4.3%
Total	47	100.0%

Data analysis of age ranges of the students participating in the study revealed that nearly 75% of the students were between the ages of 18 and 22. Ranking second at 12.8% were students between the ages of 23 and 27. Tied for third ranking were students between the ages of 28 and 32 (4.3%), and students 33 years and older (4.3%). Data were unavailable for two students, 4.3% of the total.

Proposed Project Outcomes:

Five outcomes were developed to support the goals of the program:

1. Students will participate in one-on-one monthly counseling meetings. Students who attend the monthly counseling meetings will receive a $10 gift card from the Campus Café, funded through this grant, as an incentive.

2. As a result of the counselor intervention, students will complete the pre/post Study Behavior Inventory (SBI) and the College Student Inventory (CSI).

3. Students will complete and return the mid-semester progress report to assess academic progress in all coursework.

4. As a result of the counselor intervention, students who completed the pre-SBI will show an increase in Factor 1: Academic Confidence following the post-SBI.

5. Students will state that the fears they had at the beginning of the semester have decreased.

Results for Project Outcome #1:

Project Goal:
Students will participate in one-on-one monthly counseling meetings. Students who attend the monthly counseling meetings will receive a $10 gift card from the Campus Café, funded through this grant, as an incentive.

Outcome to be Measured:
As a result of the counselor intervention, 75% of all students will participate in individual counselor visits. At the end of the semester, a report for each student will be generated on the

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counseling department's scheduling system, SARS-GRID, in order to view number of counselor visits.

COUNSELOR VISITS	LERN 49	LERN 81	Total	Percentage
Number of students who participated in at least one Counselor visit	16	8	24	51.1%
Number of students who did not participate in a Counselor Visit	11	12	23	48.9%
Total	27	20	47	100.0%

According to the SARS-GRID data, of the 47 students who were enrolled in the LERN 49 and LERN 81 courses, 24 (51%) met with a counselor at least once during the Fall semester. Of the 24 students who attended an appointment, 19 (40%) met with one of the two pilot counselors, Julie Perez-Garcia or Angel Lujan.

Limitations:
Because students were asked to participate on a voluntary basis, the results were lower than expected.

The end-of term student evaluations revealed that the highest percentage (38%) of the students stated that time constraints were the major reason they did not participate in counselor visits. Thirty-one percent stated they had seen another counselor. Eight percent each did not participate due to these reasons: forgot, missed appointment, did not want to, and Counseling offices building change.

Use of Results:
Counselor Perez-Garcia would like to integrate mandatory counselor visits into the program. The Campus Café $10 dining card incentives did not encourage students to participate, so she would not use them in future programs.

While it was a challenge to motivate the students to participate, students who did schedule one-on-one counseling meetings may have benefited from the experience.

FINAL GRADE	COUNSELOR VISIT				NO COUNSELOR VISIT			
N=47	LERN 49	LERN 81	TOTAL	Percentage	LERN 49	LERN 81	TOTAL	Percentage
CR (Credit)	14	8	22	46.8%	6	8	14	29.8%
NC (No Credit)	1	0	1	2.1%	1	2	3	6.4%
W (Withdrew)	1	0	1	2.1%	4	2	6	12.8%

Of the students who did participate in counselor visits, 46.8% were successful in completion of the course, while only 29.8% of the students who did not participate in counselor visits were successful.

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Results for Project Outcome #2:

Project Goal:
As a result of the counselor intervention, students will complete the pre/post Study Behavior Inventory (SBI) and the College Student Inventory (CSI).

Outcome to be Measured:
Seventy-five percent of all students will complete the pre/post Study Behavior Inventory (SBI) and 75% of the students will complete the College Student Inventory. Students will be asked at the beginning of the semester to take the SBI and the CSI. Upon completion of the SBI, students will submit the report to the counselor during one of the counselor's classroom visits. The counselor will access the CSI results online. At the end of the semester, the students will be asked to re-take the SBI and submit the report to the counselor during one of the counselor's classroom visits.

Results:
Study Behavior Inventory (SBI):
None of the students completed both the pre/post Study Behavior Inventory. Six students completed the pre-inventory from LERN 49. Data is unavailable for a pre-inventory count until July 21, 2008 for LERN 81.

College Student Inventory (CSI):
A total of 27.7% of the students from both classes completed the College Student Inventory. A breakdown for each course will be available in late July.

Limitations:
Counselor Angel Lujan is away until July 21, 2008. Analysis of assessments is limited until the researcher can obtain the remainder of his data.

Voluntary requests to complete these inventories were insufficient motivators to influence participation.

Use of Results:
Without motivation to complete the inventories, Counselor Perez-Garcia felt that she would be unable to acquire necessary involvement in future programs. She would like to integrate the inventories into the course curriculum for future programs.

Results for Project Outcome #3:

Project Goal:
Students will complete and return the mid-semester progress report to assess academic progress in all coursework.

Outcome to be Measured:

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80% of all students will return the mid-semester progress report. Students will be asked to return a mid-semester progress report by Monday, October 29th during an individual counselor visit or a counselor classroom visit.

Results:
None of the students from LERN 49 submitted mid-semester progress reports. Data for LERN 81 is unavailable until July 21, 2008. The 80% target will not be met as only 43% of the total population of students were enrolled in LERN 81.

Limitations:
Counselor Angel Lujan is away until July 21, 2008. Analysis of mid-semester progress reports is limited until the researcher can obtain the remainder of his data.

The request to complete and return the mid-semester progress report was voluntary, therefore, students did not participate.

Use of Results:
Several programs on campus, EOPS, DSP&S, and Athletics require students to complete progress reports. Failure to do so results in serious consequences for the students. Without imposing consequences, participation in voluntary progress reports will be extremely low.

Results for Project Outcome #4:

Project Goal:
As a result of the counselor intervention, students who completed the pre-SBI will show an increase in Factor 1: Academic Confidence following the post-SBI.

Outcome to be Measured:
50% of the students who completed the pre-SBI will show an increase in Factor 1: Academic Confidence following the post-SBI. Percentile scores for each student will be recorded and analyzed for increases on the pre- and post-SBI in Factor 1: Academic Confidence.

Results:
None of the students from both populations showed any increase between the pre and post inventories because none of the students completed a post-SBI.

Limitations:
Participation is the post-SBI was voluntary, students did not comply.

Use of Data:
If this program were to be completed in the future, it would be necessary to mandate participation in both the pre and post inventories.

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Results for Project Outcome #5:

Project Goal:
Students will state that the fears they had at the beginning of the semester have decreased.

Outcome to be Measured:
75% of the students will state that the fears they had at the beginning of the semester have decreased. At the beginning of the semester, each student will be asked the respond to the following statement in written form:

> *"You are here at Mt. SAC. You have worked hard to get here. What are your hopes, dreams, fears and expectations for the semester?"*

At the end of the semester, the students will be asked to review their written responses and respond to the following statement:

> *"After reviewing what you wrote at the beginning of the semester, discuss any changes you experienced?"*

Results:
This stated analysis was not possible due to a re-wording of the question on the post-prompt.

The post-prompt that was asked of the students instead was:

> *"You have completed the Fall 2007 semester. Take a moment to re-read your response to the prompt that you answered at the beginning of the semester. Were your hopes, dreams, fears and expectations for the semester addressed?"*

Post-test Prompt		
46 Students	Count	Percentage
Yes	15	32.6%
Somewhat	16	34.8%
No	1	2.2%
Undeterminable	3	6.5%
No Response	11	23.9%
Total	46	100.0%

Forty-six of the original 47 students were identified for this prompt. Eleven students (23.9%) did not respond at all. Results from the student responses showed 32.6%, of the students answered, "Yes," 34.8%, answered, "Somewhat." Only 1 student, or 2.2% responded, "No," and 3 students, or 6.5%, gave an undeterminable response.

There may be indirect measures available for measuring whether students' fears were alleviated. The analysis of student fears from the Pre-test Prompt show:

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FEARS 38 Students / 46 Comments	Count
Interpersonal Fears	15
Social / Structural Barriers	2
Short-Term Academic Challenges	22
Long-term Academic Challenges	6
Career Challenges	1
None	2

Source: Stute, C., LERN Pre-test/Post-test Results

The greatest source of student fears stemmed from Short-term Academic Challenges. The challenges ranged from fears of difficulty in completing assignments, to low test scores and possibly failure of current coursework.

These Short-term Academic Challenges could be addressed by informing students about the resources and support services available at Mt. SAC. In addition, measuring the student confidence level may also alleviate fears.

Data from the Student Evaluation of the Study Skills Intervention program was analyzed to assess the results.

I am aware of the resources and support services available at Mt. SAC that can help me	Count	Percentage
Strongly Agree	15	40.5%
Agree	18	48.6%
Undecided	4	10.8%
Total	37	100.0%

Source: DiDonato, L, Student Evaluation Results for LERN Survey

The Student Evaluation of the Study Skills Intervention program showed that 89% of the students agreed or strongly agreed that they became more aware of resources and support services due to the intervention program. Eleven percent of the students were undecided.

I feel more confident as a student than I did at the beginning of the semester.	Count	Percentage
Strongly Agree	23	62.2%
Agree	12	32.4%
Undecided	2	5.4%
Total	37	100.0%

Source: DiDonato, L, Student Evaluation Results for LERN Survey

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The results showed that nearly 96% of the students strongly agreed or agreed that they felt more confident as a student than they did at the beginning of the term.

Limitations:
The changes in the wording of the post-prompt rendered initial outcome immeasurable using direct assessment.

Use of Data:
Overall, 67% of the students felt that some or all of their hopes, dreams, fears and expectations were addressed in some manner during the semester.

The Student Evaluation of the Study Skills Intervention provided supporting data to the original prompt. Student fears may have been eased due to the on-going dissemination of information in the Study Skills Intervention program. Almost 90% of the students in the program learned about support services and resources on campus, and nearly 96% of the students felt more confident. These findings support the assertion that proactive counseling intervention can help students succeed.

For future interventions, a revised pre-/post prompt will be drafted to combine hopes, dreams and expectations, and to address short-term versus long-term goals. Additionally, the post-prompt will deal specifically with student fears.

Conclusion:
Integrating counseling services into classroom curricula enhances the learning experience of Basic Skills students by increasing awareness and raising confidence levels.

To improve the Study Skills Intervention program, assessments, individual counseling sessions and other activities must be mandatory so that all students may learn and benefit from them.

Goal setting should be added to the program so that students develop long-range academic and career goals.

In addition, further research is necessary to directly measure the effects of the Study Skills Intervention on student retention and success.

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Study Skills Survey Report

Student Evaluation Results for LERN Survey

As part of a larger student study skills research project, funded under the Basic Skills Initiative, students in one section of LERN49 and LERN81 were asked to complete a student evaluation survey. There were a total of 47 students enrolled in these two sections. There were 7 withdrawals after the withdrawal date, thus 40 students completed the courses and received a grade other than "W". Nearly all of these students completed a survey. This document will report the results of that survey. The findings are based upon 37 completed surveys.

Educational Goals

Students were asked about their educational goals by marking choices of possible educational goals and writing in their proposed majors.

Associates Degree

Seven students reported intentions of seeking an Associate of Arts Degree (AA). This represents 19% of all the students surveyed. Table 1 lists the majors students reported as their intended AA major and the number of students for each major. As shown in the table, one student did not report their intended major, but did report intending to receive an AA degree. The same information was requested for those intending to receive an Associate of Science Degree (AS). Although 7 students selected intending to receive an AS degree, only 5 offered the major they expected the degree to be in. 35% or 13 of the students reported an educational goal of any Associate's degree.

Table 1

A.S. Degree, Major	Count
?	1
Animation	1
Fashion Design	1
Fire	1
Paralegal-CBS	1
Total	**5**

Table 2

A.A. Degree, Major	Count
	1
Biology	1
Criminal Science	1
Fashion Designer	1
Music	1
Sign Language Interp.	1
Teacher	1
Total	**7**

Transfer

More than any other category, students reported future intentions to transfer. Nearly 65% of those surveyed said they intended to transfer. Table 3 displays the majors they reported wanting to transfer into.

Table 3

Transfer Major:	Count	Transfer Major:	Count
?	1	Creative Writing	1
Architectural	1	Criminal Justice	1
Biology	1	Dental Hygiene	1
Business	2	History	1
Business Computer Program	1	MA Music	1
Business Management	1	Spanish	1
Child Development	1	Undecided	1
Computer Programmer	1		

Other Educational Goals
Very few students reported having other educational goals, Table 4 shows the results of these goals.

Table 4

Other Goals	Count
Obtain Certificate	2
Undecided	1
Other	1
Total	**4**

Evaluation of Course
The next series of questions on the survey asked students to rate aspects of the course. These Mt. SAC. students were asked to choose one of the following in determining their opinion on a topic; Stongly Agree, Agree, Undecided, Disagree, or Strongly Disagree.

Table 5

The counselor's visits were helpful	Count	Percent
Strongly Agree	22	59.5
Agree	12	32.4
Undecided	2	5.4
Strongly Disagree	1	2.7
Total	37	100.0

More than 90% of the students said the counselor visits were helpful. Nearly 60%, stated they "Strongly Agree" that the visits were helpful. Only one student strongly disagreed that the visits were helpful.

Table 6

The counselor provided useful information	Count	Percent
Strongly Agree	26	70.3
Agree	10	27.0
Undecided	1	2.7
Total	37	100.0

Nearly all the surveyed students found the information provided by the counselors to be useful. Only one student reported being undecided about the information given by the counselor. In fact, 70% or 26 students reported strongly agreeing that the information was useful. This question and how welcome a student felt received the largest number of students reporting they "Strongly Agree".

Table 7

The guest speaker from Financial Aid was helpful	Count	Percent
Strongly Agree	21	56.8
Agree	11	29.7
Undecided	5	13.5
Total	37	100.0

Fewer students found the Financial Aid speaker helpful, than they did the counselor visits. However, the majority still felt it was helpful. Over 10% of the students reported being undecided about the helpfulness of the speaker.

Table 8

The guest speaker from Student Life was helpful	Count	Percent
Strongly Agree	19	51.4
Agree	15	40.5
Undecided	3	8.1
Total	37	100.0

The speaker from Student Life was also reported as being helpful by the students surveyed. Nearly 92% of the students agreed or strongly agreed that the speaker was helpful.

Table 9

The guest speaker from Career Transfer Services was helpful	Count	Percent
Strongly Agree	21	56.8
Agree	11	29.7
Undecided	5	13.5
Total	37	100.0

As with the Financial Aid speaker, 5 students (13.5%) were undecided about the helpfulness of the speaker from Career Transfer Services. Yet, most of the students agreed this speaker was helpful (86.5%)

Table 10

I am aware of the resources and support services available at Mt. SAC that can help me	Count	Percent
Strongly Agree	15	40.5
Agree	18	48.6
Undecided	4	10.8
Total	37	100.0

Only 4 students reported being undecided about their awareness of support services available at Mt. SAC. However, this question had the greatest number of students reporting they "Agree" (18), rather than "Strongly Agree".

Table 11

I feel more confident as a student than I did at the beginning of the semester	Count	Percent
Strongly Agree	23	62.2
Agree	12	32.4
Undecided	2	5.4
Total	37	100.0

Over 90% of the students surveyed reported feeling more confident as a student than they did at the beginning of the semester. Only 2 students (5.4%) were undecided.

Table 12

I feel welcome at Mt SAC	Count	Percent
Strongly Agree	26	70.3
Agree	10	27.0
Undecided	1	2.7
Total	37	100.0

Almost all the students reported feeling welcome at Mt. SAC. Over 70% feel strongly about this.

Open Ended Questions

Students were asked a series of opened-ended questions. The following tables summarize the results of their responses. The Appendix of this document lists the actual comments of students.

Table 13

One Thing that was most helpful	Count	Percent
Planning for my education	10	24
Knowledge of counselors	14	33
How to be a better student	3	7
Financial aid	3	7
Contribution to class curriculum	1	2
Willingness to help	11	26
Total	**42**	**100.0**

When asked to list one thing that was most helpful about the counselor visits the knowledge of the counselors was the most frequently mentioned item. One third of the students directly cited the knowledge of the counselors. The next most cited item was the counselor's willingness to help, followed by helping the student plan for their future.

Table 14

One Thing that was least helpful	Count	Percent
Nothing, everything was helpful	17	57
Trying to make an appt.	1	3
How to be a better student	2	7
Other speakers	3	10
Online surveys	2	7
Lack of time	4	13
Not enough counselor visits	1	3
Total	**30**	**100.0**

When asked to list one thing that was least helpful about the counselor visits, there were very few negative comments. The majority of the students who responded (17) used the space to say there was nothing to mention or everything was helpful.

Table 15

Did you see the counselor in the Counseling Center?		Count	Percent
Valid	No Response	1	2.7
	No	13	35.1
	Yes	23	62.2
	Total	**37**	**100.0**

Over 60% of the students reported visiting a counselor in the counseling center.

Table 16

Reasons for not seeing counselor	Count	Percent
Saw another counselor	4	31
Time Constraints	5	38.5
Forgot	1	7.7
Missed Appointment	1	7.7
Did not want to	1	7.7
Building Change	1	7.7
Total	13	100.0

Students were asked if they intended to see a counselor in the future. All but two students responded affirmatively. The following table describes their responses to the follow-up question regarding their intentions for seeing a counselor in the future.

Of the 37 students who took the survey, 33 responded to the follow-up question regarding future visits to see a counselor. They were asked "If 'Yes, what are your primary areas of concern?". These comments were categorized and resulted in 43 responses. They are displayed in Table 17 below.

Table 17

Primary areas of concern	Count	Percent
Academic plan for meeting educational goals	29	67
How to Pay for my education	1	2
Career Guidance - What to Major In	2	5
Advice on my academic performance	6	14
Learn more about support services	2	5
None or don't know	3	7
Total	30	100.0

The most frequently given answer was to plan for their education.

The data collected from the survey suggests the students found the interventions implemented by the counselors in the two sections of LERN49 and LERN81 to be helpful. Overall, the majority of students responded favorably to the all the items they were asked about.

Responses to Open-Ended Questions

Question #9: List one thing that was most helpful about the counselor visits?

1. All the useful informaiton about planning to transfer
2. always aware
3. Angel guided me through the classes that need to be done in order to graduate with the class 2009
4. any questions that I had they would find the information for me.
5. Asking her questions on how to do good in a class if I'm feeling
6. Discussing my accomidation
7. Educating the class about the Disney College Program
8. Financial Aid
9. Financial Aid, Career, Transfer
10. giving basic info that I didn't know about
11. Her useful information about college
12. I found a University that have court translating
13. I was getting updates on current news that was going on in Mt SAC and questions were answered
14. If it wasn't for the counselor, none of the other speakers would have come.
15. information available I didn't know
16. It helped me to organize my time and figure out what courses to take
17. It was helpful to know we could go to her for help
18. quick class, financial aid, choice major, transfer services
19. Setting up my education plan
20. She helped overcome my situation in my goal settings and how to strength my learning disabilities
21. She made herself available
22. She was very good at answering questions and she gave lots of info.
23. She was very knowledgeable when asked questions
24. The availability that was given by the counselor
25. The information she brought to us
26. The resources and support services available.
27. They gave important dates and deadlines and gave many opportunities to make appointments
28. They put what was on the campus and they just helped out a lot
29. To get me on track for my degree
30. trying to get my career that I want
31. Very good listener
32. What do I need in order to transfer my classes for example.
33. What was helpful about the couselor visits are more knowledge on campus programs

Question #10 List one thing that was least helpful about the counselor visits?

1. well trying to get an appointment wasn't helpful
2. to me everything from the councelor was useful information
3. There wasn't anything bad
4. The other guest speakers and time constraints
5. The online surveys, but they are useful for them.
6. The internet stuff (surveys, etc.)
7. The information from the student life center
8. talking about work habits
9. nothing, everything was helpful
10. Nothing much
11. Nothing
12. Nothing
13. not enough time
14. None came to mind
15. None
16. N/A
17. N/A
18. N/A
19. I would like to talk more about financial aid in the future (It was a time issue!)
20. I really didn't find one of the guest speakers that important
21. I really can't think of any
22. I honestly cannot complain. I am very thankful that Julie was here.
23. I did not have this problem
24. I can't think of one
25. Her visits were too short
26. he did not come more often
27. giving me informaiotn on what to do in order to get my AS
28. Each counselor visit was very helpful
29. Can't think od any
30. All was helpful

Question #11 Did you see the counselor in the Counseling Center? If "No", why not?

1. No, because I have seen Julie Bradley a counselor that works for disabled student services dept.
2. No time, in and out of school
3. no time
4. It slips my mind everytime I'm at school which is sad I know
5. I visit Susan Wright with Adult Education, CEC Blg 30
6. I made an appointment but couldn't make it
7. I go to DPS Counselor
8. I always had something else to do after class, but I do plan on going to see you pretty soon
9. Full, made an appointment with someone else
10. Didn't have time, but know I have to
11. because of time and change of building
12. Because I don not want to go yet
13. As of now I haven't but I plan to in the near future

Question #12 Do you plan to see a counselor in the future? If "Yes", what are your primary areas of concern?

1. Since I've changed my major. Now I need new guidance about my major.
2. What to strive for as far as obtaining a bachelor degree...what do I have the most credits to apply towards as far as a major
3. take the right classes to transfer
4. To see what other classes I need to transfer
5. To keep on track where im going so I meet my graduation date.
6. What I need to transfer and how I can get money to pay for my education.
7. To know what to take during the years that way I won't take classes I don't need.
8. None
9. What types of classes to take during Spring and what I can expect from those classes
10. to become a teacher
11. Career counseling/guidance and help on choosing my classes for upcoming semesters
12. Classes to take for remainder
13. Transferring
14. Transferring
15. setting up my classes for next semester
16. transfer and math issues is my 3rd try and may to switch schools.
17. I would like to have a plan or list of exactly what areas I need to finish to gain an AA and AS degree and transfer. This would benefit me greatly
18. To make sure I'm on track to transfer
19. Make sure I keep on course to fullfill my goal
20. Finishing school and finally graduation with an AA Degree in language Arts and Communication
21. That classes are right for me
22. Just to help with my schedule and maybe get some advice where to go next
23. What classes to take to allow me to transfer
24. Classes to transfer, extra help to keep grades up and help to transfer
25. I want to know how I am doing and what classes are the ones I should be taking
26. To become more aware of support services
27. My primary areas of concern are scheduling the best classes at the best time; taking advantage of the resources available to me and staying on track to achieve my goals
28. Just to make sure I am taking the right classes that I need to transfer
29. I don't know yet
30. classes and semesters and football
31. I have none at this time
32. Helping me with the classes to take in order to transfer.
33. Making sure am on the right track with the classes am taking

PROJECT OUTCOMES AND EVALUATION PLAN - Basic Skills Project, 2007-2008

Manager: Audrey Yamagata-Noji

Project: Secrets to Success Promotional Productions

Amount Funded: $20,000.00

1. Project Goal	2. Specific outcomes to be measured	3. Method of assessment	4. Results reported	5. Use of results
Increase student knowledge of Mt. SAC and the services available through the college for tutoring, educational counseling, funding their education, and disabled student services.	Student Services will produce 5 infomercials for students at Mt. SAC. Each video will provide information on a specific service offered at Mt. SAC. One video will discuss applying for financial aid and the funding sources available to students at Mt. SAC. Another video will discuss the services provided by DSPS. A third video will describe Mt. SAC and the various programs offered here. A fourth will cover the services provided by the Tutoring Department. Finally, a fifth video will provide information about Counseling Services offered at the college. These videos will be available on the web for students to watch via the internet. Two of these videos will also be available in Spanish.	These five promotional videos will be completed by the end of June 2008. Once the videos are complete and are available on the web the number of hits will be monitored. The number of hits for each video will be tabulated by the end of the Summer 2008 semester. There will also be a link asking students to evaluate the usefulness of these videos. The link will lead the viewer to a brief questionnaire where they will describe the usefulness and ask other questions they may have. These questionnaires will be generated and analyzed by the Basic Skills Research Team. The analysis will be done on a semester by semester basis commencing at the end of Summer 2008.	The development of five videos in less than 9months proved to be more than ambitious. Only one video will be produced by June 30, 2008. Script development, team collaboration, and locating a contractor took more time than anyone ever imagined. The video that will be produced will enlighten students on the "secrets" of available student services. One beneficial, yet unforeseen result of this project was the development of 3 key components for these videos. The 3 main themes of all videos will be, (1) To inform or increase knowledge of the service,(2) Encourage Action from the students, and (3) prompt student self-awareness and/or reflection.	Once the video is placed on the MT SAC website, the number of hits accumulated during the FALL 2007 will be tabulated. Additionally, a link on the site will direct students to an online survey regarding their opinions of the video. The results will be analyzed on a term by term basis and its results will be used to help shape future videos. Now that the foundation for undertaking such an endeavor has been forged, producing the remaining four videos should be quicker.

Reports Associated with Project:

PROJECT OUTCOMES AND EVALUATION PLAN - Basic Skills Project, 2007-2008

Manager: Jim Jenkins

Project: Standardize Composition Courses and Refine Handbook

Amount Funded: $20,000.00

1. Project Goal	2. Specific outcomes to be measured	3. Method of assessment	4. Results reported	5. Use of results
Adjunct faculty will more clearly understand expectations and standards for the composition courses they teach.	Complete English Department Handbook for English 67, 68, 1A and 1C to standardize teaching for these courses. Full-time faculty will lead sessions dedicated to English 67, 68, 1A, 1C for adjunct faculty teaching those classes. Adjunct faculty that attended the training sessions will demonstrate a clearer understanding of the standards and expectations of the composition courses they teach.	The English Department will complete the handbook by Nov. 2007. During the Fall '07 and Spring '08 terms adjunct faculty training sessions on composition courses will be held. The Basic Skills Research Team will develop a questionnaire for adjunct faculty regarding their understanding of the standards and expectations of the composition courses. The analysis of this questionnaire will be completed by May 30th 2008.	The English Department Handbook for English 67, 68, 1A and 1C has been completed. One training session using the new handbook with all English adjunct was completed in Spring 2008. The questionnaire for adjunct faculty regarding their understanding of the standards and expectations of the composition courses has not yet been created. Only ½ of the funded money was used for this project.	The English Department Handbook for English 67, 68, 1A and 1C will now be given to all faculty (full-time and adjunct) and will now be used •as a staple of all curricular training sessions throughout the department •as a basis to inform the evaluation of adjunct faculty to verify curricular consistency •in the many learning communities that include English classes to assist in the development of linked curricula •as a resource for other departments as they develop writing prerequisites for their own courses.

Reports Associated with Project:

PROJECT OUTCOMES AND EVALUATION PLAN - Basic Skills Project, 2007-2008

Manager: Madelyn A. Arballo

Project: GED Distance Learning Program Expansion   (Grid 1)

1. Project Goals	2. Specific outcomes to be measured	3. Method of assessment	4. Results reported	5. Use of results
Expand and further refine the development of the adult distance learning program.	A technical expert who will coordinate online coursework and the distance learning website will be hired.	The hired coordinator will design and develop online coursework for the GED and Adult Diploma Program. The online program will be complete and running by the Spring 2008.	The coordinator, Judy Devries, was hired and successfully completed a winter pilot of the program and has run the program since Spring 2008.	
Implement a distance learning program for the GED and adult diploma program to achieve measures of student success.	Student graduation rates will be examined from the time the distance-learning program began (Spring 2007) until a year later (Spring 2008).	At least 50% of the students in the distance-learning program will complete their GED.	Thus far, 31.5% of distance learners have completed their GED, however, there are many students who are still active in the program. Our report suggested a re-aassessment of the current term at the end of July.	A July assessment would be advised, since more students have passed the Official exam since this data was gathered. In addition, the website has been designed and will be ready for uploading in July 2008. A more efficient data tracking system would improve retention efforts. Suggestions will be made to Banner implementation team to assist in non-credit student tracking.

Reports Associated with Project:

Doc#4ID#29

Manager: Madelyn A. Arballo

Project: GED Distance Learning Program Expansion   (Grid 2)

Amount Funded: $17,700.00

1. Project Goals	2. Specific outcomes to be measured	3. Method of assessment	4. Results reported	5. Use of results
To facilitate learning through intrusive interventions for GED and Adult Diploma Distance Learning Students.	Hours of one-on-one interventions with the distance learning coordinator will correspond directly to completion rates.	The frequency of one-on-one interventions will be logged by the coordinator. This will be tabulated and compared to the number students who completed the program. This analysis will occur by the end of June 2008. The percentage of students who complete the program will increase by 40% from a previous year.	There was a significant correlation between the number of contacts between the distance learning coordinator and completion status $(r=.25, p<.05)$. Thus far, the increase in program completion has been 50% although there are currently 36 active individuals in the program.	The GED Distance Learning Program has assisted students who had either dropped out or would not have attended any on-site proram. The Basic Skills Department will continue to expand this program and make some changes in the way that it is implemented. Currently, most students are distance learning only GED students. The faculty will attempt to recruit students who are attending the traditional on-site GED program and tailor a program that combines the online materials and classes taught onsite. In addition, more investigation is needed to determine why some students were not retained. Program modifications can be made if student feedback sheds light on how students can be retained.

Reports Associated with Project:

Doc#4ID#29

1. Distance Learning Memo

Report 13

Distance Learning Memo

To: Madelyn Arballo

From: Jennifer Tucker, Ph.D., Basic Skills Research Coordinator
           Research & Institutional Effectiveness Office

Date: June, 25, 2008

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 Lisa DiDonato and Madelyn Arballo of Community Education.

Purpose
The Basic Skills Initiative (Boroch et al., 2007) highlights the importance of having instructors who are open to a variety of teaching methods for students in developmental education and supports the use of instructors who accommodate student diversity. The purpose of this research was to gain a better understanding of how diverse students learn and succeed in a distance learning program. The two aims of this project assessment were to 1) determine whether contacts with the Distance Learning Project coordinator related to the students' completion of the program and 2) to examine whether there has been an increase in the number of completers in distance learning since winter 2007. Finally, this report is intended to provide evidence of measureable outcomes for the project evaluation outcome (PEO) plan.

Introduction
The GED Distance Learning Project at Mt. SAC is concerned with understanding how diverse student learning is accommodated through creative instruction. This project has served non-traditional students by preparing them to pass the GED. A pilot program began in winter 2007 where 20 students participated and half of them successfully passed their GED. The program is unique in that the instructor has used a creative case management approach to dealing with the students' difficulties and relies on "intrusive interventions" (e.g., phone calls, emails, etc.) to keep abreast of the students' needs, progress, and setbacks. Collectively, these instructional methods have been implemented with the intention of increasing the success of at-risk students. This examination will summarize the achievement-related outcomes and completion rates of students involved in the GED Distance Learning Education Project at Mt. SAC as well as how the instructor interventions associated with the students' program completion.

Methods
Students
The sample includes 79 students (54% female, 44.3% male) enrolled in distance education in the Community Education division at Mt. SAC. These students vary greatly in age and typically come from lower socioeconomic backgrounds.

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These students were classified into cohorts according to their current status in the distance learning program: "2007 completers" include those who completed their GED through the program during the winter pilot; "2008 completers" include those who have completed their GED after the winter pilot; "active 2008" include those who are currently enrolled and have not yet completed their GED; and "inactive" include students from either the pilot or the current cohort who have not maintained contact with the instructor, or who have informed the instructor of plans to no longer participate. Table 1 provides a summary of these students and Figure 1 provides a graphical display of the student cohort distribution.

Table 1 Student Cohorts

Cohort	*Frequency*	*Percent*
Actively Enrolled in 2008	36	45.0%
Completed 2007	10	12.5%
Completed 2008	15	18.8%
Inactive	19	23.8%
Total	80	100%

Figure 1 Student Cohorts
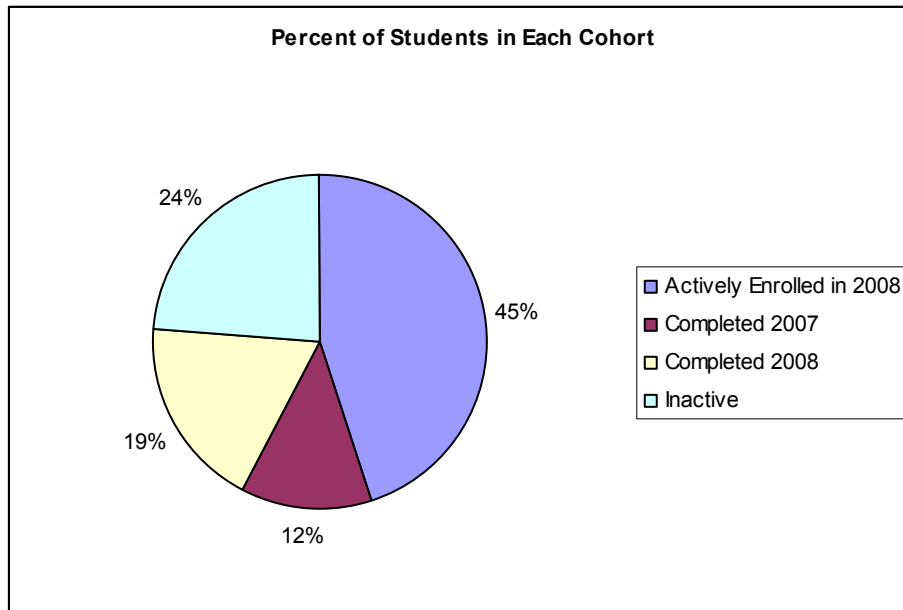
Measures

GED Scores
When the student is ready, the student can elect to take the entire GED test or a portion of the test at any time during the distance learning process. Accordingly, the student can take one or all of the 5 subtests (Writing, Social Science, Science, Reading, Math) of the

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GED test. Many students in this program take one subtest at a time. Therefore, there are unequal numbers of students who have taken a subtest among the active and inactive cohorts (refer to Table 2).

Number of Contacts with the GED Learning Project Instructor
A tabulation of the number of contacts that the distance learning instructor had with each of the students was computed by the instructor. This number includes the number of contacts that the instructor had with the student in person, by phone, or by email. It also includes the number of messages that the instructor left for the student about coursework or progress. These kinds of contacts are important for distance learners as this kind of intervention provides the main source of guidance for the learning process, and helps these students be accountable for their absences in their work.

Results

GED Scores and Student Completion
The scores on the GED are provided in Table 2 and Figure 2. A student is considered not passing a section if their score is lower than 410 while the state average is 450. It should be noted that composite GED scores for the 5 tests must be 2250 or greater in order for a student to pass. This scoring of the test allows for higher subscale scores in one area to boost a student's overall score.

Table 2 Mean Scores on GED Sections among Distance Education Project Students

Cohort	**Writing**	**Social Science**	**Science**	**Reading**	**Math**	
Inactive Students	*M* =467.50 (n= 4)	*M*=504.29 (n =7)	*M*=477.14 (n =7)	*M*=506.67 (n=9)	*M*=363.33 (n=3)	**State Cut-off Score:**
Active 2008	*M*= 525.00 (n=6)	*M* =526.47 (n=17)	*M*=506.47 (n=17)	*M*=528.00 (n=15)	*M*=393.33 (n=3)	410
Completed 2007	*M*=545.00 (n=8)	*M*=543.75 (n=8)	*M*=518.75 (n=8)	*M*=578.75 (n =8)	*M*=477.50 (n =8)	**State Average Score Needed to Pass:**
Completed 2008	*M*=498.46 (n=13)	*M*=565.00 (n=14)	*M*=538.67 (n=15)	*M*=544.29 (n=14)	*M*=561.43 (n=14)	
Total Students	*M*=511.00 (n=31)	*M*=537.83 (n=46)	*M*=514.47 (n=47)	*M*=537.61 (n=46)	*M*=498.21 (n=28)	450

Interestingly, many active students have not yet taken the Math subtest, indicating that this test may take more preparation than other subtests on the GED. To compare whether mean scores on the GED differed by completion status, all groups were recoded into 2

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groups: completers coded as "2" and non-completers (including active students) were coded as "1". These two groups (non-completers vs. completers) were analyzed according to their subtest scores using an analysis of variance (ANOVA). Students who had completed their GED distance learning program have significantly higher average scores in math $F(2, 25) = 7.46$, $p=.003$. In fact, 37% of the variation in math scores among these students can be explained by the completion status of the student. Additionally, although differences in science scores between the two cohorts was not statistically significant, $F(2,44) = 2.875$, $p=.067$, the effect size of this difference was modest, as 11.6% of the variation the students' science scores was explained by the student's completion status. Therefore, when examining the means in Table 2 and the graph in Figure 2, it is important to recognize that significant differences in math scores are likely from *lower* GED subtest scores among non-completing students and *higher* GED subtest scores from completers. Interestingly, there were no significant differences in mean GED subtest scores between completers and non-completers in writing, social science, or reading. These findings will be discussed in a later section.

As can be seen in the figure provided below, students' scores in this program are promising in that many of the cohorts illustrate average passing subscale scores well above the state cut-off and higher than the state average.

Figure 2

Graphical Display of GED Subtest Scores by Completion Status, by State Cut-off Scores, and by State Average
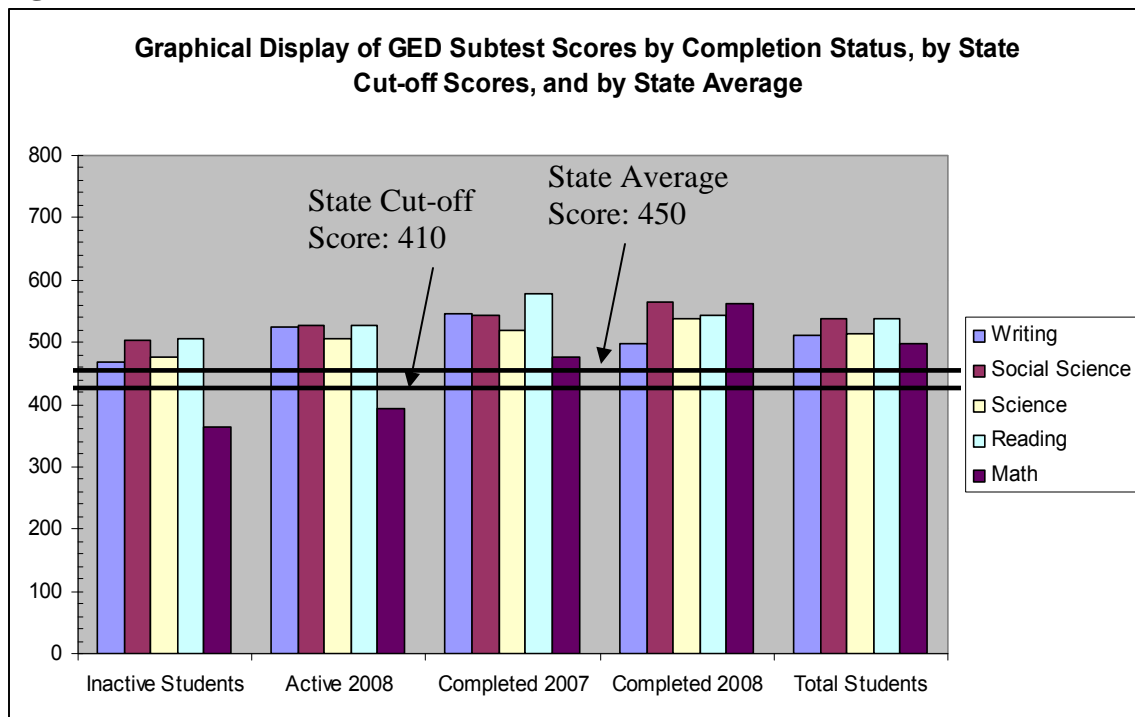
Relationship between Instructor Contacts and Students' Completion Status
A correlation between the student's distance learning completion status and frequency of instructor contact was done in accordance with the project evaluation outcome plan. In order to do this analysis, students in the "inactive" cohort were coded as "1", those in the "active 2008" cohort were coded as "2", those in the "completed 2007" and "completed

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2008" cohorts were both coded as "3." These coded cohorts were placed in association (correlation) with the number of one-on-one contacts that the instructor made with the student. Results of this analysis indicated a strong relationship between the number of intrusive instructor contacts and the cohort's completion status $r = .25, p<.05$. This indicates a moderate relationship between the instructor's intrusive contacts and the likelihood of the student being a GED completer. This finding will be discussed in a later section.

Rate of Completion in Distance Learning
Since spring of 2007, a total of 25 students of the 80 GED students (31.25%), have completed their GED; it should be noted, however, that 36 students are currently still under an "active" status. Since the inception of the spring 2008 pilot program, 15 students have already completed their GED. It is recommended that these results be re-calculated in July of 2008 as completion rates are likely to rise due to the nature of the distance learning schedule. Therefore, it is recommended that program coordinators re-evaluate GED distance learning completion rates for the spring 2008 term in order to appropriately understand these rate-related outcomes.

Conclusion

Students who are in the distance learning program at Mt. SAC generally achieved GED subscale scores that are higher than average, and many students have subscale scores that are well above the state cut-off score. Lower than average and lower than cut-off scores appear in math among inactive students and currently active students. This finding suggests that completers are able to raise their scores in order to pass the test, and that program implementation geared toward completion is particularly successful for math subtests (and to a certain degree science). Therefore, this research illustrated that the distance learning program may help students overcome math barriers to success by raising these scores to a passing level or above passing level so that they can ultimately pass the GED. Further is research needed to confirm this finding.

It was also determined that intrusive contacts with the instructor were associated with the students' completion status. This would suggest that this program is uniquely successful through its frequency of contacts that the distance learning instructor provides the non-traditional student. This also provides support that it is important to accommodate diverse students' learning styles, as indicated by the Basic Skills Initiative. There may be a number of other explanations for the relationship between instructor intrusive contacts and student completion. For example, it may be that completers are more likely to have intrusive contacts because completers may be more socially engaged or may be more influenced by interpersonally-related motivators. Further research is needed to confirm these speculations.

Future examination should determine completion rates in the distance learning program after the spring 2008 data has been fully collected. The project evaluation form for this research aimed for a 50% increase in the number of GED completions during the spring in comparison to the pilot, and so far, there have been 50% more completers. However,

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the project evaluation outcome form also aimed for 50% overall completion and although the rate is currently at 31.25% these results will likely change in the near future due to course scheduling (as mentioned previously). Research should be done to confirm this suggestion. Finally, further research might determine more precisely how types and frequencies of intrusive contacts with the instructor relate to the students' completion status or completion rates.

References:

Boroch, D., Fillpot, J., Hope, L., Johnstone, R., Mery, P., Serban, A., Smith, B., Gabriner, S. (2007). Basic Skills as a Foundation for Student Success in California Community Colleges. Research and Planning Group for California Community Colleges (RP Group): Sacramento, CA

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PROJECT OUTCOMES AND EVALUATION PLAN - Basic Skills Project, 2007-2008

Manager: Madelyn A. Arballo

Project: High School Referral Program Counselor   (Grid 1)

Amount Funded: $17,670.00

1. Project Goals	2. Specific outcomes to be measured	3. Method of assessment	4. Results reported	5. Use of results
Understand contributors to variations in the successes of students in one-on-one counseling.	Examine rates of success in broad areas of study such as Math, Science, Social Science and English among high school referral students.	Using tutor logs as well as data provided by the Community Education and Noncredit Division, counseled students' rates of success across major subject areas will be examined with a Chi-Square analysis.	Significant differences were found in rates of success as a function of course type: success rates were higher for English (71.6%), Social Science (57.7%) and Science (56.9%) as compared to Math (48.3%) and Technical/Other (25%). χ^2 (4, n = 585) = 25.83, p < .01	Percentages were predicted to decrease since policy changes were made in the program. Students were no longer allowed to carry over work-in-progress from previous academic years. However, we did not see a decrease in the number of students completing the program. They remained similar to previous years. Counselors developed their own logs and did not have a uniform tracking form until mid Spring semester. The existing form is not a tracking form and one should be developed next year so that more information on student progress can be gained.

Reports Associated with Project:

Doc#4ID#26

Manager: Madelyn A. Arballo

Project: High School Referral Program Counselor   (Grid 2)

Amount Funded: $17,670.00

1. Project Goals	2. Specific outcomes to be measured	3. Method of assessment	4. Results reported	5. Use of results
Assess success rates for High School Referral Students across a number of terms.	Success rates among High School Referral Counseling students will be examined for Summer 2007, Fall 2007, Winter 2007/2008, and Spring 2008	Using tutor logs as well as data provided by the Community Education and Noncredit Division, counseled students' rates of success across the previously mentioned terms will be examined.	Across all terms, success rates were significantly higher than rates of unsuccessfulness χ^2 (4, n= 585) = 12.610, p = .01. There was an overall average of success of 59% and an average of unsuccessfulness of 40.9%.	A more effective tracking system tied to the new Banner system would allow counselors to identify students in danger of failing earlier. Suggestions will be made to Banner implementation team to assist in non-credit student tracking.
Increase academic success rates among students in the high school referral program by providing more one-on-one counseling sessions.	Counseling interventions, also called "Early Alert" will be logged (hours and frequency of counseling sessions) for students who are struggling academically.	By increasing the number of hours for one-on-one counseling sessions, completion rates of the high school diploma program will increase by 30% from Fall /Winter/Spring 2007.	Rates of high school diploma completion appears to fluctuate by term and the average percent of entering students who complete their coursework appears to be around 55 to 60%. There has not been a 30% increase in completion since Fall 2007. However, a re-assessment of Spring 2008 data is recommended based upon possible incomplete data from this term.	

Reports Associated with Project:

Doc#4ID#26

1. H.S. Referral Counseling Memo

Report 14

H.S. Referral Counseling Memo

HIGH SCHOOL REFERRAL COUNSELING SUMMARY OF FINDINGS

To: Madelyn Arballo

From: Jennifer Tucker, Basic Skills Research Coordinator
    & Lisa DiDonato, Basic Skills Research Project Manager
    Research & Institutional Effectiveness Office

Date: June, 27, 2008

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 Lisa DiDonato and Madelyn Arballo of Community & Noncredit Education.

Purpose

Basic skills success researchers advocate highly integrated counseling for developmental education students (Boroch et al., 2007). The purpose of this research was to examine the success rates of students in receipt of counseling sessions in the High School Referral Program (HS Referral Program). The HS Referral Program is designed to aid students who may need to retake courses for a higher grade, make up credits, and/or advance their studies in high school (see: http://www.mtsac.edu/instruction/community/). The counselors in this program use an intervention-based approach with the HS Referral students. For example, the counselors partake in daily discussions with instructor/s, they engage in regular contact with the students' parent/s, and provide direct counseling to HS Referral. One-on-one counseling sessions between the HS Referral counselor and student may consist of discussions about: the student's academic progress (including hours or other measures of course completion), course assignment grades, and the repercussions for missed coursework or low scores. A general review of counseling logs illustrated that counseling also included discussions about barriers to student success such as poor understanding of course material, low attendance, or other problems with coursework.

Previous observations have been that HS Referral students' completion rates improved with ithe interventions of the HS Referral counselors in summer 2007. A request for further funding was made in 2008 so that counseling services to HS Referral students could be provided for an additional 10 hours per week.   This memo will summarize findings concerning the success rates of counseled HS Referral students from summer 2007 through part of spring 2008.

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Methods

Participants

Participants included 605 students who were seen by the high school referral counselor/s from summer 2007 up until the beginning of spring 2008 (these include duplicate headcounts due to multiple courses taken by the student). A total of 20 cases were deleted due to questionable reliability (e.g., individuals and their courses and course terms did not match in ICCIS). The final data set included 586 students. Of this sample, a large majority were Hispanic (56.8%) followed by Asian (11.4%), African American (9.7%), other non-White (6.5%), White (6.3%), Filipino (3.4%) and Unknown (1.5%). Less than 1% of the sample was of Pacific Islander or American Indian/Alaskan Native descent. The sample included slightly more females (51.0%) than males (46.8%). More students were less than age 18 (80.4%) than those who were aged 18 or younger (17.4%). A small portion (2.2%) of the demographic data was missing.

Table 1 Demographics

	Frequency	*Percent*
Ethnicity		
Hispanic	333	56.8
Asian	67	11.4
African American/ Non-Hispanic	57	9.7
Other Non-White	38	6.5
White	37	6.3
Filipino	20	3.4
Unknown	9	1.5
Declined to State	7	1.2
Pacific Islander	4	.7
American Indian/ Alaskan Native	1	.2
Missing Ethnicity	13	2.2
Gender		
Male	274	46.8
Female	299	51.0
Missing Gender	13	2.2
Age (mean)	18 years	
Less than 18 years	471	80.4
18 years or older	102	17.4
Missing Age	13	2.2
Total (Duplicate Counts)	586	100.0

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Participant Data
Participant data was first collected through electronically-maintained logs (created in Microsoft Word) used by the High School Referral staff counselors. These logs indicated the name of the student, as well as the course the student was counseled in. The logs also described the academic issues of the student and identified the suggestions or solutions used to address them. Students' names from these logs were then converted into a tabular format (Excel) by the Basic Skills Project Manager and were merged with the data warehouse to verify the student's unique ID. This data was then returned to the Community Education & Noncredit division for further data collection and verification regarding the credit status of these students and the term in which the counseled course was taken. This sample includes *only* those who had records of counseling through the abovementioned logs between summer 2007 and the beginning of spring 2008. It does not include the credit status of all students in the HS Referral program. Please be aware of this limitation when interpreting the results from this data.

Measures

Student Success
According to the Community Education & Noncredit division, sixty-two and one half (62.5) minimum hours of attendance *and* coursework is equal to five (5) high school credits. Therefore, this data was coded according to the following criteria; if the student was given a "5" they were considered a successful coursework completer, while a student given a "0" was considered an unsuccessful coursework completer. Two chi-square analyses were done to assess whether there were significant differences in rates of successful or unsuccessful credit outcomes among the counseled high school referral students in this sample.

Results

Data Analysis Plan
In order to compare success rates, two Chi-Square tests were run. The first chi-square analysis was done to examine success rates by term. The logs included the following terms: summer 2007, spring 2007, fall 2007, winter 2008, and spring 2008.

A second chi-square analysis on the students' success rates was done by course category. To create course categories, the following criteria was used: for courses titled Algebra, Geometry, Fundamentals of Math = "Math;" those titled English1 through English4 = "English;" Economics, World/US History, Government, Psychology = "Social Sciences;" Chemistry, Physical Science, Biology, Health Science = "Science." All other courses such as Computers, Computer Technology, Art, Film Production, etc., were coded as "Technical/Other." Appendix A illustrates the available courses for high school referral program students.

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High School Referral Students' Credit Success by Term
Table 2 and Figure1 (below) indicate the success rates of high school referral students in counseling according to different terms. Overall, successfulness was higher (59.10%) than unsuccessfulness (40.90%). This difference was significant across all terms χ^2 (4, n= 585) = 12.610, p = .01. Table 2 and Figure 1 illustrate that success rates were higher across most terms except for the spring 2008 term. This finding might be due to having collected this data in the middle of this term. Therefore, the present spring 2008 term findings might not be accurate in terms of depicting final completion rate data. Also note the particularly small sample sizes within some of the terms (e.g., winter 2008) when interpreting the generalizability of these results. More discussion regarding the spring 2008 success rates will be included in a later section of this report.

Table 2 High School Referral Students' Frequency of Credit Success by Term

Success	Term					
	Summer 2007	Spring 2007	Fall 2007	Winter 2008	Spring 2008	**Total**
Unsuccessful Count/Percent	104	26	20	2	87	**239**
	36.60%	31.70%	44.40%	15.4%	50.3%	**40.90%**
Successful Count/Percent	180	44	25	11	86	**346**
	63.40%	62.90%	55.60%	84.6%	49.7%	**59.10%**
Total	**284**	**70**	**45**	**13**	**173**	**585**
Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Figure 1 Success of High School Referral Students by Term
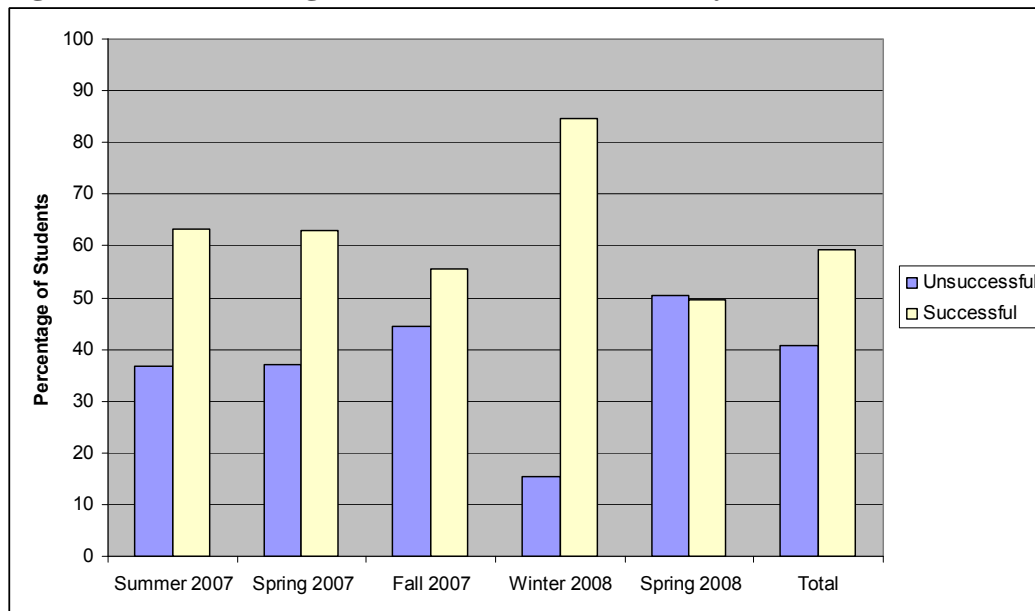
Student Success by Course Type

Table 3 and Figure 2 (following page) indicate the rates of success among counseled high school referral students by course category. Success rates were significantly different across course types χ^2 (4, n = 585) = 25.83, $p < .01$. Inspection of Table 3 indicates that depending on the course, significant differences in success emerged due to higher rates of success in one course (e.g., English) than another (e.g., Technical/Other). Rates of success were highest for English courses (71.6%) and lowest for Technical/Other courses (25.0%) courses. It is important to note the small sample size in the Technical/Other course category which can largely impact the generalizability of success rate results for this course. However, comparable group sizes across math and social science illustrate that lower success rates for math courses than social science. Further, rates of success in math are slightly below chance. More discussion regarding this finding will be covered in a later section.

Table 3 High School Referral Students' Frequency of Credit Success by Course

Success	Credit Type	Semester						
		English	Math	Science	Social Science	Technical/Other	**Total**	
Unsuccessful Count/Percent	Count of Unsuccessful	55	76	44	55	9	**239**	
	Percent	28.4%	51.7%	43.1%	42.3%	75.0%	**40.9%**	
Successful Count/Percent	Count of Successful	139	71	58	75	3	**346**	
	Percent	71.6%	48.3%	56.9%	57.7%	25.0%	**59.1%**	
Total	*Total*	194	147	102	133	14	**585**	
Percent	Percent	100.00%	100.00%	100.00%	100.00%	100.00%	**100.00%**	

Figure 2 Success of High School Referral Counseled Students by Course Category
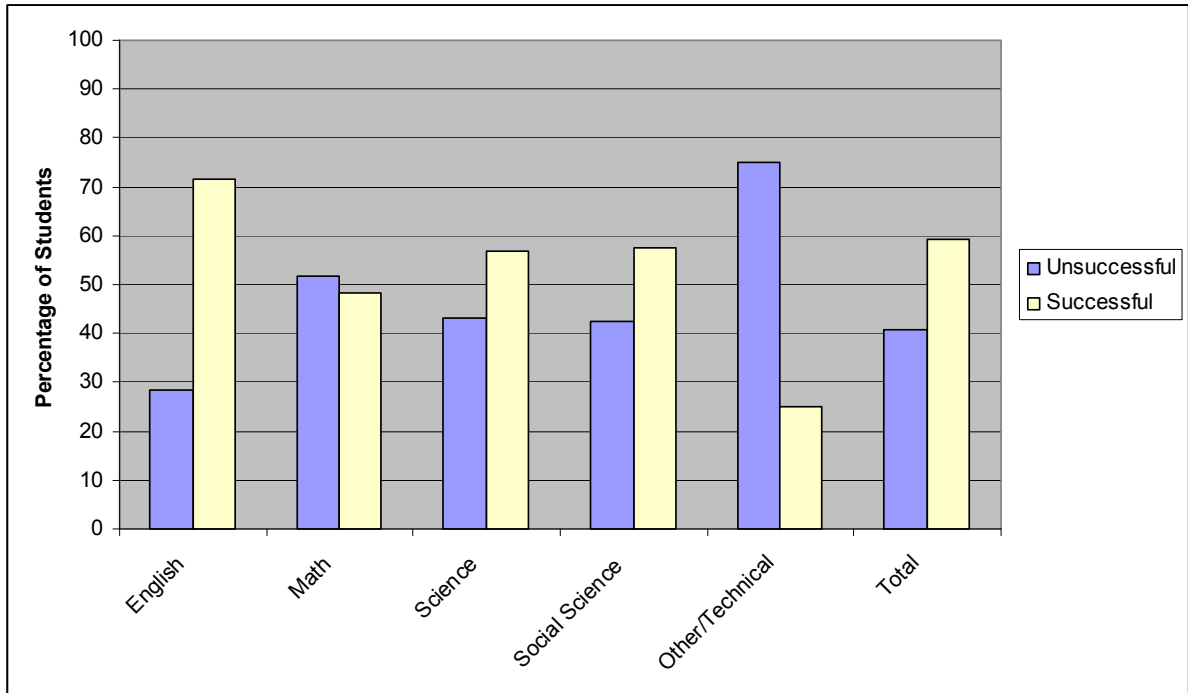
Discussion of Findings

The data in this report provides preliminary evidence that among the HS Referral students with counseling logs, success rates of credit completion in coursework have been higher than rates of unsuccessful credit completion across a number of terms. Interestingly, there are variations in success as a function of course type. For example, students in receipt of counseling in the HS Referral program had lower rates of success in math than other types of courses. Further research is needed to gain a better understanding of how such course-related achievement disparities evolve. Such research could address issues specific to high school math while gaining insight upon ways to improve the overall success rates of students in the HS Referral program.

More data is needed at a later date to confirm the concerns regarding the spring 2008 data. Once grades have been verified for the end of the spring 2008 term, these results can be re-assessed to determine whether success rates have increased since the additional funding period. Speculatively, the present results in the spring 2008 term suggest that students in receipt of counseling may improve as a function of time. For example, student data from the middle of the spring 2008 term might not reflect the students' later actions to improve low levels of success which might occur at the end of the spring 2008 term. More research is needed to verify these speculations.

Future research may examine the qualitative data contained in the counseling logs to assess whether certain types of discussion and/or suggestions made by the counselors are

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more predictive of student success. In addition, qualitative components of the data (e.g., the detailed counseling logs) could be used to determine issues related to course-specific deficiencies in math. Such research is suggested for a later date.

Another suggestion for future research would be to examine whether there are differences in success rates in college-prep versus high school completion courses. According to the course titles in the dataset given to the research department, there are no discernable differences between college-prep versus high school courses. If this data is made available, it may yield interesting findings for success rates.

Limitations

There are limitations to the findings. For example, the data was randomly cross-referenced for accuracy and it was found from the dates and courses in the dataset that there was a portion of inaccurate data. Therefore, caution is suggested when interpreting the results of this data. It is recommended that such kinds of issues be addressed by having multiple staff members double-check data sets for accuracy in data entry.

References:

Boroch, D., Fillpot, J., Hope, L., Johnstone, R., Mery, P., Serban, A., Smith, B., Gabriner, S. (2007). Basic Skills as a Foundation for Student Success in California Community Colleges. Research and Planning Group for California Community Colleges (RP Group): Sacramento, CA

Footnote: The original intent of this PEO was to provide an analysis concerning the increase in the number of successful students in the high school referral program after the funding for an additional high school referral counselor. Because term grades/credits are not yet finalized, an analysis of this nature is not possible. However, this analysis can be done in the future in order to best suit the needs of Ms. Arballo and others in the Community Education & Noncredit division.

Mt. San Antonio College
High School Referral Program

Courses Available
2007-2008

College Prep Courses
English I
English II
English III
English IV
Biology
Chemistry
World History
US History
Economics
Government
Geometry
Algebra I
Algebra II
Psychology
Sociology
Art Expression
Computer Technology

Non-College Prep Courses
(meet graduation requirements)
English I
English II
English III
English IV
Physical Science
Health
World History
US History
Economics
Government
Fundamentals of Math

PROJECT OUTCOMES AND EVALUATION PLAN - Basic Skills Project, 2007-2008

Manager: Madelyn A. Arballo

Project: WIN Scholar Baller Program

Amount Funded: $16,300.00

1. Project Goals	2. Specific outcomes to be measured	3. Method of assessment	4. Results reported	5. Use of results
Implement a pilot Scholar Baller Program for the Spring 2008 semester to address athelete attitudes which may be barriers to student success.	Purchase curriculum for Scholar Baller Program.	Documentation indicating purchasing of the cirriculum will be made available by Madelyn Arballo by February, 2008.	Ms. Arballo provided information indicating that the the pre-test was completed by the women's soccer team.	N/A at this time
	A cirriculum for the spring 2008 semester will be provided by the scholar WIN program managers and associates.	Completion of the cirriculum will be documented by WIN affiliates at the end of the spring 2008 semester.	The program completion documents are in progress.	N/A at this time
	An assessment scale designed by the Scholar Ballar program will examine students in the pilot program regarding their learning-related attitudes.	A pre and post test will be administered by WIN program affiliates to those that participate in the Scholar Baller program. Negative attitudes about learning among student athletes will decrease by 10% after pilot testing the scholar baller program. The Basic Skills Research Team will generate a report of the results by June, 2008.	The pre-test was administered to 22 female student-athletes. The post-test results will be available by 7/14/2008 and will be analyzed by the BSRT shortly after.	N/A at this time

Reports Associated with Project:

Doc#5ID#33

PROJECT OUTCOMES AND EVALUATION PLAN - Basic Skills Project, 2007-2008

Manager: Barbara McNeice-Stallard

Project: Mentoring Program   (Grid 1)

Amount Funded: *$15,000.00*

1. Project Goal	2. Specific outcomes to be measured	3. Method of assessment	4. Results reported	5. Use of results
The Basic Skills Mentoring program was developed to provide a bridge between basic skills non-credit students and Mt. SAC credit students.	Match 25 high-achieving credit students with Basic Skills non-credit students.	90% of intended matches will be made by Oct 31, 2007. Assessment measured by analysis of student and mentor completed applications, and analysis of student evaluations.	The data show that 88% of the intended matches were made by October 31, 2007	In general, the recruiting and matching process did flow well, but to expedite this process, it could be started several weeks earlier in the semester or during the summer.
	Increase transfer rates of Mt. SAC High School students into credit programs at Mt. SAC	70% of the High School students enrolled in the program will enroll in credit classes at least half-time at Mt. SAC within one year. Student IDs will be tracked through the data warehouse.	11% of the students (n=3) completed applications to attend credit courses for the Winter and/or Spring 2008 term. One of the three students enrolled in courses at least half-time for the Winter, Spring and Summer 2008 term. Two of the three students have not yet enrolled in courses. An additional 11% applied to take coursework for the Summer 2008 term. Two of the students enrolled to take credit courses less than half-time concurrently with the high school program. One of the students enrolled in noncredit ESL courses only. Additional updates to the findings will be assessed each term through Summer 2009.	Continued tracking of student progress will give a clearer picture of the projected outcome.

Reports Associated with Project:

Manager: Barbara McNeice-Stallard

Project: Mentoring Program   (Grid 2)

Amount Funded: $15,000.00

1. Project Goal	2. Specific outcomes to be measured	3. Method of assessment	4. Results reported	5. Use of results
Academically strong credit students are recruited to serve as mentors to interested non-credit students. Basic Skills non-credit students benefit by becoming more familiar with the opportunities offered by the college, and receive support and encouragement from successful students. Academically strong credit students are recruited to serve as mentors to interested non-credit students. Basic Skills non-credit students benefit by becoming more familiar with the opportunities offered by the college, and receive support and encouragement from successful students.	Increase Mt.SAC High School students' awareness of campus services.	80% of students will have visited at least 8 unfamiliar areas on the campus listed on the Student Evaluation of Campus and Student Services form. The method of assessment will be pre and post measures of student knowledge of campus.	Twenty-three student mentees completed the pre-test evaluation and 12 students also completed the post-test evaluation. Out of 12 tests, 58.3% of the respondents visited at least 8 unfamiliar areas on campus.	The results indicated that 58.3% of the Adult High School Students did increase their awareness of the college campus to the desired result. There were several factors that could have contributed to this result. We did have all students complete a pre-test of their knowledge of the campus and attempted to have all students complete a post-test of their knowledge. We were unable to communicate with all of the students at the end of the year because a number of students did drop out of the adult high school program. This drop out rate is very typical of the adult high school population. Students enrolled in the Basic Skills adult programs do experience a greater number of obstacles to educational success including financial issues, family related challenges, learning disabilities, lack of previous positive educational experiences, and emotional and other substance abuse issues. The pre-test and post-test need to be improved to enable students easier identification of familiar and unfamiliar campus locations. Combining the pre and post- test on one survey per student has been suggested. Also, rather than waiting until the end of the year, it would be a good practice to have students complete a post-test at the end of each semester. The Activity Summaries also need to be improved to elicit more specific responses from the students. Often, the students described their activity as taking a campus tour but did not provide any further specific information regarding the exact nature or locations visited during the tour.

Reports Associated with Project:

Doc#27ID#72

Manager: Barbara McNeice-Stallard

Project: Mentoring Program   (Grid 3)

Amount Funded: *$15,000.00*

1. Project Goal	2. Specific outcomes to be measured	3. Method of assessment	4. Results reported	5. Use of results
	Distribute incentives (Campus Café gift cards, t-shirts, Performing Arts tickets) to program participants.	100% of incentives for student-mentor pairs will be distributed by Feb. 28, 2008. Measurement will be based upon tracking distribution of incentives by verifying identification and student sign-out sheets.	Students-mentor pairs received 53.6% of the funded incentives by June 15, 2008.

T-shirts were distributed to 76% of the student mentors and mentees.
Sixty-two percent of the Campus Café gift cards were distributed. Fifteen percent of the Performing Arts tickets were distributed to the students. | The results indicated an overall rate of 53.6% distribution. In regard to the performing arts tickets, more planning needs to occur if tickets are to be provided to students in the future, or the program should not offer this option. The students did indicate a positive attitude regarding the receipt of the Mt. SAC t-shirts. I recommend that t-shirts with a Mentoring Program logo be provided in the future. The students were also very eager to pick-up the gift cards and I do recommend that gift cards be provided to students in the future. |
| | Path School Diploma students that participate in the program will have a greater sense of belonging to Mt. SAC | 90% of Basic Skills students will indicate they feel more comfortable on the main campus. A Student Evaluation will be distributed at the end of the year to measure a sense of comfort and belonging. | Zero percent of the students responded that they felt more comfortable on the main campus because the prompt was omitted from the Student Evaluation. | The Student Evaluation will be re-written to include questions regarding belongingness.
It is important to note that while comfort level with the campus was not directly measured, student knowledge of areas on the main campus was measured. The pre- and post-Evaluation of Campus and Student Services Form showed that 12 students visited a minimum of three and maximum of 21 new locations on the main campus. |

Reports Associated with Project:

1. Basic Skills Mentoring Final Report

Report 15

Basic Skills Mentoring Final Report

To: Barbara McNeice-Stallard, Susan Wright

From: Cathy Stute, Technical Expert,
            Research & Institutional Effectiveness Office

Date: July 1, 2008

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 Susan Wright, Counselor, Basic Skills, Barbara McNeice-Stallard, Director of Research &Institutional Effectiveness and the BSRT team.

Purpose

Counseling and supporting activities such as advising and mentoring are listed as effective practices to improve learning in ***Basic Skills as a Foundation for Student Success in California Community Colleges***. Effective Practice B.3 discusses in detail the benefits of these services. Mentoring and other services, integrated with a strong academic focus, can alleviate fears and supersede negative experiences in elementary and secondary education. (Boroch, *et al*, 2007)

Introduction:

The Basic Skills Mentoring program was developed by Counselor Susan Wright to provide a bridge between Basic Skills non-credit students and Mt. SAC credit students. Academically strong credit students are recruited to serve as mentors to interested non-credit students. Basic Skills non-credit students benefit by becoming more familiar with the opportunities offered by the college.

The Mentoring program meets the needs of the Basic Skills high school students by providing encouragement and support; which aid in the development of emotional strength required to reach their academic goals.

This is the second year the program has been offered. Modifications to the 2007-2008 program include structured group meetings for Student Mentors and Student Mentees, a training session for the Student Mentors, distribution of Mt. SAC t-shirts, and a Scavenger Hunt to introduce the Student Mentees to various locations on the main campus.

Program Funding:

Initial Funding:	$ 15,000
Expenditures for 07-08:	$ 6,347

Monies To Be Returned: $ 8,653
Monthly Program Activities:

DATE	ACTIVITES
September, 2007	Orientation: Introduction to program: Opportunity for students to meet Participants: 26
October, 2007	Meeting for Mentors and Student Mentees: Lunch provided; Guest Speaker: Mike Montoya, Assistant Director, Security; Group Activity: *Relationship Building*; Distribute T-Shirts Participants: 20
November, 2007	Meeting for Mentors only: Discussion: *Leadership* Participants: 11 Meeting for Student Mentees only Participants: 3
January, 2008	Meeting for Mentors and Student Mentees: Lunch provided; Discussion: *Sexual Harassment*, led by Susan Wright. Participants: 19
March, 2008	Meeting for Mentors and Student Mentees Snack provided; Discussion: *Life Planning*; Distribute instructions for Scavenger Hunt Participants: 12
May, 2008	Meeting for Mentors and Student Mentees Lunch provided; Review: *Life Planning*; Group Activity; Distribute Performing Arts Tickets; Distribute prizes for Scavenger Hunt; Complete evaluations of Mentor Program Participants: 17

During the scheduled meetings, students were educated on safety, goal setting, and building quality relationships. Group activities allowed interaction between many of the mentors and mentees, building a spirit of camaraderie. Counselor Susan Wright led group discussions on campus activities and opportunities for students. She was a positive force for students throughout the year.

Assistant Andrea Johnson was instrumental in organizing the Scavenger Hunt. She devised a list of 18 clues mirroring "The Great Race" to guide mentor and mentee pairs around the campus. Students who successfully deciphered the clues and visited the locations on campus received token prizes purchased from SAC Book Rac.

In addition to group meetings mentor and mentee pairs participated in a variety of unplanned activities. Pairs dined together, played sports, visited the Library/Media Services to view videos or engage in research, attended art exhibits, met with students in the Honors program, queried jobs at the career center, learned registration procedures, applied for financial aid, attended the

Associated Students Holiday Celebration, went to workshops sponsored by DSP&S and LEAD, and investigated various vocational programs offered on campus.

Limitations:
Participation in these events was typically less than 50% of the total number of students in the program. Scheduling conflicts with work and school prevented many students from attending all of the meetings.

Use of Data:
It was recommended that an annual calendar of events be distributed at the Orientation. Students would then be able to plan for group activities in advance, increasing participation.

Proposed Project Outcomes:

Five outcomes were developed to support the goals of the program:

1. Match 25 high-achieving credit students with Basic Skills non-credit students.

2. Increase Basic Skills high school students' awareness of campus services.

3. Distribute incentives (Campus Café gift cards, t-shirts, Performing Arts tickets) to program participants.

4. Increase transfer rates of Mt. SAC Adult High School students into credit programs at Mt. SAC.

5. High School Diploma students that participate in the program will have a greater sense of belonging to Mt. SAC.

Results for Project Outcome #1:

Project Goal:
Match 25 high-achieving credit students with Basic Skills noncredit students.
Outcome to be measured:
90% of intended matches will be made by October 31, 2007

STUDENT MATCHES	Count	Percentage
Mentor-Mentee matches by October 31, 2007	22	88.0%
*Mentor-Mentee matches after October 31, 2007	6	
* A cap of 25 pairs was established upon funding the project. Due to circumstances beyond their control, several Basic Skills students dropped out of the Mentor program. Replacement matches were made whenever possible.		

A total of fifty-four students participated in the Mentoring Program for the 2007-2008 school year, including 26 Mentors and 28 Student Mentees. The Mentors were recruited from the Mt. SAC college population and were required to be enrolled in at least 6 units and have a GPA of 2.5 or above.

Recruitment efforts for Mentors included presentations at Inter-Club Council and Counseling Department meetings, posting of flyers throughout the campus, and campus-wide e-mail sent to all faculty.

Basic Skills Student Mentees were recruited during on-going classroom presentations and individual counseling sessions.

Demographic Data:

Demographic data is provided for the student Mentees only as they are the target population of the study.

Demographic Data, Basic Skills Student Mentees		Count	Total	% of Total
Female Mentees	Hispanic	12		44%
	African American/Non-Hispanic	1		4%
	Filipino	1		4%
	White	1		4%
Female Mentees Total			15	56%
Male Mentees	Hispanic	8		30%
	African American/Non-Hispanic	2		7%
	Asian	2		7%
Male Mentees Total			12	44%
Grand Total			27	100%

The gender breakdown of student mentees show that slightly over half, or 56%, are female, and 44% are male. Seventy-four percent of the students are Hispanic, which included 12 females (44%) and 8 males (30%) in this category. Eleven percent of the students are African American/Non-Hispanic, with females at 4% and males at 7%. Asian students rank third at a total of 7%, all males. Filipino and White students are tied for fourth position at 4% each, and include only females.

Age Ranges of Student Mentees	Count	Percentage
18 - 22	21	78%
23 - 27	3	11%
28 - 32	1	4%
33 - 37	1	4%
38 and above	1	4%
TOTAL	27	100%

Twenty-one, or 78%, of the student Mentees are between the ages of 18 and 22. Three students, (11%) fall within the range of ages 23 to 27. One student, (4%) of the total, is between the ages of 28 and 32. Another one student, (4%) is between ages 33 and 37, and one student, (4%) is over the age of 38.

Results for Project Outcome #2:

Project Goal:
Increase Mt.SAC High School students' awareness of campus services.
Outcome to be measured:
80% of students will have visited at least 8 unfamiliar areas on the campus listed on the Student Evaluation of Campus and Student Services Form.

Student Evaluation of Campus and Student Services	Count	Percentage
Pre-test questionnaires	23	
Post-test questionnaires	12	
No. of mentees who visited 8 or more new areas on campus	7	58.3%
No. of mentees who visited less than 8 new areas on campus	5	41.7%
Maximum number of unfamiliar areas visited	21	
Minimum number of unfamiliar areas visited	3	
Average number of unfamiliar areas visited	11.5	

Although the target was an 80% increase in awareness, the results indicated that 58.3% of the Adult High School Students increased their awareness of the college campus.

Limitations:
All students completed a pre-test of their knowledge of the campus. Students were asked to complete a post-test of their knowledge, when possible. However, contacting some of the students at the end of the year was difficult because a number of students dropped out of the adult high school program. This drop out rate is not uncommon of the adult high school population. Students enrolled in the Basic Skills adult programs experience a number of obstacles to educational success including financial issues, family related challenges, learning disabilities, and land abuse issues.

Use of Results:
The pre-/post-test should be updated to enable easier identification of campus locations. Combining the pre and post-test into one survey per student has been suggested to alleviate the issue of data input on the pre-test that was not included on the post-test. It is advised to have students complete a post-test at the end of each semester, rather than once a year.

The Activity Summaries require improvement to elicit more specific responses from the students. Often, the students described their activity as taking a campus tour but did not provide specific information regarding the exact locations visited during the tour.

Results for Project Outcome #3:

Project Goal:
Distribute incentives (Campus Café gift cards, t-shirts, Performing Arts tickets) to program participants.
Outcome to be measured:
100% of incentives for student-mentor pairs will be distributed by June 15, 2008.

Incentives requested for the 2007-2008 year were Mt. SAC t-shirts, Campus Café Gift Cards, and Performing Arts tickets.

T-shirts were purchased in October and distributed at the October 26, 2007 group meeting. Mt. SAC T-shirts were selected as a means to develop a sense of affiliation to the Mentor Program and the school.

Campus Café gift cards were purchased in October and distributed beginning in November. Mentors and mentees were encouraged to visit the Café together, thus allowing mentees a sense of comfort and familiarity on the main campus.

Half of the Performing Arts tickets were purchased and offered for distribution in April and the other half were offered for distribution in May. These performances were selected to promote interest in the arts at Mt. SAC.

Incentives Purchased and Distributed			
Items	**Amount Purchased**	**Amount Distributed (per logs)**	**Percentage**
Mt. SAC T-Shirts	50	38	76.0%
Campus Café $10.00 Gift Cards	50	31	62.0%
Performing Arts tickets	40	6	15.0%
TOTAL	**140**	**75**	**53.6%**

Students-mentor pairs received 53.6% of the funded incentives by June 15, 2008. T-shirts were distributed to 76% of the student mentors and mentees. Sixty-two percent of the Campus Café gift cards were distributed. Fifteen percent of the Performing Arts tickets were distributed to the students.

Limitations:
The incentives were usually distributed at group meetings. Because of the lower than expected turn out for the meetings, many incentives were not distributed.

The low distribution rate for Performing Arts tickets was attributable to two factors: one was low interest, and the other was a mis-communication between Cathy Stute, who was responsible for obtaining the tickets, and Susan Wright, Program Manager. Ms. Stute mistakenly thought that the April scheduled performance was to be a planned group meeting, however, this was not the case.

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Ms. Stute delivered the tickets just days before the performance, and Assistant Andrea Johnson was unable to generate any interest with such short notice.

Use of Results:
The students did indicate a positive attitude regarding the receipt of the Mt. SAC t-shirts. It is recommended that t-shirts with a Mentoring Program logo be provided in the future. The students were also very eager to pick-up the gift cards. Continuation of Campus Café gift card distribution is recommended in the future. However, for Performing Arts events, more planning and better communication need to occur if tickets are to be provided to students in the future. Low student interest may dictate that the program should not offer this option.

Results for Project Outcome #4:

Project Goal:
Increase transfer rates of Mt. SAC High School students into credit programs at Mt. SAC.
Outcome to be measured:
70% of the High School students enrolled in the program will enroll in credit classes at least half-time at Mt. SAC within one year. Student IDs will be tracked through the data warehouse.

Student Mentees Credit Enrollment Data #1		Count	Percentage
Students who have not applied to enter credit programs at Mt. SAC		11	41%
Students who have applied to enter credit programs at Mt. SAC		16	59%
TOTAL		27	100%

Forty-one percent of the Student Mentees have not yet applied to enter credit coursework at Mt. SAC. Successful credit student mentors could be a positive influence to this population.

Student Mentees Credit Enrollment Data #2		Count	Percentage
Students who have applied *prior to* entering the Mentor Program		10	63%
Students who have applied for the 2008 Winter, Spring and/or Summer sessions		6	38%
TOTAL		16	100%

Of those students who have applied to enter credit programs at Mt. SAC, 63% did so prior to entering the Mentor Program. Those students, 38%, who applied to enter credit programs after participation in the Mentoring Program may have been influenced by their mentors to apply for college.

Student Mentees Credit Enrollment Data #3		Count	Percentage	Enrolled	Percentage
Students who have not applied to enter credit programs at Mt. SAC		11	41%	n/a	
Students who have applied *prior to* entering the Mentor Program		10	37%	n/a	
Students who have applied / enrolled for the 2008 Winter or Spring sessions		3	11%	1	4%
Students who have applied / enrolled for the 2008 Summer sessions		3	11%	2	7%
TOTAL		27	100%	3	11%

Three of the students, (11%), completed applications to attend credit courses for the Winter and/or Spring 2008 term. One of the three students enrolled in courses at least half-time for the Winter, Spring and Summer 2008 term. Two of the three students have not yet enrolled in courses.

An additional 11% applied to take coursework for the Summer 2008 term. Two of the students enrolled to take credit courses less than half-time concurrently with the high school program. One of the students enrolled in noncredit ESL courses only.

Limitations:
Because of the lengthy time span required for this goal, results to date will only denote the 2008 Winter, Spring and Summer sessions. Updates will be provided throughout the 2008-2009 academic year.

It may be useful to investigate this data initially to determine who is selected for the program. It may also be useful to investigate the number of high school credits required to graduate with a high school diploma, and to select participants who have fewer to complete and are more likely to transfer to community college.

Use of Data:
Continued tracking of student progress will produce the necessary data for the outcome.

Results for Project Outcome #5:

Project Goal:
High School Diploma students that participate in the program will have a greater sense of belonging to Mt. SAC.
Outcome to be measured:
90% of Basic Skills students will indicate they feel more comfortable on the main campus. A Student Evaluation will be distributed at the end of the year to measure a sense of comfort and belonging.

Unfortunately, questions related to this measure were not asked of the students so there is no measure of whether they feel more connected to the college or not.

The Student Evaluation will be re-written to include questions regarding belongingness.

It is important to note that while belongingness and comfort level with the campus were not directly measured, student knowledge of areas on the main campus was measured. The pre- and post-evaluation of Campus and Student Services Form showed that 12 students visited a minimum of three and maximum of 21 new locations on the main campus. Familiarity with numerous locations on campus should assuage fears and increase comfort level for the Student Mentees.

Conclusion:

Participants, both Mentors and Mentees, were pleased with this year's program. Feedback from the Mentors' evaluations showed that the students took pride in helping other students. Comments from several of the Mentors included:

"… made me want to set a better example for my Student [Mentee]"

"... a good feeling knowing you are helping someone."

"I have been able to help a high school student develop goals and a plan for transferring to college."

The Student Mentees were quite positive about the program. Student Mentee evaluations exhibited statements of gratitude and growth:

"The benefits that I have experienced from this program are learning new things about the Mt. SAC campus and also meeting new people and having more knowledge of where to find help if I need it."

"I've gotten my schooling in order and I have created goals that I'm working on accomplishing in order to come to Mt. SAC."

"It is [a] great program. I had [a] good experience with my mentor."

All of the students felt that the program had a positive impact and would recommend it to another student.

The second year of the Mentoring Program saw several improvements, though additional modifications are necessary. Student evaluation data show that participants would like a calendar of meetings at the onset of the program, more group activities, more team-building activities, the inclusion of outdoor activities, and additional contact with Counselor, Susan Wright.

In addition, the recommendations listed in each Proposed Outcome should be integrated into the program to improve group participation, increase use of incentives, raise campus awareness and to attract and retain Student Mentees who are likely to further their education.

PROJECT OUTCOMES AND EVALUATION PLAN - Basic Skills Project, 2007-2008

Manager: Debbie Williams

Project: Mentoring Program for Adjunct Faculty

Amount Funded: $12,000.00

1. Project Goal	2. Specific outcomes to be measured	3. Method of assessment	4. Results reported	5. Use of results
A. To improve communication between the adjunct faculty and the math department **B.** To improve the overall quality of the adjunct pool	**A(1)**. Adjunct faculty will demonstrate ability to communicate effectively via email. **A(2)**. Adjunct faculty will feel better connected to the dept. **B(1)**. Adjunct faculty will seek help from mentors within the department as needed **B(2)**. Adjunct faculty will be more familiar with resources within the department. **B(3)**. Adjunct faculty will prepare syllabi reflecting clear communication of college and department policies.	**A(1)**. Adjunct coordinator will keep track of adjunct faculty compliance with email communicated deadlines. Target: 75% of adjunct faculty will respond to information they receive via email by indicated deadlines. **A(2)**. Adjunct coordinator will survey the adjunct faculty as to whether they feel better connected to dept. Target: 80% of respondents will report an increase in connection to the dept. **B(1)**. Adjunct coordinator will survey the participants of mentoring pairs to gain insight of effectiveness of relationship. Target: 90% of respondents will rate experience as positive. **B(2)**. Adjunct coordinator will survey workshop participants as to usefulness of workshop attended. Target: 70% of respondents will recommend workshop to other faculty. **B(3)**. Adjunct coordinator will evaluate syllabi of adjunct faculty. Target: 90% of adjunct faculty's syllabi will show changes to previous semester's syllabi, in accordance with written comments for improvements.	**A(1)**. Within a range of 85% to 97%, adjunct faculty have responded to various deadlines as communicated via email. **A(2)**. 90% of respondents indicated they felt better connected to the Math department as a result of the Adjunct Faculty Coordinator position. **B(1)**. 67% of respondents indicated having a POSITIVE mentoring relationship, while 33% indicated having a neutral mentoring relationship. No one indicated a negative mentoring relationship. **B(2)**. 100% of respondents indicated they would recommend workshop attendance to other faculty. **B(3)**. 85% of adjunct faculty syllabi showed use of evaluation provided on previous syllabi.	**A(1)**. Continue to rely on email as an effective form of communication with adjunct faculty. **A(2)**. Continue to elect a member from the Math department faculty to serve as Adjunct Faculty Coordinator. **B(1)**. More effort in coordinating activities for the mentor pairs seems to be recommended. **B(2)**. Continue to develop and offer workshops for adjunct faculty. **B(3)**. Better communicated expectations for improved syllabi are necessary. Perhaps one-on-one meetings to discuss syllabi improvements could be arranged between coordinator and faculty.

Reports Associated with Project:

Doc#16ID#50

PROJECT OUTCOMES AND EVALUATION PLAN - Basic Skills Project, 2007-2008

Manager: Barbara McNeice-Stallard

Project: P-16 Project   (Grid 1)

Amount Funded: $12,000.00

1. Project Goals	2. Strategic Actions (Sas)	3. Was the SA Completed in 07-08?	4. Results reported	5. Use of results
Professional Learning Councils, regional councils consisting of teams of discipline-based faculty from elementary, middle school, high school, community college and university segments, collaborate to discuss curriculum, exemplar teaching practices, instructional materials, and performance measures which are shared and reviewed in light of transition data. When faculty members work together with their intersegmental colleagues to understand the barriers to successful student transition, solutions to these barriers are proposed and implemented in the form of a more seamless curriculum and improved instructional strategies. The primary goal for the 07-08 year is to establish one or more Professional Learning Councils (PLC) between Mt. SAC faculty and faculty from local K-12s and universities.	1. To host a Kick-Off meeting by Dec 31, 2007 to introduce Professional Learning Councils to Mt. SAC faculty and to faculty from surrounding feeder K-12s and universities.	1. Yes, on December 3, 2007 a Kick-Off meeting was held at Mt. SAC.	1. Forty-five faculty and administrative representatives from 10 area K-12s and 4 universities attended the meeting. CalPASS representatives presented information on implementing professional learning councils. Two representatives from an existing council in San Diego presented their experiences and achievementswithin their council. A buffet dinner, sponsored by CalPASS, was held to allow colleagues to network with the CalPASS representatives. After the dinner, faculty broke into two groups, mathematics and English, to discuss formation of councils in this area.	This Kick-Off meeting was used to motivate Mt. SAC faculty to participate in the PLCs. Four faculty from Mt. SAC joined PLCs, Alina Birca, from mathematics, and Hansel Alvarez, Jean Garrett, and Kathy Henkins, from English.

Reports Associated with Project:

Manager: Barbara McNeice-Stallard

Project: P-16 Project   (Grid 2)

Amount Funded: *$12,000.00*

1. Project Goals	2. Strategic Actions (Sas)	3. Was the SA Completed in 07-08?	4. Results reported	5. Use of results
	2. To establish an English Professional Learning Council with Mt. SAC Faculty and faculty from surrounding feeder K-12s and universities.	2. Yes, on January 8, 2008, an English Professional Learning Council held its first meeting at Mt. SAC.	2. Three full-time Mt. SAC English faculty, Hansel Alvarez, Kathy Henkins, and Jean Garrett, participated in the English Professional Learning Council. Monthly meetings were held in January, February, March and May. Some of the topics discussed were: creating a more seamless transition between segments; understanding the focus and standards at each level; grading rationales across the segments; and use of school data to analyze success rates.	The three representatives will continue to update the English department members about the PLC and its activities. Results of research projects may lead to changes in Mt. SAC curriculum, however it is too early to postulate.
	3. To establish a Math Professional Learning Council with Mt. SAC Faculty and faculty from surrounding feeder K-12s and universities.	3. Yes, on January 22, 2008, a Math Professional Learning Council held its first meeting in Pomona.	3. One full-time Mt. SAC Math faculty, Alina Birca, participated in the Mathematics Professsional Learning Council. Monthly meetings were held from January through May. Some topics addressed were: data analysis of Algebra 1 pass rates and effects in higher education; implementation of intervention strategies at all levels of education; identifying mathematical challenges for students; understanding student adaptation at transitional points between the segments.	Professor Birca will continue to update the Math department members about the PLC and its projects. Results of shared data analysis may lead to modifications in Mt. SAC curriculum, however it is too early to postulate.

Reports Associated with Project:

Doc#27ID#71

1. P-16 Final Report

Report 16

P-16 Final Report

P-16 Program
SUMMARY OF OUTCOMES

To: Barbara McNeice-Stallard

From: Cathy Stute, Technical Expert,
        Research & Institutional Effectiveness Office

Date: July 1, 2008

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 Gary Enke, Department Chair, English, and Debbie Williams, Department Chair, Mathematics, CalPASS, and the BSRT team.

Purpose

The California Community College System Strategic Plan Goal B has identified that measures must be taken to address the needs of Basic Skills students and to improve student success and readiness.   Specifically, Goals B3 and B4 address areas for improvement in student transitions:

Goal B3: Articulation with K-12 - Enhance alignment of K-12 and Community College standards, curriculum, and assessment processes.

> More than half of entering Community College students require some sort of basic skills education, due in part to the fact that K-12 curriculum and assessments do not always adequately prepare students for college level work. The Plan recommends that College requirements be reflected in high school curricula, that high school students and their parents have clear understandings of what it takes to succeed in college, and that the Colleges work toward increased alignment with K-12, noncredit programs, and adult schools.

Goal B4: Intersegmental Transfer - Ensure that the Community Colleges System and their partners are maintaining and improving the transfer function to meet the needs of students and the State.

> Many students are frustrated by the myriad of complexities and challenges of the transfer process. Streamlining and consolidating transfer requirements between the Community Colleges and four-year institutions will allow more students to reach their educational goals with less difficulty.

Source: http://strategicplan.cccco.edu/Default.aspx?tabid=59

The California Partnership for Achieving Student Success (Cal-PASS) assists in building regional partnerships between K-12 schools, community colleges, and universities. This is accomplished through the sharing of student transcripts and performance information. Using data obtained from the Cal-PASS system, educators identify areas of difficulty for students. Faculty from across the segments are then able to collaboratively develop and align curricula to make instructional improvements that better prepare students as they move from kindergarten to the university. Development of Professional Learning Councils through CalPASS will provide a pathway to address the concerns of Basic Skills students articulated in the statewide Strategic Plan.

Source: CalPASS, http://www.cal-pass.org/

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Introduction:

Professional Learning Councils, regional councils consisting of teams of discipline-based faculty from elementary, middle school, high school, community college and university segments, collaborate to discuss curriculum, exemplar teaching practices, instructional materials, and performance measures which are shared and reviewed in light of transition data. When faculty members work together with their colleagues to understand the barriers to successful student transition, solutions to these barriers are proposed and implemented in the form of a more seamless curriculum and improved instructional strategies.

Source: Practices With Promise, Oct. 2007 http://www.eaop.org/documents/practices_promises2007.pdf

Funding:

Initial Funding:	$ 12,000
Expenditures for 07-08:	$ 1,684
Monies To Be Returned:	$ 10,315

Goal / Purpose:

The primary goal for the 07-08 year is to establish one or more Professional Learning Councils (PLC) between Mt. SAC faculty and faculty from local K-12s and universities.

Three Strategic Action Outcomes were developed to achieve this goal:

1. Host a Kick-Off meeting by Dec 31, 2007 to introduce Professional Learning Councils to Mt. SAC faculty and to faculty from surrounding feeder K-12s and universities.

 2. Establish an English Professional Learning Council with Mt. SAC Faculty and faculty from surrounding feeder K-12s and universities.

3. Establish a Math Professional Learning Council with Mt. SAC Faculty and faculty from surrounding feeder K-12s and universities.

Results for Strategic Action #1:
A kick-off meeting was held on December 3, 2007, in Founders Hall at Mt. SAC to introduce faculty and administrators to CalPASS Professional Learning Councils.

Participants:

Forty-five faculty and administrative representatives from 10 area K-12s and 4 universities attended the meeting.

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Institution	English Faculty Representatives	Math Faculty Representatives	Administrators
CSU San Bernardino	Dr. Margaret Doane	Rolland Trapp	
CSU Los Angeles	Dr. David Gold Dr. Betty Bamberg Mel Donalson	Dr. Debasree Raychaudhuri Dr. Shirley Gray	
CS Poly Pomona	Dr. Dewey Hall	Dr. Phillip Yates	
Azusa Pacific University	Scott Okamoto	Donald Isaak	
Citrus	Rebecca Rudd Roberta Eisel		Kay Nguyen - Research
Mt. SAC	Gary Enke Kathy Henkins Jean Garrett Hansel Alvarez Glenda Bro	Alina Birca	Lisa DiDonato – Project Manager Basic Skills Research
Baldwin Park USD			Victoria Burch
Bonita USD	Wendy Wallin		
Charter Oak USD			Mike Hendricks – Assist. Supt. Ed Serv.
Chino Valley USD		Diane Murillo	Bonnie Cardinale – Dir. Second. Ed. Wayne Joseph Beverly Beemer – Assess. Coord.
Covina Valley USD	Mary Cossey Brian Linville	Tami Reineking	
Glendora USD	Caroline Brooks Kathy Summers	Jolene Roselauf	
Hacienda La Puente USD		Nancy Meserve	Hasmik Danielian – Assoc. Super.
Pomona USD	Teresa Radovich Gary Morrison	Diane Kinch Calondra Jolly	
Walnut USD	Larry Holmes Catherine Real Jeff Silva	Barbie Cole	
Whittier UHSD			Carlye Olsen – Dir. Of Accountability, Staff Development & Ed. Technology

CalPASS representatives presented information on implementing professional learning councils and research developed from state-wide data sharing. Two representatives from the San Diego council presented their experiences and achievements within their council.

A buffet dinner, sponsored by CalPASS, was held to allow colleagues to network with the CalPASS representatives. After the dinner, faculty broke into two groups, mathematics and English, to discuss formation of councils in this area. The groups confirmed that both mathematics and English would begin holding council meetings in January.

Results for Strategic Actions #'s 2 and 3:

Due to the success of the Kick-Off meeting, Professional Learning Councils in both mathematics and English were established for the eastern Los Angeles County. Four Mt. SAC faculty agreed to represent their departments in the councils. Hansel Alvarez, Kathy Henkins, and Jean Garrett, participated in the English Professional Learning Council. Alina Birca was the representative for the mathematics department. Monthly meetings culminated in January 2008 for both councils.

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The Professional Learning Council for English faculty held four meetings during the spring of 2008 in January, February, March and May. Some of the topics discussed were: creating a more seamless transition between segments; understanding the focus and standards at each level; grading rationales across the segments; and use of school data to analyze success rates.

The Professional Learning Council for Mathematics held five meetings during the spring of 2008. Monthly meetings were held from January through May in Pomona. Some topics addressed were: data analysis of Algebra 1 pass rates and effects in higher education; implementation of intervention strategies at all levels of education; identifying mathematical challenges for students; understanding student adaptation at transitional points between the segments.

Conclusion:

While the work of the Professional Learning Council is in its infancy, much progress has been made. The teamwork among colleagues has led to are greater understanding of standards and expectations at each level. Mini-projects emphasizing data analysis to determine teaching successful practices will be implemented during the 2008-2009.

It is anticipated that changes to curriculum may be forthcoming as a result of these projects and of the continued collaborative efforts of the faculty.

The major activities of the Professional Learning Councils for the 2008 year will be documented in end-of-year report as an appendix to this report.

Additional Expenditures for the P-16 Grant:

It was learned that statewide Tech Prep program for high schools and community colleges would undergo a state mandate requiring all schools to commence participation in the CalPASS data sharing program as of July 1, 2008. Marie Tyra, coordinator for the Mt. SAC Tech Prep program, scheduled a meeting on April 15 at Mt. SAC, inviting representatives from high schools within the Tech Prep consortium to hear a presentation from CalPASS regarding data sharing.

Although Tech Prep was not traditionally considered Basic Skills curriculum, many of the students who enrolled in Applied Technology courses were indeed Basic Skills students. Availability to and participation in Applied Technology programs was essential to many students who may not otherwise obtain a college education.

Upon receiving authorization from Deborah Boroch, the P-16 grant was used as an appropriate source of funding to support this meeting. Monies were used to host a luncheon for the participants.

Results:

Twenty-nine representatives from 13 districts and Regional Occupational Programs (ROPs) attended the meeting.

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CalPASS introduced the data sharing program and discussed the technology necessary for implementation. Several of the districts were pleased to learn that scripts had already been written to accommodate their enterprise systems. Some of the districts and ROPs were faced with the challenge of writing the scripts and the costs associated with doing so.

Six districts and one ROP, Baldwin Park Unified, Covina Valley Unified, Hacienda-La Puente Unified, Rowland Unified, Walnut Valley Unified, Charter Oak Unified, and East San Gabriel Valley ROP have obtained approval to participate in data sharing with CalPASS.

Conclusion:

Mt. SAC Tech Prep is promised continued funding and operation as long as there are feeder schools to work with and they cooperate with the CalPASS mandate. Encouraging participation of the K-12s and ROPs will ensure our Tech Prep program succeeds.

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The accomplishments of the Mt. SAC's English and Mathematics Professional Learning Communities are laudable, given the groups' late starting dates. Each council had engaging, informative dialogue around many issues centered on student achievement. They realize that no matter what segment – middle school, high school, community college or university – they share many of the same concerns and challenges. The members of both groups also gained awareness of each level's academic worlds: high school and middle school teachers gained greater understanding of the expectations at the college level for incoming and current students; college instructors became more aware of the state standards by which secondary teachers must teach to ensure that ALL students learn. At our final meetings, members expressed excitement and eagerness to dig into the data to answer the most critical issues they have identified.

MATHEMATICS

This group is now well represented with 10-14 members that include middle school to university teachers. Since new members continued to join the council during the first five months, we spent a lot of time forming as a group – getting to know each other, learning about the mission and core values of CalPASS, and discussing individual issues. While each meeting's agenda was based on the reflections from the prior meeting, a member would bring up another issue relating to student achievement. In the midst of what often seemed like random discussion, the group accomplished the following:
- Shared writing as a learning tool in the mathematics classroom
- Identified best practices for preparing high school students for college – teaching note taking, study skills, problem solving, and thinking skills.
- Recognized the misalignment between high school mathematics standards and community college/university expectations through sharing K-12 standards, course syllabi, and college placement exams

They are eager to focus on a critical issue - one that keeps reoccurring in their discussions: The alignment/misalignment of Algebra I from middle school through college entrance. They will focus on this issue – the k-12 standards, college placement tests, student motivation, and teaching practices - to affect the achievement of students as they transition from one segment to another. While they have a focus, the group will need to develop the method by which they will work. I am hoping this group will be strengthened through the attendance at the summer conference.

ENGLISH

From the very beginning in January 2008, it was apparent that the English PLC was comprised of individuals who would create the kind of environment needed to do the work of CalPASS – one that would build and sustain trust and collegiality. As soon as February, a member reflected, "We do have an environment of open discussion, healthy debate, and collaboration. These individuals quickly began working as a team to investigate an issue – alignment of 11-12 English/Language Arts Standards to college expectations. Through their investigation, they accomplished the following:

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- An understanding of grading in English 101 at Community Colleges
- A recognition of the importance of a balanced focus on fiction and non fiction
- An attentiveness to the importance of writing in high school to prepare students for rigor of college courses
- An awareness of how standards are taught at various levels of complexity at the different grades/segments

At the last meeting, they spent time crafting research questions for their work in 2008-09. They are very excited to examine the regional student data to identify successful programs, pathways, strategies to propose not only interventions but also preventions. I witnessed their motivation increase as they got more acquainted with the CalPASS mission, potential, and possible projects. The leadership and consistency of attendance are assets to this council.

Both councils are committed to discovering innovative strategies to deal with the gaps they uncover as they dig into the data to answer the critical questions about student achievement. I am seeing them move from blaming the student for the lack of success to looking at strategies and solutions within their realm. To quote a phrase by Michael Fullan, both groups are positioned to "move toward the danger."

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APPENDIX II

Cal-PASS
California Partnership for Achieving Student Success

Date: May 15, 2008
To: Cal-PASS
From: Becky Rudd and Gina Morrison, Cal-PASS English Co-Chairs

   RE: Cal-PASS Professional Learning Community for Grossmont-Cuyamaca Community College
District -   End of Year (January-May 2008) Reporting: Accomplishments and Goals

The accomplishments of this region's Professional Learning Community are laudable, given the group's late starting date and the delay of the release of some MOU's to Cal-PASS. On our final meeting, members expressed optimism about being able to achieve significant studies during the next academic school year, 2008-2009. Upon reflection, the following achievements bear recognition for this first year:

- Mutual enhanced awareness of each level's academic worlds. More specifically, High School and Middle School teachers gained greater understanding of the expectations at the college level for incoming and current students. College instructors became more aware of the state standards by which secondary teachers must develop their lesson plans and the best practices in order to ensure that students are successful learners of these lessons.
- Members shared how grades are determined in English 101 at Community Colleges, and what percentage of writing, reading, testing comprises a grade.
- Members determined that writing at the high school level is a small percentage of the CST, but important at CCs and UCs.
- Decision regarding the type of council we want to actualize resulted in the following contributory comments:
  - Mix   group membership.
  - Sharing of actual student papers written by students in the classes of those on the PLC
- Members took hard looks at their own learning centers and made the following connections based on happenings at college campuses:
  - Use/development of non-fiction text and implement this effectively–develop written responses that would be acceptable product of a 2/4 year course incoming freshmen
  - Focus on writing, non-fiction, and mechanics in high school
  - More non-fiction discussion with emphasis on critical thinking skills
  - Open discussion at school about increasing non-fiction and shorter texts, fewer full-length novels
- Members expressed interest in more shared knowledge of each other's work worlds:
  - Share course syllabi from colleges with fellow high school English teachers
  - See samples of student work at the various educational levels
  - Share best practices (strategies, procedures) for teaching (with joy ☺) ELA
- Members felt great comaraderie and expressed enthusiasm about starting next year with MOU's in place to support our data research.
  - Members reported appreciation for the positive, professional tenor of the group.

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- o Despite delay in acquiring MOU's, members expresses satisfaction for understanding each other's educational world, specifically, Standards-based instruction at the secondary and middle levels and weak research-skills at the college level.

Goals/focus for 2008/09 academic year:
The council members have expressed an interest in the following for the 08/09 academic year:

1. Continue discussing/analyzing the English content standards and how they do or do not connect to what students are expected to know and do in two- and four-year colleges.

2. Look at alternative models of a "seamless progression" of courses.

3. Use data to look at the success rates of students as they transition from high school to two- and four-year colleges based on high school attended, GPA, gender, ethnicity, grade in last high school English course.

4. Examine the continuity between college and high school writing focus on essays and research expectations.

5. Investigate how institutional practices, such as design of the school day, the school system, and instructional delivery, effect students' placements when transitioning to a two- or four-year college.

6. Explore how current practices at all levels influence preparation of future English teachers, such as the teaching of integrating sources into an essay/research paper. How can we better support and prepare our future colleagues?

APPENDIX III

To: Donna Dutton
From: Calondra Jolly and Alina Birca – Co-Chairs MT SAC Mathematics
Date: May 29, 200 CalPASS End-of-Year Report

Accomplishments from January – May 08

Our group has:

- Discussed and shared different learning tools that could be brought into the classroom, i.e., writing in mathematics.

- Discussed the best ways to help students in high-school prepare for college: giving tests over more than one chapter; teaching students to take notes; teaching students how to study; teaching students various ways of solving a problem; focusing on thinking and studying skills.

- Created awareness about the misalignment between the high school mathematic standards and the community college entrance exams.

- Read and analyzed data about the relationship between taking Algebra I in high-school and first math attempt at a community college or university, as well as a summary of research on math transition.

- Analyzed the Algebra I pass rate and the effects it has on community college and university math courses.

- Discussed and shared expectations at k-12, community college, and university levels.

During the 2008-09 school year, we are in search of answers to the following questions:
- What are the effects of 11th and 12th graders not taking math?
- What writing strategies affect math achievement?
- What math pathway/programs from 6th grade have the best success rate?
- What are best practices for motivating mathematic students?
- What test-taking strategies affect student achievement?
- How do the high school's Algebra I standards line up with the community colleges/universities entrance expectations?
- How can we help students read directions and word problems on classroom, CAHSEE, STAR, SAT, college/university placement tests?

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PROJECT OUTCOMES AND EVALUATION PLAN - Basic Skills Project, 2007-2008

Manager: Donna Burns

Project: Tutoring at Language Center

Amount Funded: $10,956.00

1. Project Goal	2. Specific outcomes to be measured	3. Method of assessment	4. Results reported	5. Use of results
Increase hours to 47.5% position for Language Learning Center - Project Program Supervisor (currently at 30%).	The Language Learning Center will increase services to faculty by 25%.	The LLC will tally digitizing projects and workshops provided for faculty by the Project Program Supervisor in spring 2007, fall 2007, and spring 2008 to determine increase.	The increase in hours from 30% to 47.5% began in October 15/08. The result for only digitizing projects and workshops is 8 in Spring 2007, 26 in Fall 2007 (due to replacing lost material on our servers), and 15 in Spring 2008, which represents a 47% increase when comparing Spring 2007 to Spring 2008. The result for <u>all</u> projects was 14 in Spring 2007, 41 in Fall 2007 (due to replacing material lost on our servers), and 21 in spring 2008. Spring 2007 compared to Spring 2008 represents a 33% increase in projects.	We will continue the position at 47.5% in order to satisfy more faculty and students.

Reports Associated with Project:

Manager: Jim Jenkins

Project: English Department LHE Increase for English Liaison

Amount Funded: $9,270.00

1. Project Goal	2. Specific outcomes to be measured	3. Method of assessment	4. Results reported	5. Use of results
Increase the annual LHE for the Learning Communities English Liasion from 6LHE to 12 LHE	Growth of English Bridge demands more time spent on the following activities: Recruiting Scheduling Staff Development Planning Meetings	Document faculty hours	Gary Enke was assigned and completed 3 LHE of reassigned time to expand his work with Learning Communities, specifically the Bridge program. His duties included the: •recruiting and training of three new English faculty •scheduling of and planning for the expansion of two additional Bridge clusters comprising English classes for Summer 2008 •assisting in the planning of Summer Bridge faculty and staff participation in On Course II and the On Course National Conference •facilitation of workshops designed to assist Learning Communities faculty in the incorporation of On Course principles in their linked curricula Because other faculty liaisons and staff were able to assist Gary in his activities, he only needed the 3 LHE of reassigned time in Fall 07, but did not require the extra reassigned time in Spring 08.	Results showed that increasing the liaison LHE led directly to an increase in the recruitment and training of Learning Communities faculty as well as an increase in viable Bridge clusters. In plans for growth, substantial support in the form of adequate reassigned time for the faculty liaisons must be considered to ensure the vitality of these learning communities

Reports Associated with Project:

Doc#9ID#35

Manager: Sarah Daum

Project: Pre-Health Program Course Development

Amount Funded: $8,515.00

No Project Evaluation Outcomes Form Received

Reports Associated with Project:

Doc#24ID#55

Manager: Debbie Williams

Project: Funds for faculty to attend Developmental Math Conferences

Amount Funded: *$7,500.00*

No Project Evaluation Outcomes Form Received

Reports Associated with Project:

Doc#18ID#47

Manager: Jim Jenkins

Project: LHE Money for preparing a new AMLA course   (Grid 1)

Amount Funded: $7,388.16

1. Project Goal	2. Specific outcomes to be measured	3. Method of assessment	4. Results reported	5. Use of results
I. Assess non-native English speakers' performance in Mt. SAC English 67 and 68 classes	A. Success and persistence rates for students in ENG 67 who have or have not taken AMLA 42W, 32R and 33R B. Success and persistence rates for students in ENG 68 who have or have not taken AMLA 43W, 32R and 33R	1. Work with Office of Research and Institutional Effectiveness (RIE) to design a research project in order to obtain data on AMLA students and interpret those results. Analysis of AMLA students and their progression through the program to English 67 and 68 will be conducted. The RIE will generate a report of its findings by March 24, 2008.		
II. Articulate between AmLa 33R and 43R and the reading and writing aspects of English 67 and 68 courses	A. Complementary course goals and objectives between AmLa 33R and 43W and English 67 and 68	1. Continuity between AmLa and English department course descriptions and design, syllabi, and texts 2. Increased communication, cooperation and team teaching between faculty of the AmLa and English departments		
III. Raise campus-wide awareness of AmLa reading courses and promote the new AmLa 33/English 68 course	A. Development of informational and promotional materials B. Personal contacts made with AmLa and English dept. faculty and members of the Counseling department via attendance at dept. meetings, classroom visitation, individual meetings, phone calls and emailing	1. AmLa 43 students and non-native speakers who took Eng. 67 and now realize their need for support in reading are made aware of and accurately advised about AmLa reading courses and the linked AmLa 33/Eng 68 course		

Reports Associated with Project:

Doc#14ID#41

Date printed: 7/14/2008

PROJECT OUTCOMES AND EVALUATION PLAN - Basic Skills Project, 2007-2008

Manager: Jim Jenkins

Project: LHE Money for preparing a new AMLA course   (Grid 2)

Amount Funded: *$7,388.16*

1. Project Goal	2. Specific outcomes to be measured	3. Method of assessment	4. Results reported	5. Use of results
III. Raise campus-wide awareness of AmLa reading courses and promote the new AmLa 33/English 68 course	A. Development of informational and promotional materials B. Personal contacts made with AmLa and English dept. faculty and members of the Counseling department via attendance at dept. meetings, classroom visitation, individual meetings, phone calls and emailing	1. AmLa 43 students and non-native speakers who took Eng. 67 and now realize their need for support in reading are made aware of and accurately advised about AmLa reading courses and the linked AmLa 33/Eng 68 course		
IV. Design a joint model curriculum for both the AmLa 33 and English 68 components of the linked course	A. Successful college-level, integrated reading/writing academic ESL programs from around the nation are surveyed for pedagogical theory and methods B. Creation of linked AmLa 33 and Eng 68 goals and objectives, syllabi, schedule and pacing, and complementary reading, writing and vocabulary texts C. Students enrolled in AmLa 33/Eng 68 to have more successful learning outcomes than students without the benefit of AmLa reading support	1. A brief and useful summary of the research findings will be compiled and distributed to AmLa faculty. 2.. At the course's completion, students demonstrate through writing their abilities to critically read and respond to texts in essay format at the appropriate level		

Reports Associated with Project:

PROJECT OUTCOMES AND EVALUATION PLAN - Basic Skills Project, 2007-2008

Manager: Jim Jenkins

Project: AMLA Tutoring   (Grid 1)

Amount Funded: *$6,842.50*

1. Project Goal	2. Specific outcomes to be measured	3. Method of assessment	4. Results reported	5. Use of results
A. Student achievement and retention will improve in AmLa Basic Skills classes through increased usage of tutoring services provided by faculty tutors with expertise in second language acquisition pedagogy.	A. Grades and retention percentage increases for students who take advantage of AmLa faculty tutoring.	A. End of the semester comparison of grades and retention statistics between students who utilized AmLa tutoring services and those who did not utilize these services will be generated by the Basic Skills Research Team (BSRT). The Fall '07 analysis will be completed by April 25th 2008. The Spring '08 analysis will be completed by July 25th 2008.	*A. The success rates of AMLA students who received tutoring during Fall 2007 were higher than those who did not receive AMLA tutoring. This difference was found to be statistically significant. 79% of the tutored students were successful while only 65% of the not tutored students were successful. The retention rate of those tutored was also higher. Only 2% of the tutored students received a "W" as there final grade, while 11% of the non-tutored students earned a "W" as their grade.	1. The data that show grade and retention improvement will be translated into a student friendly version to promote tutoring services for future semesters. 2. Use the data to justify continuation or expansion of the program. 3. Share the research study with other tutoring areas such as the LAC and the Writing Center. If the research study were duplicated in those areas, the data could be compared to see if the tutoring done by content area experts produces better success data.

Reports Associated with Project:

Manager: Jim Jenkins

Project: AMLA Tutoring   (Grid 2)

Amount Funded: $6,842.50

B. Students will report satisfactory experiences with tutoring faculty.	B. Student satisfaction and confidence with tutoring experiences.	B. Random and anonymous surveys evaluating quality of services to be completed after tutoring sessions will be conducted. The surveys will be analyzed by the BSRT May 30th, 2008.	*B. Overall, the survey results revealed students found tutoring helpful for their success, the tutors knowledgeable about the materials, friendly, and would recommend tutoring to other Mt. SAC students. The respondents also requested expansion of the tutor services from AMLA.	The results of the survey show that over 95% of the students agree that the tutoring service was very helpful and that they would recommend it to a peer. 65% of the student comments advocated expansion of this tutoring service. This program serves just the AmLa students, but there are students in more advanced English classes from English 68 through 1C who could take advantage of the tutoring done by experts in 2nd language writing problems. In addition to increasing the hours/tutors for the AmLa students, this tutoring program should be expanded to both the LAC and the Writing Center.

Reports Associated with Project:

Doc#7ID#23

1. AmLa Tutoring Data Analysis Report

2. AmLa Tutoring Survey Results

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AmLa Tutoring Data Analysis Report

American Language Tutoring Report

Prepared by, Lisa A DiDonato
Project Manager,
Basic Skills Research Team

Academic Outcomes of Tutored AMLA Students

In their continuing efforts to provide American Language students with quality instruction the AMLA department provides tutoring services for its students. This analysis will examine the academic outcomes of students who received this tutoring in comparison to those who did not.

The 1,000 students in this study took AMLA courses during the Spring 2006 and Fall 2007 terms. Approximately 163 of these students received tutoring from the AMLA department during this period. Of these, identification from tutoring logs was possible for 143 students. Therefore, 857 students took AMLA courses during this time but did not receive tutoring. It is these two groups that will be the primary focus of this study.

What Courses did Tutored Students Take and What was the Outcome?

(Table 1)
AMLA TUTORED STUDENTS SPRING 2006 and FALL 2007

Course Name	#	# Successful	% Successful	# Unsuccessful	% Unsuccessful	# "W"s	% "W"s	Group GPA in this Course
AMLA31R	2	1	50.0%	1	50.00%			2.00
AMLA32R	2	1	50.0%	1	50.00%			1.00
AMLA33R	14	11	78.6%	3	21.43%			2.83
AMLA41W	5	4	80.0%	1	20.00%			3.00
AMLA42W	55	37	67.3%	16	29.09%	2	3.6%	2.12
AMLA43W	58	48	82.8%	9	15.52%	1	1.7%	2.32
AMLA50	6	6	100.0%					2.50
AMLA53	19	18	94.7%			1	5.3%	2.78
AMLA57	1	1	100.0%					4.00
AMLA58	1	1	100.0%					4.00

The largest number of students sought tutoring in two writing courses, AMLA42W and AMLA43W. The subsequent success rates of these students were 83% in AMLA43W and 67% in AMLA42W. Six students received tutoring in AMLA50, it is worth noting that all six of these students were successful in this course. The AMLA53 students also did very well. Only one student withdrew from the class, everyone else was successful. Very few students were tutored for AMLA31R, AMLA32R, AMLA57, and AMLA58. There were less than 3 students in each of these cases. Therefore, these results cannot be considered reliable.

The column entitled, "Group GPA in this Course", was calculated by assigning standard grade point, numeric values to the grades students received in these courses. Thus, an "A" =4, "B"=3, "C"=2, "D"=1, "F"=0, "CR"=2, and "NC" & "W" are not included in the analysis. Once this was complete, the mean or average for the tutored students in that class was computed. Therefore, if a class had 4 tutored students and 2 students received the letter grade of "C" and the other two earned "A" grades, the calculation would have looked like this, (2+2+4+4)/4=3. This was the method used for all calculations of the group gpa for this study.

As can be seen by making these calculations, the tutored AMLA33R students' average grade was nearly "B".

How does this compare to students who were not tutored?

Overall, tutored AMLA students were more successful than non-tutored students. Figure 1 and Table 2 below display the distribution of success between tutored and non-tutored students.

(Figure 1)

Success Rates of AMLA Students
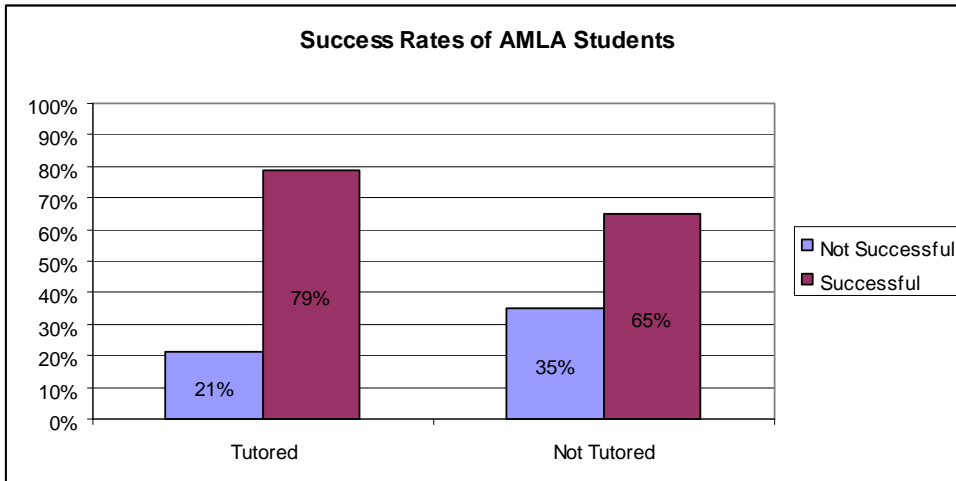
(Table 2)	Number Tutored	%	Number Not Tutored	%
Not Successful*	35	21%	456	35%
Successful*	128	79%	835	65%
TOTAL	**163**	**100%**	**1291**	**100%**

Note * = a significant difference between groups, χ^2 = (1454) 12.41, $p < .001$

Nearly 80% of the tutored AMLA students earned a successful grade in their class. 65% of the non-tutored students received a passing grade. The difference in success between the two groups was found to be statistically significant. Thus, those who received tutoring had higher success rates. We can further investigate the impact of tutoring by examining the success and retention rates of these students by the individual courses they took and the overall distribution of their grades.

When the distribution of letter grades were compared between those who were and were not tutored, a greater percentage of tutored students earned grades of "A" and "C" than those who were not tutored. Also, the non-tutored students had a higher rate of "W" and "F" grades than the tutored students, this too was found to be statistically significant. Table 3 is a frequency distribution of the grades earned by these two groups.

(Table 3)

Grade	# Tutored	% Tutored	# Not Tutored	% Not Tutored
A*	21	13%	111	9%
B*	44	27%	302	23%
C*	44	27%	268	21%
CR*	19	12%	154	12%
D*	15	9%	113	9%
F*	7	4%	130	10%
I*	0	0%	2	0%
NC*	9	6%	65	5%
W*	4	2%	146	11%
TOTAL	**163**	**100%**	**1291**	**100%**

Note * = a significant difference between groups, χ^2 = (1454) 22.82, $p < .001$

Table 4 displays the performance of all AMLA students during Spring 2006 and Fall 2007 by course. In most instances the tutored students received higher GPAs in their classes than the non-tutored students. The tutored students generally had higher success rates. Of the 13 courses listed, 10 classes were ones in which students received tutoring. The success rate of students who received tutoring in these 10 classes was higher than the non-tutored students for 7 or 70% of the courses. This finding must be tempered by the fact that in several of these classes there were less than 5 students who received tutoring.

(Table 4)

Course Name	Tutoring Status	#	# Successful	% Successful	# Unsuccessful	% Unsuccessful	# "W"s	% "W"s	Group GPA in this Course
AMLA31R	Not Tutored	32	17	53.1%	10	31.25%	5	15.6%	1.65
AMLA31R	Tutored	2	1	50.0%	1	50.00%			2.00
AMLA32R	Not Tutored	69	38	55.1%	16	23.19%	15	21.7%	2.14
AMLA32R	Tutored	2	1	50.0%	1	50.00%			1.00
AMLA33R	Not Tutored	77	46	59.7%	24	31.17%	7	9.1%	2.02
AMLA33R	Tutored	14	11	78.6%	3	21.43%			2.83
AMLA41W	Not Tutored	139	85	61.2%	36	25.90%	18	12.9%	1.98
AMLA41W	Tutored	5	4	80.0%	1	20.00%			3.00
AMLA42W	Not Tutored	293	200	68.3%	68	23.21%	25	8.5%	2.14
AMLA42W	Tutored	55	37	67.3%	16	29.09%	2	3.6%	2.12
AMLA43W	Not Tutored	359	231	64.3%	89	24.79%	39	10.9%	2.05
AMLA43W	Tutored	58	48	82.8%	9	15.52%	1	1.7%	2.32
AMLA50	Not Tutored	88	65	73.9%	19	21.59%	4	4.5%	2.33
AMLA50	Tutored	6	6	100.0%					2.50
AMLA53	Not Tutored	104	65	62.5%	14	13.46%	25	24.0%	2.63
AMLA53	Tutored	19	18	94.7%			1	5.3%	2.78
AMLA56	Not Tutored	41	25	61.0%	14	34.15%	2	4.9%	1.84
AMLA57	Not Tutored	38	25	65.8%	10	26.32%	3	7.9%	2.26
AMLA57	Tutored	1	1	100.0%					4.00
AMLA58	Not Tutored	13	9	69.2%	3	23.08%	1	7.7%	2.80
AMLA58	Tutored	1	1	100.0%					4.00
AMLA60	Not Tutored	12	9	75.0%	3	25.00%			2.80
AMLA61	Not Tutored	26	20	76.9%	4	15.38%	2	7.7%	2.50

The two classes with the highest numbers of tutored students, AMLA42W and AMLA43W had mixed results. The outcomes of tutored AMLA43W students were better than those not tutored. The success rate for tutored AMLA43W students was nearly 20% higher than those who did not receive tutoring. In addition, the tutored students' GPA was 2.32 while those not tutored had a GPA of 2.05 in these classes. The retention rate of the AMLA43W tutored students was also higher than the non-tutored. 89% of the non-tutored students were retained, while 98% of the tutored students saw the class through to the end.

The outcomes of tutored AMLA42W students were not as remarkable as the AMLA43W students. 68% of the non-tutored students were successful in this class, while 67% of the tutored students were successful. Thus, a slightly lower percentage of the tutored students were successful than those who were not tutored. Given the success rate of these tutored students, it makes sense that the percent of those who were unsuccessful was higher for those tutored than those who were not, 29%

and 23% respectively. However, unexpectedly, the tutored students were less likely to withdraw from the course than those that were not tutored. Only 4% of the tutored students withdrew receiving a "W" as their grade, while nearly 9% of the non-tutored students received a "W" as their final grade. This difference is one worth noting. It is also worth noting that the tutored students sought tutoring. This suggests they identified or it was brought to their attention that they could benefit from extra assistance. Hence, the tutoring may be responsible for this group achieving nearly the same level of success as the average student.

Are the tutored students repeating a class?

What motivates a student to seek and commit to tutoring? This question is not within the parameters of this study. However, it might be logical to think that the tutored students are those that were unsuccessful in the class in a previous academic term. Only 10% of the tutored AMLA student records were instances where a student was repeating a course they previously were unsuccessful in. Of these, 82% were successful after tutoring. How does this compare to the non-tutored students? During the two academic terms under investigation, 12% of the non-tutored students were repeating an AMLA course. However, only 52% of the non-tutored students were subsequently successful. So, although the tutored students were not disproportionately repeating a class, as compared to the non-tutored, their success rates were much better.

Does the number of times a student went to tutoring make a difference?

The following chart provides a break down of the success and GPA by the number of times a student went to tutoring.

(Table 5)

Times Tutored	GPA within the Group	# of records	% of Students	# Successful	% Successful	# Not Successful	% Not Successful	# of "W"s	% "W"s	Total Records
0	2.14	1078		835	65%	310	24%	146	11%	1291
1	2.47	68	45%	58	79%	13	18%	2	3%	73
2	2.25	32	21%	27	73%	9	24%	1	3%	37
3	2.28	18	12%	15	75%	4	20%	1	5%	20
4	2.47	15	10%	13	81%	3	19%	0	0%	16
5 or More	2.29	17	11%	15	88%	2	12%	0	0%	17
Total	**2.35**	**150**	**100%**	**963**		**341**		**150**		**1454**

Although no statistical significance was found regarding the number of times tutoring occurred and the student's success rate, the success rate of tutored students increased as the number of times tutored increased. This is true except for those that were tutored twice. This difference may be worth investigating at a future date.

Does the length of time a student spent in tutoring make a difference?

The 163 AMLA students who received tutoring met with tutors from 5 minutes to 4 hours at a time. The amount of time tutored was collapsed into four categories to make it more meaningful. These categories are shown in Table 6 along with student grades.

(Table 6)
Total Amount of Time Spent in Tutoring

Grade	Up to 20 min. #	Up to 20 min. %	21-40 min #	21-40 min %	41-80 min #	41-80 min %	81 min or more #	81 min or more %
A	4	11%	6	16%	5	12%	6	12%
B	9	25%	11	30%	10	24%	14	29%
C	11	31%	11	30%	7	17%	15	31%
CR	2	6%	5	14%	7	17%	5	10%
D	5	14%	2	5%	5	12%	3	6%
F	2	6%	0	0%	2	5%	3	6%
NC	1	3%	2	5%	4	10%	2	4%
W	2	6%	0	0%	1	2%	1	2%
Total	36	100%	37	100%	41	100%	49	100%

Statistically, there was not a significant difference between the success of students by the length of time they received tutoring. However, the lack of statistical significance between the groups is an interesting finding. The students who attended tutoring and received an "A" were less than 20% of each category of time. The students who earned "B"s were around 25% to 30% across the time categories. The rates for each letter grade are not significantly different from group to group. This may suggest that students attended tutoring the right amount of time they needed. Of course, further investigation is necessary to determine if this is so and it does not address the occurrence of failing grades.

What can we conclude?

After all of this, what can be said about success and AMLA tutoring? It appears that the tutoring did help students to be successful in their tutored classes. There was a statistically significant difference in overall success rates between students who were tutored and those who were not. There was also a difference in success among students who were repeating courses. 30% more students passed the course they were repeating when they received tutoring than those who did not seek tutoring.

When the number of times tutored and the amount of time tutored was examined no statistical difference was found in success rates. Does this mean that frequency and duration of tutoring is inconsequential? Perhaps just the opposite is true. It has already been established that tutoring had an impact on success, thus the lack of difference in time spent and number of times tutored suggests that the tutors have a good sense of what is needed and balance time and frequency. This possibility deserves further investigation.

Report 9

AmLa Tutoring Survey Results

![Mt. SAC — Mt. San Antonio College logo]

American Language Tutoring Survey Report

Prepared by, Lisa A DiDonato
Project Manager,
Basic Skills Research Team

American Language Tutoring Survey

Meeting with the tutor was helpful

	Frequency	Percent
Strongly Agree	32	58.2%
Agree	21	38.2%
Disagree	1	1.8%
Strongly Disagree	1	1.8%
I do not know	0	0.0%
Total Valid	**55**	**100**

All but 4% of the students surveyed "Agreed" or "Strongly Agreed" that meeting with the tutor was helpful. Only 4% or 2 people disagreed that it was helpful.
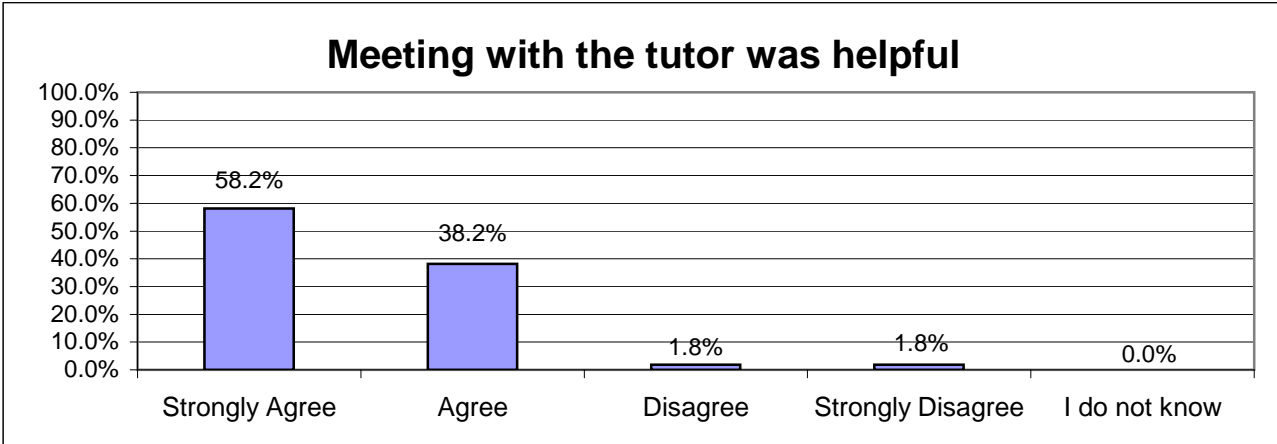
The tutor knew the subject I needed help with

Response	Frequency	Percent
Strongly Agree	27	49.1%
Agree	26	47.3%
Disagree	1	1.8%
Strongly Disagree	1	1.8%
I do not know	0	0.0%
Total Valid	**55**	**100**

The majority of the students surveyed "Agreed" or "Strongly Agreed" that the tutor knew the subject the student needed help with. Only 4% or 2 people disagreed with this statement.
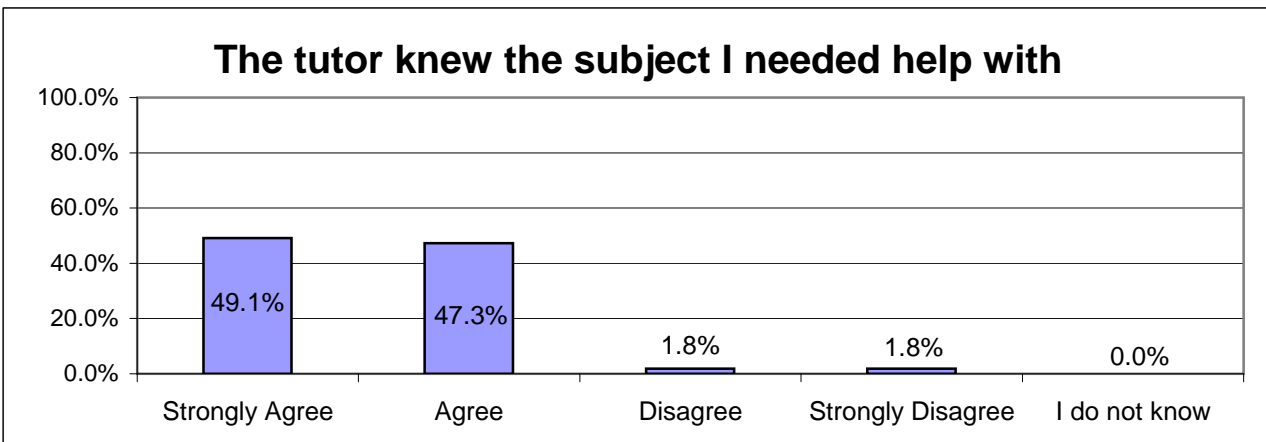
Tutoring is helping me succeed in my class/es

Response	Frequency	Percent
Strongly Agree	22	40.0%
Agree	27	49.1%
Disagree		0.0%
Strongly Disagree	2	3.6%
I do not know	4	7.3%
Total Valid	**55**	**100**

Nearly 90% of the respondents "Agreed" or "Strongly Agreed" that tutoring is helping them succeed in their class or classes. Four individuals selected, "I do not know" when asked if it is helping them succeed in their classes.

Tutoring is helping me succeed in my class(es)
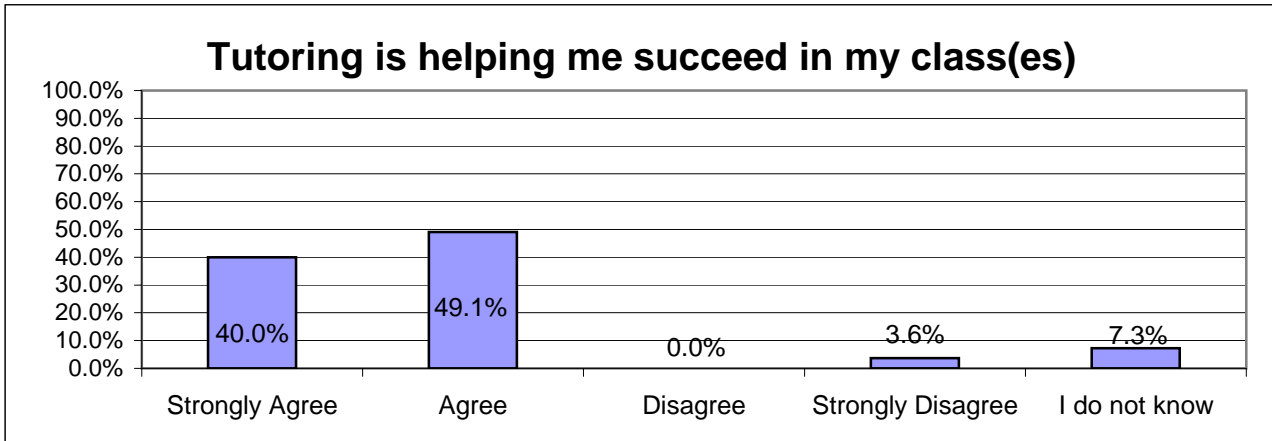
The tutoring I received has helped me understand the course materials

Response	Frequency	Percent
Strongly Agree	21	38.2%
Agree	28	50.9%
Disagree		0.0%
Strongly Disagree	2	3.6%
I do not know	4	7.3%
Total Valid	**55**	**100**

Most of the students were in agreement with the statement, "The tutoring I received has helped me understand the course materials.". Only two people disagreed, while 7% selected "I don't know" as their response to the statement.

The tutoring I received has helped me understand the course materials
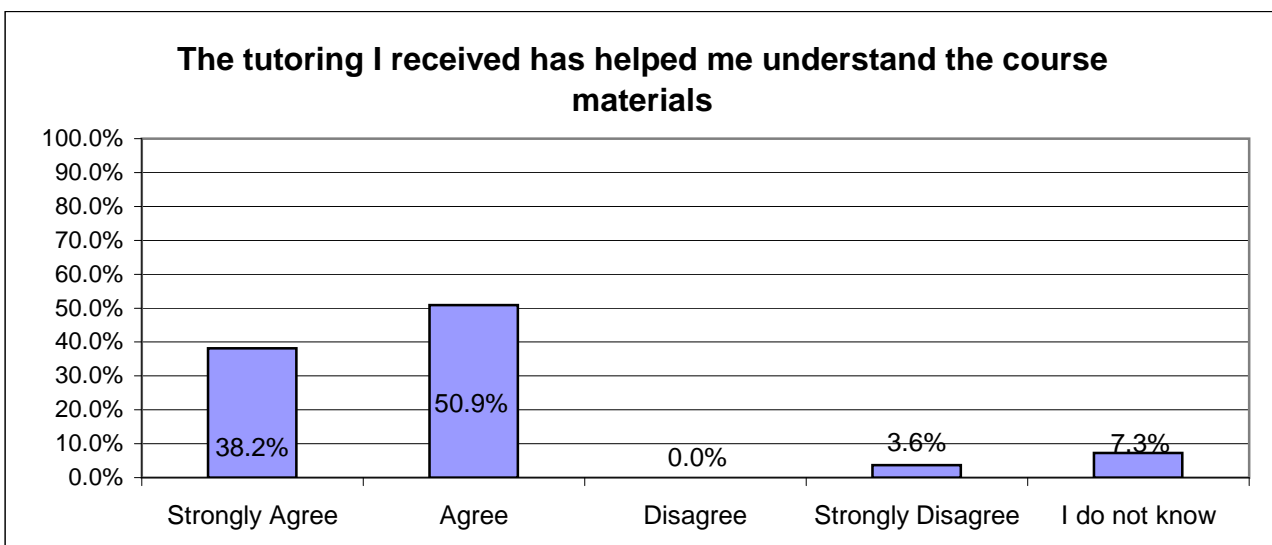
The tutoring I received has helped me find errors in my work

Response	Frequency	Percent
Strongly Agree	29	52.7%
Agree	22	40.0%
Disagree	1	1.8%
Strongly Disagree	1	1.8%
I do not know	2	3.6%
Total Valid	**55**	**100**

93% of the respondents agreed that tutoring helped them find errors in their work. Only 4% of the students reported disagreeing or strongly disagreeing with tutoring helping them find errors in their work. Another 3.6% of the students reported not knowing if it helped them find errors in their work.

The tutoring I received has helped me find errors in my work
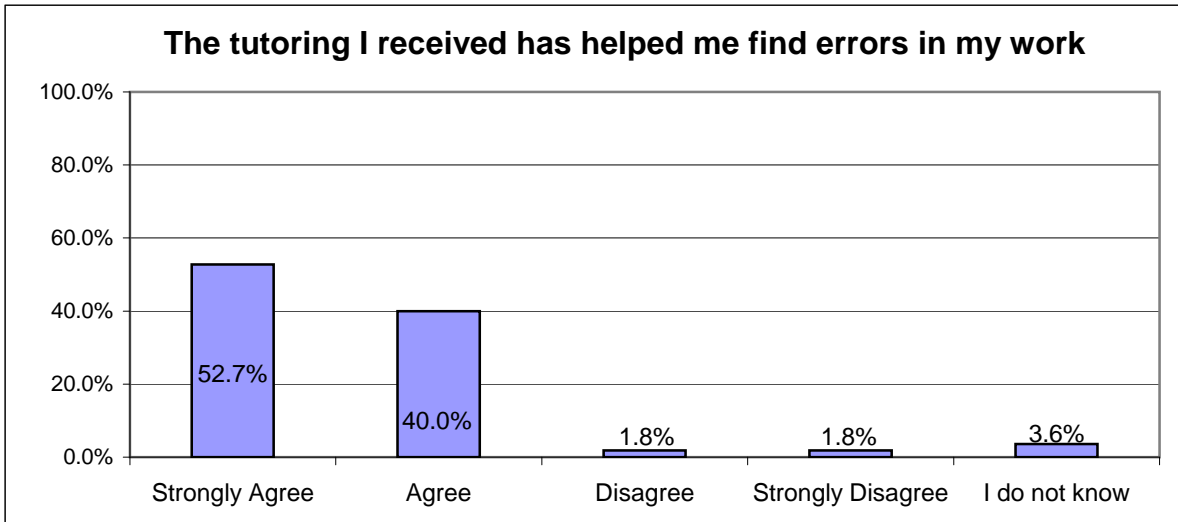
I would recommend AMLA tutoring to other Mt. SAC students

Response	Frequency	Percent
Strongly Agree	35	63.6%
Agree	18	32.7%
Disagree		0.0%
Strongly Disagree		0.0%
I do not know	2	3.6%
Total Valid	**55**	**100**

When asked if they would recommend AMLA tutoring to other Mt.SAC students nearly all the students reported they either agreed or strongly agreed with recommending AMLA tutoring to other Mt. SAC students. Only 2 students reported they did not know if they would recommend the tutoring.

I would recommend AMLA tutoring to other Mt. SAC students
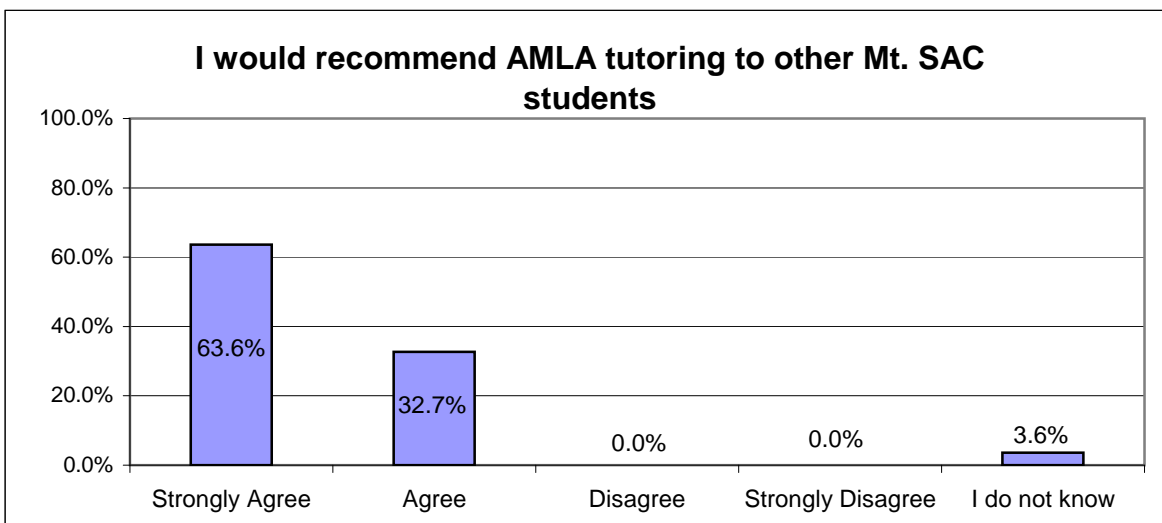
The tutors are friendly

Response	Frequency	Percent
Strongly Agree	34	61.8%
Agree	15	27.3%
Disagree		0.0%
Strongly Disagree		0.0%
I do not know	6	10.9%
Total Valid	**55**	**100**

No one disagreed with the statement, "The tutors are friendly". However, 11% of the respondents reported not knowing if the tutors are friendly or not.

The tutors are friendly — bar chart: Strongly Agree 61.8%, Agree 27.3%, Disagree 0.0%, Strongly Disagree 0.0%, I do not know 10.9%
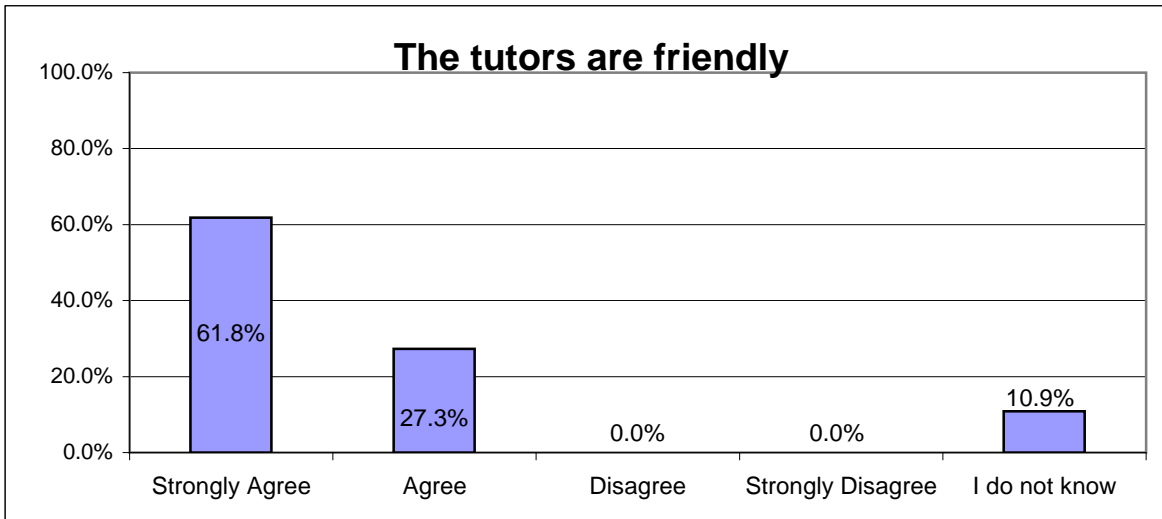
The final question on the survey asked respondents to provide any additional comments or suggestion they for improving the AMLA tutoring services. Below is a summary table of those comments made one or more times. The actual comments are listed on the next two pages.

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

Response	Frequency	% of Respondents with Comment
Need more Tutors	8	25.0%
More time with Tutors	8	25.0%
More Hours of Operation	10	31.3%
Less Wait Time	6	18.8%
Gave a Compliment or Gratitude to Tutors	8	25.0%
Improve Tutoring	2	6.3%
Better Explanations by Tutors	4	12.5%
Learned Something from the Tutor	5	15.6%
Total	**32**	

Nearly 65% of the 32 valid comments were suggestions regarding expansion of the program. Students either requested more tutors, more time with the tutors, more hours of operation, or less wait time. These were the comments given most often.

Conclusions

Overall, the 55 students surveyed reported being satisfied to very satisfied with the tutoring provided by AMLA. The respondents requested expansion of services as the issue most in need of improving. They reported long wait times and lack of appropriate hours of operations as areas for improvement. This of course, suggests again, students are content with the program. So much so, that they want more.

Question: Please provide us with one improvement we can make to better meet your needs

Responses:

- More tutor time. More tutors because students usually have to wait for their turn.

- Tutor is pretty ok. I forget her name as she is an Asian person. I noticed her to look up the dictionary and mean the vocabulary. She did not have enough to explain me in short time. I still would not understand what she said that told the following dictionary. I do not like it.

- Actually, I visited only once. Visiting AMLA tutoring helps me polish my grammar. I was also able to focus.

- I think there should be more than one tutor at the same time, because one tutor couldn't help 2 or more students.

- If tutors can have more time to help us in the evening.

- They may want to make a list for people who either need more times or someone who just need a quick fix on their paper.

- Sometime the tutors will make mistakes when they read my papers carefully or they are in rush. I hope they will changed next semester when I was it again. Also they don't give me enough examples to explain my problems.

- Sometimes there are a lot of students waiting for help and there is only one teacher, so I think should be more teachers, at least when it is very crowdy, because sometimes we don't have enough time to wait and we leave and the hours should be longer.

- Tutors need to explain more about what students need for their classes

- I would like to know if we can have the tutors at any time. Because sometimes when we free time with no class there is no tutor.

- I will like to see the tutors to have more time. I will prefer to see more than one tutor at the time they are helping the students. Please, the tutoring in Building 66 to open more hours.

- The time should be longer.

- The tutor that helped me was very friendly and very supportive about my progress.

- More schedule time will be helpful. Thanks!

- It is better to have more than one tutor in a time. So, students do not have to wait too long.

- They should be more friendly.

- Being more specific

- Have more time with each student.

- The tutor was nice and kind (He seemed to be like that to every student). He knew what I needed; find grammar errors and correct them. I hope I can work with him again next semester.

- There are not enough tutor. More tutor

- AmLa tutors are very good. I would like to give them thanks. A male American tutor who is very good to explain and tell me about why I need to change. He has knowledge in grammar structure.

- The tutor help me to learn how to write a paragraph.

- I wish that the tutoring center will open all the time, and if they can offer more hours during weekends.

- Need more tutor; sometimes I have to wait for so long to see the tutor.

- I think this tutoring center is helpful to improve better in my AmLa class. I think will be fine that sometimes explain a little bit more about questions have in some topics in class through exercises. Thanks for everything.

- I hope the office hours can be a little bit more longer because I always have class at their the office hours.

- Will to be a little bit early while classes still don't begin.

- More flexible session time.

- Everything is perfect but need more help in getting rid of Chinese thinking style.

- More evening tutor because we only have one day evening tutors. So add more evening tutor please!

- None

- Please add more time of tutoring services. All tutors are very helpful, but sometimes we need to waiting a long time.

- It would be perfect if the hours would extend the schedule sometimes is too short the time.

- None

Survey Instrument

AMLA Tutoring Services Survey, Spring 2008

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.	O	O	O	O	O
2. The tutor knew the subject I needed help with.	O	O	O	O	O
3. Tutoring is helping me succeed in my class/es.	O	O	O	O	O
4. The tutoring I received has helped me understand the course materials.	O	O	O	O	O
5. The tutoring I received has helped me find errors in my work.	O	O	O	O	O
6. I would recommend AMLA tutoring to other Mt. SAC students.	O	O	O	O	O
7. The tutors are friendly.	O	O	O	O	O

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

_____

_____

_____

_____

_____

_____

Student ID Number: __ __ __ __ __ __ __ __ __   Name: _____

Thank you for your time!

PROJECT OUTCOMES AND EVALUATION PLAN - Basic Skills Project, 2007-2008

Manager: Jim Jenkins

Project: English Department Planning Meeting Expenses

Amount Funded: $6,440.00

1. Project Goal	2. Specific outcomes to be measured	3. Method of assessment	4. Results reported	5. Use of results
Improve 2+2+2 articulation in composition instruction among CSUF, area community colleges, and high schools.	Conference with representatives of CSUF, local community colleges, and high schools to discuss issues of writing competencies and curriculum and training of graduate students preparing to teach composition.	Survey participants.	Not attempted—with the English Dept's move out of 26D, and the inability to reach a consensus with CSUF regarding an applicable conference date, this project was not attempted.	

Reports Associated with Project:

Doc#8ID#34

Manager: Madelyn A. Arballo

Project: WIN Textbooks

Amount Funded: $6,000.00

1. Project Goals	2. Specific outcomes to be measured	3. Method of assessment	4. Results reported	5. Use of results
Increase the effectiveness of the WIN tutoring program by providing up-to-date textbooks for the subjects in which they tutor.	A document indicating the purchasing of textbooks for subject-specific areas will be generated.	Textbook purchasing will occur by Febuary 8, 2008 through WIN program affiliates. An inventory will be provided listing the titles of the books purchased and will be matched to Mt. SAC related courses	An inventory of the textbooks was provided for Madelyn Arballo to review.	The Basic Skills department will continue to identify funding for college textbooks. This will allow tutors to provide effective tutoring sessions and study groups.
	The textbooks will improve the facilitation of the tutoring process for the WIN students.	A brief survey will be conducted at the end of the spring quarter by the Basic Skills Research Team (BSRT) to determine whether the tutors thought the textbooks aided student learning.	All of the 4 surveyed tutors found the textbooks effective for the tutoring process. However, tutors also reported wanting more textbooks and more up-to-date textbooks (and/or software) for the WIN tutoring area.	

Reports Associated with Project:

Doc#5ID#31

1. WIN Textbook Tutor Evaluation Report

Report 31

WIN Textbook Tutor Evaluation Report

WIN TEXTBOOKS:
A TUTOR EVALUATION

To: Madelyn Arballo

From: Jennifer Tucker, Basic Skills Research Coordinator
Research & Institutional Effectiveness Office

Date: June, 27, 2008

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 Madelyn Arballo of Community & Noncredit Education.

Purpose

The purpose of this research was to evaluate the effectiveness of textbooks in the WIN tutoring area. These textbooks were purchased for the 2007-2008 academic year.

Methods

Participants

Four tutors (2 male, 2 female) hired for subject-specific tutoring in the WIN area (e.g., math and science or English and humanities) were surveyed during the end of the spring 2008 term. These questions appear in Table 1 (next page).

Results

Frequency of References to Purchased Textbooks
The tutors seemed to reference the textbooks anywhere from 1 to 2 times per day up to several hours per day. One tutor mentioned always referencing the textbooks due to needing them for math and science tutoring.

Estimate of Textbook Use among WIN Students
The average estimate of students who used the WIN textbooks was approximately 15 students per typical work day.

Recommendation of Purchasing More Textbooks for the WIN area in the Future
All of the tutors recommended purchasing textbooks for the WIN area in the future. The tutors offered a variety of explanations concerning their desire for more textbooks. One tutor, for example, indicated that there is a shortage of books in the WIN program and the current books are outdated. Another tutor recommended not only purchasing more books in the future but also software.

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Tutor's Perceptions of How the Textbooks Aided the Tutoring Process
All of the tutors answered positively to feeling that textbooks helped tutored students in a
number of areas such as: understanding assignments, understanding class materials,
studying for an exam, and completing homework. One tutor responded "n/a" to feeling
that the textbooks improved the tutoring session.

Comments and Suggestions from the WIN Tutors on the Textbooks
Only one of the four tutors responded with more comments on the textbooks. This tutor
reported problems with editions of the textbooks and also commented about the lack of
textbooks in the WIN tutoring area. There was also a comment that in addition to
textbooks other "hands on" materials could be provided for the WIN students (e.g.,
calculators).

Table 1 Responses from WIN Tutors Regarding Textbooks in WIN Area

Question:	Response Tutor 1	Response Tutor 2	Response Tutor 3	Response Tutor 4
Using your best estimate, how often did you <u>refer</u> to these textbooks in your typical work day?	a couple times a day	at least 1-2 hours a day	as one who tutors mostly math and science, I generally always have to have to refer to the textbooks when tutoring a student because I either have to refer to example problems for the specific problem in concern, or have to refer back to any special formulas or identities for the problem in concern	3 to 5 times per day
Using your best estimate, <u>how many students</u> during your typical work day <u>used</u> these textbooks?	10-15 students	20 students at least	approximately 20 people	between 7 and 10
Would you recommend <u>more textbooks</u> for the WIN tutoring area in the future?	Yes	Yes! Even software!	I do recommend more textbooks for the WIN program in the future because there is a shortage in supply and also many books are outdated. I frequently see students wanting to check out a book, but cannot because of the simple fact that somebody else has the book they need. Sometimes students have to refer back to a previous edition being the WIN does not have the updated version.	Yes, definitely. With our limited budget we are short of some of the books that students need.
During the tutoring sessions, did the textbooks help the students…				
• understand their assignments?	Yes	Yes	YES	Yes
• understand the materials covered in class?	Yes	Yes	YES	Yes
• study for an exam?	Yes	Yes	YES	Yes
• complete their homework?	Yes	Yes	YES	Yes
• improve your tutoring session?	n/a	Yes	YES	Yes
• Were there any problems with the textbooks?	No	No!	There aren't any problems that I can think of	Not that I am aware of

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Question:	Response Tutor 1	Response Tutor 2	Response Tutor 3	Response Tutor 4
Please provide some additional comments/suggestions for us:	none	Sometimes we don't have the new editions or they changed the editions, and that causes problems. Sometimes additional books are needed and we don't have those. More hands on material is necessary such as calculators and reference books (high tech ones).	none	none

Conclusion

In general, the tutors had many positive things to say about how the textbooks added to the student's understanding of assignments and class materials. The tutors also noted that the textbooks assisted with homework completion and the students' studying for exams. Based upon the available data, it appears that there may be a need for purchasing textbooks in the WIN area for the next funded year. For example, three out of the four tutors mentioned problems with the amount of textbooks as well as the problems with the editions of the textbooks.

Limitations

The data from this report is based upon a small number of tutors and should be treated as descriptive in nature rather than evidence. Although this data represents the responses from all of the tutors in the WIN area, these results are not generalizable to other tutoring areas on campus or other campuses. Therefore, it is recommended that readers interpret these results as being very specific to the program in which the research was conducted as well as specific to those who answered the questions.

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Manager: Debbie Williams

Project: Articulation Dialogue with Village Academy Math Instructors

Amount Funded: *$5,180.00*

No Project Evaluation Outcomes Form Received

Reports Associated with Project:

Doc#17ID#49

Manager: Kerry Stern

Project: Young Adult Book Collection

Amount Funded: $5,000.00

1. Project Goal	2. Specific outcomes to be measured	3. Method of assessment	4. Results reported	5. Use of results
College Goals (2007-08) #2: The College will prepare students for success through the development and support of exemplary programs. #10: The College will ensure that basic skills development is a major focus and an adequately funded activity. **Library Mission Statement** *Draft from Flex Day (1/7/05)* The Mt. San Antonio College Library & Media Services Department provides caring and compassionate service to students, faculty, and staff, and maintains access to a comprehensive array of: 1) academic resources and services to serve the needs of a diverse college community, 2) interactive, dynamic multimedia technology that supports and enhances the College curriculum, 3) user education to support student learning	The Library will provide young adult fiction titles.	The Library will increase its young adult fiction holdings by April 30, 2008. Acquisitions statistics will demonstrate the Library purchased at least 500 young adult fiction titles.	Order records indicate the library purchased over 1,100 young adult fiction titles. Thus, the Library met its goal.	The Library will investigate the use of its integrated library system, SirsiDynix, to: 1) track the number of titles purchased using basic skills funds; and 2) monitor circulation statistics of these new titles.

Reports Associated with Project:

Doc#29ID#77

Date printed: 7/14/2008

Manager: Sarah Daum

Project: Needs Assessment for Health Care Interpreter Program

Amount Funded: *$5,000.00*

No Project Evaluation Outcomes Form Received

Reports Associated with Project: Doc#24ID#56

Manager: Trinda Hoxie

Project: Additional Support for Basic Skills Program

Amount Funded: $5,000.00

No Project Evaluation Outcomes Form Received

Reports Associated with Project:

Doc#1ID#61

Manager: Debbie Williams

Project: Research to Improve Instruction in Dev. Math

Amount Funded: *$4,835.00*

No Project Evaluation Outcomes Form Received

Reports Associated with Project: Doc#19ID#46

1. Weeks By Course Report   4. 16 Weeks Math51 and Math71 Report

2. Number Days Met Report   5. Math 71 4 or 5 Units Report

3. 6, 8, or 16 Weeks Report   6. Math Success Report

Report 17

Weeks By Course Report

Comparison Study of Success Rates of
Math Classes by the Number of Weeks a Class Met

The following report is only possible because of the insight and assistance provided by IT, Jeff Wakefield, and Hugh Griffith. When you are referring to the data from this report, please remember to acknowledge that it was done through the Research and Institutional Effectiveness office in collaboration with the aforementioned persons and that it was completed on 2/25/08.

This analysis is part of a grant awarded to the Mt SAC Math Department under the Basic Skills Initiative Funding. Thus, the Basic Skills Research Team was asked to compare the success rates of students who took any math course that met for a total of 16 weeks to those who took the same course, but met for a total of 18 weeks.

The Data

- The math classes used for this study were held during the Fall 2004, Spring 2005, Fall 2005, Spring 2006, Fall 2006, and Spring 2007 sessions.
- Students with grades A, B, C, or CR were considered successful.
- Students with grades D, F, NC, I, RD, or W were considered unsuccessful.
- This data set may contain multiple records for any given student. This is due to the fact that a student may take a course several times before being successful.
- The data set contained 46,631 records.
- There were 20,118 student records for Math courses taken in the 16 week format.
- There were 26,513 student records for Math courses taken in the 18 week format.

Results

16 week versus 18 week Math Courses

All Math Classes

Overall, there was no significant difference between the success rate of all math courses taught either in the 16 week format or the 18 week format. Table one displays the frequency distribution of all Math classes by the number of weeks the course was taught. Chi Square was calculated to determine if observed differences between the success rates was statistically significant. For all Math courses taught during this time frame, there was not a statistically significant difference. Figure 1 shows the success rates of all classes by number of weeks in a bar graph.

Table 1

All Math Classes

		16 Weeks	18 Weeks
Successful	Count	10816	14218
	%	53.8%	53.6%
Not Successful	Count	9302	12295
	%	46.2%	46.4%
Total Count		20118 26513	

$X^2 = .085$
$df = 1$
$p = .770$

Figure 1

Success Rates By Number of Weeks the Course was Taught

Legend: ☐ 16 Weeks ■ 18 Weeks
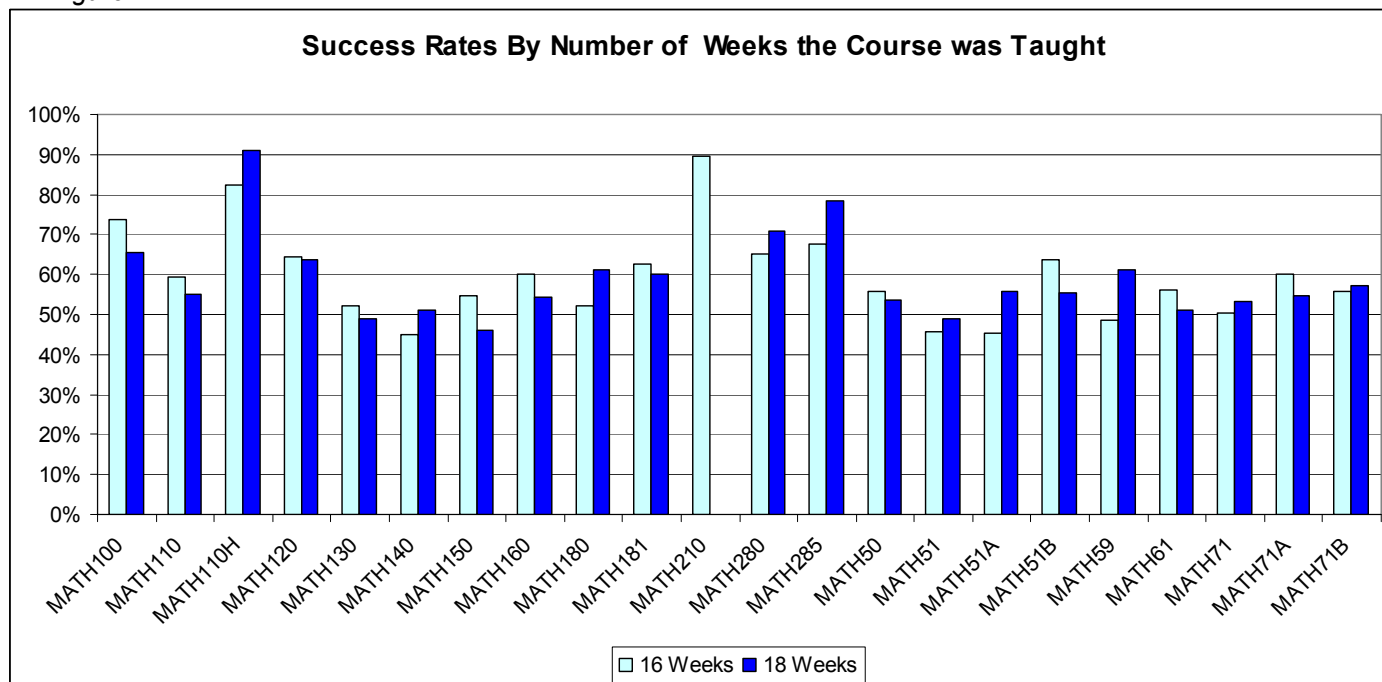
Math Courses with Higher Success Rates When Taught in the 16 Week Format

Even though the overall success rate for all math classes did not show differences by the number of weeks spent teaching the class, there were classes where differences occurred. Some of these differences were statistically significant. The courses that had higher success rates for the shorter, 16 week format than the 18 week format are listed below. If the difference was statistically significant it will be followed by an asterisk.

MATH100 Survey of College Mathematics*
MATH110 Elementary Statistics*
MATH120 Finite Mathematics
MATH130 College Algebra*
MATH150 Trigonometry*
MATH160 Pre-calculus Mathematics*
MATH181 Calculus and Analytic Geometry
MATH50 Pre-Algebra*
MATH51B Elementary Algebra –Second Half*
MATH61 Plane Geometry
MATH71A Intermediate Algebra – Second Half*

Figure 2 displays graphically the distribution of courses that had higher success rates when taught in the 16 week format. This is followed by Table 2 which shows the success rates of the above courses with the results of Chi Square.

Figure 2

Higher Success Rates for 16 Week Format

Legend: 16 Weeks, 18 Weeks

X-axis categories: MATH100, MATH110, MATH120, MATH130, MATH150, MATH160, MATH181, MATH210, MATH50, MATH51B, MATH61, MATH71A
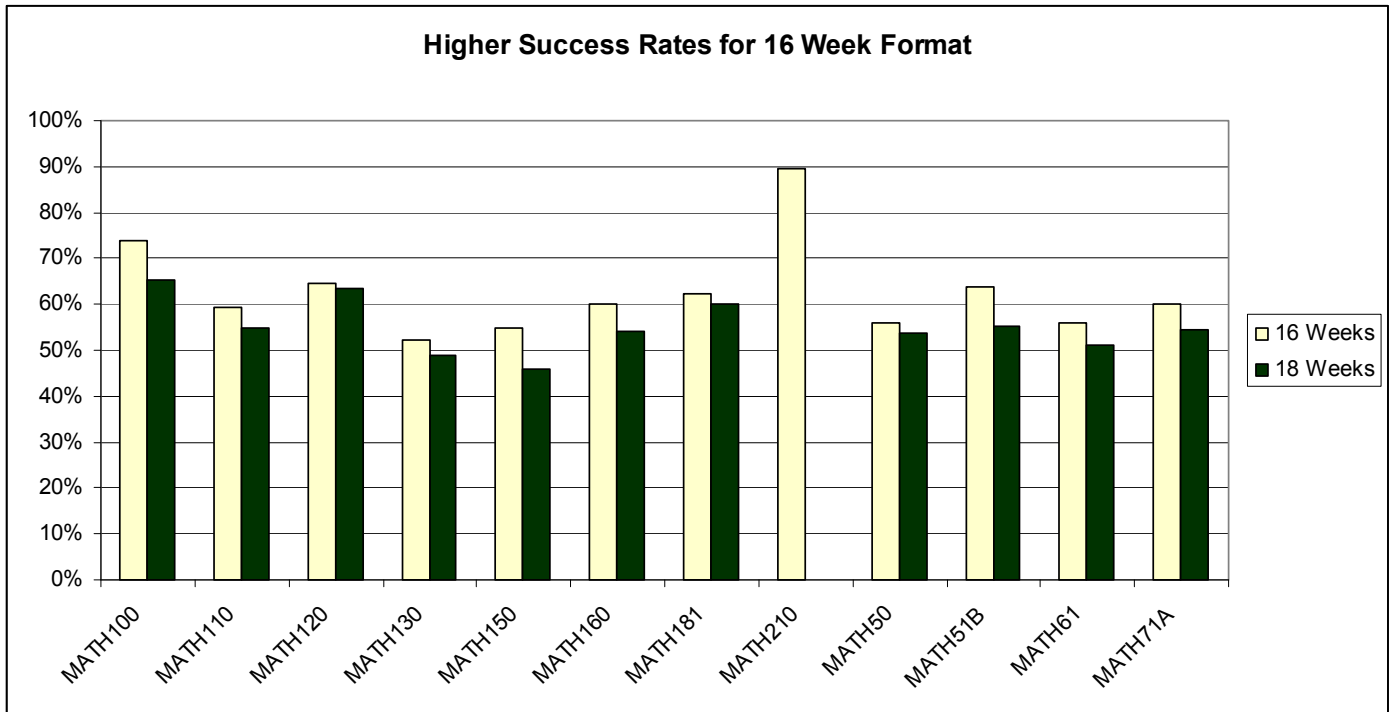
Table 2

16 Week Higher Success Rates

(Shaded tables are courses where the observed difference was statistically significant)

MATH100			16 Weeks	18 Weeks	Total	Chi-Square Test		
	Successful	Count	137	250	387			
		%	73.70%	65.40%	68.10%	*Value*	*df*	*Asymp. Sig. (2-sided)*
	Unsuccessful	Count	49	132	181	3.8843	1	0.048739
		%	26.30%	34.60%	31.90%			
		Total	**186**	**382**	**568**			

MATH110			16 Weeks	18 Weeks	Total	Chi-Square Test		
	Successful	Count	1322	1862	3184			
		%	59.30%	55.00%	56.70%	*Value*	*df*	*Asymp. Sig. (2-sided)*
	Unsuccessful	Count	909	1523	2432	9.8862	1	0.001665
		%	40.70%	45.00%	43.30%			
		Count	**2231**	**3385**	**5616**			

MATH120			16 Weeks	18 Weeks	Total	Chi-Square Test		
	Successful	Count	29	28	57			
		%	64.40%	63.60%	64.00%	*Value*	*df*	*Asymp. Sig. (2-sided)*
	Unsuccessful	Count	16	16	32	0.0063	1	0.936693
		%	35.60%	36.40%	36.00%			
		Count 45		**44**	**89**			

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			16 Weeks	18 Weeks	Total
MATH130	Successful	Count	883	929	1812
		%	52.30%	48.90%	50.50%
	Unsuccessful	Count	805	972	1777
		%	47.70%	51.10%	49.50%
		Count	**1688**	**1901**	**3589**

Chi-Square Test

Value	df	Asymp. Sig. (2-sided)
4.236	1	0.039575

			16 Weeks	18 Weeks	Total
MATH150	Successful	Count	469	446	915
		%	54.70%	46.00%	50.10%
	Unsuccessful	Count	389	524	913
		%	45.30%	54.00%	49.90%
		Count	**858**	**970**	**1828**

Chi-Square Test

Value	df	Asymp. Sig. (2-sided)
13.729	1	0.000211

			16 Weeks	18 Weeks	Total
MATH160	Successful	Count	357	410	767
		%	59.90%	54.20%	56.70%
	Unsuccessful	Count	239	347	586
		%	40.10%	45.80%	43.30%
		Count	**596**	**757**	**1353**

Chi-Square Test

Value	df	Asymp. Sig. (2-sided)
4.4719	1	0.034456

			16 Weeks	18 Weeks	Total
MATH181	Successful	Count	331	402	733
		%	62.50%	60.20%	61.20%
	Unsuccessful	Count	199	266	465
		%	37.50%	39.80%	38.80%
		Count 530		**668**	**1198**

Chi-Square Test

Value	df	Asymp. Sig. (2-sided)
0.643	1	0.42262

			16 Weeks	18 Weeks	Total
MATH50	Successful	Count	2031	2740	4771
		%	55.80%	53.60%	54.50%
	Unsuccessful	Count	1611	2372	3983
		%	44.20%	46.40%	45.50%
		Count	**3642**	**5112**	**8754**

Chi-Square Test

Value	df	Asymp. Sig. (2-sided)
4.0263	1	0.044795

			16 Weeks	18 Weeks	Total
MATH51B	Successful	Count	165	199	364
		%	63.70%	55.30%	58.80%
	Unsuccessful	Count	94	161	255
		%	36.30%	44.70%	41.20%
		Count	**259**	**360**	**619**

Chi-Square Test

Value	df	Asymp. Sig. (2-sided)
4.4175	1	0.035571

			16 Weeks	18 Weeks	Total
MATH61	Successful	Count	134	149	283
		%	56.10%	51.20%	53.40%
	Unsuccessful	Count	105	142	247
		%	43.90%	48.80%	46.60%
		Count 239		**291**	**530**

Chi-Square Test

Value	df	Asymp. Sig. (2-sided)
1.2477	1	0.263995

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MATH71A	Successful	Count	16 Weeks 431	18 Weeks 449	Total 880	Chi-Square Test		
		%	59.90%	54.60%	57.10%	Value	df	Asymp. Sig. (2-sided)
	Unsuccessful	Count	288	373	661	4.4339	1	0.035232
		%	40.10%	45.40%	42.90%			
		Count	719	822	1541			

Math Courses with Higher Success Rates When Taught in the 18 Week Format

The success rates of some courses were higher when they taught through the longer 18 week format. Some of these differences were statistically significant. The courses that had higher success rates for the 18 week format are listed below. If the difference was statistically significant it will be followed by an asterisk.
MATH110H Elementary Statistics - Honors
MATH140 Calculus for Business
MATH180 Calculus and Analytic Geometry*
MATH280 Calculus and Analytic Geometry
MATH285 Linear Algebra and Differential Equations*
MATH51 Elementary Algebra*
MATH51A Elementary Algebra –First Half*
MATH59 Fundamental Applied Mathematics
MATH71 Intermediate Algebra*
MATH 71B Intermediate Algebra – Second Half

Figure 3 shows graphically, the success rates of the above courses. Table 3 displays the frequency distribution with the corresponding Chi Square results.

Figure 3

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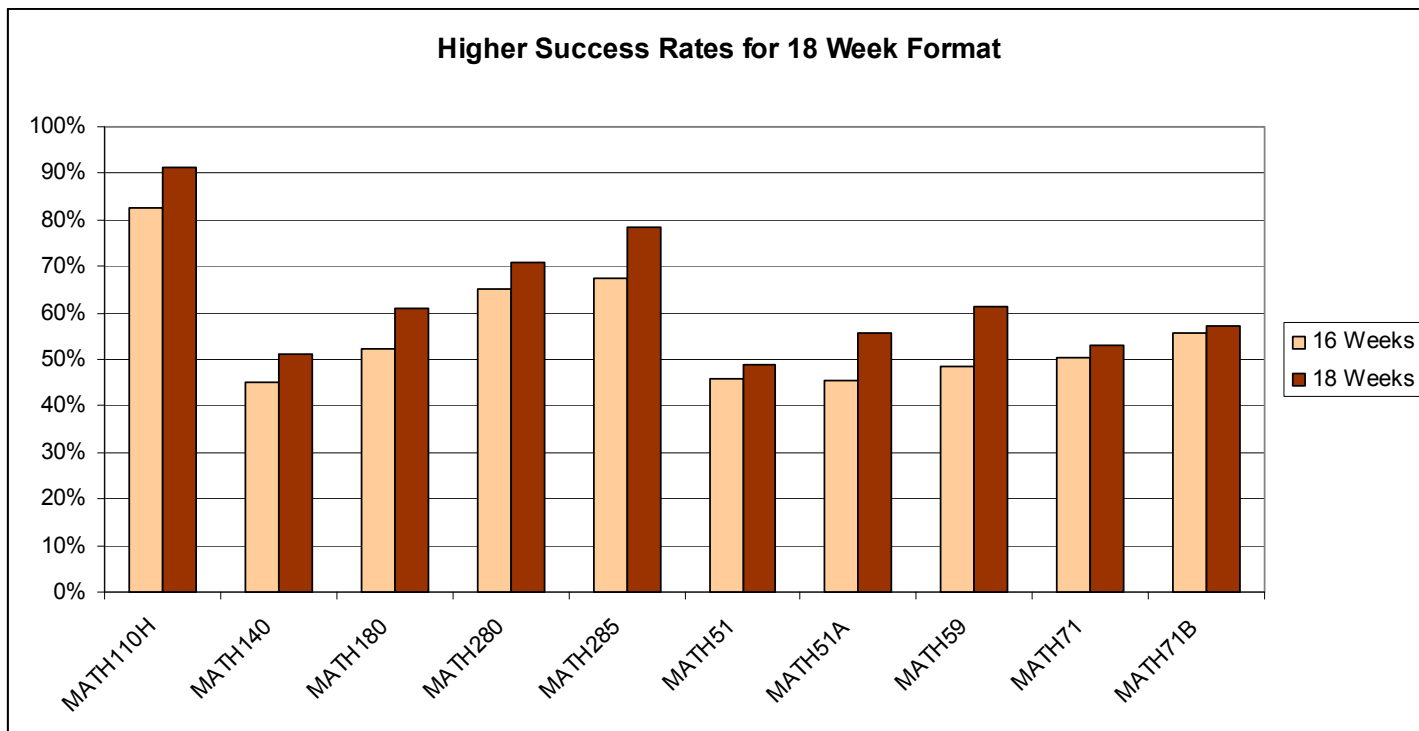
Table 3

18 Week Higher Success Rates

(Shaded tables are courses where the observed difference was statistically significant)

MATH110H			16 Weeks	18 Weeks	Total	Chi-Square Test		
	Successful	Count	70	123	193			
		%	82.40%	91.10%	87.70%	Value	df	Asymp. Sig. (2-sided)
	Unsuccessful	Count	15	12	27	3.71605	1	0.053892
		%	17.60%	8.90%	12.30%			
		Count 85		135	220			

MATH140			16 Weeks	18 Weeks	Total	Chi-Square Test		
	Successful	Count	176	226	402			
		%	44.90%	51.00%	48.10%	Value	df	Asymp. Sig. (2-sided)
	Unsuccessful	Count	216	217	433	3.11788	1	0.077438
		%	55.10%	49.00%	51.90%			
		Count 392		443	835			

MATH180			16 Weeks	18 Weeks	Total	Chi-Square Test		
	Successful	Count	437	565	1002			
		%	52.30%	61.00%	56.90%	Value	df	Asymp. Sig. (2-sided)
	Unsuccessful	Count	399	361	760	13.69	1	0.000216
		%	47.70%	39.00%	43.10%			
		Count	836	926	1762			

MATH280			16 Weeks	18 Weeks	Total	Chi-Square Test		
	Successful	Count	168	204	372			
		%	65.10%	70.80%	68.10%	Value	df	Asymp. Sig. (2-sided)
	Unsuccessful	Count	90	84	174	2.0486	1	0.152346
		%	34.90%	29.20%	31.90%			
		Count 258		288	546			

MATH285			16 Weeks	18 Weeks	Total	Chi-Square Test		
	Successful	Count	77	119	196			
		%	67.50%	78.30%	73.70%	Value	df	Asymp. Sig. (2-sided)
	Unsuccessful	Count	37	33	70	3.87917	1	0.048889
		%	32.50%	21.70%	26.30%			
		Count	114	152	266			

MATH51			16 Weeks	18 Weeks	Total	Chi-Square Test		
	Successful	Count	1427	2132	3559			
		%	45.80%	49.00%	47.70%	Value	df	Asymp. Sig. (2-sided)
	Unsuccessful	Count	1688	2222	3910	7.25009	1	0.00709
		%	54.20%	51.00%	52.30%			
		Count	3115	4354	7469			

MATH51A			16 Weeks	18 Weeks	Total	Chi-Square Test		
	Successful	Count	240	455	695			
		%	45.40%	55.80%	51.70%	Value	df	Asymp. Sig. (2-sided)
	Unsuccessful	Count	289	360	649	14.0544	1	0.000178
		%	54.60%	44.20%	48.30%			
		Count	529	815	1344			

MATH59			16 Weeks	18 Weeks	Total	Chi-Square Test		
	Successful	Count	16	65	81			
		%	48.50%	61.30%	58.30%	Value	df	Asymp. Sig. (2-sided)
	Unsuccessful	Count	17	41	58	1.7052	1	0.19161
		%	51.50%	38.70%	41.70%			
		Count 33		106	139			

MATH71			16 Weeks	18 Weeks	Total	Chi-Square Test		
	Successful	Count	1733	2180	3913			
		%	50.30%	53.10%	51.80%	Value	df	Asymp. Sig. (2-sided)
	Unsuccessful	Count	1713	1923	3636	6.05784	1	0.013845
		%	49.70%	46.90%	48.20%			
		Count	3446	4103	7549			

MATH71B			16 Weeks	18 Weeks	Total	Chi-Square Test		
	Successful	Count	166	285	451			
		%	55.70%	57.10%	56.60%	Value	df	Asymp. Sig. (2-sided)
	Unsuccessful	Count	132	214	346	0.15089	1	0.697683
		%	44.30%	42.90%	43.40%			
		Count 298		499	797			

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Conclusions

- Overall there was no difference between success rates in math classes taught for 16 weeks versus 18 weeks.
- There is a difference in success rates for individual courses when comparing 16 to 18 week sessions. Some of these differences were statistically significant.
- The direction of these differences is not consistent. Longer terms had higher success rates for some of the courses, while other courses had higher success rates when the term was shorter in duration.
- Careful consideration should be taken in using the results of this study for making programmatic changes. It's possible that the differences in success rates are attributable to factors other than the duration of the term. There are many other issues that could be contributing to these differences. Without controlling for these factors it would be difficult to state that the one format is superior to the other.

Report 18

Number of Days Met Report

Comparison Study of Success Rates of
Math Classes by Frequency of Weekly Class Session

The following report is only possible because of the insight and assistance provided by IT, Jeff Wakefield, and Hugh Griffith. When you are referring to the data from this report, please remember to acknowledge that it was done through the Research and Institutional Effectiveness office in collaboration with the aforementioned persons and that it was completed on 2/20/08.

This analysis is part of a grant awarded to the Mt SAC Math Department under the Basic Skills Initiative Funding. Thus, the Basic Skills Research Team was asked to compare the success rates of students who took specific math courses that met one day a week to those who took the same course during the same time frame, but the class met two days a week. There was also a comparison made between classes that met two days a week to those that met three days a week.

The Data

- The math classes used for this study were held during the Fall 2004, Spring 2005, Fall 2005, Spring 2006, Fall 2006, Spring 2007, and Fall 2007 sessions.
- Students with grades A, B, C, or CR were considered successful.
- Students with grades D, F, NC, I, RD, or W were considered unsuccessful.
- This data set may contain multiple records for any given student. This is due to the fact that a student may take a course several times before being successful.

One Day Versus Two Day Data
- Math 50, Math110, and Math 150 were the courses used for the one day versus two day analysis.
- The one day versus two day cohort consisted of 15,748 records.
    - 10.3% (n = 1,615) of these records were students who took the math class in the one day a week format.
    - 89.7% (n = 14,133) were students who took the two day a week class.
- Math 110 consisted of 5,215 records.
- Math 150 consisted of 1,791 records
- Math 50 consisted of 8,742 records

Two Day Versus Three Day Data
- Math 51, Math 71, Math180, and Math 181 were the courses used for the two day versus three day analysis.
- The two day versus three day cohort consisted of 17,808 records.
    - 78.5% (n = 13,983) of those records were students who took the math class in the two days a week format.
    - 21.5% (n= 3,825) of those records were students who took the three day a week format class.
- Math 180 consisted of 1,727 records.
- Math 181 consisted of 1,198 records
- Math 51 consisted of 7,631 records
- Math 71 consisted of 7,252 records

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Results

One Day Versus Two Day a Week Class

MATH50, Pre-Algebra

The first table in our analysis of classes that met one day versus two days a week begins with Math 50, Pre-Algebra. As the results of Chi Square suggest, there was not a statistically significant difference between the success rates of those who took Math 50 in the one day format to those that took it in the two day format.

Table 1

Math 50

Pre-Algebra		One Day	Two Days
Successful	Count	417	4355
	%	52.2%	54.8%
Not Successful	Count	382	3588
	%	47.8%	45.2%
	Total *Count* ***799***		***7943***

$X^2 = 2.04$
$df = 1$
$p = .153$

MATH 110, Elementary Statistics

Table 2 compares the success rate of Math 110, Elementary Statistics, classes that met one day versus two days a week. Again the results of Chi Square suggest, there was not a statistically significant difference between the success rates of those who took Math 110 in the one day format to those that took it in the two day format.

Table 2

Math 110

Elementary Statistics		One Day	Two Days
Successful	Count	320	2627
	%	54.9%	56.7%
Not Successful	Count	263	2005
	%	45.1%	43.3%
	Total *Count* ***583***		***4632***

$X^2 = .702$
$df = 1$
$p = .402$

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MATH 150, Trigonometry

Table 3 displays the success rates of Math 150 students that met one day versus two days a week. An examination of the percentage of students passing Math150 by the number of days they met a week reveals a significant difference between the two groups. The success rate of those who took the one day a week format was about 15% greater than those who took the two day a week classes. The results of Chi Square support this difference.

Table 3

Math 150

Trigonometry		One Day	Two Days
Successful	Count	147	745
	%	63.1%	47.8%
Not Successful	Count	86	813
	%	36.9%	52.2%
Total			
Count 233			***1558***

$X^2 = 18.911$
df = 1
p < .001

Figure 1 gives a more precise break down of success in Math 150 by number of days met The success rate of students in the one day a week Math 150 course had a 15% higher success rate than those in the two day a week classes.

Figure 1

	One Day	Two Days
■ Successful	63%	48%
□ Unsuccessful	18%	30%
■ Withdrew	19%	22%
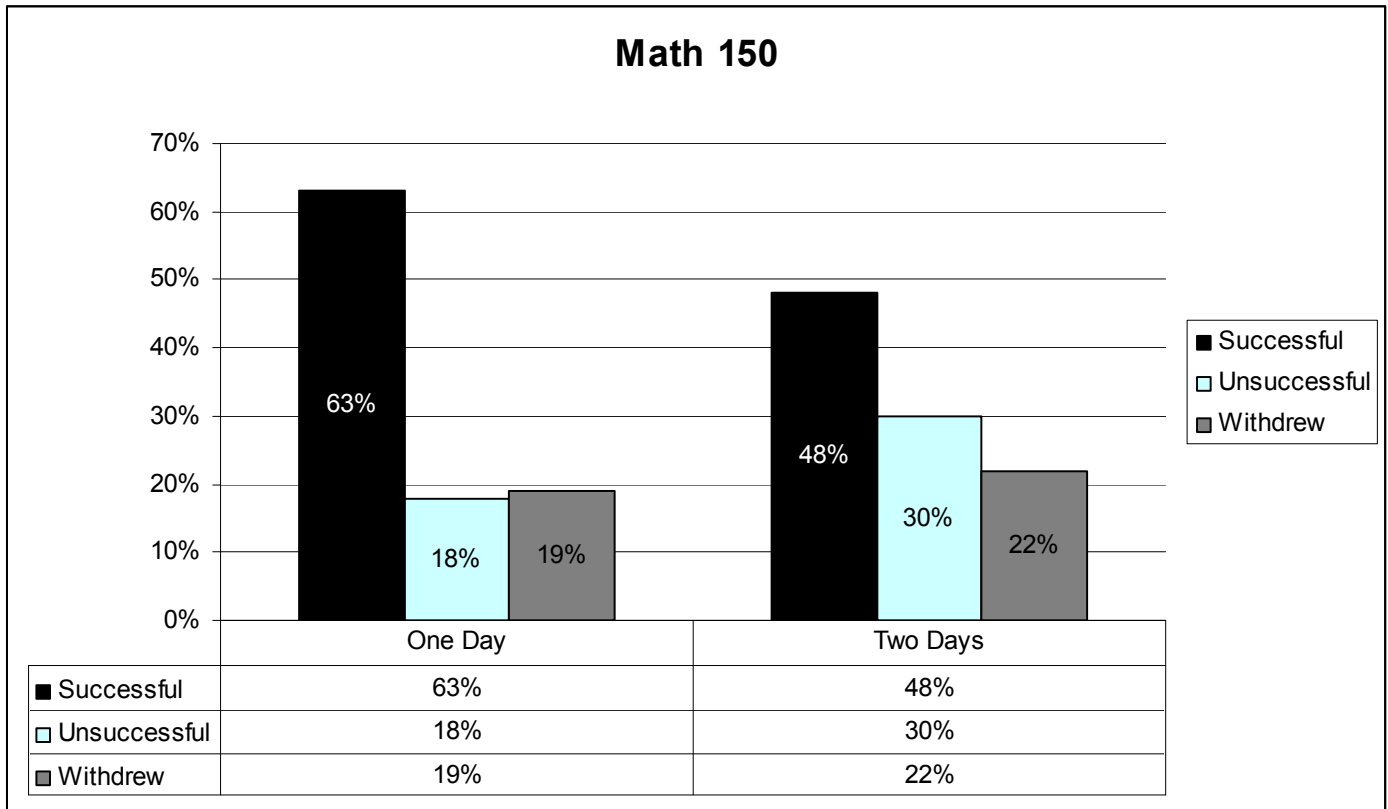
Two Days Versus Three Days a Week Class

MATH 51, Elementary Algebra

The success rate of math courses that met two days a week versus three days a week was also examined. The first course where this comparison was analyzed was Math 51, Elementary Algebra. Table 5 shows the results. Chi Square was used to measure the statistical significance of any observed differences.

Table 5

Math 51

Elementary Algebra		Two Days	Three Days
Successful	Count	3258	424
	%	48.0%	50.2%
Not Successful	Count	3528	421
	%	52.0%	49.8%
	Total		
	Count 6786		***845***

$X^2 = 1.413$
df = 1
p = .235

MATH 71, Intermediate Algebra

Table 6 in our analysis displays the success rates of Math 71, Intermediate Algebra, by two and three day a week meeting times. Statistically significant differences were found in success rates between two day classes and three day classes. The shorter, two day classes had a slightly higher success rate.

Table 6

Math 71

Intermediate Algebra		Two Days	Three Days
Successful	Count	2441	1317
	%	52.7%	50.3%
Not Successful	Count	2191	1303
	%	47.3%	49.7%
	Total		
	Count 4632		***2620***

$X^2 = 3.963$
df = 1
p < .05

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MATH 180 & 181, Calculus and Analytic Geometry

Tables 7 and 8 show the success rates of Math 180 and 181. The results of both tables are very similar.

Table 7

Math 180
Calculus and Analytic Geometry

		Two Days	Three Days
Successful	Count %	878 56.2%	104 63.0%
Not Successful	Count %	684 43.8%	61 37.0%
Total Count		*1562*	*165*

X² =2.83
df = 1
p =.093

Table 8

Math 181
Calculus and Analytic Geometry

		Two Days	Three Days
Successful	Count %	624 62.2%	109 55.9%
Not Successful	Count %	379 37.8%	86 44.1%
Total Count		*1003*	*195*

X² =2.742
df = 1
p =.098

Conclusions

- Differences in success rates of one day a week versus two day a week math classes examined, were not statistically significant, except for Math 150, Trigonometry.
- Math 150 classes taught one day a week had statistically significant higher success rates than the classes taught twice a week.
- Success rates of two day a week versus three day a week math classes we examined were not statistically significant, except for Math 71.
- The success rate of Math 71 taught in the two day a week format was higher than that of the three day a week classes and that difference was statistically significant.

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Report 19

6, 8, or 16 Weeks Report

Data Comparison Study of Success Rates for Math Courses Taught for Six, Eight, and Sixteen Week Classes AND Six and Sixteen Week Classes.

The following report is only possible because of the insight and assistance provided by IT, Jeff Wakefield, and Hugh Griffith. When you are referring to the data from this report, please remember to acknowledge that it was done through the Research and Institutional Effectiveness office in collaboration with the aforementioned persons and that it was completed on 2/28/08.

This analysis is part of a grant awarded to the Mt SAC Math Department under the Basic Skills Initiative Funding. Thus, the Basic Skills Research Team was asked to compare the success rates of students who took certain math courses in a six or eight week format to those who took those courses in a sixteen week format.

The Data

- The six week classes used for this study were held during the following sessions:
    - Winter 2007 and 2006
    - Summer 2005, 2006, and 2007
- The eight week classes used for this study were held during the following sessions:
    - Fall 2005, 2006, and 2007
    - Spring 2007
- The sixteen week classes were classes held during the following sessions:
    - Fall 2006, Fall 2007, and Spring 2007 semesters.
- Students with grades A, B, C, or CR were considered successful.
- Students with grades D, F, NC, I, RD, or W were considered unsuccessful.
- This data set may contain multiple records for any given student. This is due to the fact that a student may take a course several times before being successful.
- Table 1 shows the number of student records for each course analyzed.

Table 1

Number of Student Records for Each Course

	MATH110	MATH130	MATH150	MATH160	MATH180	MATH50	MATH51	MATH71
Six Weeks	1,807	959	591	396	179	2,084	1,708	1,585
Eight Weeks	153	64	0	0	0	340	638	423
Sixteen Weeks	2,231	1,688	858	596	836	3,610	3,115	3,446
Total	**4,191**	**2,711**	**1,449**	**992**	**1,015**	**6,034**	**5,461**	**5,454**

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Results

Six Week, Eight Week and Sixteen Week Format

The first analysis consists of classes that were taught using three different time formats, six week, eight week, and sixteen week. The lowest success rates occurred in the 16 week format for all the courses examined. Figure 1 displays the frequency distribution of these courses.

Figure 1
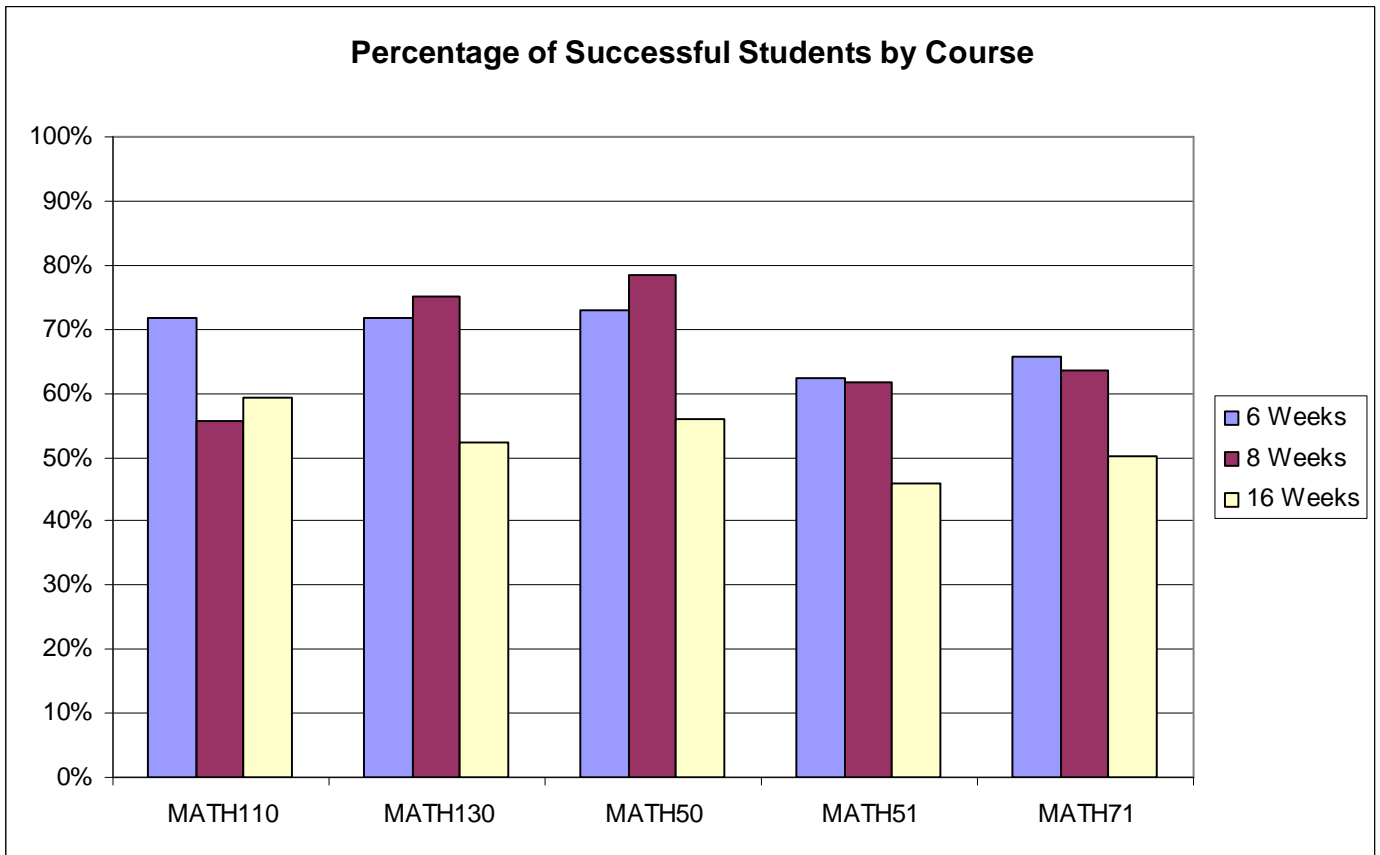
Figure 1 graphically displays the differences in success rates for these courses by the number of weeks the course was taught. This figure clearly shows there are differences in success rates for the three course lengths. Table 1 shows the counts and percentages of success by the number of weeks the course was taught. It also reveals that these differences were found to be statistically significant.

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Table 2   **Chi-Square Tests**

MATH110		Six Week	Eight Week	Sixteen Week				
Successful	Count	1294	85	1322		*Value*	*df*	*Asymp. Sig. (2-sided)*
	%	71.60%	55.60%	59.30%		71.986	2	.000
Unsuccessful	Count	513	68	909				
	%	28.40%	44.40%	40.70%				
Total		**1807**	**153**	**2231**				

MATH130		Six Week	Eight Week	Sixteen Week				
Successful	Count	686	48	883		*Value*	*df*	*Asymp. Sig. (2-sided)*
	%	71.50%	75.00%	52.30%		100.3	2	.000
Unsuccessful	Count	273	16	805				
	%	28.50%	25.00%	47.70%				
Total		**959**	**64**	**1688**				

MATH50		Six Week	Eight Week	Sixteen Week				
Successful	Count	1519	267	2014		*Value*	*df*	*Asymp. Sig. (2-sided)*
	%	72.90%	78.50%	55.80%		203.07	2	.000
Unsuccessful	Count	565	73	1596				
	%	27.10%	21.50%	44.20%				
Total		**2084**	**340**	**3610**				

MATH51		Six Week	Eight Week	Sixteen Week				
Successful	Count	1067	393	1427		*Value*	*df*	*Asymp. Sig. (2-sided)*
	%	62.50%	61.60%	45.80%		144.99	2	.000
Unsuccessful	Count	641	245	1688				
	%	37.50%	38.40%	54.20%				
Total		**1708**	**638**	**3115**				

MATH71		Six Week	Eight Week	Sixteen Week				
Successful	Count	1041	269	1733		*Value*	*df*	*Asymp. Sig. (2-sided)*
	%	65.70%	63.60%	50.30%		115.54	2	.000
Unsuccessful	Count	544	154	1713				
	%	34.30%	36.40%	49.70%				
Total		**1585**	**423**	**3446**				

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Six Week and Sixteen Week Format

Courses with six and sixteen week lengths were also examined. Figure 2 shows the success rates of this analysis.

Figure 2

Percentage of Successful Students by Math Course
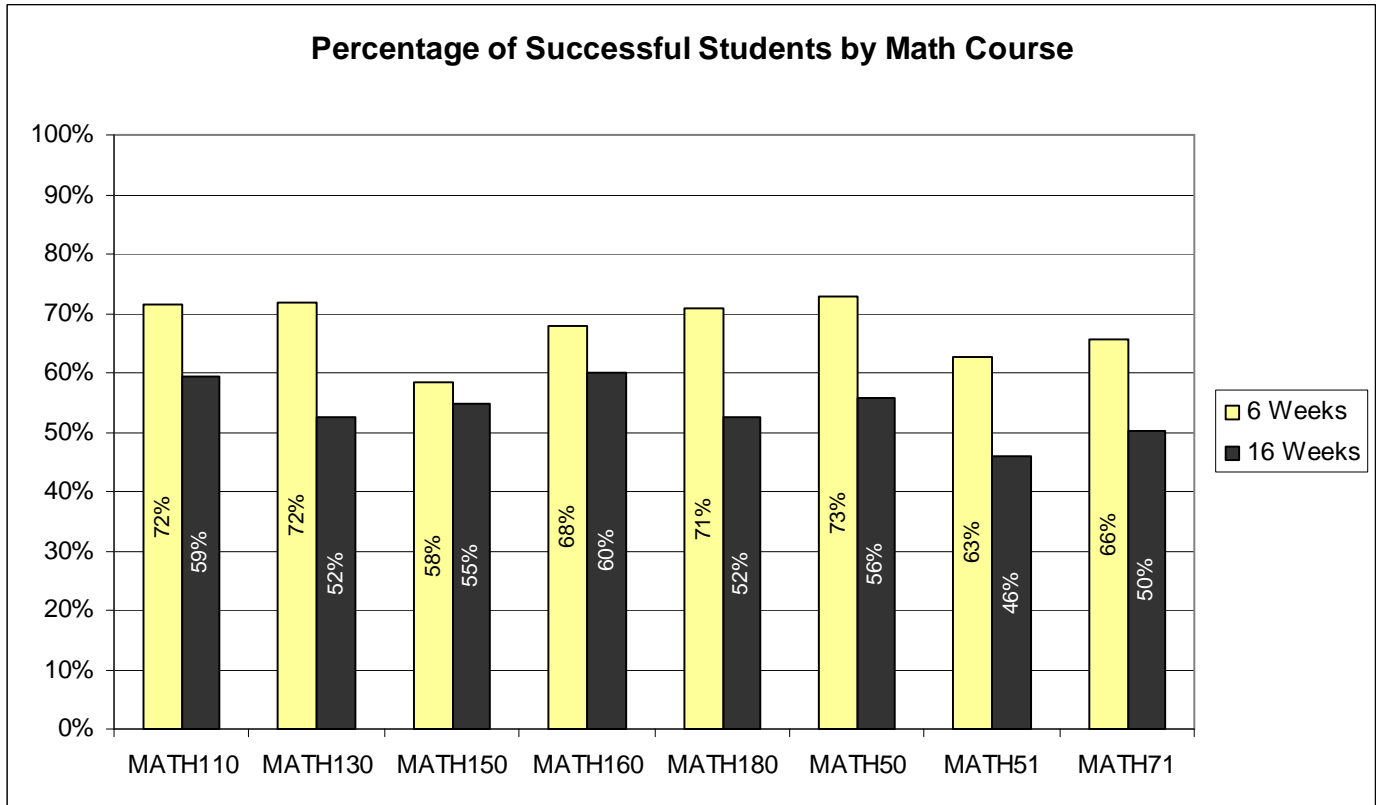
Once again, shorter courses had higher success rates than the longer 16 week courses. Most of these differences were statistically significant. Math 150 was the only course where the differences in success rates were not statistically significant. Table 3 is a frequency distribution of these differences and the results of Chi-Square.

Table 3

Chi-Square Tests

MATH110		Six Week	Sixteen Week
Successful	Count	1294	1322
	%	71.60%	59.30%
Unsuccessful	Count	513	909
	%	28.40%	40.70%
	Total	**1807**	**2231**

Value	df	Asymp. Sig. (2-sided)
66.794	1	.000

MATH130		Six Week	Sixteen Week
Successful	Count	686	883
	%	71.50%	52.30%
Unsuccessful	Count	273	805
	%	28.50%	47.70%
	Total	**959**	**1688**

Value	df	Asymp. Sig. (2-sided)
93.609	1	.000

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MATH150		Six Week	Sixteen Week				
Successful	Count	344	469	Value	df	Asymp. Sig. (2-sided)	
	%	58.20%	54.70%	1.785	1	0.182	
Unsuccessful	Count	247	389				
	%	41.80%	45.30%				
	Total	591	858				

MATH160		Six Week	Sixteen Week				
Successful	Count	266	357	Value	df	Asymp. Sig. (2-sided)	
	%	67.20%	59.90%	5.386	1	0.02	
Unsuccessful	Count	130	239				
	%	32.80%	40.10%				
	Total	396	596				

MATH180		Six Week	Sixteen Week				
Successful	Count	127	437	Value	df	Asymp. Sig. (2-sided)	
	%	70.90%	52.30%	20.83	1	.000	
Unsuccessful	Count	52	399				
	%	29.10%	47.70%				
	Total	179	836				

MATH50		Six Week	Sixteen Week				
Successful	Count	1519	2014	Value	df	Asymp. Sig. (2-sided)	
	%	72.90%	55.80%	164.05	1	.000	
Unsuccessful	Count	565	1596				
	%	27.10%	44.20%				
	Total	2084	3610				

MATH51		Six Week	Sixteen Week				
Successful	Count	1067	1427	Value	df	Asymp. Sig. (2-sided)	
	%	62.50%	45.80%	122.618	1	.000	
Unsuccessful	Count	641	1688				
	%	37.50%	54.20%				
	Total	1708	3115				

MATH71		Six Week	Sixteen Week				
Successful	Count	1041	1733	Value	df	Asymp. Sig. (2-sided)	
	%	65.70%	50.30%	103.927	1	.000	
Unsuccessful	Count	544	1713				
	%	34.30%	49.70%				
	Total	1585	3446				

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Conclusions

- The success rates of the shorter length math classes are greater than the longer, sixteen week classes. Nearly all of those differences were statistically significant.
- Only the differences in the success rates for Math 150 were not statistically significant.
- Careful consideration should be taken in using the results of this study for making programmatic changes. It's possible that the students enrolled in the six week or eight classes, may be demographically different from those in the sixteen week courses. Additionally, the six or eight week classes may have a high concentration of four year university students taking courses they need for their home institution. It might also be possible that those enrolled in the six or eight week courses are more motivated to complete their objectives at Mt SAC than those who took the sixteen week course. There are many other issues that could be contributing to these differences. Without controlling for these factors it would be difficult to state that one format is superior to another.

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Report 20

16 Weeks Math51 and Math71 Report

Data Comparison Study of Success Rates for
Math 51A & B and 71A & B for Six Week and Sixteen Week Classes

The following report is only possible because of the insight and assistance provided by IT, Jeff Wakefield, and Hugh Griffith. When you are referring to the data from this report, please remember to acknowledge that it was done through the Research and Institutional Effectiveness office in collaboration with the aforementioned persons and that it was completed on 2/14/08.

This analysis is part of a grant awarded to the Mt SAC Math Department under the Basic Skills Initiative Funding. Thus, the Basic Skills Research Team was asked to compare the success rates of students who took Math51A, Math51B, Math71A, or Math71B in a six week format to those who took those courses in a sixteen week format.

The Data

- The six week classes used for this study were held during the Winter 2007, Summer 2007, Summer 2006, and Summer 2005 sessions.
- The sixteen week classes were classes held during Fall 2006 and Spring 2007 semesters.
- Students with grades A, B, C, or CR were considered successful.
- Students with grades D, F, NC, I, RD, or W were considered unsuccessful.
- Math 51 and Math71 were treated as two distinct data sets.
- The Math51A/B cohort consisted of 745 records.
  - 222 of those records were students who took 51A/B in the six week format.
  - 523 of those records were students who took 51A/B in the sixteen week format.
- The Math71A/B cohort consisted of 970 records.
  - 340 of those records were students who took 71A/B in the six week format.
  - 640 of those records were students who took 71A/B in the sixteen week format.
- This data set may contain multiple records for any given student. This is due to the fact that a student may take a course several times before being successful.

Results

MATH51A&B

The first table in our analysis of Math 51 A&B math courses shows the success rates by the number of days each course met in the semester. The bar graph displays this data graphically. The classes that met 23 days during the semester had the highest success rates. These classes met four days a week.

Table 1a

Math 51A&B		*Six*	*Weeks*		Sixteen	Weeks	
Days Met During the Term		**17**	**18**	**23**	**31**	**32**	**Total**
Not Successful	Count	14	47	5	186	53	305
	%	25.90%	41.60%	9.10%	48.30%	38.40%	40.90%
Successful	Count	40	66	50	199	85	440
	%	74.10%	58.40%	90.90%	51.70%	61.60%	59.10%
Total	*Count*	*54*	*113*	*55*	*385*	*138*	*745*

Table 1b

Math 51 A&B Success Rates By Number of Days the Class Met

Table 2 shows the breakdown of all Math51A & B students by the length of the class. Chi Square was used to measure the statistical significance of any observed differences.

Table 2

Math51A&B

All Math 51a & b students		Six Weeks	Sixteen Weeks
Not Successful	Count	66	239
	%	29.70%	45.70%
Successful	Count	156	284
	%	70.30%	54.30%
Total Count		**222**	**523**

X² = 16.435
df = 1
p <.000

The success rate of Math 51 A & B students was higher for the six week courses than the sixteen week courses. The results of Chi Square found the difference to be statistically significant
Since the success rate of the 23 day classes was dramatically better than the others, the same analysis was conducted excluding the 23 day class. The results are shown below.

Table 3 displays the breakdown of Math51A & B students by the length of the class, excluding those classes that met for 23 days, or 4 days a week in the 6 week format. Chi Square was used to measure the statistical significance of any observed differences.

Table 3

Math51A&B

Excluding 23 day courses		Six Weeks	Sixteen Weeks
Not Successful	Count	61	239
	%	36.5%	45.7%
Successful	Count	106	284
	%	63.5%	54.3%
Total		**167**	**523**

X² = 4.332
df = 1
p <.037

The strength of statistical significance is weaker when the six week , four day a week classes are filtered out of the analysis. However, there is still statistical significance, the six week classes have greater success rates than the sixteen week courses.

MATH71A&B

The first table (Table 4a) in our analysis of Math 71 A&B math courses begins in the same way as Math 51 A & B. It shows the success rates by the number of days each course met in the semester. The bar graph displays this data graphically. The classes that met 23 days during the semester once again had the highest success rates, although these rates are not as dramatic as the previous ones seen in Math 51 A & B.

Table 4a

Math 71A&B		*Six*	*Weeks*		Sixteen	Weeks	
Days Met During the Term		**17**	**18**	**23**	**31**	**32**	**Total**
Not Successful	Count	56	26	34	175	84	375
	%	47.90%	31.00%	24.50%	39.10%	45.90%	38.70%
Successful	Count	61	58	105	272	99	595
	%	52.10%	69.00%	75.50%	60.90%	54.10%	61.30%
Total	*Count*	*117*	*84*	*139*	*447*	*183*	*970*

Table 4b

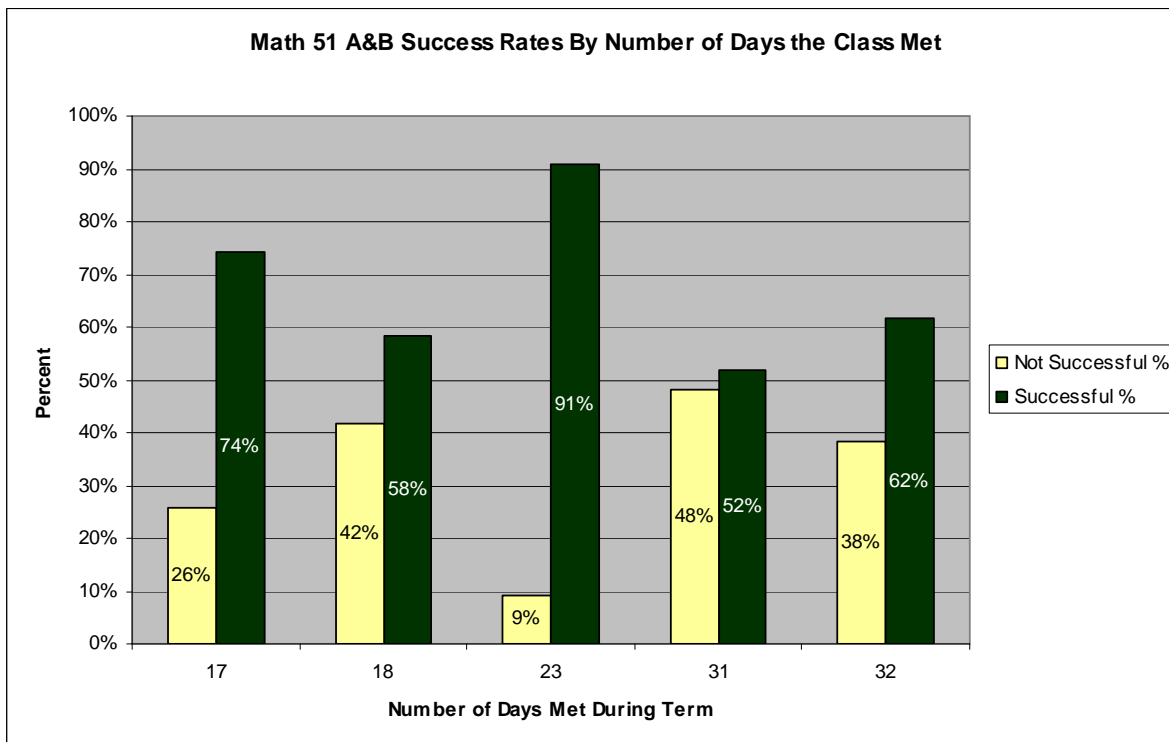Math 71 A&B Success Rates By Number of Days the Class Met
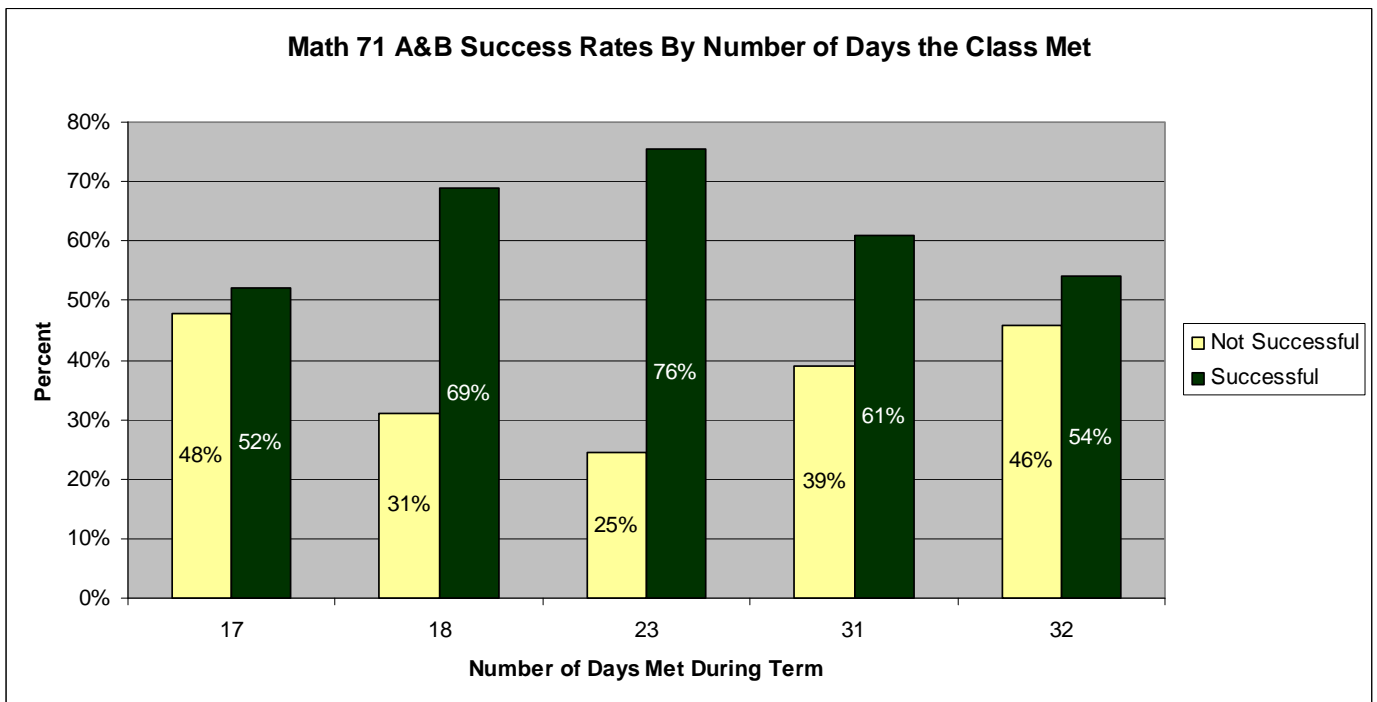
Table 5 shows the breakdown of all Math71A & B students by the length of the class.
Chi Square was used to measure the statistical significance of any observed differences.
Once again, the shorter courses had statistically significant greater success rates.

Table 5

Math71A&B

All Math 71a & b students		Six Weeks	Sixteen Weeks
Not Successful	Count	116	259
	%	34.1%	41.1%
Successful	Count	224	371
	%	65.9%	58.9%
	Total	*340*	*630*

X² = 4.554
df = 1
p <.033

When the 23 day courses were removed from the analysis of Math 71 A & B statistical
significance fails. The results are displayed in Table 6.

Table 6

Math71A&B

Excluding 23 day courses		Six Weeks	Sixteen Weeks
Not Successful	Count	82	259
	%	40.8%	41.1%
Successful	Count	119	371
	%	59.2%	58.9%
	Total	*201*	*630*

X² = .006
df = 1
p <.937

Conclusions

- Math 51 A& B as well as Math 71 A & B, achieved greater success rates with six week courses compared to sixteen week courses.
- With all math courses analyzed, the classes that met 23 days in the term had the greatest success rates. These courses met four days a week for six consecutive weeks, whereas the other classes did not meet so frequently.
- Careful consideration should be taken in using the results of this study for making programmatic changes. It's possible that the students enrolled in the six week classes, also known as Winter and Summer term courses, may be demographically different from those in the sixteen week courses. Additionally, the six week classes may have a high concentration of four year university students taking courses they need for their home institution. It might also be possible that those enrolled in the six week courses are more determined to complete their objectives at Mt SAC than those who took the sixteen week course. There are many other issues that could be contributing to these differences. Without controlling for these factors it would be difficult to state that the six week format is superior to the sixteen week.

Report 21

Math 71 4 or 5 Units Report

Data Comparison Study of Success Rates of
Math 71 as a 4 Unit Course Verses a 5 Unit Course.

The following report is only possible because of the insight and assistance provided by IT, Jeff Wakefield, and Hugh Griffith. When you are referring to the data from this report, please remember to acknowledge that it was done through the Research and Institutional Effectiveness office in collaboration with the aforementioned persons and that it was completed on 3/6/08.

This analysis is part of a grant awarded to the Mt SAC Math Department under the Basic Skills Initiative Funding. Thus, the Basic Skills Research Team was asked to compare the success rates of students who took Math71 the preceding four semesters before the change from a 4 unit course to a 5 unit course, to those who took it the subsequent four semesters after the change. The first Math 71 classes granting 5 units were offered during the Spring 1995 semester.

The Data

- The Math 71 classes granting 4 units credit used for this study were held during the Fall 1993, Spring 1994, Summer 1994, and Fall 1994 sessions.
- The Math 71 classes granting 5 units credit used for this study were conducted during the Spring 1995, Summer 1995, Fall 1995, and Spring 1996 semesters.
- Students with grades A, B, C, or CR were considered successful.
- Students with grades D, F, NC, I, RD, or W were considered unsuccessful.
- This Math 71 dataset consisted of 3,745 records.
    - 1,845 (49%) of those records were students who took the class as a 4 unit class.
    - 1,900 (51%) of those records were students who took Math 71 as a 5 unit class.
- This data set may contain multiple records for any given student. This is due to the fact that a student may take a course several times before being successful.

Results

Spring 1995 was the first semester Math 71 was offered as a 5 unit course. Previously this course had been a 4 unit class. Table 1 shows the success rate of students who took Math 71 the four semesters before the change and the students who took the course the four following semesters. The success rate of students decreased immediately following this change. There was a 3.5% decrease in the percentage of students that were successful after the change. The results of Chi-Square found this difference to be statistically significant. Figure 1 shows these results graphically.

Table 1

Math 71		4 Units	5 Units
Successful	Count	949	910
	%	51.40%	47.90%
Unsuccessful	Count	896	990
	%	48.60%	52.10%
	Total	**1845**	**1900**

$X^2 = 4.696$
$df = 1$
p =.030

Figure 1
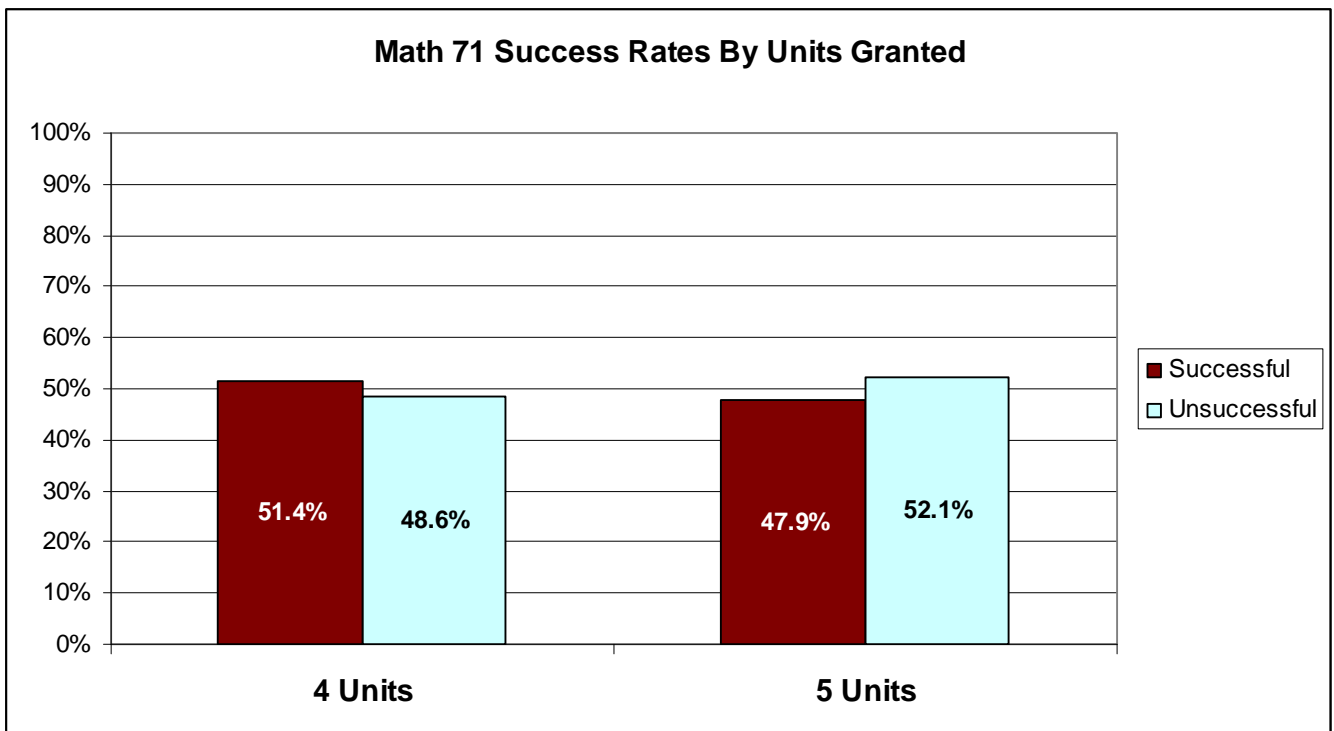
Accompanying changes in the number of units granted for a course result in changes within the course itself. The difference in success rates shown above may have been due to the adjustment to the new course requirements. Therefore, the most recent semesters of Math71 courses were also analyzed. Table 2 displays the results of the last four semesters of Math 71 at Mt SAC.

Table 2

Math 71		4 Unit	5 Unit
		Fall 1993	*Winter 2007*
		Spring 1994	*Spring 2007*
		Summer 1994	*Summer 2007*
		Fall 1994	*Fall 2007*
Successful	Count	949	1657
	%	51%	53%
Unsuccessful	Count	896	1488
	%	49%	47%
	Total	**1845**	**3145**

Figure 2

Math 71 Success Rates By Units Granted
*(*5 unit classes are records from Winter 2007, Spring 2007, Summer 2007, and Fall 2007)*
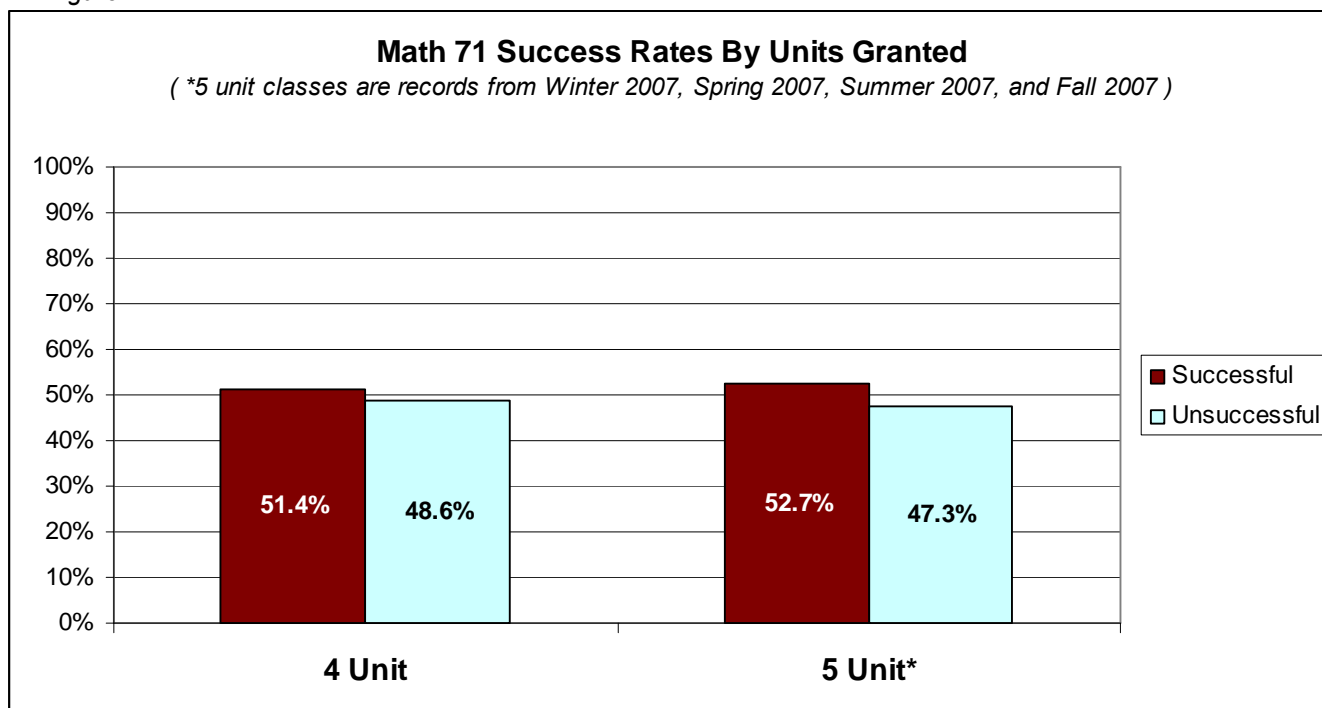
Conclusions

- The conversion of Math 71 from a 4 unit course to a 5 unit course resulted in a statistically significant decline in the success rate of students taking the course. However, when more recent results of the 5 unit course were examined there was an increase in the student success rate.
- Careful consideration should be taken in using the results of this study for making programmatic changes. There are many issues that could be contributing to noted differences.

Report 22

Math Success Report

Math Student Success Data

The following report is only possible because of the insight and assistance provided by IT and Scott Guth. When you are referring to the data from this report, please remember to acknowledge that it was done through the Research and Institutional Effectiveness office in collaboration with the aforementioned persons and that it was completed on February 6, 2008.

About the Data

The data in this report was retrieved from Mt SAC's Data Warehouse.

The Basic Skills Research Team was asked to provide success rates for selected math classes by instructor and the subsequent success rates of those successful students who went on to take the next course in the sequence.

* The data set begins in Fall 2004 and commences in the Fall of 2007.

* Students who were successful in the initial class must have taken the second course within two semester to be included in the data set.

* The first attempt at the second course was the one selected for this data.

* Successful was defined as receiving a final grade of A, B, C, or CR in the class.

This report was 49 pages in length. It also contained sensitive material regarding success rates

by instructor. Please consult with Scott Guth in the Math Dept. for further Information.

PROJECT OUTCOMES AND EVALUATION PLAN - Basic Skills Project, 2007-2008

Manager: Jim Jenkins

Project: English On Course Workshops

Amount Funded: *$4,500.00*

1. Project Goal	2. Specific outcomes to be measured	3. Method of assessment	4. Results reported	5. Use of results
Continue training of faculty in On Course principles of self-efficacy.	Attendance and participation in On Course National Conference in Los Angeles.	Assessment of workshops by faculty participants by email survey. The survey will be conducted by the Basic Skills Research Team (BSRT) and will be completed and analyzed by May 30, 2008..	•More than 15 faculty and staff attended the On Course National Conference. Subsequent training based on conference attendance led to further and more effective implementation of On Course principles and activities in learning community clusters. •BSRT and the English Liaison were unable to meet to develop the email survey.	Continue participation in On Course training, especially for new faculty, as a basis for pedagogical development of learning communities curricula. •Strengthen communication between BSRT and the English liaison to facilitate timely and accurate assessment of learning community activities.

Reports Associated with Project:

Manager: Jim Jenkins

Project: Spanish Speaking Magazine Additional Funds

Amount Funded: $4,000.00

1. Project Goal	2. Specific outcomes to be measured	3. Method of assessment	4. Results reported	5. Use of results
Produce a magazine for Latina journalism students to enhance the writing, reading, and thinking skills of Latina students and to provide a forum for their voices.	Produce magazine. Faculty advisement and mentoring of Latina journalism students producing the magazine.	Magazine. Document faculty hours.	Not attempted The execution of this project was dependent upon the completion of another (non-basic-skills-funded) journalism project, the new, general student magazine that was published in May 2008. Even though the department hired an adjunct instructor to bo th teach regular journalism classes as well as act as an advisor for Latina magazine, most of the students who would have been involved in this project were still working on the regular student magazine which was not published until late in the semester.	The success of the first issue of the regular student magazine and the acquisition of a qualified teacher who can advise the Latina student magazine creates the basis for the successful pursuit of this project next year.

Reports Associated with Project:

Doc#6ID#40

Manager: Susan Long

Project: Supplemental Instruction for Digital Animation Courses

Amount Funded: *$3,600.00*

No Project Evaluation Outcomes Form Received

Reports Associated with Project:

Doc#25ID#54

Manager: Susan Long

Project: Music Bridge Program

Amount Funded: *$3,452.00*

No Project Evaluation Outcomes Form Received

Reports Associated with Project: Doc#26ID#53

PROJECT OUTCOMES AND EVALUATION PLAN - Basic Skills Project, 2007-2008

Manager: Trinda Hoxie

Project: Basic Skills Best Practices Spring Summer Summit

Amount Funded: *$3,000.00*

No Project Evaluation Outcomes Form Received

Reports Associated with Project:

Doc#1ID#60

PROJECT OUTCOMES AND EVALUATION PLAN - Basic Skills Project, 2007-2008

Manager: Kerry Stern

Project: Student Response System

Amount Funded: $2,500.00

1. Project Goal	2. Specific outcomes to be measured	3. Method of assessment	4. Results reported	5. Use of results
College Goals (2007-08)#2: The College will prepare students for success through the development and support of exemplary programs. #10: The College will ensure that basic skills development is a major focus and an adequately funded activity. **Library Mission Statement** *Draft from Flex Day (1/7/05)*The Mt. San Antonio College Library & Media Services Department provides caring and compassionate service to students, faculty, and staff, and maintains access to a comprehensive array of: 1) academic resources and services to serve the needs of a diverse college community, 2) interactive, dynamic multimedia technology that supports and enhances the College curriculum, 3) user education to support student learning	Librarians will obtain immediate feedback on learning objectives during library instruction sessions.	Librarians will test three student response systems in library instruction sessions during Spring Semester 2008 in order to purchase a s tudent response syst em by April 1, 2008.	Librarians tested two student response systems and purchased two TurningPoint audience response systems from Turning Technologies. The testing of a third student response system was not possible.	Librarians will use the TurningPoint system to capture quiz/survey results during library instruction systems. Librarians will contact the Research & Institutional Effectiveness department for guidance on using these captured results to measure administrative unit objectives and student learning outcomes.

Reports Associated with Project:

Manager: Jim Jenkins

Project: AMLA and READ Articulation

Amount Funded: *$2,014.00*

1. Project Goal	2. Specific outcomes to be measured	3. Method of assessment	4. Results reported	5. Use of results
A.Students should take the appropriate reading assessment measure and receive accurate advice about placement, classes, competency requirements and goals. Students should be able to progress from the beginning basic skills classes to the advanced transfer level course. B. All assessment staff, reading instructors, educational advisors, and counselors should have accurate information about reading assessment, placement, courses, and competency requirements so that they can best advise students.	A.Infrastructure that recognizes input and allows students to move seamlessly and transparently from assessment to completion of credit reading classes at Mt. SAC (AmLa 31R/READ 70 to READ 100.) B. A workshop including representatives from Reading faculty, counselors, educational advisors, and assessment staff will occur to share information about the entire reading program at Mt. SAC.	A. 100% of the students will be appropriately assessed, accurately placed, and seamlessly articulated from the beginning to the most advanced reading classes at Mt. SAC. B. All staff will give accurate information to students about reading assessment, placement, appropriate courses, and reading competency at Mt. SAC.	A. Despite two semesters of almost weekly meetings and continuous open dialogue, AmLa and READ have not been able to reach an agreement regarding the transition of AmLa students into READ classes, especially from AmLa 33R into READ 100. B. The articulation team *has* completed a new flow chart that more clearly displays the reading assessment options for both native and non-native speakers of English. It has been presented to and approved by the Director of Assessment as well as the Dean of Instruction. The new chart will appear in the Fall 08 schedule of classes.	A. Due to significant pedagogical differences between the AmLa 33R and READ 100 curricula, it is unlikely that such a transition will ever be approved and implemented. The AmLa Dept. will research other options to create a pathway from AmLa33R to a college-level reading course. B. The articulation team is in the process of meeting with the Dean of Counseling to establish a training session for counselors to introduce the new flow chart and further articulate the options available to native and non-native speakers who take reading courses. The AmLa and READ departments will train their own faculty at the beginning of Fall 2008

Reports Associated with Project:

1. AmLa Reading Pathways Summary of Findings

2. AmLA 33R & Reading Intensive Courses Study

Doc#15ID#38

Report 7

AmLa Reading Pathways Summary of Findings

To: Jennifer Leader
American Language

From: Jennifer Tucker, Basic Skills Research Team &
Research & Institutional Effectiveness Office

Date: Wednesday, March 19, 2008

The following report is only possible because of the insight and assistance provided by IT, Priyadarshini Chaplot, Lisa DiDonato, Jennifer Tucker, and Jennifer Leader. When you are referring to the data from this report, please remember to acknowledge that it was done through the Research and Institutional Effectiveness office in collaboration with the aforementioned persons and that it was completed on 3/19/08.

AMLA Reading Pathways Study

Purpose:
In 2007, Mt. San Antonio College adopted a computer-adaptive assessment program (COMPASS) to both evaluate and direct course placement of incoming American Language (AMLA) students. While this technology has aided the AMLA department, more insight is needed about the existing curriculum. For example, prior to the new COMPASS system, AMLA students were advised to take language courses through academic advising or counseling. Many AMLA students were urged to consider taking one or more of three AMLA reading courses (e.g., AMLA 31R, AMLA32R, AMLA33R) in order to augment their current language learning skills. These three reading courses provided by the AMLA department are optional, but many students elect to take one or more of these courses. Meanwhile, many students decide not to take AMLA reading, go on to take AMLA writing, and subsequently an English course. Research is needed to determine whether success in AMLA reading course/s corresponds with both persistence and success rates in other courses pertaining to language and English skills.

The purpose of this examination was to examine whether students who electively took one or more AMLA reading courses were more or less successful in both AMLA and English courses as compared to students who did not take the AMLA reading component. The students in this investigation included students at Mt. San Antonio College taking any coursework in AMLA from spring 2005 until summer 2007.

Methodology
Participants. Participants included (n=284) students who had taken an AMLA reading component in the past and (n=637) students who had not taken an AMLA reading component in the past but had taken an AMLA writing course. Demographic analysis included gender, ESL indicator, and immigration status (see Appendix B).

Across the entire sample, approximately 60% of students in the study were female, and roughly 40% were male (refer to Table 1, Appendix B). For all students, 74% did not have an ESL indicator, while 26% had an ESL indicator. Roughly 20% of all students were US Citizens, 50% were permanent residents, 4% were refugees, 14% were students with a visa, and 9% had some other form of immigration status (refer to Appendix B).

Measures of Student Success. To measure a student's success in reading courses, grades were extracted for three reading courses: 1) American Language Basic Reading (AMLA31R); 2) American Language Intermediate Reading (AMLA32R); or 3) American Language Advanced Reading (AMLA33R).

Success in other AMLA courses was examined using two AMLA writing courses: 1) American Language Intermediate Writing (AMLA42W) and 2) American Language Advanced Writing (AMLA43W). Finally, in order to measure success in subsequent English courses, success was assessed in two English Writing courses (ENGL 67 and ENGL 68).

For this study, success was defined as the student having a grade of "A", "B", "C", or "CR." An unsuccessful student was defined as having had a "D", "F", "NC", "I", or "RD." Students who withdrew a class were identified as such and were grouped separately.

Data was also analyzed by assessing grades in each course on a grade-point scale. This was done by recoding letter grades into a typical 4-point academic scale where "A"=4, "B"=3, "C"=2, "D"=1, and "F"=0. In addition, students who were awarded credit ("CR") were coded with a passing grade ("CR"=2) and students who were denied course credit were coded with a non-passing credit grade ("NC"=0).

Procedures:
Data was grouped by the students' AMLA course histories. For example, data was grouped in terms of a student's participation in AMLA reading (AMLA31R, AMLA32R, or AMLA33R) or AMLA writing (AMLA 42W or AMLA43W) between fall 2005 and summer 2007. From this pool of data, students were then grouped based upon taking subsequently taking ENGL 67 or ENGL68 (if these courses were taken or attempted). When students had repeated one of the abovementioned AMLA or English courses, the student's best grade/outcome in the class was used to represent that student's final grade or outcome (e.g., success/failure). If a student had repeated a course several times but his/her outcome did not improve, the student's most recent grade or outcome was used for the analysis.

Results:
Classification of Students.
From the data, three distinct cohorts of students were represented as shown in Appendix A. These three groups are:

Group 1: Those who took at least one of the AMLA Reading Courses (AMLA31R, AMLA32R, or AMLA33R) and passed
Group 2: Those who took at least one of the AMLA Reading Courses (AMLA31R, AMLA32R, or AMLA33R) and did not pass
Group 3: Those who took an AMLA course but, not one of the above reading courses

Success in AMLA courses.
Students passing AMLA reading (Group 1) higher success rate in AMLA 42W (92%) as compared to those never taking AMLA reading (Group 3 students, 67%; χ^2(N=499, 1) = 29.68, p<.01. Group 1 students' overall success rate in AMLA 43W (92%) was significantly higher than Group 3 students' success rate in AMLA 43W (79%) χ2(N=503, 1)12.35, p<.01. Unfortunately, due to the small sample size of students in Group 2 (n=24 passing 42W; n=22 passing 43W) comparisons were not feasible. However, in general, students who did not pass the AMLA reading components (Group 2) were less successful in AMLA 42W and AMLA 43W than students who passed reading (Appendix A).

Success in English courses.
For all students successfully taking an AMLA reading course (Group 1) their overall success in English 67 (78%) was significantly higher than students who had never taken AMLA reading (Group 3, 69%) χ^2(N=168, 1)=4.432, p=.035. Interestingly, Group1's overall success rate in English 68 (81%) was quite similar to Group 3's overall success rate in English 68 (80%). Unfortunately, due to the small sample size of the students in Group 2 (n=5 passing English 67; n=17 passing English 68), tests for significant differences did not include this group.

Demographics.
Demographic factors such as Gender, Immigration Status, and ESL Indicators were similarly distributed across all three Groups (see Appendix B).

Average grades in AMLA courses.
In terms of average grade point, students in Group 1 had significantly higher average course grades in AMLA 42W than Group 3 students F(1, 464) = 17, p < .01. This difference remained significant when credit ("CR") and non-credit ("NC") grades were removed from the grade analysis F(1, 364) = 12.57, p <.01. There were no significant differences found in average course grades in AMLA 43W between Group 1 and Group 3 and this finding remained when CR and NC students were removed from the grade analysis (see Appendix C).

Average grades in English courses.
Students in Group 1 had higher course grades in English 67 than students in Group 3, although this difference did not reach statistical significance F(1,153) =2.57, p =.11. There was even less of a difference in English 67 grades between Group 1 and Group 3 when both CR and NC students were removed from the analyses (F(1,=95) = 1.9, p=.17). For English 68 grades, there was no statistically significant difference between Group 1 and Group 3, and this finding remained true when both CR and NC students were removed from the grade analysis.

Baseline Success in English.
The data in Appendix C indicates that across the examined semesters, the campus-wide population of Mt. SAC students had lower success rates than AMLA students for English 67 and English 68. For example, AMLA students in this study had success rates in English 67 of around 74% while the campus-wide success rate for English 67 for was 55.1%. Similarly, AMLA students in this study had an overall success rate of 79.4% in English 68 while the campus-wide success rate for English 68 was 62.3%

Summary of Research Findings:

- Students who pass an AMLA reading course (Group 1) are more successful than students who do not take an AMLA reading course (Group 3) in 42W, 43W, and English 67.
- English 68 success rates are similar across students who take and pass the AMLA reading and those who do not take AMLA reading, which suggests further investigation using a larger sample.
- Grade-point related success in the AMLA reading courses appears to be a salient predictor of future success rates in AMLA 42W.
- Overall, AMLA students have higher success rates than the campus-wide average in English 67 and English 68

Concluding Thoughts.

The AMLA reading course appears to be an effective tool for increasing student success in both AMLA and English courses. Further analysis should be done to examine whether success in an AMLA reading course corresponds with success in a college-transferable course such as English 1A (Freshman Composition).

The grade-point average analysis suggests that success in AMLA reading courses may have a direct influence on course grades in AMLA 42W. For example, may be that the AMLA reading courses contain learning objectives and curricula that can be easily transferred into AMLA 42W. This speculation may warrant more investigation.

It was not expected that all AMLA students would have higher passing rates than the general population of Mt. SAC, which suggests that components of the curriculum and/or pedagogical structure of the AMLA program should be implemented in other intra-campus programs and related departments.

Limitations:

In some cases it was not appropriate to test for statistical significance; further investigation and/or analysis may be warranted for programmatic changes. In addition, due to the fact that a student's record was indicated by his/her *best* performance in a course, the data may not be reliable when translated to a larger sample.

Analysis of AMLA Students Beginning 2005/06 Academic Year

Group 3 (G3)

Took AMLA 31R, 32R, or 33R N= 284	Did Not Take AMLA 31R, 32R, or 33R N= 637

Group 1 (G1)   **Group 2 (G2)**

Successful
N= 201

Not Successful
N= 83

G3-A
Took AMLA 42W
N= 374
Successful =251
67%

G3-B
Took AMLA 43W
N= 362
Successful =286
79%

G1-A
Took AMLA 42W
N= 125
Successful =115
92%

G1-B
Took AMLA 43W
(NOT AMLA 42W)
N= 55
Successful =51
93%

G2-A
Took AMLA 42W
N= 45
Successful =24
53%

G2-B
Took AMLA 43W
(NOT AMLA 42W)
N= 13
Successful =8
62%

Took Engl67
N= 127
Successful =87
69%

Took Engl68
N= 383
Successful =307
80%

G3-D   **G3-E**

G1-C
Took 43W
N= 86
Successful =78
91%

G1-E
Took Engl68
N= 87
Successful =66
76%

G2-C
Took 43W
N= 19
Successful =14
74%

G2-E
Took Engl68
N= 16
Successful =12
75%

Took Engl67
N= 32
Successful =26
81%

G1-D

Took Engl67
N= 4
Successful =3
75%

G1-D

Took Engl68
N= 40
Successful =33
83%

G1-E

Took Engl67
N= 7
Successful =5
71%

G2-D

Took Engl67
N= 1
Successful =0
0%

G2-D

Took Engl68
N= 6
Successful =5
83%

G2-E

Course Key:
AMLA31R American Language Basic Reading
AMLA32R American Language Intermediate Reading
AMLA33R American Language Advanced Reading
AMLA42W American Language Intermediate Writing
AMLA43W American Language Advanced Writing
ENGL 67 English Writing
ENGL 68 English Writing

Cohort 1 (G1): took an AMLA reading course successfully and took AMLA42W (G1-A), AMLA43W (G1-B) or both (G1-C) and subsequently took ENGL67 (G1-D) or ENGL68 (G1-E)

Cohort2 (G2): took an AMLA reading course unsuccessfully and went on to take either AMLA42W (G2-A), AMLA43W (G2-B) or both (G2-C) and subsequently took ENGL67 (G2-D) or ENGL68 (G2-E)

Cohort 3 (G3): students who never took an AMLA reading course but took 42W (G3-A) or 43W (G3-B) and subsequently took ENGL67 (G3-D) or ENGL68 (G3-E)

Demographic Information of AMLA Students

Gender			**Immigration Status**			**ESL Indicator**		
ALL AMLA Students								
	Count	*Percent*		*Count*	*Percent*		*Count*	*Percent*
Female	557	60	US Citizen	203	22	No	681	74
Male	364	40	Perm. Resident	465	50	Yes	240	26
Total	**921**	**100**	Temp. Resident	2	0	**Total**	**921**	
			Refugee / Asylum	40	4			
			Student Visa	128	14			
			Other	83	9			
			Total	**921**	**100**			
AMLA Students without a Reading Course (Group 3)								
Female	381	60	US Citizen	148	23	No	479	75
Male	256	40	Perm. Resident	314	49	Yes	158	25
Total	**637**	**100**	Temp. Resident	2	0	**Total**	**637**	
			Refugee / Asylum	29	5			
			Student Visa	86	14			
			Other	58	9			
			Total	**637**	**100**			
Took an AMLA Reading Course (Groups 1 and 2 combined)								
Female	176	62	US Citizen	55	19	No	202	71
Male	108	38	Perm. Resident	151	53	Yes	82	29
Total	**284**	**100**	Refugee / Asylum	11	4	**Total**	**284**	
			Student Visa	42	15			
			Other	25	9			
			Total	**284**	**100**			
Took and Passed an AMLA Reading Course (Group 1)								
Female	131	65	US Citizen	36	18	No	145	72
Male	70	35	Perm. Resident	106	53	Yes	56	28
Total	**201**	**100**	Refugee / Asylum	6	3	**Total**	**201**	
			Student Visa	35	17			
			Other	18	9			
			Total	**201**	**100**			

	Reading Group	Number of students in reading group	Average Students' Grades on 4-point scale
Class: AMLA 42W**	Took AMLA Reading and Passed it (Group 1)	125 Total (2 withdrew42W) 123 analyzed	2.2
	Never Took AMLA Reading (Group 3)	374 Total (33 withdrew 42W) 341 analyzed	1.8
	Total	499 Total 464 analyzed	
Class: AMLA43W	Took AMLA Reading and Passed it (Group 1)	141 Total (4 withdrew 43W) 137 analyzed	2.4
	Never Took AMLA Reading (Group 3)	362 Total (28 withdrew 43W) 334 analyzed	2.2
	Total	503 Total 471 Analyzed	
Class: English 67	Took AMLA Reading and Passed it (Group 1)	41 Total (2 withdrew EN67) 39 Analyzed	2.2
	Never Took AMLA Reading (Group 3)	127 Total (13 withdrew EN67) 114 Analyzed	1.9
	Total	168 Total 153 Analyzed	
Class: English 68	Took AMLA Reading and Passed it (Group 1)	134 Total (10 Withdrew EN68) 124 Analyzed	2.2
	Never Took AMLA Reading (Group 3)	383 Total (21 withdrew 4 RD EN68) 358 Analyzed	2.2
	Total	517 Total	

** indicates significant differences between the groups, $p < .01$

Campus-wide Passing Rates for English 67 and English 68

Course and Term	All Mt. SAC Students Enrolled	Number of Passing Students	Percentage of Passing	Number of Unsuccessful Students	Percentage of Unsuccessful	Number of Withdraws	Percentage of Students Withdrawing
ENGL67 Summer 2005	943	662	70.2%	188	19.9%	93	9.9%
ENGL67 Fall 2005	2043	1113	54.5%	576	28.2%	354	17.3%
ENGLISH67 Spring 2005	1651	779	47.2%	517	31.3%	355	21.5%
Total ENGLISH67 2005	**4637**	**2554**	**55.1%**	**1281**	**27.6%**	**802**	**17.3%**
ENGL68 Summer 2005	1106	781	70.6%	186	16.8%	139	12.6%
ENGL68 Fall 2005	2224	1388	62.4%	532	23.9%	304	13.7%
ENGL68 Spring 2005	2130	1235	58.0%	470	22.1%	425	20.0%
Total ENGLISH68 2005	**5460**	**3404**	**62.3%**	**1188**	**21.8%**	**868**	**15.9%**

Report 32

AmLA 33R & Reading Intensive Courses Study

AMLA 33R and Student Success in Reading Intensive Courses

This report is only possible because of the insight and assistance provided by IT and Glenda Bro. When you are referring to the data from this report, please remember to acknowledge that it was done through the Research and Institutional Effectiveness office in collaboration with the aforementioned persons and that it was completed on March 19, 2008.

In their continuing efforts to provide quality instruction and to address the academic needs of students, the American Language Department (AMLA) requested an analysis of success rates of students who took AMLA 33R, the final reading course in the AMLA reading sequence. This course is designed to prepare students for success in reading intensive general education classes at the college level. This study examined the success rates of AMLA33R students in READ 100 as well as their performance in reading intensive courses taken after completing AMLA33R. The AMLA33R classes used in this study were held from Fall 2005 through Winter 2008. For comparison purposes, several other cohorts of students were examined using the same periods of time.

Another cohort used for this study consisted of READ 90 students who had not taken AMLA 33R. This group contained students who had taken READ 90 as early as Fall 2005. This cohort was then divided into two groups. The READ 90 students who took READ 100 after READ 90 and those who had not taken READ 100. The performance of each of these cohorts in subsequent reading intensive courses was then examined.

A third cohort included students who placed into READ 100 by placement test and then took READ 100. This group's performance in reading intensive courses after completing READ 100 was also analyzed.

The final cohort consisted of students who had never taken a reading class. Their performance in reading intensive courses was examined. Therefore, the cohorts of students can be described as follows:

- AMLA 33R = Students who have taken AMLA 33R since Fall 2005
- READ 90 = Students who have only taken READ 90 but not READ 100 since Fall 2005
- READ 90 and 100 = Students who have taken READ 90 and READ 100 since Fall 2005
- No Read = Students who have not taken any reading courses.

Results

Figure 1 provides a graphic depiction of the performance of the four cohorts of students in this study. A successful student received a grade or "A", "B", "C", or "CR" in the class. Students who were considered unsuccessful received a grade of "D", "F", "NC", "I", or "RD". Those categorized as "Withdrew" are students who received a grade of "W" after the drop date.

The students with the highest success rates in reading intensive courses were the students who took READ90 and then READ100 followed by the reading intensive courses. Their pass rates for each type of course were all above 80%. The AMLA33R students had the second highest success rate in reading intensive classes.

Prepared by: Lisa DiDonato and Jennifer Tucker, Basic Skills Research Team (RIE) 6/9/2008   Report 32 Pg. 1

Figure 1

Success Rates of Students Taking Reading Intensive Courses Following a Reading Class Compared to Those Who Did Not Take a Reading Class.

AMLA33R
Total = 321

Successful	Not Successful	Withdrew
70% (N= 223)	19% (N= 62)	11% (N=36)

Read 90
Total = 2459

Successful	Not Successful	Withdrew
66% (N= 1617)	38% (N= 944)	45% (N=2459)

Read 100
Total = 1

Successful	Not Successful	Withdrew
100% (N=1)	0% (N=0)	0% (N=0)

Read 100
Total = 53

Successful	Not Successful	Withdrew
57% (N=30)	34% (N=18)	9% (N=5)

Political Science
Total = 29

Successful	Not Successful	Withdrew
76% (N=22)	3% (N=1)	21% (N=6)

Political Science
Total = 199

Successful	Not Successful	Withdrew
55% (N=110)	34% (N=67)	11% (N=22)

Political Science
Total = 10

Successful	Not Successful	Withdrew
90% (N=9)	10% (N=1)	0% (N=0)

Psychology
Total = 57

Successful	Not Successful	Withdrew
82% (N=47)	11% (N=6)	7% (N=4)

Psychology
Total = 369

Successful	Not Successful	Withdrew
66% (N=245)	25% (N=93)	8% (N=31)

Psychology
Total = 13

Successful	Not Successful	Withdrew
92% (N=12)	0% (N=0)	8% (N=1)

Sociology
Total = 56

Successful	Not Successful	Withdrew
80% (N=45)	4% (N=2)	16% (N=9)

Sociology
Total = 479

Successful	Not Successful	Withdrew
62% (N=296)	24% (N=115)	14% (N=68)

Sociology
Total = 13

Successful	Not Successful	Withdrew
85% (N=11)	15% (N=2)	0% (N=0)

Was Placed Into Read 100
Total = 252

Successful	Not Successful	Withdrew
52% (N=130)	24% (N=61)	24% (N=61)

No Reading Class Taken

Political Science
Total = 37

Successful	Not Successful	Withdrew
59% (N=22)	32% (N=12)	8% (N=3)

Political Science
Total = 8354

Successful	Not Successful	Withdrew
63% (N=5277)	22% (N=1867)	15% (N=1210)

Psychology
Total = 56

Successful	Not Successful	Withdrew
79% (N=44)	16% (N=9)	5% (N=3)

Psychology
Total =13148

Successful	Not Successful	Withdrew
70% (N=9251)	17% (N=2296)	12% (N=1601)

Sociology
Total = 75

Successful	Not Successful	Withdrew
57% (N=43)	36% (N=27)	7% (N=5)

Sociology
Total = 16600

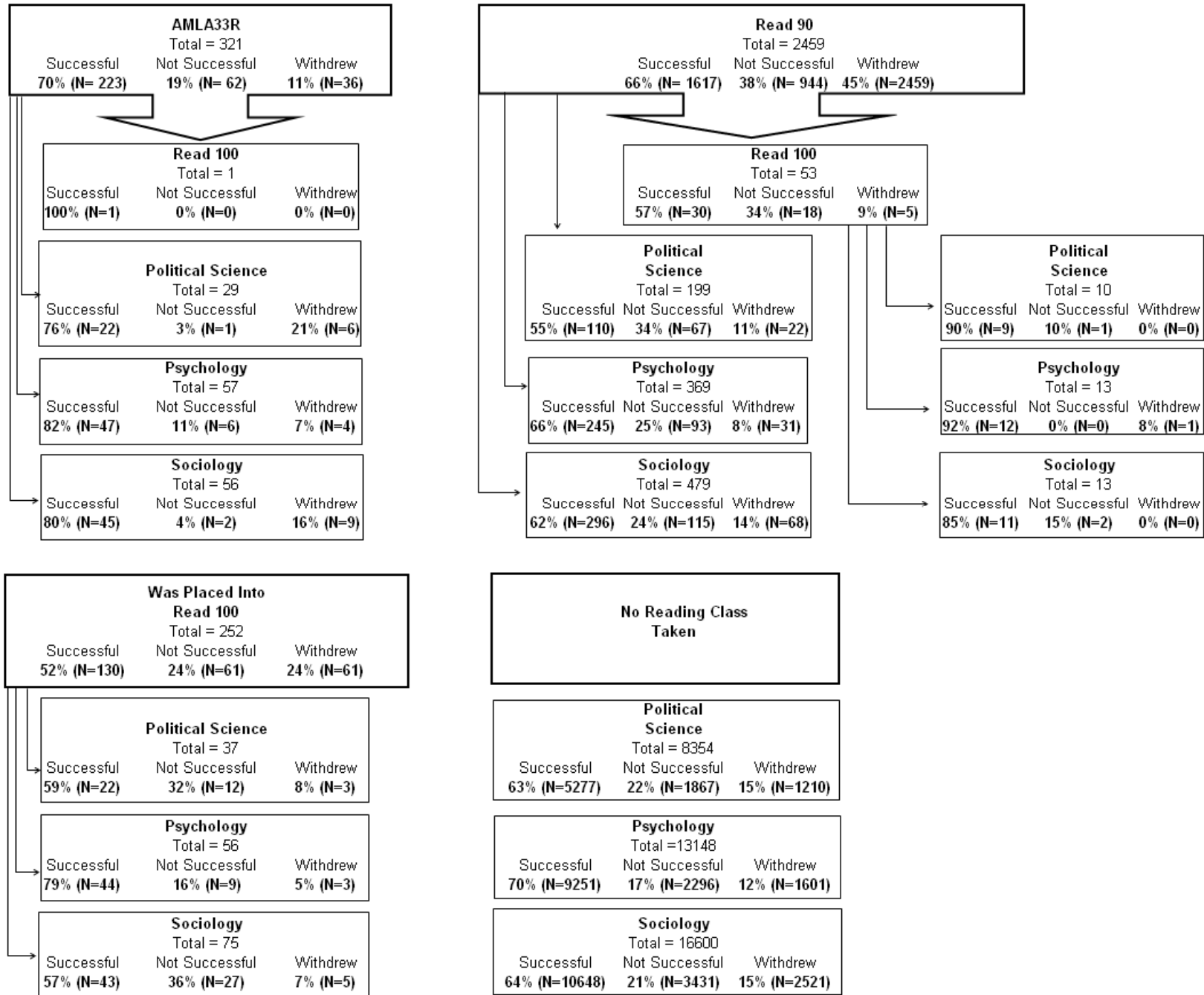| Successful	Not Successful	Withdrew
64% (N=10648)	21% (N=3431)	15% (N=2521)

Table 1 shows the overall success rate of each cohort for all reading intensive classes. The overall success rate of students who took READ 90 and then READ 100 is again higher than any other group, at nearly 89%. The AMLA 33R students were also very successful (80%).

Table 1

Overall Success Rate		READ 90 & 100 Students	AMLA 33R Students	No Reading Class Students	Placed into READ 100 Students	READ 90 Only Students
Successful	Count	32	114	25176	109	651
	%	88.90%	80.30%	66.10%	64.90%	62.20%
Unsuccessful	Count	3	9	7594	48	275
	%	8.30%	6.30%	19.90%	28.60%	26.30%
Withdrew	Count	1	19	5332	11	121
	%	2.80%	13.40%	14.00%	6.50%	11.60%

Using pass or not pass as the level of analysis is just one way to evaluate the success of students in reading intensive classes. Grade distributions are also another way to look at success. Table 2 shows the grade distribution for each cohort for all reading intensive classes taken.

Table 2

Grade Earned		AMLA 33R	No Reading Class	Placed into READ 100	READ 90 Only	READ 90 & 100
A	Count	48	8187	24	122	8
	%	33.8	21.5	14.3	11.7	22.2
B	Count	39	9498	49	226	8
	%	27.46	24.93	29.17	21.59	22.22
C	Count	27	7483	36	303	16
	%	19.01	19.64	21.43	28.94	44.44
CR	Count	0	8	0	0	0
	%	0	0.02	0	0	0
D	Count	4	2669	26	109	2
	%	2.82	7.00	15.48	10.41	5.56
F	Count	5	4867	22	166	1
	%	3.52	12.77	13.10	15.85	2.78
I	Count	0	57	0	0	0
	%	0	0.15	0	0	0
RD	Count	0	1	0	0	0
	%	0.00	0.00	0.00	0.00	0.00
W	Count	19	5332	11	121	1
	%	13.38	13.99	6.55	11.56	2.78

AMLA 33R students earned the highest percentage of "A" grades in the reading intensive courses than any other group analyzed (34%). Those who had never taken a reading class received the next highest percentage of "A" grades (22%).

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Assigning grade points to the letter grade earned, provides yet another picture of the data. Thus, every student grade for reading intensive classes was assigned a numeric value as shown in Table 3.

Table 3

| Grade Received	Grade Points Assigned
A	4.00
B	3.00
C	2.00
D	1.00
F	0.00
W, CR, NC, I, RD,	Dropped from analysis

Once all the grades were assigned numeric values, the three measures of central tendency were calculated for each cohort of students. Table 4 shows the outcome of these calculations.

Table 4

Grade Point Averages in Reading Intensive Courses	Mean	Median	Mode
AMLA 33R	2.9837	3.00	4.00
READ 90 & 100	2.5714	2.00	2.00
No Reading Class	2.4115	3.00	3.00
Placed into Read 100	2.172	2.00	3.00
READ 90 Only	2.0313	2.00	2.00

Table 4 shows that AMLA33R students earned a mean grade point of average of 2.98, this is nearly a "B" letter grade. The most frequently earned grade (mode) was an "A" for AMLA 33R students. Those students who had completed only READ 90 had the lowest grade point average, 2.03 or "C" grade, this grade was also the mode of for this group. Figure 2 illustrates the comparison of the mean grade point average, across the cohorts using a line plot.

Figure 2

Mean Grade Point Average for Reading Intensive Classes
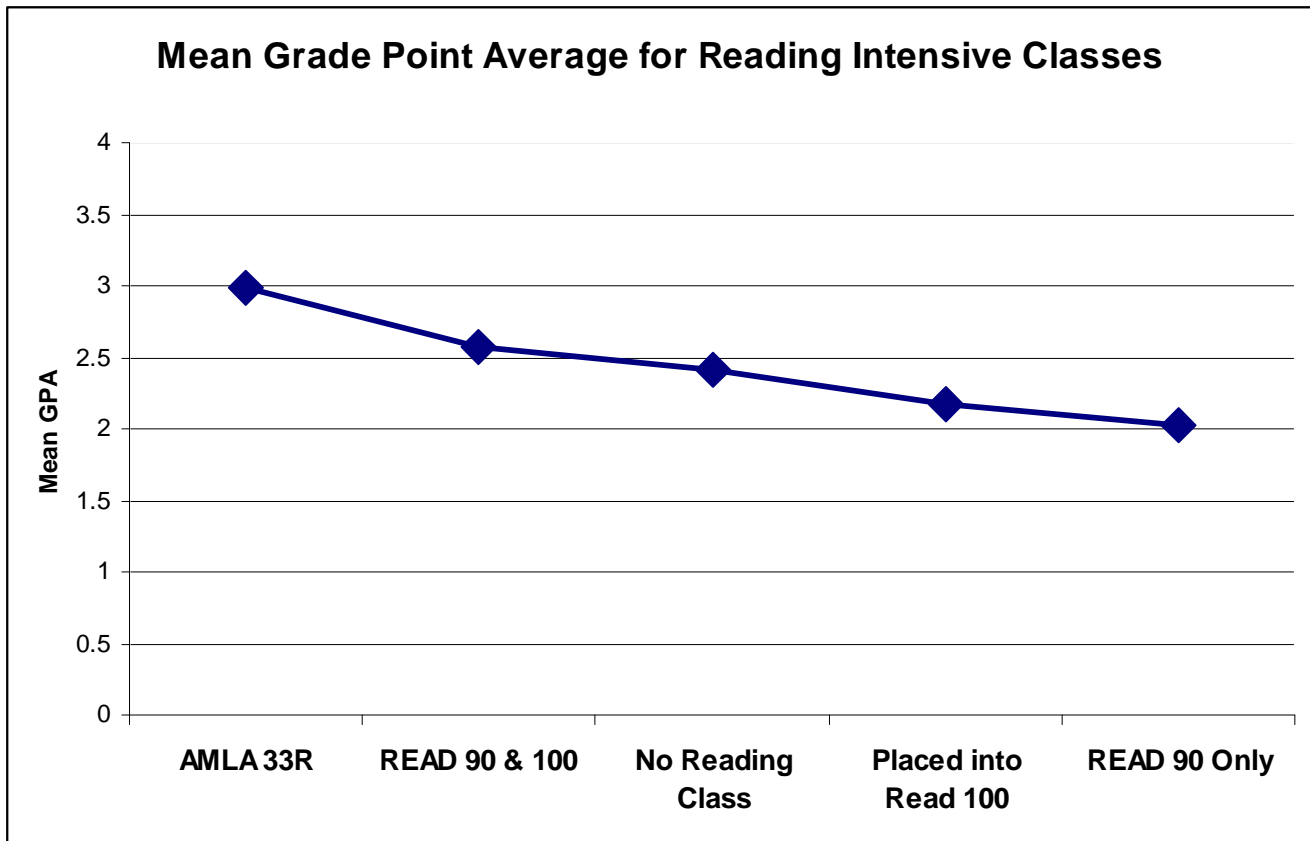
The final question to address, was whether any of these differences in success between the cohorts are statistically significant. A one-way analysis of variance (ANOVA) confirmed that there were statistically significant differences in GPA for reading intensive courses between the cohorts $F(4,33948) = 25.30$, $p<.01$. Thus, there is a statistical relationship between the cohort a student belongs to and their reading intensive courses' GPA. Further, 6% of the variance in GPA in these courses can be explained by the student's cohort.

Conclusions

Upon completion of AMLA33R students are adequately prepared to take and succeed in reading intensive courses such as Psychology, Sociology, and Political Science classes. In fact, the AMLA 33R cohorts' success rates were higher than any other cohort in these reading intensive classes.

Students who took Reading courses before their reading intensive classes had mixed outcomes. Completing the READ 90 and READ 100 sequence before reading intensive courses produced the most favorable outcomes for Read students. These students achieved better than average success rates (90% success rate) in their reading intensive courses. Meanwhile, READ 100 as well as READ 90 students had lower success rates (65% and 62% respectively) in the reading intensive classes. It appears that the READ 90 students may still be in need of further reading instruction, which would account for their lower success rates.

Manager: Debbie Williams

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Project: Evaluate Current Assessment Methods

No Project Evaluation Outcomes Form Received

Reports Associated with Project:

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