Evaluation Report on the Partnership for Student Success:
Year Five, 2010-11

The following report shows that the Partnership for Student Success, the Senate-led initiative to increase the academic success of SBCC students, continues to demonstrate strong success rates, especially among Basic Skills students. Course completion rates increase even further when students take full advantage of our Partnership programs. In addition, new data gathered this year reveal that students who receive tutoring through Partnership programs have higher persistence rates than students who do not take advantage of these programs.

Data from the Writing Center show that the rate of course completion for Writing Center users over the last five years has been on average 17% higher than that of non-users, with 20% higher success rates for Basic Skills students. These remarkably high numbers parallel an equally remarkable level of ongoing self-assessment, adjustments to practices and procedures, as well as improvements in the selection, training, and ongoing pedagogical discussions with Writing Center tutors. Similarly, in a variety of metrics, students in Gateway classes are statistically more successful than students in the same, Non-Gateway courses, and participation in the Gateway Program at the Basic Skills level is a strong indicator of future success at SBCC. In addition, the increased use of Gateway tutors in math classes has contributed to an upward trend in the success rates for all math students. Most significant, however, are the success rates for students using Math Lab services when compared with those who do not use the Lab. There continue to be success rates of over 80% among students who visit the lab 20 or more times in the semester, a number slightly more than once per week during the semester. Finally, the pattern of success continues in the Academic Achievement Zone, where the effective tutor training and use of strategies directly related to self-efficacy have consistently led to significant increases in course completion and overall GPA for at-risk student athletes.
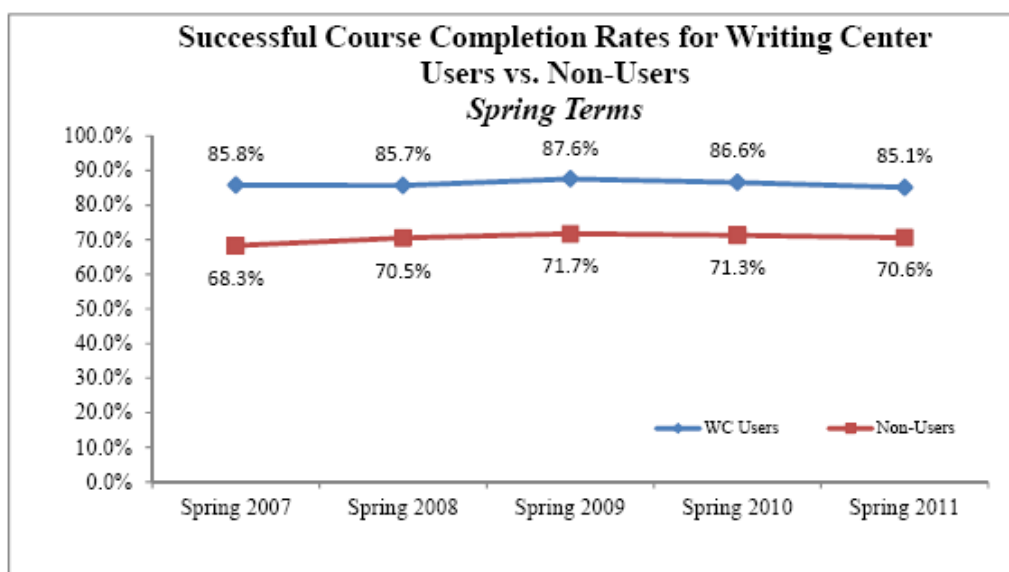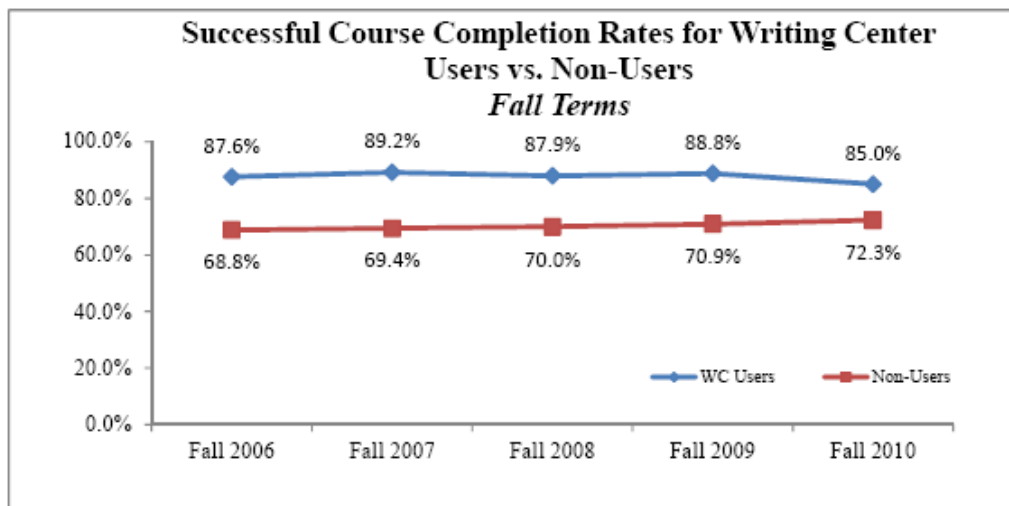
Since the awarding of our Title V HSI grants in 2010 and 2011, the Partnership for Student Success has expanded its role in helping SBCC students achieve success. Grant funds have allowed us to significantly improve the way that tutors are trained. In addition, these funds have helped provide intensive tutoring in the Express to Success Program (ESP). The ESP peer tutors are an important factor in the success of the developmental students who are part of these accelerated math and English learning communities, and their importance will only continue to grow as ESP expands to seventeen math and English learning communities next fall.
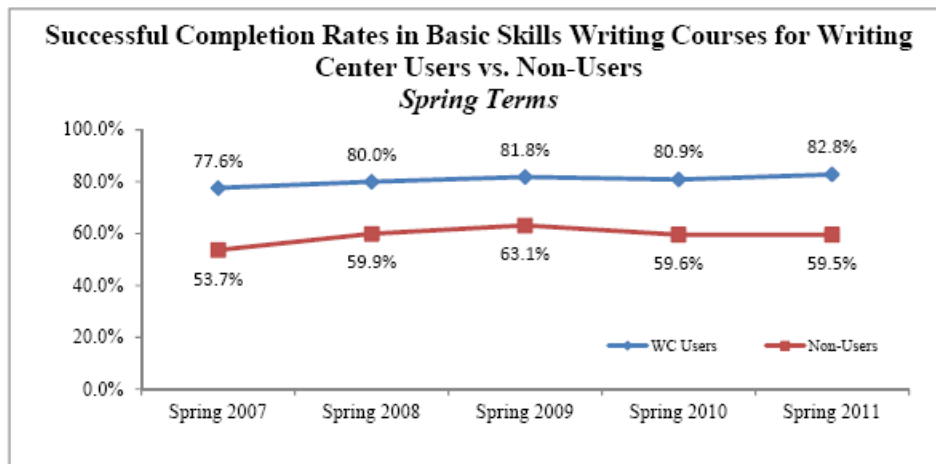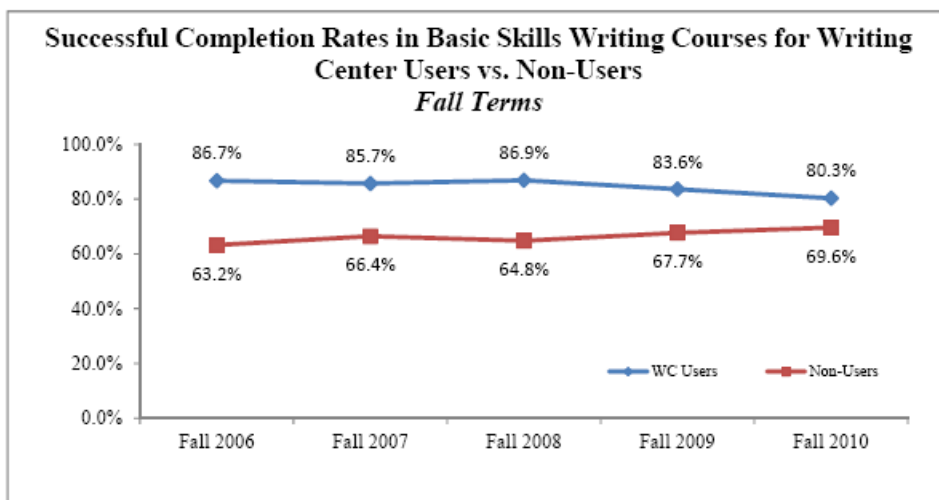
Respectfully submitted,

Kathy Molloy
Chair, PSS Steering Committee

The Writing Center 2010-11

The Writing Center statistics over the past five years indicate that students who use that service perform at a substantially higher rate of success than their counterparts who do not use the service. The rate of course completion has been on average **17% higher than that of non-users**. This is a remarkably high number to have maintained, and it parallels a remarkably high level of ongoing self-assessment, adjustments in practice and procedures, as well as improvements in the selection, training, and ongoing pedagogical discussions with our tutors. The lower success rate disparity for Fall 2010 and Spring 2011 may be what researchers describe as a typical reaction to new methodologies. In Fall 2010, working with Andrea Fontenot and Michelle Detorie, LRC Director Jerry Pike made a concerted effort to increase consistency among tutors in their application of learning-centered strategies. We see this reflected in the second set of graphs (Basic Skills Analysis) as well.

Successful Course Completion Rates for Writing Center Users vs. Non-Users
Fall Terms

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
WC Users	87.6%	89.2%	87.9%	88.8%	85.0%
Non-Users	68.8%	69.4%	70.0%	70.9%	72.3%

Successful Course Completion Rates for Writing Center Users vs. Non-Users
Spring Terms

	Spring 2007	Spring 2008	Spring 2009	Spring 2010	Spring 2011
WC Users	85.8%	85.7%	87.6%	86.6%	85.1%
Non-Users	68.3%	70.5%	71.7%	71.3%	70.6%

The 20% higher success rates for Basic Skills students using the WCenter are even more impressive than those for the general population, though as noted we see a drop-off during the Fall of 2010 attributable to a major shift in strategies. In other words, in the Fall of 2010 we initiated a strong emphasis on tutor consistency in their working both with students and the forms they complete at the beginning and end of the tutoring session. The interactions are intended to enhance student engagement in the process "ownership" of their work. These strategies are not easy to enact and it is common for results to drop off at the early stage of a major shift in pedagogical practice. It's worth noting that **in spring 2011 we see a very high 23.3% advantage among WCenter users weighed against their Basic Skills counterparts**.

Successful Completion Rates in Basic Skills Writing Courses for Writing Center Users vs. Non-Users
Fall Terms

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
WC Users	86.7%	85.7%	86.9%	83.6%	80.3%
Non-Users	63.2%	66.4%	64.8%	67.7%	69.6%

Successful Completion Rates in Basic Skills Writing Courses for Writing Center Users vs. Non-Users
Spring Terms

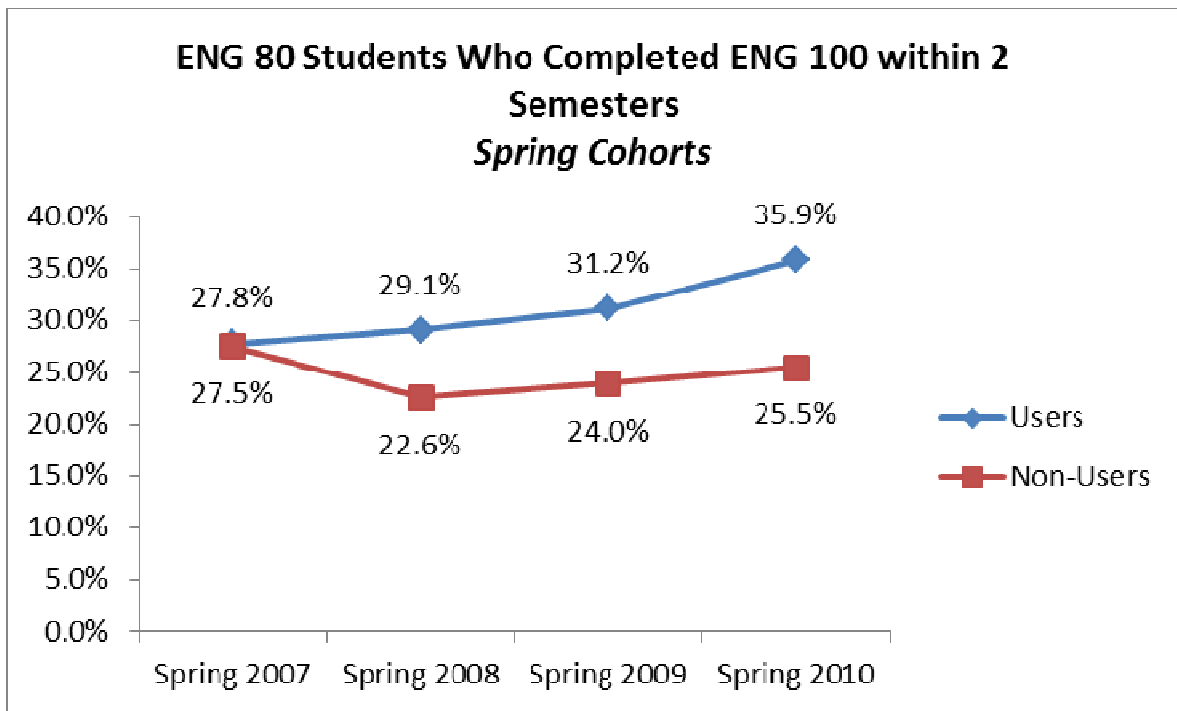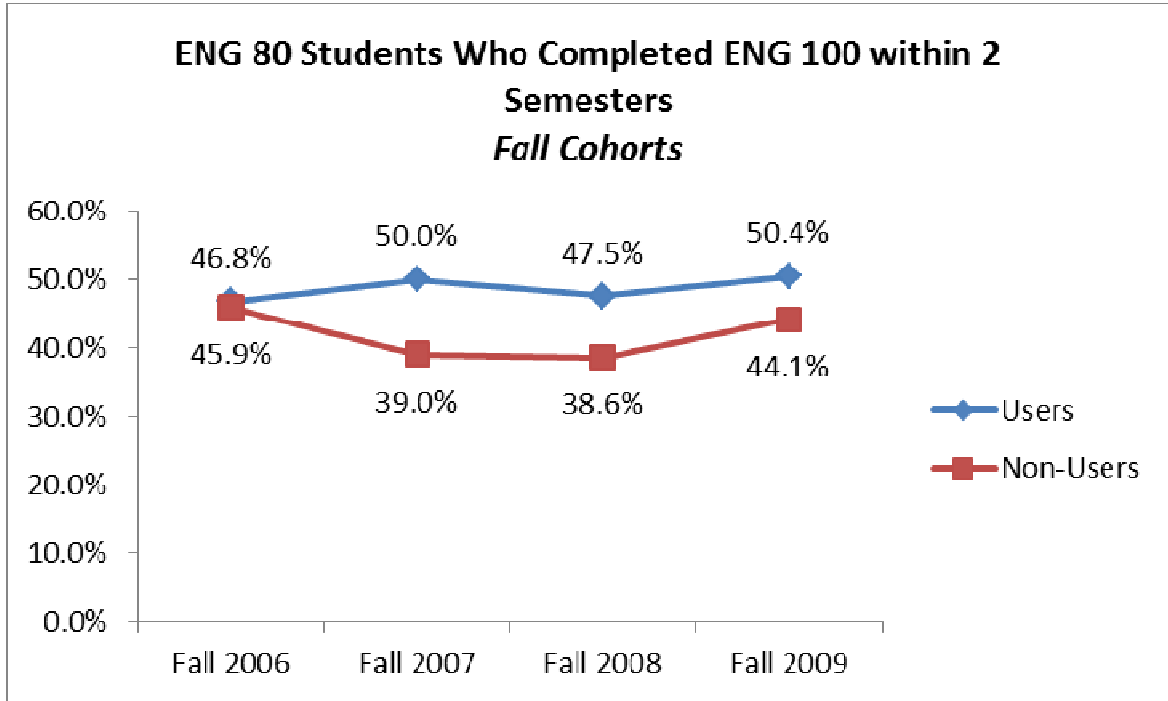|	Spring 2007	Spring 2008	Spring 2009	Spring 2010	Spring 2011
WC Users	77.6%	80.0%	81.8%	80.9%	82.8%
Non-Users	53.7%	59.9%	63.1%	59.6%	59.5%

We are extremely fortunate to have Michelle Detorie and Beth Taylor-Schott acting as LTAs for the WCenter. LRC Director Jerry Pike and Nina Mahaffey, the LRC Supervisor, meet with them frequently to review current issues or sticking points, to plan and execute regular Writing Centered Discussions with the tutoring staff, and to review training options, and work out the details of our primary mission, which is contained by the phrase "learning-centered tutoring."

The significance of this approach has many features but a central one is that with sufficient dialog and thoughtful inquiry, students can be guided to recognize their real strengths and locate approaches and solutions to academic challenges. Learning is a social undertaking, and tutors can help students find themselves in what is often foreign territory. Writing is a primary mode of thought development; it's a way of thinking and a way to test the validity of thinking. Writing can also be a powerful tool of self-expression and self-discovery. The WCenter strives to build more self-confident, informed, and engaged students, not by shaping them so much as by working with them to discover and define their ideal shape and then working with them to attain that goal.

One of the assumptions driving this approach is that an increase in students' abilities to express themselves in writing can prompt a complementary growth of self-reliance and a more sustainable sense of self as a member of the academic community. In other words, the skills developed in the WCenter should be "portable" and applicable to many forms of academic work and would ideally enhance a student's commitment to college. Because of this we wanted to expand our statistical assessment into the realm of persistence to see how WCenter students perform relative to their peers.
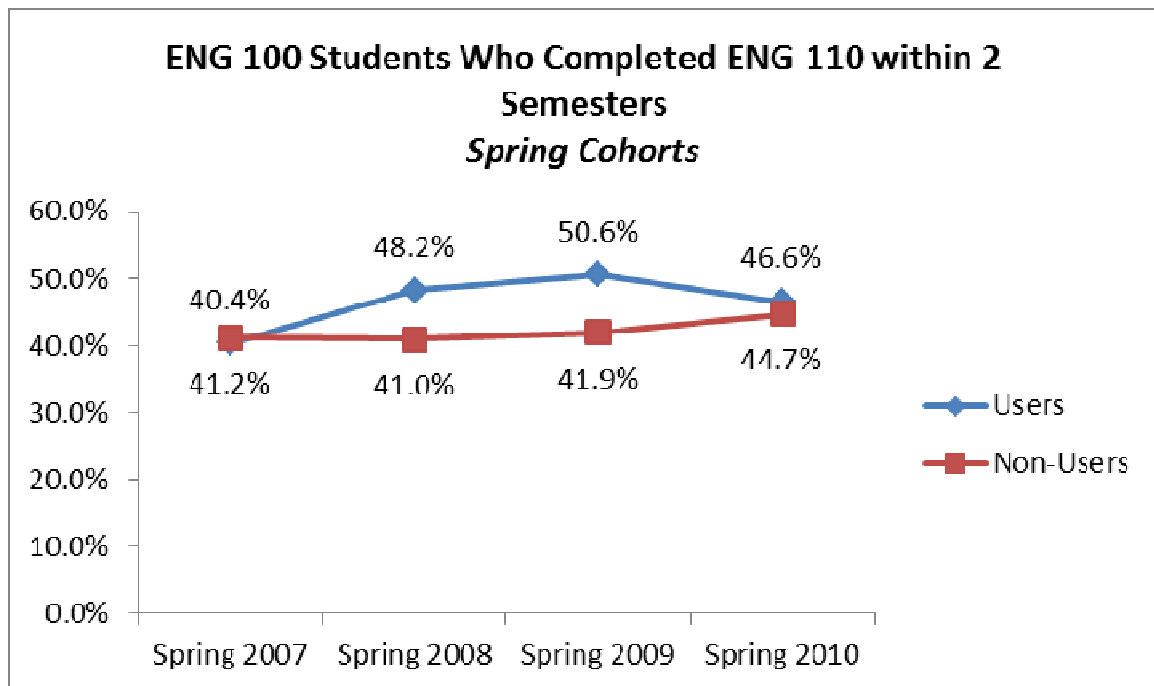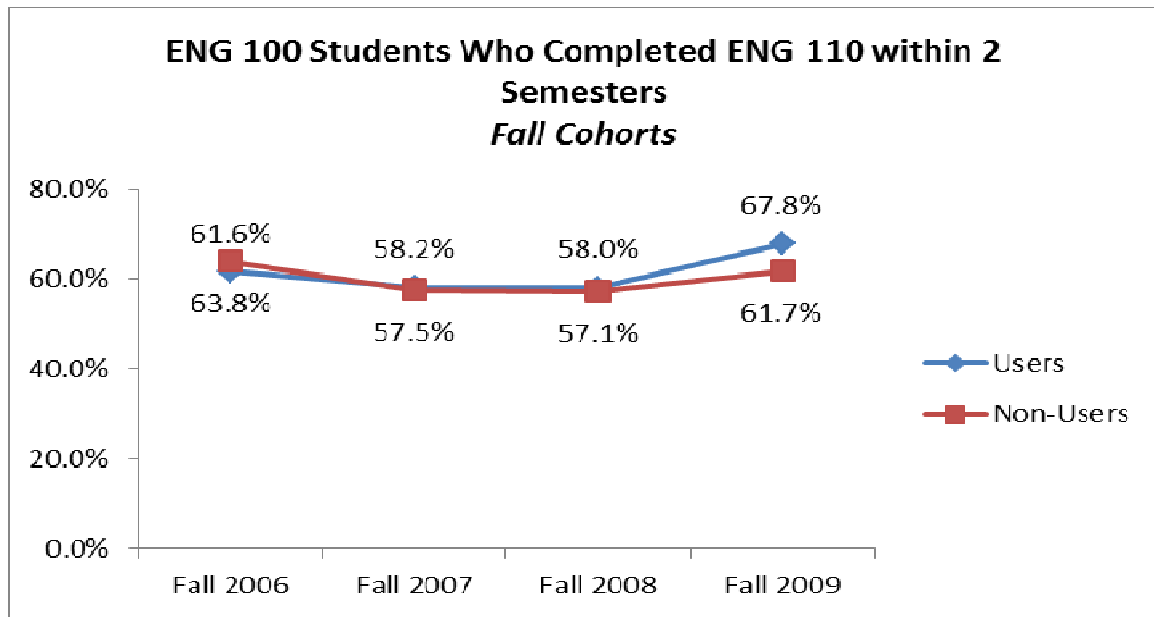
The data do indicate some advantage for students who use the WCenter. There are many factors influencing a student's persistence and time management skills; however, the evidence we gather daily in the WCenter does indicate that students are demonstrating self-reliance and self-reflection and improved writing skills. Positive feedback is specific and genuine impacts self-efficacy, and enhanced self-efficacy should impact persistence.

Notice that the above chart indicates a steady increase in the persistence advantage of WCenter English 80 cohorts with each calendar year, the first year (2006) being marginal and the most recent indicating a disparity of over 14%. It should also be noted that persistence in such a short time frame is not easily achieved given the other academic pressures on students to fulfill their general education requirements in a timely fashion.

ENG 80 Students Who Completed ENG 100 within 2 Semesters
Fall Cohorts

**ENG 80 Students Who Completed ENG 100 within 2 Semesters**
Spring Cohorts

The following are data for the next matriculation increment: **English 100 to English 110.** The persistence rates of these students are lower than those for English 80 students matriculating to

English 100. This may be attributed to a number of factors: English 110 is the first "college-level" course in the sequence and therefore daunting to students who have tested into "sub-college-level" composition classes; since English 110 is not a general prerequisite for our college-level courses that require lots of writing, there is no external pressure to complete that course sooner than later, only some time before completing the AA requirements.

ENG 100 Students Who Completed ENG 110 within 2 Semesters
Fall Cohorts

	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Users	61.6%	58.2%	58.0%	67.8%
Non-Users	63.8%	57.5%	57.1%	61.7%

ENG 100 Students Who Completed ENG 110 within 2 Semesters
Spring Cohorts

	Spring 2007	Spring 2008	Spring 2009	Spring 2010
Users	40.4%	48.2%	50.6%	46.6%
Non-Users	41.2%	41.0%	41.9%	44.7%

Finally, student use of the WCenter has increased steadily over the past five years. We have increased the number of tutors and reduced the amount of wait time. The numbers have increased as has the quality and consistency of service.

Number of Visits to the Writing Center

Number of Students in the Writing Center
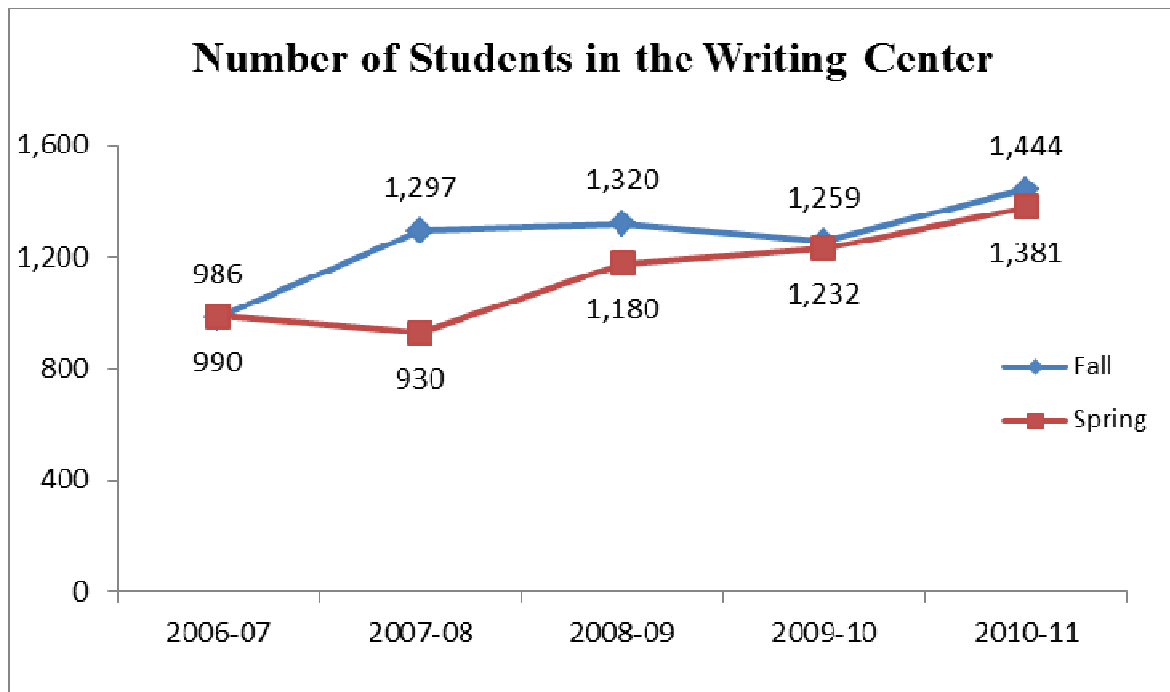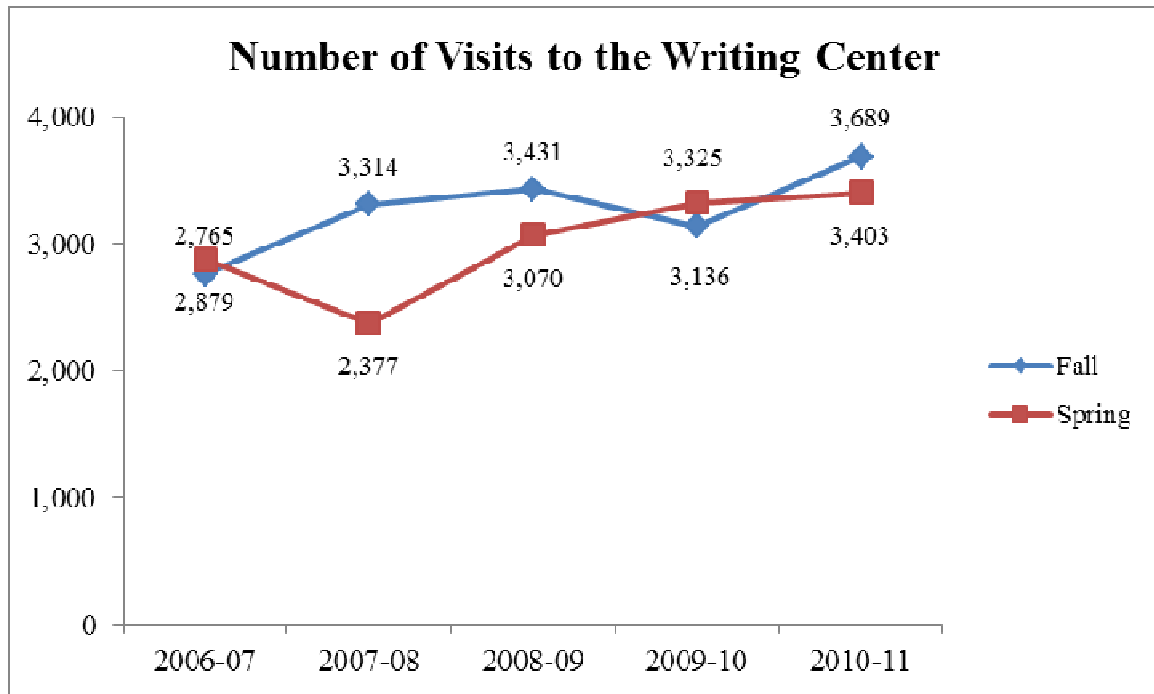
Clearly, every tutoring environment is shaped by the nature of the content area, the size of tutoring groups, the nature of support, and the level of skills-based performance measures (e.g.,

computers in CAD or Media Arts). Discussions with Gateway faculty indicate an appreciation for the learning-centered model, though, regardless of discipline.

Here are some current practices that have enhanced WCenter tutor to student interaction:

- Increased involvement of tutors in the planning and execution of Writing Centered Discussions
- Moodle chat area as a rich source of mediated professional development. Tutors offer up challenges, tutoring dilemmas or recommended resources—or a combination of the above. Other tutors, the LTAs, the supervisor and the director are then able to weigh in on these discussions, which also serve as a library of resources for future tutors and help guide our selection of Writing Centered Discussion topics or support materials
- Revision of pre-tutoring form to plan scope and focus of the session as well as the session record form, which at the end of the session reviews and records highlights and formulates next steps. Both of these forms enhance student and tutor engagement, and tutor training emphasizes how to use these forms as pedagogical instruments.
- Refinement of SLOs and gathering of data, which has proven very useful in assessing tutoring practice because the SLOs are all very learning/student centered. We are using SLOs to enhance the observation of tutors working with students, and we find that they complement the observation template categories in a way that helps us discover strategies aimed at locating students' goals (both at the time of the session and as a result of the session), understanding, and engagement in the tutoring process. Not only were we able to refer to SLO scores as part of the Observation dialog with tutors, we held a meeting of all tutors who had participated in the data generation to see how the process impacted their tutoring and to see if there were suggestions for measures that were missing. The consensus was that the SLOs are appropriate, inclusive, helpful to tutors' focus on learning-centered tutoring, and not in need of any major adjustments.

Following are the SLOs for the Writing Center:

1. Students from disciplines across the curriculum **will demonstrate preparedness** by planning for their tutorial session and arriving with relevant materials.

2. Students will **demonstrate self-reliance** by identifying which phase of the writing process, which writing skills, and which portions of their writing sample on which to focus during the tutorial session.

3. Students will **demonstrate problem solving/creative thinking ability** by identifying the main points of discussion raised during the tutorial session to plan next steps in the writing process.

We are happy to report that our preliminary data sorting indicates that students using the WCenter are for the most part incapable of scoring lower than 1 on any of the SLOs, providing they use the forms and the tutor engages them in a discussion of those forms. The Writing Center is arguably one of the most well designed and maintained learning assistance centers in our community college system. All that we lack is a reasonable wage for the tutors who work there.

The Gateway to Success Program 2010-11

The Gateway Program continues to maintain its strong presence throughout the campus. The Gateway sections for 2010 – 11 were the following: Basic Skills - total: 314 (fall: 152, spring: 162); 1st in Sequence - total: 259 (fall: 136, spring: 123); technology - total: 64 (fall: 31, spring: 33). Once again, large numbers of students utilized the Gateway Center; the number of visits to Gateway during the 10-11 academic year was 8,310. This number is consistent with previous semesters.

At the 2011 spring forum, the faculty were asked to work together to compile and address core challenges that can affect all Gateway participants. The faculty generated four challenges: finding the right tutor, motivating the student to see the tutor, collaborating with tutors, and delegating effective tasks for tutors in and out of class. When the challenges were acknowledged, the faculty was asked to create solutions. From this activity, the faculty was invited to create an action plan to be implemented in 2011 – 12.

As the Gateway program embeds itself throughout the campus, departments are creatively working to determine how they can best use their limited funding. One of the goals for this year was to continue to increase the number of participating Math Gateway faculty. This topic became an ongoing discussion item at department meetings, and, as a result, many additional Math instructors joined the Gateway program. The department chose to increase the number of basic skills sections. They requested an increase in the number of Gateway sections from 23 to 71. (There were 23 math sections in 09 – 10 compared to 71 in 10-11.) The department agreed to supplement their Gateway budget with funds from their general tutorial budget in order to add extra basic skills sections. The higher-level courses will continue to be supported by the general tutorial Math budget. Thus, the Math department increased 48 Gateway sections, a 68% increase.

In spring 11, the Bio-medical faculty requested additional funding to create a "Week 0" in order that in-coming nursing students have an extra week to acclimate to the academic requirements of the labs. The Gateway team met with BMS faculty to determine the feasibility of additional tutoring hours for the nursing students. This is an ongoing budget discussion.

In an effort to continuously improve Gateway, the team
     a. described "challenges and solutions" that face Gateway participants
     b. implemented strategies to increase faculty participation in the administration of their Gateway duties
     c. updated the tutor training handbook
     d. integrated the Early Alert system into all Gateway sections
     e. coordinated training with EOPS department counselors and tutors
     f. worked closely with Institutional Research to utilize SIRS data
   g. streamlined the hiring and training of tutors in the first four weeks of class

Of the above goals:
     a. "action plan," which stems from "challenges and solutions," will be presented at the 2011 faculty forum

b. clearly defined faculty responsibilities will be addressed at the 2011 faculty forum
c. the tutor training handbook was updated
d. the co-ordination of Early Alert into all Gateway sections is slowly progressing
e. we made some changes in what we wanted to evaluate from the SIRS Gateway data
(For example, we removed the comparisons with non-Gateway sections and added
persistence analyses.)

The data for successful course completion for students who were enrolled in Gateway sections in
2010 – 11 are given below. The number of fall semester Gateway sections since 2007 range
from 207 to 279. The overall success rates for fall remain consistent at 71.5%, even as the
number of sections increased. The spring semesters are at a slightly lower rate, ranging from
65.5% – 72.0% since spring 2007. Please note the fall and spring 2006 had limited numbers of
Gateway sections.
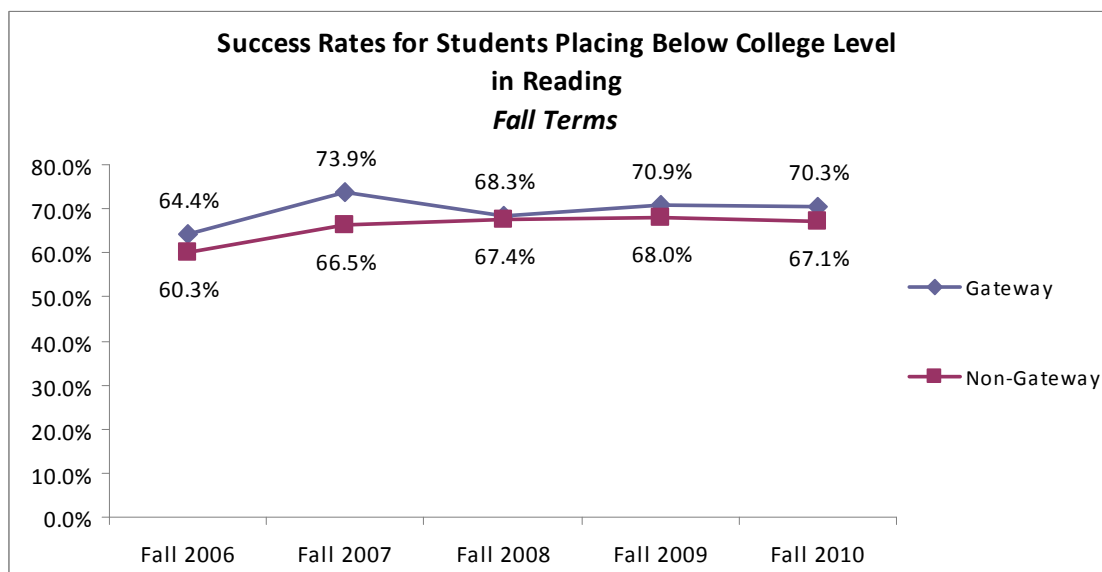
Number of Overall and Basic Skills Sections, and Success Rates Overall and in Basic Skills

Number of Gateway Sections and Overall Success Rates
Fall Terms

Number of Gateway Sections and Overall Success Rates
Spring Terms
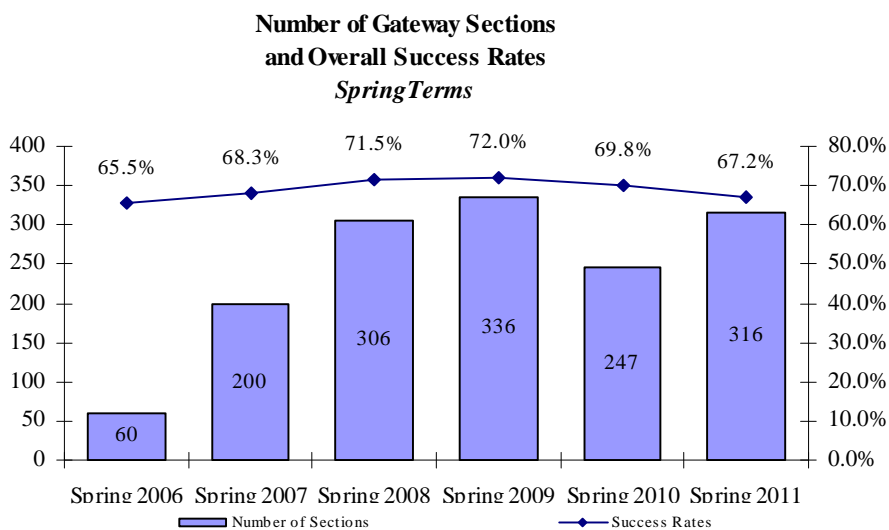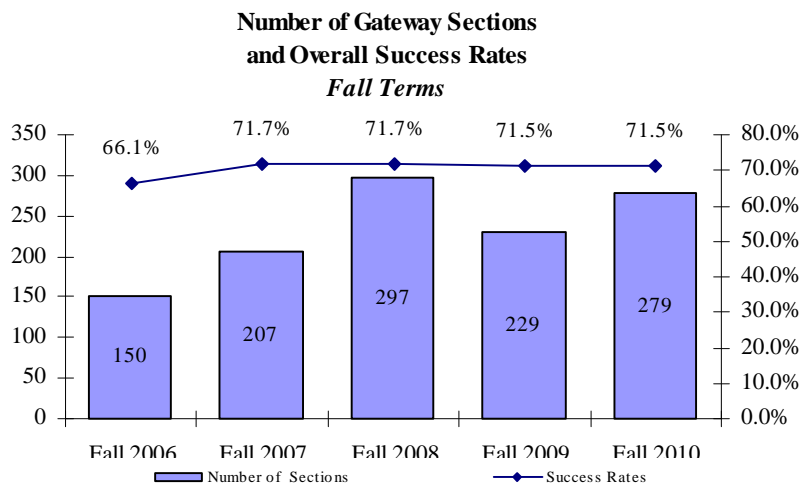
The number of math sections increased from <u>23</u> in 2009/10 to <u>71</u> in 2010/11. The numbers of additional math faculty and of Gateway-funded sections have increased substantially and could be a contributing reason for the success rate decline.

The overall Gateway sections have stayed consistent (fall) or risen (spring) except for 2009/10. The budget cuts of 09/10, especially in spring, impacted the number of Gateway sections and tutoring hours allocated to the faculty. That could explain the decline in success rates in spring 10.

Successful Course Completion in Gateway Classes
for Students Placing Below College Level in <u>Reading</u>

Success Rates for Students Placing Below College Level in Reading
Fall Terms

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Gateway	64.4%	73.9%	68.3%	70.9%	70.3%
Non-Gateway	60.3%	66.5%	67.4%	68.0%	67.1%

Success Rates for Students Placing Below College Level in Reading
Spring Terms

Gateway: Spring 2007: 66.7%, Spring 2008: 74.3%, Spring 2009: 67.0%, Spring 2010: 61.1%, Spring 2011: 67.1%

Non-Gateway: Spring 2007: 59.3%, Spring 2008: 68.0%, Spring 2009: 66.4%, Spring 2010: 59.7%, Spring 2011: 64.6%
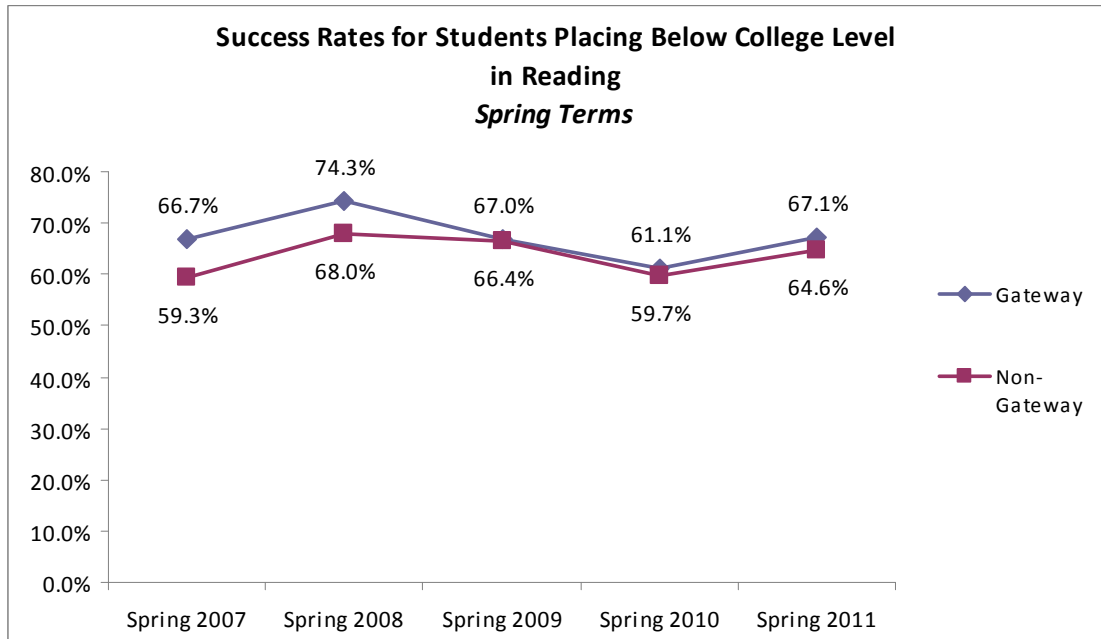
For five years, the data have indicated that students who placed below college level in reading have had consistently higher success rates in Gateway sections than those comparably-placed in Non-Gateway sections of the same courses in both fall and spring semesters.

Successful Course Completion in Gateway Classes for Students Placing Below College Level in Writing

Success Rates for Students Placing Below College Level in Writing
Fall Terms

Gateway: Fall 2006: 63.3%, Fall 2007: 71.6%, Fall 2008: 66.9%, Fall 2009: 70.0%, Fall 2010: 69.1%

Non-Gateway: Fall 2006: 57.6%, Fall 2007: 62.2%, Fall 2008: 65.7%, Fall 2009: 66.0%, Fall 2010: 64.5%

Success Rates for Students Placing Below College Level in Writing
Spring Terms

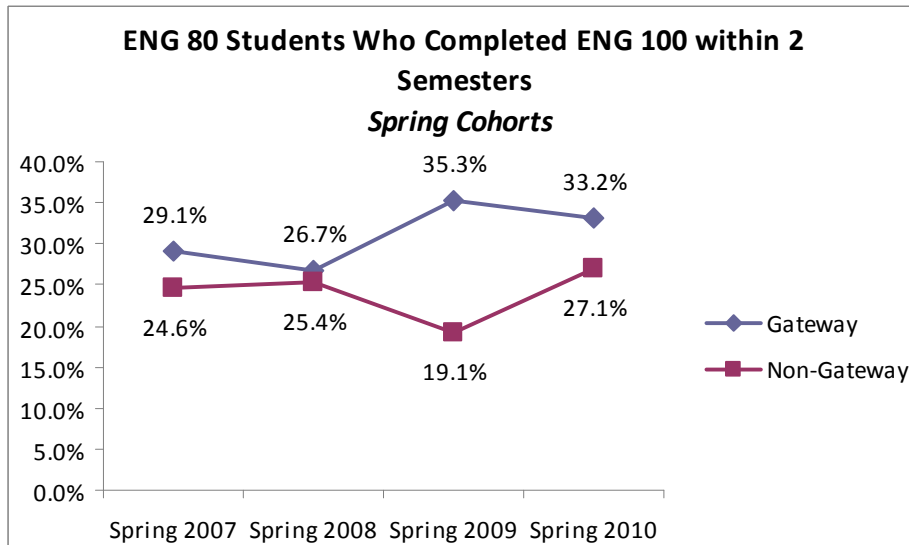|	Spring 2007	Spring 2008	Spring 2009	Spring 2010	Spring 2011
Gateway	62.5%	71.7%	66.1%	61.9%	65.5%
Non-Gateway	57.3%	65.7%	66.6%	58.6%	64.4%
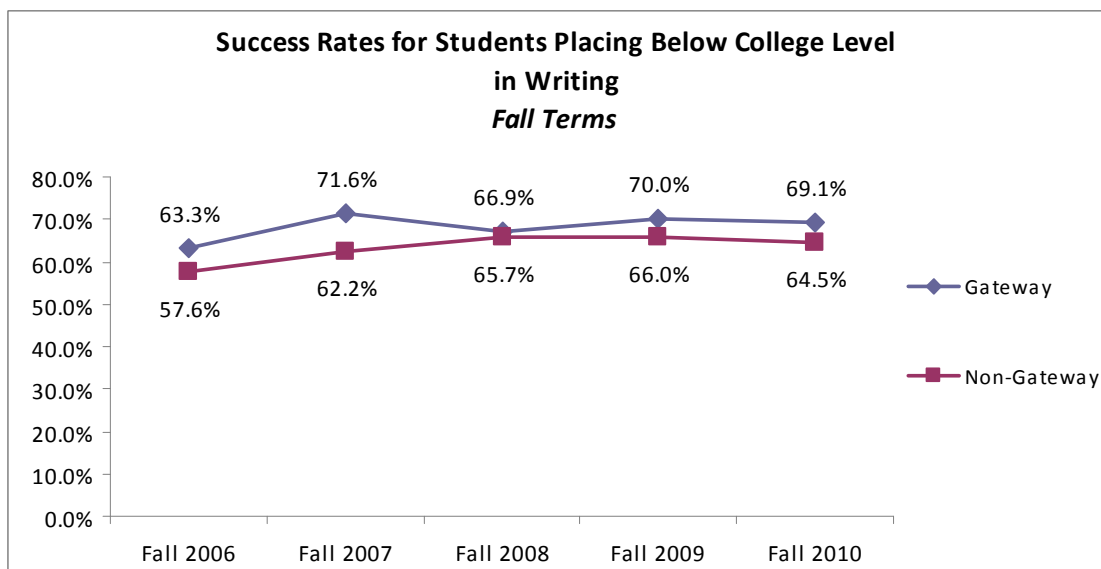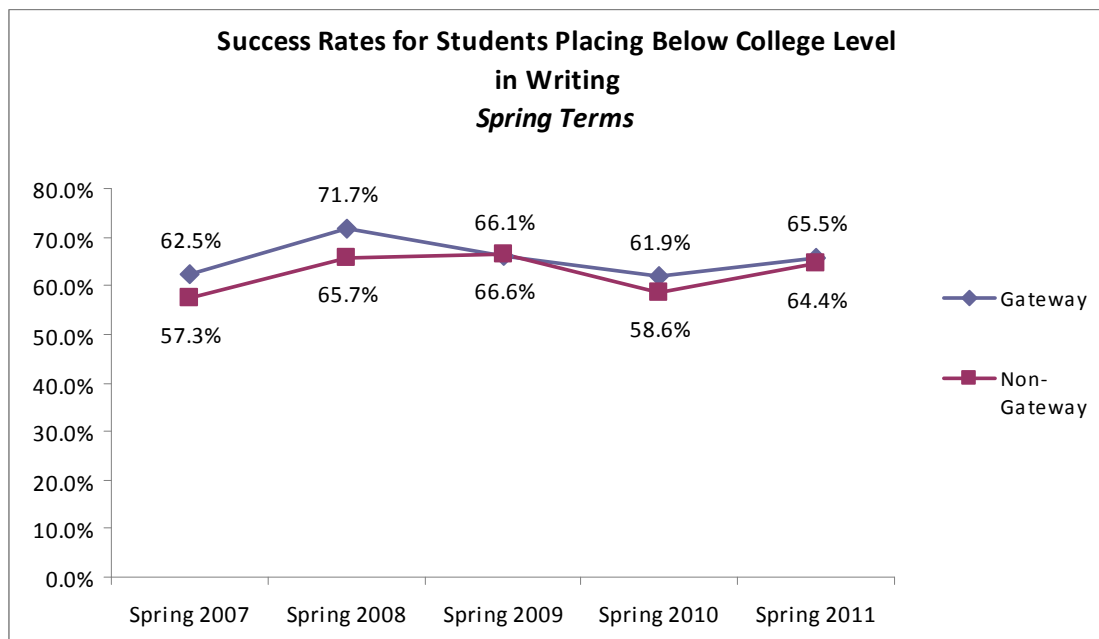
Students who place below college level in writing have had higher success rates in Gateway as opposed to Non-Gateway classes in all but one of the above semesters (Spring 2009), when the passing rates were nearly identical. This speaks to the impact Gateway faculty and tutors have on new students who are working to improve their skills in college-level reading and writing, which is essential to success across the disciplines at City College. The data show the success rate for Gateway sections is consistently higher over time; in other words, Gateway consistently helps students who place into Basic Skills achieve success.

ENGL 80 cohorts who successfully completed ENGL 100 within two semesters

ENG 80 Students Who Completed ENG 100 within 2 Semesters
Fall Cohorts

	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Gateway	48.9%	46.6%	44.7%	51.0%
Non-Gateway	44.7%	44.9%	42.9%	43.9%

ENG 80 Students Who Completed ENG 100 within 2 Semesters
Spring Cohorts

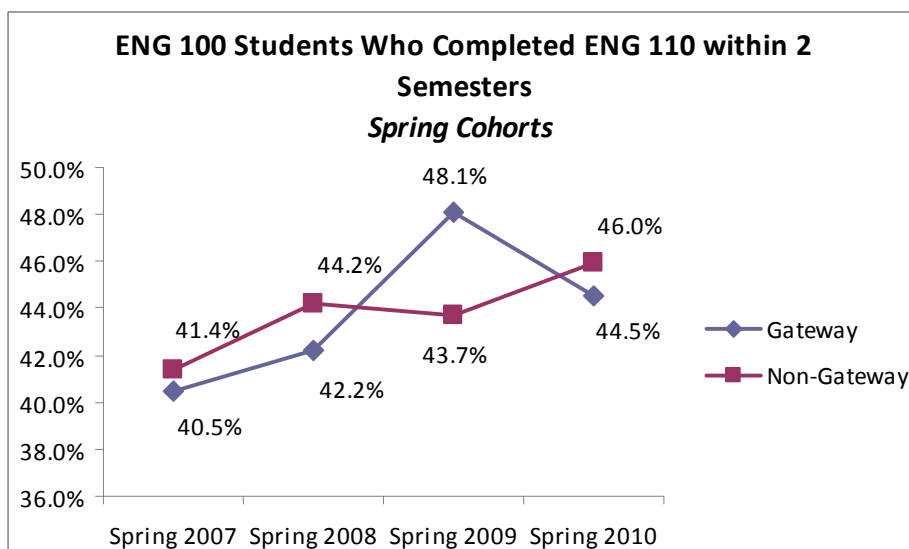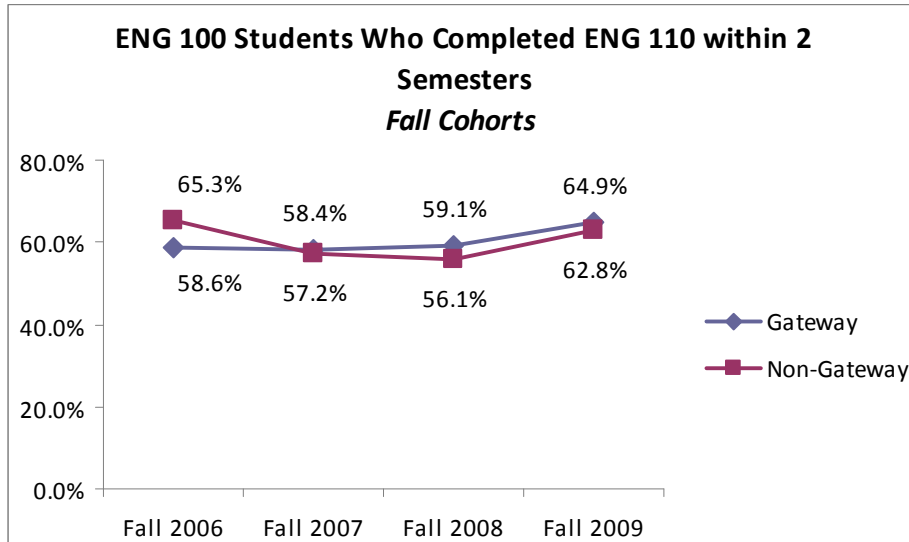|	Spring 2007	Spring 2008	Spring 2009	Spring 2010
Gateway	29.1%	26.7%	35.3%	33.2%
Non-Gateway	24.6%	25.4%	19.1%	27.1%
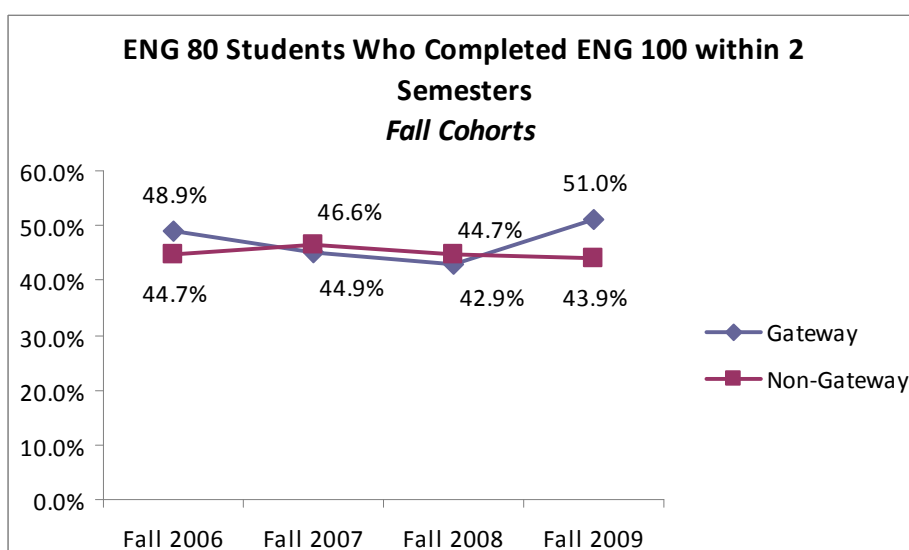
The PSS team wanted to know if students who successfully complete Gateway Basic Skills reading and writing courses have a higher rate of persistence and success in subsequent levels of English. We were interested in ascertaining how long it took for students who place in below college-level Reading and Writing overall to complete ENG 100 in Gateway courses compared to those students who took the same non-Gateway courses.

As these data reflect, students who were enrolled in Gateway ENG 80 sections were more likely to complete ENG 100 within two semesters than students who were enrolled in non-Gateway ENG 80 sections in the same term. Data indicates a range from 1 to 16 percentage points higher success rates in Gateway sections. As the Gateway program has grown and improved, persistence rates for Gateway ENG 80 students who go on to pass ENG 100 within two semesters has increased considerably, especially when compared to students who did not participate in the Gateway program. Standout semesters include spring 2009 (16.2%) and fall 2009 (7.1%)
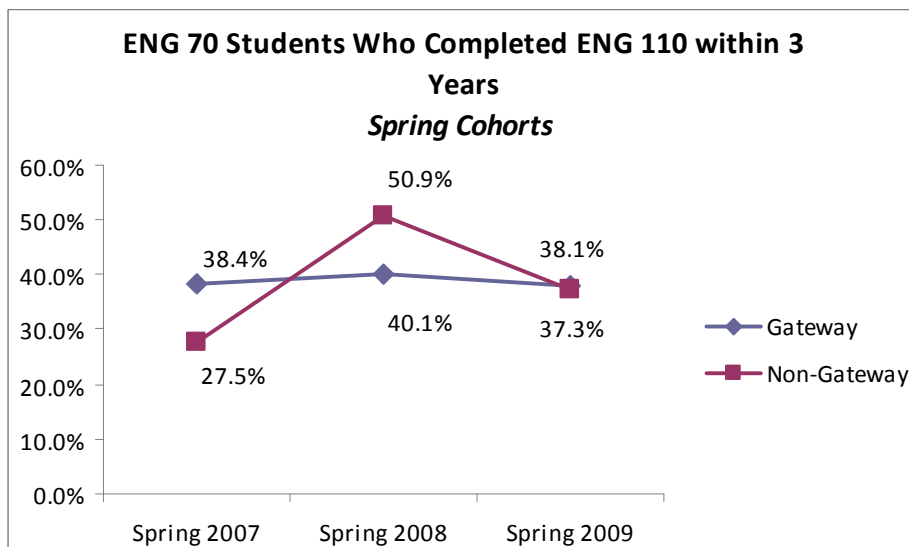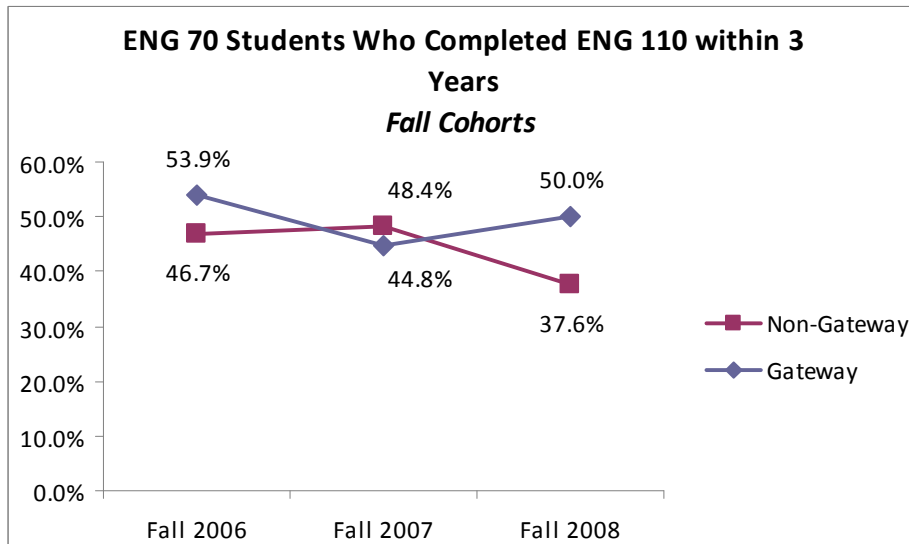
ENG 100 cohorts who successfully completed ENG 110 within two semesters

ENG 100 Students Who Completed ENG 110 within 2 Semesters
Fall Cohorts

Gateway: Fall 2006 58.6%, Fall 2007 57.2%, Fall 2008 59.1%, Fall 2009 64.9%
Non-Gateway: Fall 2006 65.3%, Fall 2007 58.4%, Fall 2008 56.1%, Fall 2009 62.8%

ENG 100 Students Who Completed ENG 110 within 2 Semesters
Spring Cohorts

Gateway: Spring 2007 40.5%, Spring 2008 42.2%, Spring 2009 48.1%, Spring 2010 44.5%
Non-Gateway: Spring 2007 41.4%, Spring 2008 44.2%, Spring 2009 43.7%, Spring 2010 46.0%

With the exception of fall 2006, students who were enrolled in Gateway sections of ENG 100 were more likely to complete ENG 110 within two semesters than students enrolled in non-Gateway sections of ENG 100 in the same term. Overall, students who take a Basic Skills class (ENG 70, ENG 80, or ENG 100) in fall seem to have higher persistence rates than their peers who take the same classes in spring. The long summer break between spring and fall semesters may contribute to this trend. However, it is important to note that there is an upward trend over time.

The following charts show advancement to transfer-level English within three years.
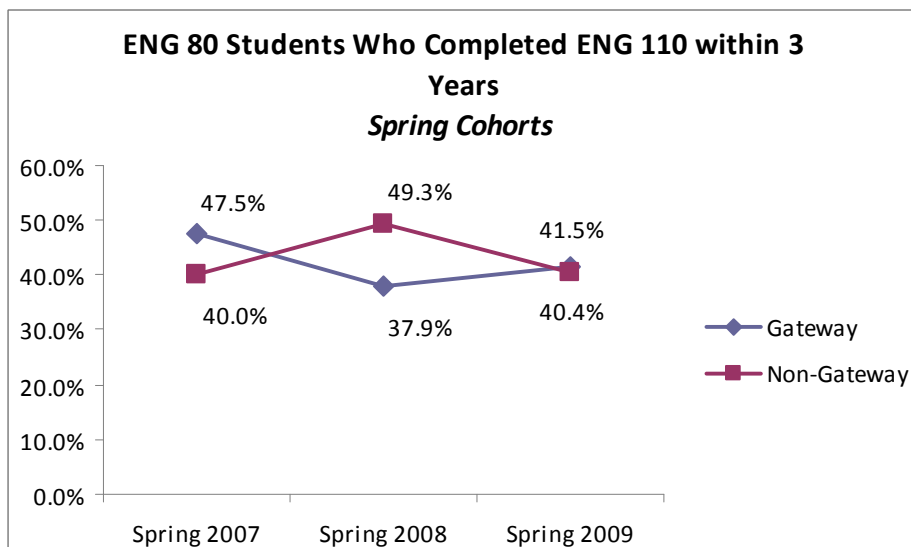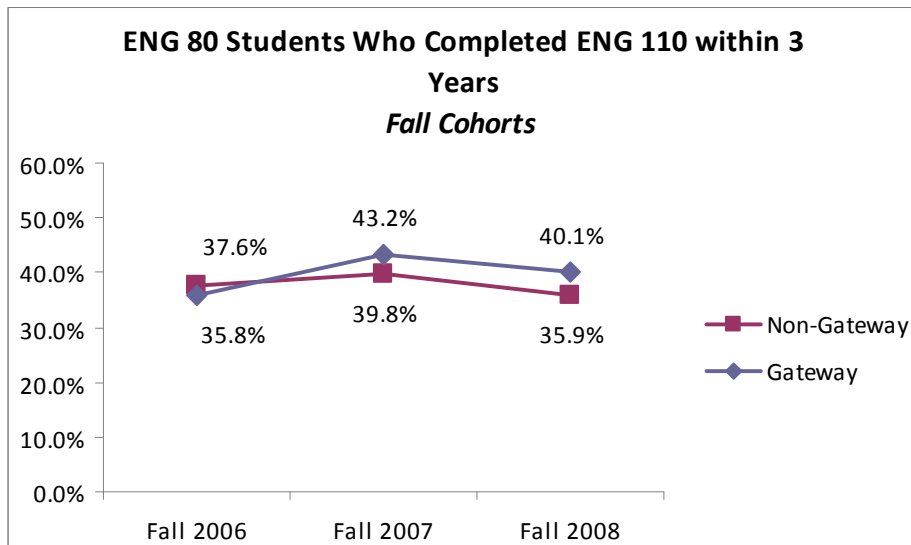
ENG 70 cohorts who successfully completed ENG 110 within three years

ENG 70 Students Who Completed ENG 110 within 3 Years
Fall Cohorts

	Fall 2006	Fall 2007	Fall 2008
Gateway	53.9%	44.8%	50.0%
Non-Gateway	46.7%	48.4%	37.6%

ENG 70 Students Who Completed ENG 110 within 3 Years
Spring Cohorts

	Spring 2007	Spring 2008	Spring 2009
Gateway	38.4%	40.1%	38.1%
Non-Gateway	27.5%	50.9%	37.3%

Students who successfully completed ENG 70 have a less consistent persistence rate in completing ENG 110 than ENG 80 students, perhaps due in part to the fact that ENG 70 is a reading class, while ENG 80 is a writing class, which is an integral skill to succeed in ENG 110. With the statewide push toward degree completion or transfer, it is vital to acknowledge data that show ENG 70 cohorts who successfully completed ENG 110 within three years. We will track this population in further reports.

ENG 80 cohorts who successfully completed ENG 110 within three years

ENG 80 Students Who Completed ENG 110 within 3 Years
Fall Cohorts

	Fall 2006	Fall 2007	Fall 2008
Non-Gateway	37.6%	39.8%	35.9%
Gateway	35.8%	43.2%	40.1%

ENG 80 Students Who Completed ENG 110 within 3 Years
Spring Cohorts

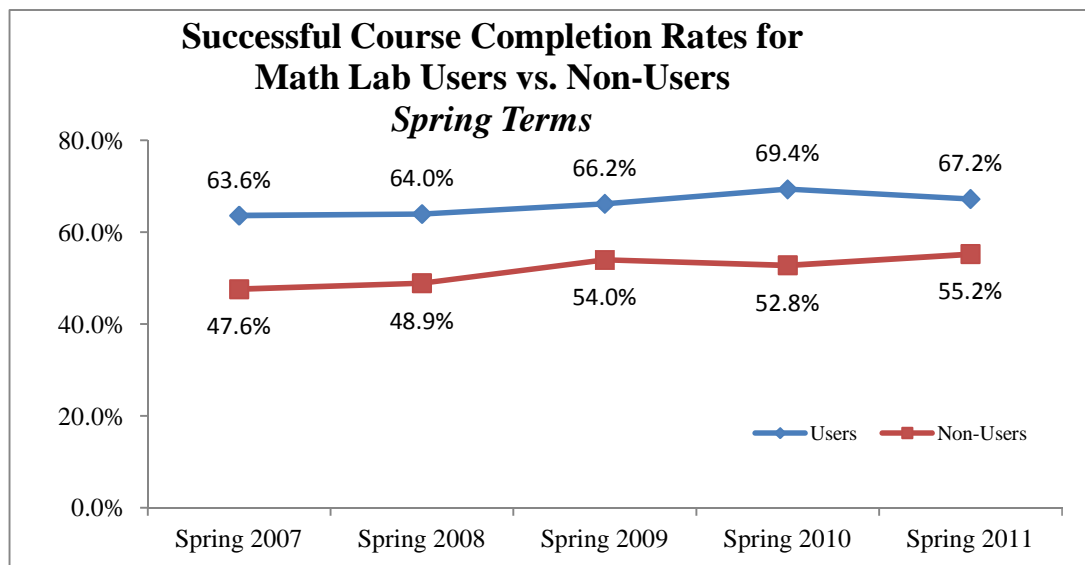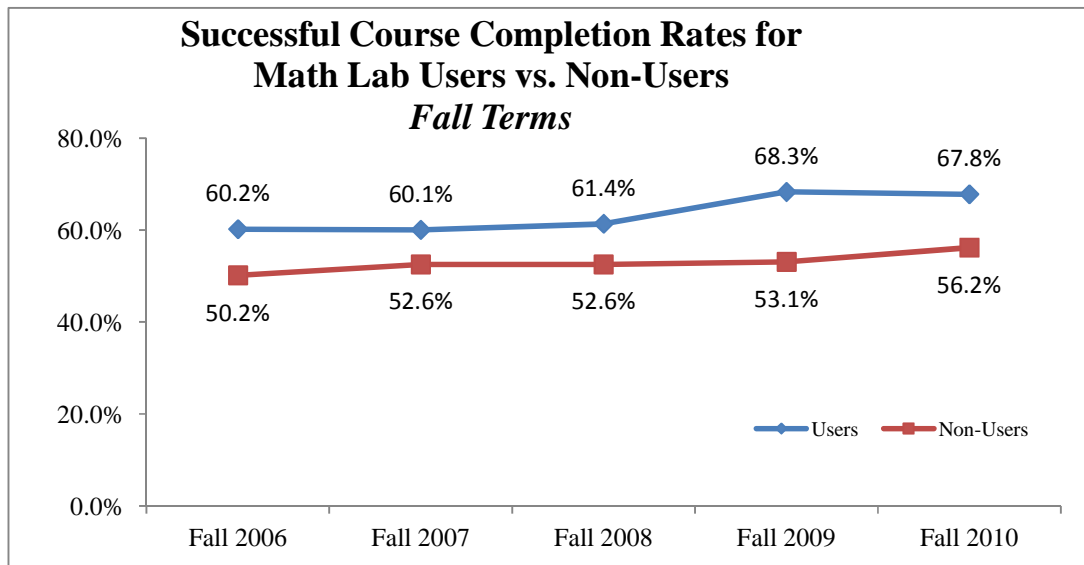|	Spring 2007	Spring 2008	Spring 2009
Gateway	47.5%	37.9%	41.5%
Non-Gateway	40.0%	49.3%	40.4%

The pattern seen here is similar to that seen with these same students progressing to successfully complete ENG 100 within two semesters. It will be important to track all of these persistence measures over time to see if any clear patterns develop.

In a variety of metrics, students of Gateway classes are statistically more successful than students in the same, Non-Gateway courses. Participation in the Gateway Program at the Basic Skills level is a strong indicator of future success at City College. Now that these data have been disseminated and analyzed, we are enthusiastic about finding ways to use these data to improve our program in terms of faculty support, tutor training and support, and, most importantly, student success.

The Math Lab 2010-11

Math Lab

The graphs and data for successful course completion for students that use the Math Lab are given below. There appears to be an upward trend in the success rates for all students, but the success rates for students using the lab services are significantly higher than for those who do not use the lab. There continue to be success rates over 80% among students who visit the lab 20 or more times in the semester, which is just slightly more than once per week during the semester.

Successful Course Completion Rates for Math Lab Users vs. Non-Users — Fall Terms

Successful Course Completion Rates for Math Lab Users vs. Non-Users — Spring Terms

Successful math course completion rates for students who used vs. those who did not use Math Lab services

Fall Terms

Visits	Fall 2006 Success Rate	Count	Fall 2007 Success Rate	Count	Fall 2008 Success Rate	Count	Fall 2009 Success Rate	Count	Fall 2010 Success Rate	Count
One	52.5%	297	48.6%	329	52.1%	363	60.6%	383	59.6%	354
Two	54.8%	166	52.9%	221	59.2%	211	68.8%	224	64.8%	213
Three to Four	53.7%	229	58.7%	247	62.4%	311	68.9%	270	66.7%	222
Five to Nine	59.1%	296	60.1%	306	57.0%	302	65.6%	308	65.6%	291
Ten to 19	67.8%	264	68.4%	256	69.7%	271	75.4%	236	79.2%	221
20 or more	81.3%	144	81.1%	169	82.0%	128	82.7%	133	83.7%	123
Users	**60.2%**	**1,396**	**60.1%**	**1,528**	**61.4%**	**1,586**	**68.3%**	**1,554**	**67.8%**	**1,424**
Non-Users	**50.2%**	**2,373**	**52.6%**	**2,347**	**52.6%**	**2,689**	**53.1%**	**2,912**	**56.2%**	**3,104**
Difference	**6.2%**		**7.5%**		**8.8%**		**15.2%**		**11.6%**	

Spring Terms

Visits	Spring 2007 Success Rate	Count	Spring 2008 Success Rate	Count	Spring 2009 Success Rate	Count	Spring 2010 Success Rate	Count	Spring 2011 Success Rate	Count
One	47.1%	267	60.2%	352	54.0%	326	53.5%	332	59.0%	355
Two	57.2%	161	46.2%	187	66.4%	211	60.3%	192	66.7%	213
Three to Four	62.8%	188	59.9%	279	60.4%	235	70.9%	261	66.1%	245
Five to Nine	57.5%	252	67.7%	334	67.6%	281	64.8%	270	64.5%	372
Ten to 19	76.7%	245	66.0%	256	71.8%	209	71.7%	219	75.5%	237
20 or more	79.0%	143	86.5%	171	82.7%	104	84.3%	178	82.3%	158
Users	**63.6%**	**1,256**	**64.0%**	**1,579**	**66.2%**	**1,366**	**69.4%**	**1,452**	**67.2%**	**1,580**
Non-Users	**47.6%**	**2,027**	**48.9%**	**2,027**	**54.0%**	**2,594**	**52.8%**	**2,587**	**55.2%**	**2,900**
Difference	**10.0%**		**15.1%**		**12.2%**		**16.6%**		**12.0%**	

During this same period, there has been a large increase in the number of Gateway sections of mathematics. Given that the number of students using the lab has stayed around the same or slightly increased, it seems reasonable to assume that in the last 3 years, more mathematics students are being served by Gateway or Math Lab tutoring. Also, beginning in Fall 2011 and continuing this Spring 2012, the Math Lab director, Allison Chapin, has been engaged in the changes occurring with tutor training. All Gateway tutors must now complete tutor training within their first semester of employment. Tutors may choose a tutor training workshop that is focused specifically on mathematics tutoring and is taught by Ms. Chapin. In addition, she has been implementing "debriefing" sessions for tutors to discuss specific tutoring issues and strategies. This is hoped to improve tutoring by facilitating communication amongst tutors about best practices.

Unfortunately, the lab continues to be very busy and is often overflowing with students. The concern with this is that students will decide not to return for the tutoring services. Given that the space will not be expanded and the tutoring budget is not likely to increase in the current budget climate, we will continue to rely on Gateway tutoring to alleviate some of the burden on the lab. On the following page, we have a new analysis of pass rates by specific courses.

Successful course completion rates by math course for students who used vs. those who did not use Math Lab services
2010-2011

Fall 2010

Course	Users			Non-Users			Difference
	Total	Success Count	Success Rate	Total	Success Count	Success Rate	
MATH 001	105	59	56.2%	185	56	30.3%	25.9%
MATH 004	71	47	66.2%	223	112	50.2%	16.0%
MATH 080	3	2	66.7%	33	11	33.3%	33.3%
MATH 087	3	1	33.3%	46	8	17.4%	15.9%
MATH 100	173	97	56.1%	518	261	50.4%	5.7%
MATH 100N	12	10	83.3%	27	21	77.8%	5.6%
MATH 107	184	106	57.6%	610	355	58.2%	-0.6%
MATH 108	3	3	100.0%	14	12	85.7%	14.3%
MATH 111	30	16	53.3%	106	44	41.5%	11.8%
MATH 117	323	257	79.6%	438	304	69.4%	10.2%
MATH 117H	17	16	94.1%	4	4	100.0%	-5.9%
MATH 120	138	92	66.7%	285	170	59.6%	7.0%
MATH 130	69	51	73.9%	151	93	61.6%	12.3%
MATH 131	37	22	59.5%	21	10	47.6%	11.8%
MATH 137	24	17	70.8%	82	56	68.3%	2.5%
MATH 138	33	22	66.7%	41	20	48.8%	17.9%
MATH 150	30	21	70.0%	203	154	75.9%	-5.9%
MATH 160	49	28	57.1%	90	40	44.4%	12.7%
MATH 200	65	49	75.4%	12	5	41.7%	33.7%
MATH 210	27	25	92.6%	5	4	80.0%	12.6%
MATH 220	28	25	89.3%	10	5	50.0%	39.3%
Total	1,424	966	67.8%	3,104	1,745	56.2%	11.6%

For Fall 2010, all but three courses had higher success for the students that utilized Math Lab services. The Math 107 difference is difficult to explain, but the other two courses (117H and 150) may be explained by the small numbers of students either in the course or that sought tutoring. It is worth noting that in Math 1, Math 4, and Math 100 (all basic skills courses with traditionally low success rates), the students that visited the Math Lab passed at higher rates than those that did not.

Successful course completion rates by math course for students who used vs. those who did not use Math Lab services 2010-2011

Spring 2011

Course	Users			Non-Users			Difference
	Total	Success Count	Success Rate	Total	Success Count	Success Rate	
MATH 001	93	45	48.4%	155	43	27.7%	20.6%
MATH 004	49	32	65.3%	208	122	58.7%	6.7%
MATH 074	4	4	100.0%	37	35	94.6%	5.4%
MATH 080	1	1	100.0%	27	16	59.3%	40.7%
MATH 087	1	0	0.0%	22	7	31.8%	-31.8%
MATH 100	216	106	49.1%	452	199	44.0%	5.0%
MATH 100N	22	12	54.5%	6	1	16.7%	37.9%
MATH 103	9	5	55.6%	51	43	84.3%	-28.8%
MATH 107	270	166	61.5%	614	311	50.7%	10.8%
MATH 111	64	27	42.2%	63	21	33.3%	8.9%
MATH 114	13	13	100.0%	22	17	77.3%	22.7%
MATH 117	282	223	79.1%	381	246	64.6%	14.5%
MATH 120	118	81	68.6%	253	130	51.4%	17.3%
MATH 130	118	92	78.0%	164	102	62.2%	15.8%
MATH 131	36	30	83.3%	15	8	53.3%	30.0%
MATH 137	32	28	87.5%	75	51	68.0%	19.5%
MATH 138	21	14	66.7%	63	48	76.2%	-9.5%
MATH 150	35	21	60.0%	94	55	58.5%	1.5%
MATH 160	42	31	73.8%	172	132	76.7%	-2.9%
MATH 200	61	54	88.5%	15	10	66.7%	21.9%
MATH 210	45	39	86.7%	6	3	50.0%	36.7%
MATH 220	48	38	79.2%	5	2	40.0%	39.2%
Total	1,580	1,062	67.2%	2,900	1,602	55.2%	12.0%

Again, most courses show a higher success rate for the students that sought tutoring in the Math Lab than for those whom did not. However, for Math 087, Math 103, Math 138, and Math 160 this was not the case. Only one Math 087 student visited the lab, so that sample is not large enough to make any conclusions. This is also a similar situation for Math 103. The numbers are a bit larger for Math 138 and 160, so it's difficult to determine why those students are not seeing higher success rates. It may be that by the time students are in these upper division classes, only the "weaker" students use the tutoring services.

The Academic Achievement Zone 2010-11

The Academic Achievement Zone statistics for the past five years continue to show the effectiveness of this nontraditional program serving the at-risk student-athletes enrolled in a minimum of 12 units at SBCC. The effective tutor training received along with strategies used that are directly related to self-efficacy and sport psychology, student-athletes who utilize the Achievement Zone consistently show a significant increase in overall GPA. Course completion rates have also increased as an outcome measure of the effectiveness of the tutoring and mentoring. It is clear that coaches and student-athletes are enjoying the benefits of our program's mission. We have been able to educate student-athletes about the campus wide resources available to them at SBCC and to teach study skills necessary to navigate through the challenges they will face in education and lifelong learning. By enhancing academic achievement of student-athletes based on accountability models keyed to self-efficacy, grade point averages, transfer rates, retention, graduation rates and related measurements the following data represents the success and effectiveness of the program.

Table 1 and 2 represent the variable of time referring to number of visits and number of hours influencing students' academic achievement on the basis of evidence that grappling with time demands is a major concern for student- athletes and that the more time students spend involved in academic activities, including tutoring, has a positive impact on academic outcomes.

Successful Course Completion Rates by Number of Visits to AAZ – Fall 2010

Number of Visits	Success		Unsuccessful		Withdrawn		Total Enrollments	Total Head Count	Avg. Term GPA
	Count	Percent	Count	Percent	Count	Percent			
Zero	146	51.4%	78	27.5%	60	21.1%	284	59	1.71
1 to 9	124	62.0%	55	27.5%	21	10.5%	200	36	2.22
10 to 19	161	68.2%	57	24.2%	18	7.6%	236	46	2.37
20 to 29	203	79.6%	44	17.3%	8	3.1%	255	44	2.76
30 to 39	95	84.8%	14	12.5%	3	2.7%	112	20	2.98
40 or More	38	88.4%	4	9.3%	1	2.3%	43	8	2.85
Enrollments[1]	767	67.9%	252	22.3%	111	9.8%	1130	213	

Successful Course Completion Rates by Number of Hours Spent in AAZ – Fall 2010

| Number of Hours	Success		Unsuccessful		Withdrawn		Total Enrollments	Total Head Count	Avg. Term GPA
	Count	Percent	Count	Percent	Count	Percent			
Zero	146	51.4%	78	27.5%	60	21.1%	284	59	1.71
1 to 9	129	62.0%	57	27.4%	22	10.6%	208	38	2.20
10 to 19	142	67.6%	51	24.3%	17	8.1%	210	40	2.38
20 to 29	207	79.6%	45	17.3%	8	3.1%	260	46	2.80
30 to 39	88	83.8%	14	13.3%	3	2.9%	105	18	2.80
40 or More	55	87.3%	7	11.1%	1	1.6%	63	12	2.87
Enrollments[1]	767	67.9%	252	22.3%	111	9.8%	1130	213	

As with GPA, data on course completion shows a difference of 6.0% success rate of users versus nonusers, resulting in 72.7% of 402 student-athletes successful completing their courses they were enrolled in with a 'C' or better grade during the spring of 2011. Table 3 shows the comparison of successful course completion rates between users and non-users for spring 2011.

Comparison of Successful Course Completion Rates between AAZ Users and Non-Users Spring 2011

Spring 2011

|	AAZ Users		AAZ Non-Users		
	Count	Percent	Count	Percent	**Difference**
Successful	402	72.7%	222	66.7%	6.0%
Unsuccessful	110	19.9%	74	22.2%	-2.3%
Withdrawn	41	7.4%	37	11.1%	-3.7%
Total Enrollments[1]	553		333		
Total Headcount	100		65		
Average Term GPA	2.41		2.03		0.39

As indicated in the following charts, Achievement Zone users showed consistently higher course completion rates than non-users during the fall and spring terms.
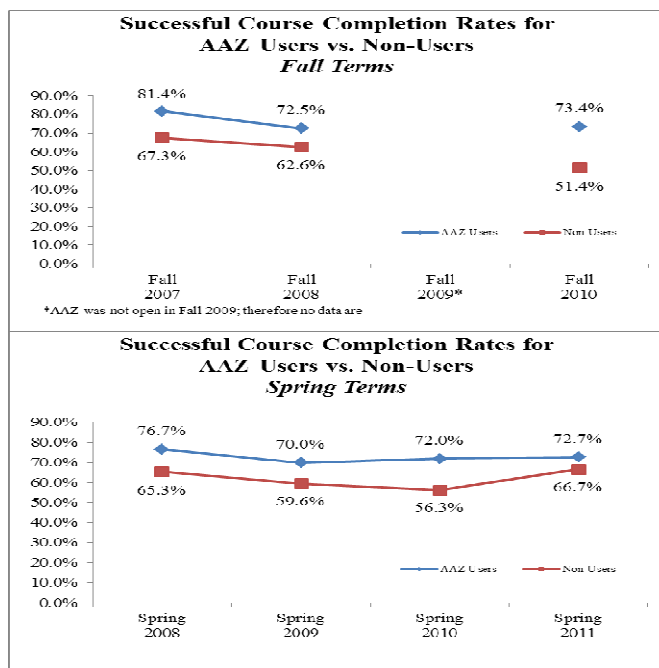

The Zone staff has worked hard in assisting student-athletes to develop a repertoire of study strategies they can apply appropriately as they work toward mastering course materials. Providing students with accurate, targeted feedback on the use of learning strategies is a key mechanism in developing their capabilities as self-directed learners. Each staff member works at

conveying respect and engaging in active learning to understand the student-athlete's emotional, social, and intellectual needs, concerns, and goals.

The data represented below presents the successful term retention rates for the Achievement Zone users and non-users in basic skills courses from fall to spring 2007 to 2011. Users of the Achievement Zone show substantially higher rates of retention from fall 2007-spring 2008 91.4% compared to 85.5% for non-users.
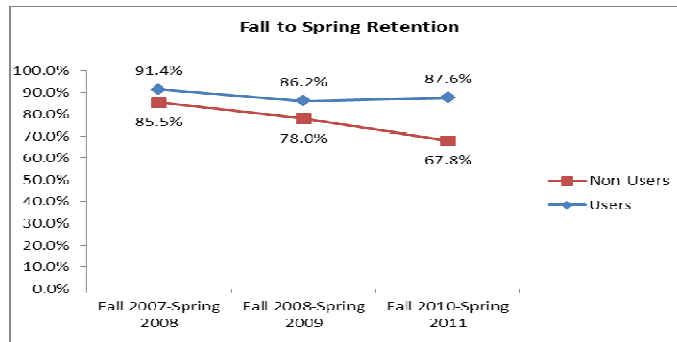

The trend continues from spring to fall 2008 to spring and fall 2010 with a continuation of success for users with an 81.1% success rate in spring to fall 2010 compared to 65% for non-users.
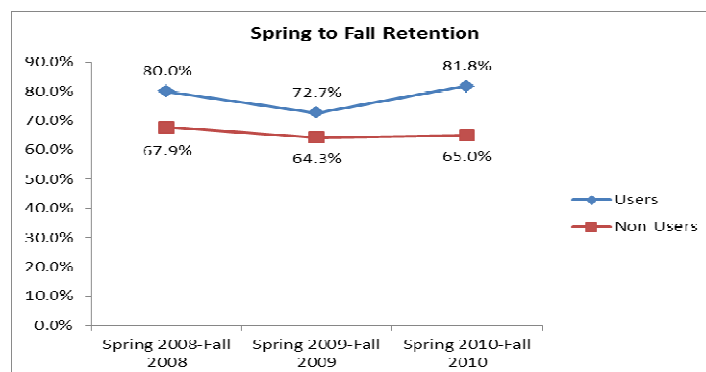
The retention rate however, from fall to fall 2007 to 2011 shows a downward trend for retention. Fall 2007 represents a 71% retention rate with a continuing trend downward in fall 2011 to 60% for users and an even lower percentage 44.1% for non-users. Some variables that may explain the downward trend may include several explanations such as transferring student-athletes to four year schools, financial difficulties, medical injury which prevents the student-athlete from participating, eligibility, and personal reasons.

Fall to Fall Retention
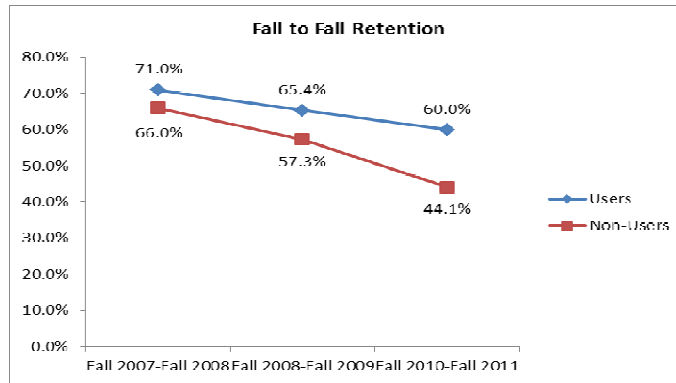
This is perhaps where transfer information could improve the retention rate as well as completion of certificates. We still maintain that this is a fairly consistent gap and the athletic department will continue to identify the factors influencing the trend. It is also important to note that the overall success of the Achievement Zone continues by enhancing the student-athletes' academic performance while reinforcing their dual identity as athletes and scholars builds on skills that are equally applicable to athletic and academic pursuits. Student-athletes using the Academic Achievement Zone learn how to capitalize on the transfer of motivational skills from the athletic domain to the academic domain enabling the student-athlete to build on skills developed through athletic participation such as discipline, focus and concentration, leadership, teamwork, responsibility, and determination and apply them to academic endeavors. The significance of this suggests that by the mentors and tutors devoting more time in teaching self-efficacy strategies in association with tutoring, students attending the Achievement Zone develop higher self-efficacy and higher rates of course completion and GPA.