BSI-HSI Activity Evaluation Report 2012

Institutional Research and Planning

Palomar College

June, 2012

Table of Contents

INTRODUCTION 1

BASIC SKILLS STUDENTS 2

Placement 2

Basic Skills Course Taking 4

Student Characteristics 7

Progress through Basic Skills Sequences 10

LEARNING COMMUNITIES 15

Learning Communities Use 15

Use and Student Demographics 16

Learning Communities Impact 17

Success and Retention 18

Persistence 23

Learning Communities Student Survey 23

Data 24

Results 25

Satisfaction 25

Education Plans and Goals 28

Integrative Learning and Assignments 32

Benefit of Learning Community Participation 36

Comments 36

Learning Communities Summary 44

TEACHING AND LEARNING CENTER 45

TLC Use 45

Students, Time, and Visits 45

Student Characteristics 51

TLC Impact 56
TLC Summary 60
TUTORING 61
Tutoring Use 61
Student Characteristics 63
Tutoring Impact 66
English Success and Retention 66
Math Success and Retention 69
Tutoring Summary 72
SUMMER BRIDGE 73
Summer Bridge Use 73
Summer Bridge Impact 74
Fall Enrollment 74
Success and Retention 75
Summer Bridge Survey 76
Data 76
Results 77
Satisfaction 77
Preparedness 79
Instruction Modalities 80
Benefit 83
Improvement 86
Summer Bridge Summary 88
SUMMARY 89
APPENDIX A: LEARNING COMMUNITIES QUESTIONNAIRE ITEMS 90
APPENDIX B: SUMMER BRIDGE QUESTIONNAIRE ITEMS 97

INTRODUCTION

The Basic Skills Initiative/Title V Hispanic Serving Institution Steering Committee is charged with implementing a broad collection of activities and services geared toward improving student outcomes for basic skills and disadvantaged students. As part of the effort to make ongoing improvements to these activities and services, the Office of Institutional Research and Planning has collected data relevant to some of these components. The current focus of this study is on (1) Learning Communities, (2), the Teaching and Learning Center, (3) Tutoring, and (4) Summer Bridge. This report summarizes the data gathered in this effort.

BASIC SKILLS STUDENTS

Before focusing on the activities, it may be informative to examine some data regarding basic skills students. Therefore, this section presents data regarding placement, basic skills course taking, and some demographics of basic skills students

Placement

For the purposes of this report, basic skills students are defined as students who are taking a basic skills course (regardless of placement). So, a basic skills student is one who in a given term is taking a course numbered below 50. However, it is still useful to consider the placement of our students. The numbers of placements per academic year are shown in Table BS1. Tables BS2 through BS5 display the levels at which students were placed in each subject area. For English, 39.6% of those assessed were placed at transfer level. For math, approximately 11-12% were placed at transfer level. However, for reading, two-thirds were placed at transfer level. Of the ESL placements, half were at seven or eight levels below college level.

Table BS1. Placements by Academic Year

Academic Year	Subject			
	English	ESL	Math	Reading
2009-10	9,022	2,314	9,558	9,013
2010-11	8,801	1,894	9,103	8,800

Table BS2. English Placement Level by Academic Year

English Placement Level	2009-10	2010-11
100+ - Transfer Level	39.6%	39.7%
50 - 1 Level Below Transfer	26.1%	26.2%
10 - 2 Levels Below Transfer	34.3%	34.1%
Total	100.0%	100.0%

Table BS3. ESL Placement Level by Academic Year		
ESL Placement Level	2009-10	2010-11
103 - 1 Level Prior to College	3.5%	4.1%
102 - 2 Levels Prior to College	4.4%	4.1%
101 - 3 Levels Prior to College	8.0%	7.6%
36/55 - 4 Levels Prior to College	12.3%	10.0%
35/45 - 5 Levels Prior to College	11.8%	11.4%
34 - 6 Levels Prior to College	10.7%	10.8%
3 - 7 Levels Prior to College	14.3%	16.2%
1 & 2 - 8 Levels Prior to College	35.0%	35.9%
Total	100.0%	100.0%

Table BS4. Math Placement Level by Academic Year		
Math Placement Level	2009-10	2010-11
100+ - Transfer Level	12.2%	11.2%
60 - 1 Level Below Transfer	12.1%	12.5%
56 - 1 Level Below Transfer	7.0%	7.5%
50 - 2 Levels Below Transfer	12.6%	21.9%
15 - 3 Levels Below Transfer	54.1%	46.9%
10 - 4 Levels Below Transfer	1.9%	0.1%
Total	100.0%	100.0%

Table BS5. Reading Placement Level by Academic Year		
Reading Placement Level	2009-10	2010-11
110 - Transfer Level	67.6%	68.0%
50 - 1 Level Below Transfer	27.4%	27.1%
30 - 2 Levels Below Transfer	5.0%	4.9%
Total	100.0%	100.0%

Basic Skills Course Taking

The enrollments at different levels below transfer are summarized in Table BS6. Approximately one in ten enrollments were below transfer level. About two percent of enrollments are three levels below transfer or lower.

Table BS6. Enrollments by Levels Below Transfer

Term	Levels Below Transfer							
	None	One	Two	Three	Four	Five	Six	Total
2009-10								
Fall	89.1%	4.1%	4.0%	2.1%	0.4%	0.1%	0.1%	100.0%
Spring	90.8%	3.8%	3.2%	1.8%	0.2%	0.1%	0.1%	100.0%
2010-11								
Fall	89.0%	4.3%	3.9%	2.1%	0.4%	0.1%	0.1%	100.0%
Spring	90.1%	4.2%	3.5%	1.7%	0.2%	0.1%	0.1%	100.0%
2011-12								
Fall	88.8%	4.6%	4.2%	1.9%	0.3%	0.2%	0.0%	100.0%

Table BS7 shows English enrollments by levels below transfer. Between 33 and 40 percent of English enrollments were one or two levels below transfer. Table BS8 shows the ESL enrollments, all of which are below college level. Nearly two-thirds of math enrollments were below transfer level, as indicated in Table BS9. Just under half of the reading enrollments are at transfer level. This is seen in Table BS10.

Table BS7. English Enrollments by Levels Below Transfer

Term		Levels Below Transfer							
		None		One		Two		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
2009-10	Fall	2,664	60.0%	889	20.0%	886	20.0%	4,439	100.0%
	Spring	2,621	67.1%	745	19.1%	542	13.9%	3,908	100.0%
2010-11	Fall	2,532	59.8%	885	20.9%	815	19.3%	4,232	100.0%
	Spring	2,858	65.5%	892	20.5%	611	14.0%	4,361	100.0%
2011-12	Fall	2,652	61.4%	881	20.4%	783	18.1%	4,316	100.0%

Table BS8. ESL Enrollments by Levels Below Transfer

Term	Levels Below Transfer													
	One		Two		Three		Four		Five		Six		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2009-10														
Fall	74	10.2%	138	18.9%	194	26.6%	144	19.8%	94	12.9%	85	11.7%	729	100.0%
Spring	68	10.1%	145	21.5%	151	22.4%	152	22.5%	92	13.6%	67	9.9%	675	100.0%
2010-11														
Fall	46	6.3%	177	24.1%	190	25.9%	146	19.9%	101	13.8%	73	10.0%	733	100.0%
Spring	70	10.1%	160	23.0%	175	25.1%	145	20.8%	79	11.4%	67	9.6%	696	100.0%
2011-12														
Fall	47	7.7%	162	26.4%	123	20.1%	154	25.1%	127	20.7%	0	0.0%	613	100.0%

Table BS9. MATH Enrollments by Levels Below Transfer

Term		Levels Below Transfer											
		None		One		Two		Three		Four		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2009-10	Fall	2,470	34.0%	1,731	23.8%	1,684	23.2%	1,243	17.1%	133	1.8%	7,261	100.0%
	Spring	2,301	37.1%	1,558	25.1%	1,300	21.0%	1,044	16.8%	0	0.0%	6,203	100.0%
2010-11	Fall	2,450	34.7%	1,789	25.3%	1,529	21.6%	1,182	16.7%	118	1.7%	7,068	100.0%
	Spring	2,476	37.9%	1,684	25.7%	1,429	21.9%	951	14.5%	0	0.0%	6,540	100.0%
2011-12	Fall	2,649	36.4%	1,774	24.4%	1,642	22.6%	1,133	15.6%	70	1.0%	7,268	100.0%

Table BS10. Reading Enrollments by Levels Below Transfer

Term		Levels Below Transfer									
		None		One		Two		Three		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2009-10	Fall	349	48.3%	213	29.5%	137	19.0%	23	3.2%	722	100.0%
	Spring	298	48.2%	154	24.9%	138	22.3%	28	4.5%	618	100.0%
2010-11	Fall	347	47.1%	221	30.0%	143	19.4%	25	3.4%	736	100.0%
	Spring	327	49.5%	177	26.8%	126	19.1%	30	4.5%	660	100.0%
2011-12	Fall	333	42.0%	294	37.1%	142	17.9%	24	3.0%	793	100.0%

Student Characteristics

This section presents some characteristics of those students enrolled in basic skills courses at Palomar College. Table BS11 shows the gender distribution of basic skills and non-basic skills students. Basic skills were more likely than other students to be female. Table BS12 shows that basic skills students were more likely to be Hispanic and less likely to be white compared to other students. Basic skills students were also much more likely to be first-time students, as indicated in Table BS13.

Table BS11. Gender by Academic Year

Term		Current Basic Skills Student	Gender				
			Female	Male	Unknown	Total	Total
2009-10	Fall	No	45.6%	53.8%	0.6%	100.0%	20,808
		Yes	53.8%	45.8%	0.5%	100.0%	5,921
	Spring	No	46.0%	53.4%	0.6%	100.0%	20,560
		Yes	52.5%	47.0%	0.5%	100.0%	5,076
2010-11	Fall	No	44.7%	54.7%	0.6%	100.0%	19,892
		Yes	51.9%	47.6%	0.5%	100.0%	5,775
	Spring	No	44.8%	54.5%	0.6%	100.0%	20,124
		Yes	51.5%	48.1%	0.5%	100.0%	5,343
2011-12	Fall	No	43.9%	55.5%	0.6%	100.0%	19,065
		Yes	50.6%	48.7%	0.7%	100.0%	5,687

Table BS12. Race & Ethnicity by Academic Year

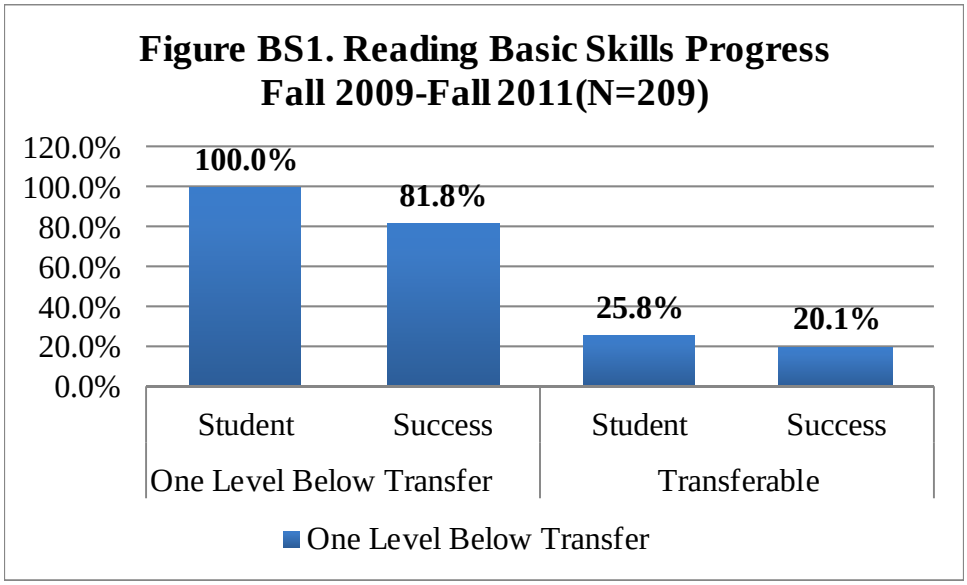
Term		Current Basic Skills Student	Ethnicity								
			African American	Asian & Pacific Islander	Filipino	Hispanic	Multi Ethnic	Native American	Unknown	White	Total
2009-10	Fall	No	3.9%	6.2%	3.4%	27.6%	2.4%	1.0%	8.9%	46.8%	100.0%
		Yes	4.4%	6.6%	3.0%	41.3%	2.7%	0.6%	4.9%	36.6%	100.0%
	Spring	No	3.5%	6.3%	3.3%	28.3%	2.5%	0.9%	8.2%	47.0%	100.0%
		Yes	4.6%	6.9%	2.6%	42.9%	2.6%	0.7%	4.8%	34.8%	100.0%
2010-11	Fall	No	3.5%	5.9%	3.3%	28.3%	2.8%	0.9%	7.5%	47.7%	100.0%
		Yes	3.9%	5.9%	2.3%	42.9%	3.3%	0.7%	4.1%	37.0%	100.0%
	Spring	No	3.5%	5.9%	3.0%	29.1%	3.1%	1.0%	7.3%	47.1%	100.0%
		Yes	4.1%	6.0%	2.4%	43.5%	3.0%	0.8%	4.3%	36.0%	100.0%
2011-12	Fall	No	3.4%	5.5%	3.1%	30.1%	3.4%	0.9%	6.6%	47.0%	100.0%
		Yes	3.5%	6.0%	2.8%	43.5%	3.9%	0.8%	3.7%	35.9%	100.0%

Table BS13. Enrollment Status by Academic Year

Term		Current Basic Skills Student	Enrollment Status						
			First-time Student	First-time Transfer Stud	Returning Student	Continuing Student	Special Admit	Total	Total
2009-10	Fall	No	16.5%	7.8%	14.9%	56.8%	4.0%	100.0%	20,808
		Yes	45.0%	3.0%	8.5%	42.1%	1.4%	100.0%	5,921
	Spring	No	7.6%	5.5%	12.5%	69.2%	5.1%	100.0%	20,560
		Yes	9.9%	2.0%	9.0%	77.1%	2.0%	100.0%	5,076
2010-11	Fall	No	15.7%	7.6%	15.7%	57.2%	3.8%	100.0%	19,892
		Yes	38.4%	2.8%	9.5%	47.8%	1.5%	100.0%	5,775
	Spring	No	6.8%	5.4%	13.2%	69.7%	4.9%	100.0%	20,124
		Yes	10.6%	2.4%	8.8%	76.4%	1.8%	100.0%	5,343
2011-12	Fall	No	14.4%	8.0%	14.1%	59.9%	3.6%	100.0%	19,065
		Yes	35.0%	3.9%	10.1%	50.0%	1.0%	100.0%	5,687

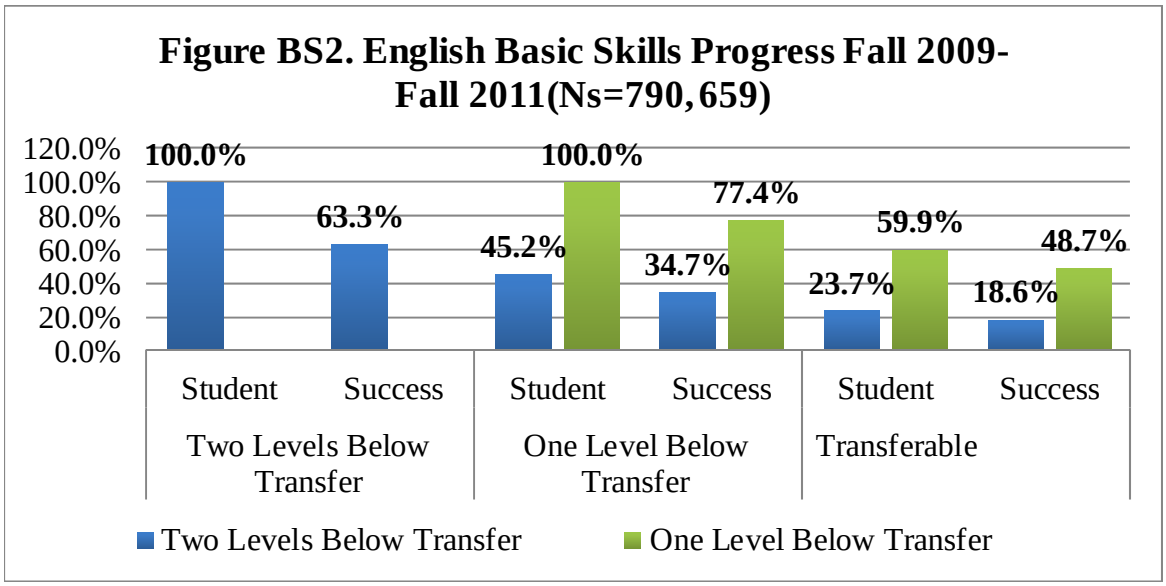
Progress through Basic Skills Sequences

It is useful to consider the flow of students through the basic skills sequences.[1] The following figures show, for students starting in Fall 2009, progress through the basic skills sequences as of Fall 2011. This five-term time frame is short, but it coincides with the activities of interest in this report. Future reports will be able to provide a longer time frame within which progress through basic skills sequences may be examined. Figure BS1 summarizes progress for students starting at one level below transfer in reading (Reading 50 – Reading Improvement). (Only 26 students started at a level below one level below transfer, so these levels are not examined for this report.) The figure shows that by Fall 2011 four-fifths (81.8%) of those who had started in the Fall 2009 cohort taking Reading 50 successfully passed Reading 50. That is, of the 209 students who entered the sequence at one level below transfer, 171 were successful at that level by the end of the Fall 2011 term. There were a total of 215 enrollments in Reading 50 from this cohort, so the success rate per enrollment was 171/215 = 79.5%. Only 54 (25.8%) of the students in the cohort enrolled in transfer-level reading (Reading 110, 115, or 120) by Fall 2011, and 20.1% of the cohort passed a transfer-level reading course successfully by this term.



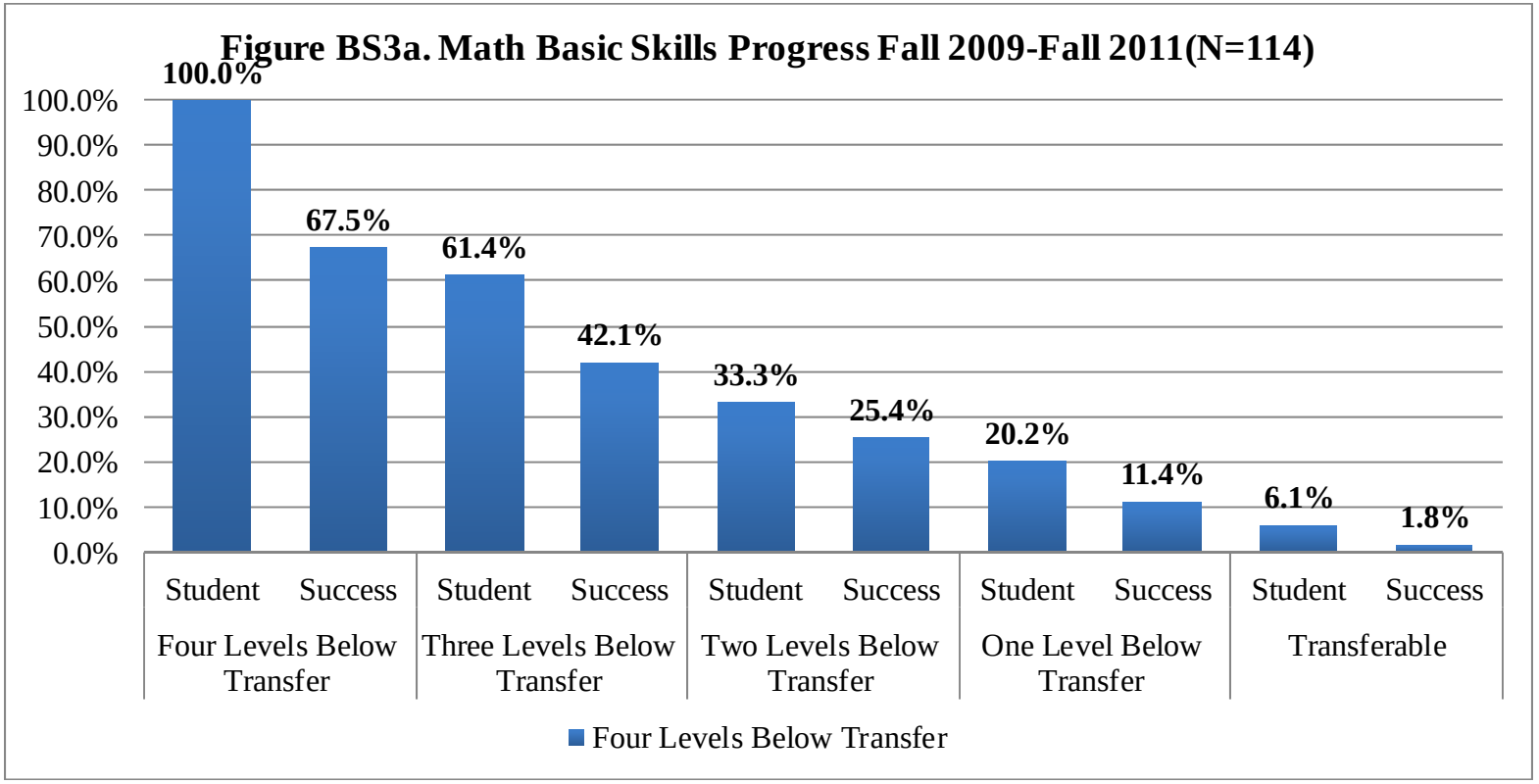
[1] These results come from the Basic Skills Cohort Tracker on the Chancellor's Office website (http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx).

The flow through the English sequence is summarized in Figure BS2. In the Fall 2009 term, 790 students entered the English sequence at two levels below transfer (English 10 – English Essentials), and 659 entered the sequence at one level below transfer (English 50 – Introductory Composition). For those students starting at two levels below transfer, less than half (45.2%) made it to one level below transfer, and only 18.6% successfully completed transfer-level English by Fall 2011.



A total of 114 students entered the math sequence four levels below transfer (Math 10 – Basic Arithmetic); 995 students entered three levels below transfer (Math 15 – Prealgebra); 894 entered two levels below transfer (Math 50 – Beginning Algebra); and 812 entered one level below transfer (Math 56 – Beginning/Intermediate Algebra and 60 – Intermediate Algebra).

Figures BS3a-d show the success rates of students beginning in Fall 2009 as they progress through the math basic skills sequence. The figures show that for students starting three or four levels below transfer, about two-thirds of those students successfully pass the level at which they started by the Fall 2011 term, and 3.6% pass a transfer-level math course. For those starting one level below, three quarters (75.1%) succeed at their starting level, and over a third (35.0%) succeed at a transfer-level math course. In general, a third (34.4%) of the basic skills students successfully passed a course one level above where they started in the sequence within the time-frame of the study.



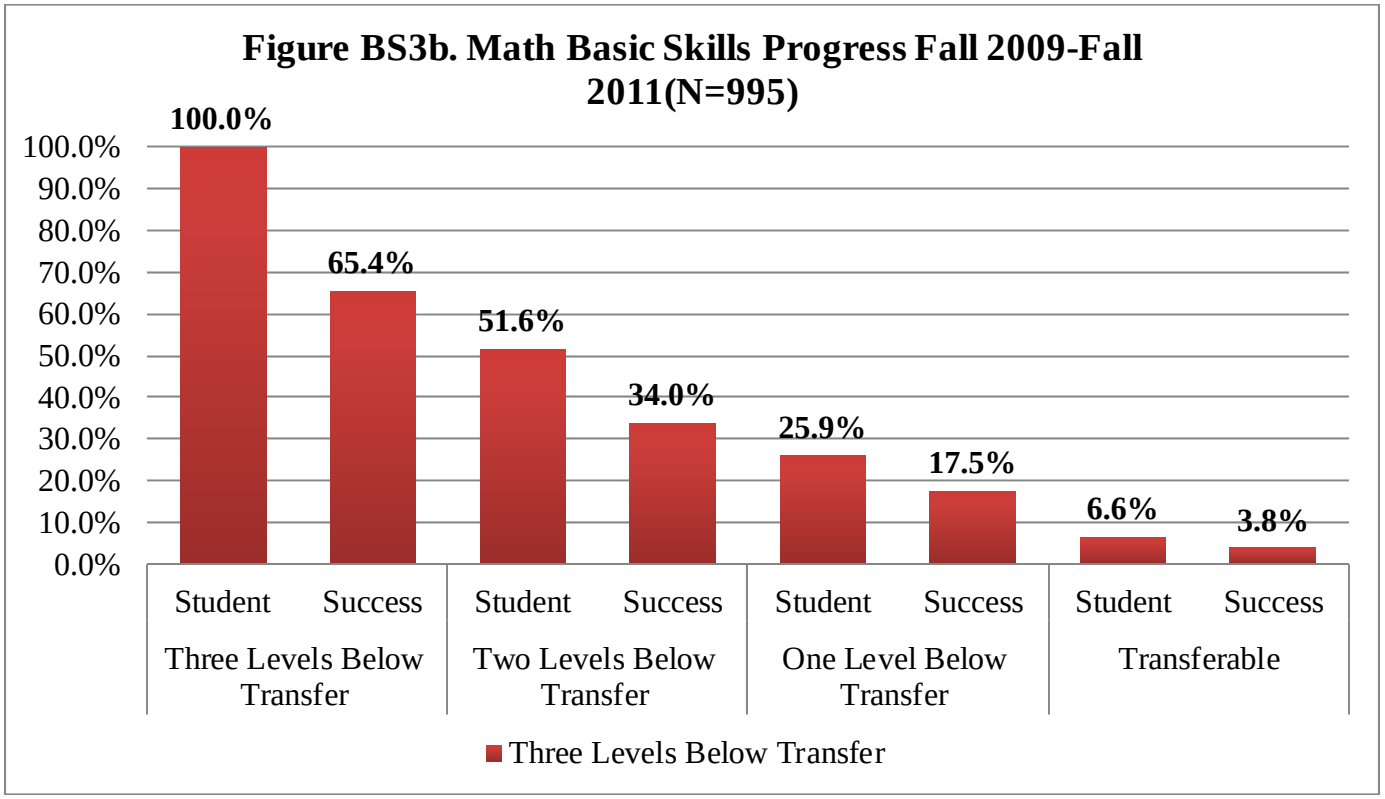


Figure BS3b. Math Basic Skills Progress Fall 2009-Fall 2011(N=995)
100.0%
65.4%
51.6%
34.0%
25.9%
17.5%
6.6%
3.8%
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
Student
Success
Three Levels Below Transfer
Two Levels Below Transfer
One Level Below Transfer
Transferable
Three Levels Below Transfer

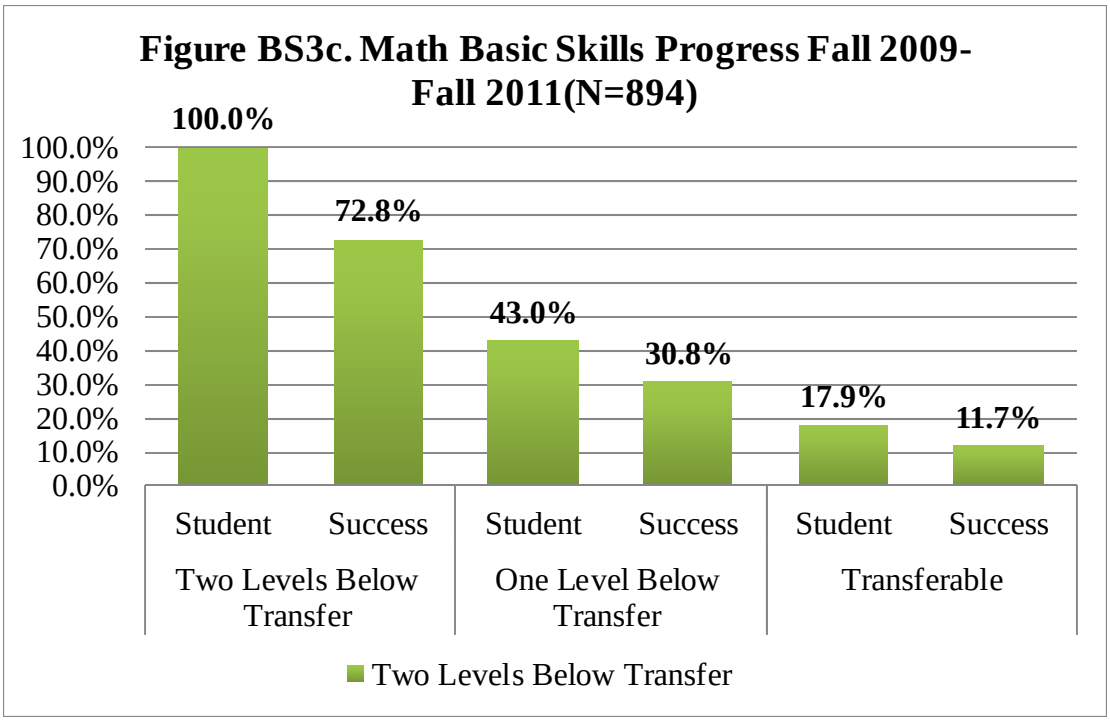


Figure BS3c. Math Basic Skills Progress Fall 2009-Fall 2011(N=894)
100.0%
72.8%
43.0%
30.8%
17.9%
11.7%
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
Student
Success
Student
Success
Student
Success
Two Levels Below Transfer
One Level Below Transfer
Transferable
Two Levels Below Transfer

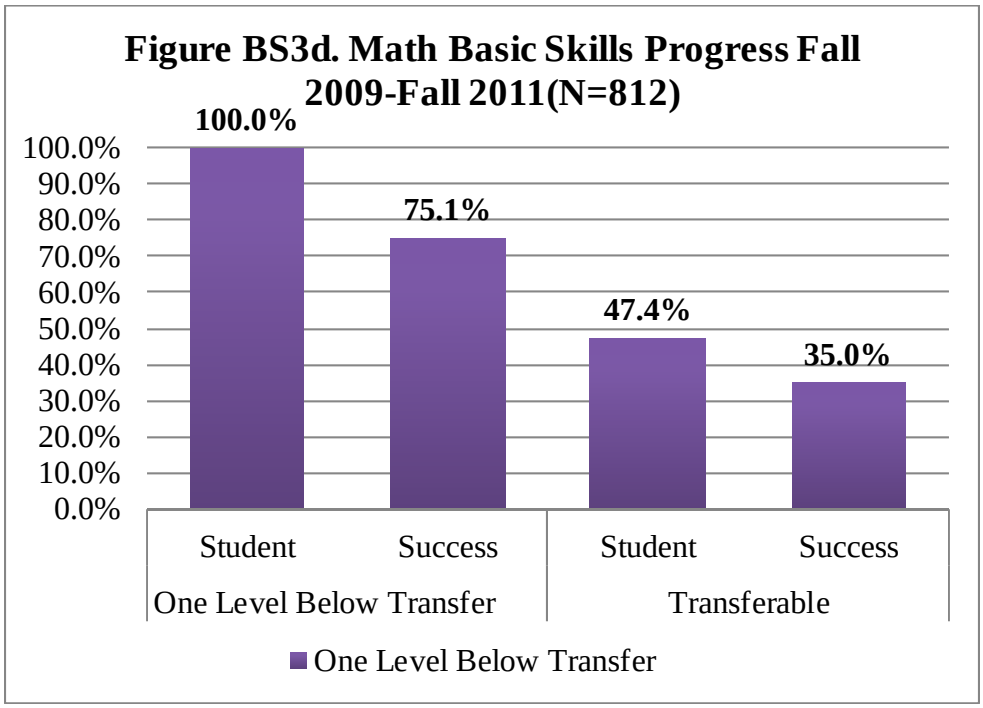


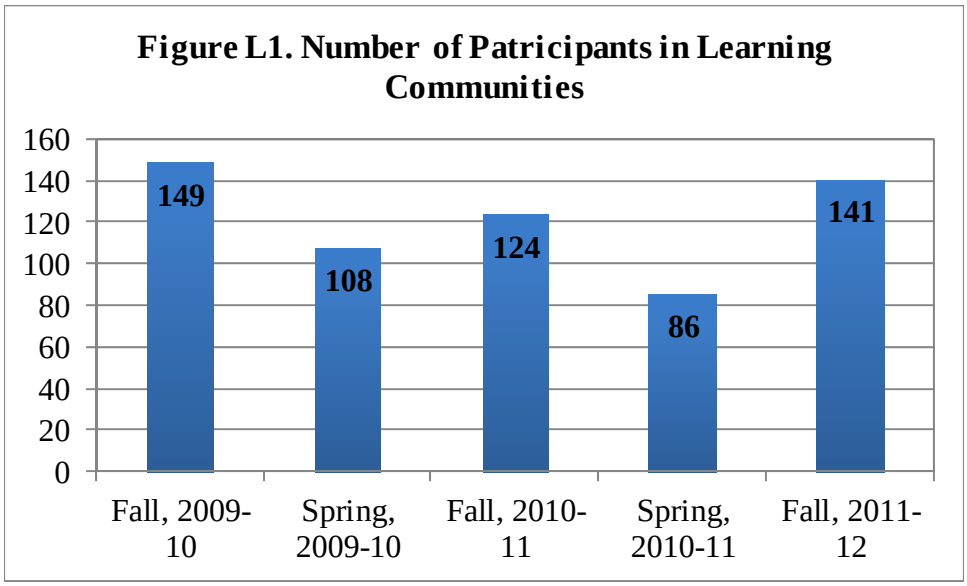
Figure BS3d. Math Basic Skills Progress Fall 2009-Fall 2011(N=812)
100.0%
75.1%
47.4%
35.0%
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
Student
Success
Student
Success
One Level Below Transfer
Transferable
One Level Below Transfer

LEARNING COMMUNITIES

Each learning community involves a set of linked courses that provide for a learning environment that fosters cohesion and engagement. This is accomplished by having the students take the set of courses together as a group, and having faculty coordinate their efforts and present material integrated across courses.

Learning Communities Use

The number of learning communities at Palomar since the Fall 2009 semester has varied from four to six. The enrollment in these learning communities is displayed in Figure L1. The number of students enrolled by term ranges from 86 to 149.



Use and Student Demographics

This section examines certain student demographic characteristics of learning communities participants. Table L1 shows that learning communities were about evenly split between male and female. Table L2 reveals that in the learning communities, Hispanics were overrepresented while whites were underrepresented.

Table L1. Gender of Learning Communities Students

	Previous Terms		Fall 2011	
	Learning Community Member		Learning Community Member	
Gender	No	Yes	No	Yes
Female	48.6%	50.2%	46.9%	54.6%
Male	50.8%	48.9%	52.4%	44.0%
Unknown	0.6%	0.9%	0.6%	1.4%
Total	100.0%	100.0%	100.0%	100.0%

Table L2. Race and Ethnicity of Learning Communities Students

	Previous Terms		Fall 2011	
	Learning Community Member		Learning Community Member	
Ethnicity	No	Yes	No	Yes
African American, Non-Hispanic	3.1%	3.4%	3.1%	2.1%
Asian	4.9%	4.7%	4.7%	1.4%
Filipino	2.8%	3.2%	2.9%	4.3%
Hispanic	30.1%	53.6%	32.4%	54.6%
Multi Ethnic	3.3%	3.2%	3.8%	5.0%
Native American	0.8%	0.4%	0.7%	1.4%
Pacific Islander	0.8%	1.3%	0.6%	0.0%
White Non-Hisp	50.5%	27.0%	48.4%	31.2%
Unknown	3.7%	3.0%	3.2%	0.0%
Total	100.0%	100.0%	100.0%	100.0%

Learning communities students were considerably younger than the average student. This is illustrated in Table L3.

Table L3. Age of Learning Communities Students

Learning Community Member	Previous Terms	Fall 2011
No	26.3	25.8
Yes	20.7	20.0

Learning Communities Impact

The impact of the learning communities was assessed, in part, by examining courses that were common to at least a few of the learning communities. Specifically, English 10 (English Essentials), English 50 (Introductory Composition), Math 15 (Pre-algebra), Math 50 (Beginning Algebra), and Reading 50 (Reading Improvement) were commonly included in the learning communities, so outcomes for students in those courses were examined. Three outcomes were of primary interest: success (receiving a grade of A, B, C, CR, or P), retention (completing the semester and receiving a grade), and persistence (receiving a grade in the following term).

Success and Retention

English 10 was included in learning communities in Fall 2009, Fall 2010, and Fall 2011. The success rates were higher for learning community students than they were for other students in English 10. This is seen in Table L4. Table L5 shows that overall, the retention rate (96%) was also higher for learning community students.

Table L4. Success for Learning Community Students in English 10 by Term

Learning Community Member		2009-10 Fall	2010-11 Fall	2011-12 Fall	Total
No	Number	405	432	422	1,259
	Percent	51%	58%	56%	55%
Yes	Number	60	39	19	118
	Percent	63%	61%	70%	63%

Table L5. Retention for Learning Community Students in English 10 by Term

Learning Community Member		2009-10 Fall	2010-11 Fall	2011-12 Fall	Total
No	Number	730	697	709	2,136
	Percent	92%	93%	94%	93%
Yes	Number	93	59	26	178
	Percent	98%	92%	96%	96%

Table L6 shows the success rates for English 50 students. Learning community students had a higher success rate than other English 50 students only in the Fall 2010 and Fall 2011 terms. Table L7 shows that learning-community students had comparable retention rates to other English 50 students.

Table L6. Success for Learning Community Students in English 50 by Term

Learning Community Member		2009-10 Fall	2009-10 Spring	2010-11 Fall	2010-11 Spring	2011-12 Fall	Total
No	Number	612	451	649	580	594	2,886
	Percent	70%	65%	74%	71%	72%	71%
Yes	Number	12	25	13	45	47	142
	Number	60%	44%	93%	52%	80%	60%

Table L7. Retention for Learning Community Students in English 50 by Term

Learning Community Member		2009-10 Fall	2009-10 Spring	2010-11 Fall	2010-11 Spring	2011-12 Fall	Total
No	Number	828	635	831	757	774	3,825
	Percent	95%	92%	95%	93%	94%	94%
Yes	Number	19	51	14	77	57	218
	Percent	95%	89%	100%	90%	97%	92%

The success and retention rates for students taking Math 15 are displayed in Tables L8 and L9. Generally, success was lower while retention was similar for learning community students compared to other Math 15 students.

Table L8. Success for Learning Community Students in Math 15 by Term

Learning Community Member		2009-10 Fall	2009-10 Spring	2010-11 Fall	2011-12 Fall	Total
No	Number	690	549	659	654	2,552
	Percent	61%	54%	59%	61%	59%
Yes	Number	40	7	26	29	102
	Percent	45%	23%	53%	74%	49%

Table L9. Retention for Learning Community Students in Math 15 by Term

Learning Community		2009-10 Fall	2009-10 Spring	2010-11 Fall	2011-12 Fall	Total
No	Number	1069	940	1,042	1,014	4,065
	Percent	94%	93%	94%	94%	94%
Yes	Number	88	30	44	35	197
	Percent	99%	97%	90%	90%	95%

Table L10 shows that the success rate for Math 50 was at 51% for learning communities students compared to 54% for other Math 50 students. Table L11 shows that retention in Math 50 was similar between learning community and other Math 50 students.

Table L10. Success for Learning Community Students in Math 50 by Term

Learning Community Member		2009-10 Fall	2009-10 Spring	2010-11 Fall	2010-11 Spring	2011-12 Fall	Total
No	Number	871	651	784	671	866	3,843
	Percent	54%	53%	54%	49%	56%	54%
Yes	Number	12	17	10	25	32	96
	Percent	60%	40%	33%	52%	68%	51%

Table L11. Retention for Learning Community Students in Math 50 by Term

Learning Community Member		2009-10 Fall	2009-10 Spring	2010-11 Fall	2010-11 Spring	2011-12 Fall	Total
No	Number	1451	1111	1308	1223	1426	6,519
	Percent	90%	90%	91%	90%	93%	91%
Yes	Number	19	38	26	42	46	171
	Percent	95%	88%	87%	88%	98%	91%

Student outcomes for Reading 50 students are displayed in Tables L12 and L13. Generally, learning-community students enjoyed a significant advantage both in success rates and retention.

Table L12. Success for Learning Community Students in Reading 50 by Term

Learning Community Member		2009-10 Fall	2009-10 Spring	2010-11 Fall	2010-11 Spring	2011-12 Fall	Total
No	Number	79	95	120	97	164	555
	Percent	77%	73%	75%	73%	71%	73%
Yes	Number	91	17	49	30	57	244
	Percent	83%	74%	82%	68%	90%	81%

Table L13. Retention for Learning Community Students in Reading 50 by Term

Learning Community Member		2009-10 Fall	2009-10 Spring	2010-11 Fall	2010-11 Spring	2011-12 Fall	Total
No	Number	97	126	153	128	164	668
	Percent	94%	96%	95%	96%	71%	88%
Yes	Number	109	23	56	40	57	285
	Percent	99%	100%	93%	91%	90%	95%

Persistence

Table L14 shows the persistence rates for learning communities students as well as all other credit students. As is generally the case, fall-to-spring persistence was higher than spring-to-fall persistence for all students. The table reveals higher persistence rates for learning-community students compared to other students.

Table L14. Persistence to Next Term

Learning Community Member		2009-10		2010-11		
		Fall	Spring	Fall	Spring	Total
No	Number	17,557	13,767	17,417	13,810	62,551
	Percent	66%	50%	68%	51%	58%
Yes	Number	118	61	98	54	331
	Percent	79%	56%	79%	63%	71%

Learning Communities Student Survey

The learning communities student survey is conducted at the end of each term. The survey is conducted in order to assess student satisfaction with the learning communities. There were six learning communities at Palomar in the Fall 2011 semester:

- LC1 (Counseling 110 – College Success Skills & Math 50 – Beginning Algebra)
- LC2 (Math 15 – Pre-Algebra & Counseling 110 – College Success Skills)
- LC3 (English 50 – Introductory Composition & Counseling 110 – College Success Skills)
- LC4 (Counseling 110 – College Success Skills & Reading 50 – Reading Improvement)
- LC5 (Reading 50 – Reading Improvement, English 50 – Introductory Composition, & Library Technology 197)
- LC6 (Reading 50 – Reading Improvement & English 50 – Introductory Composition)

Data

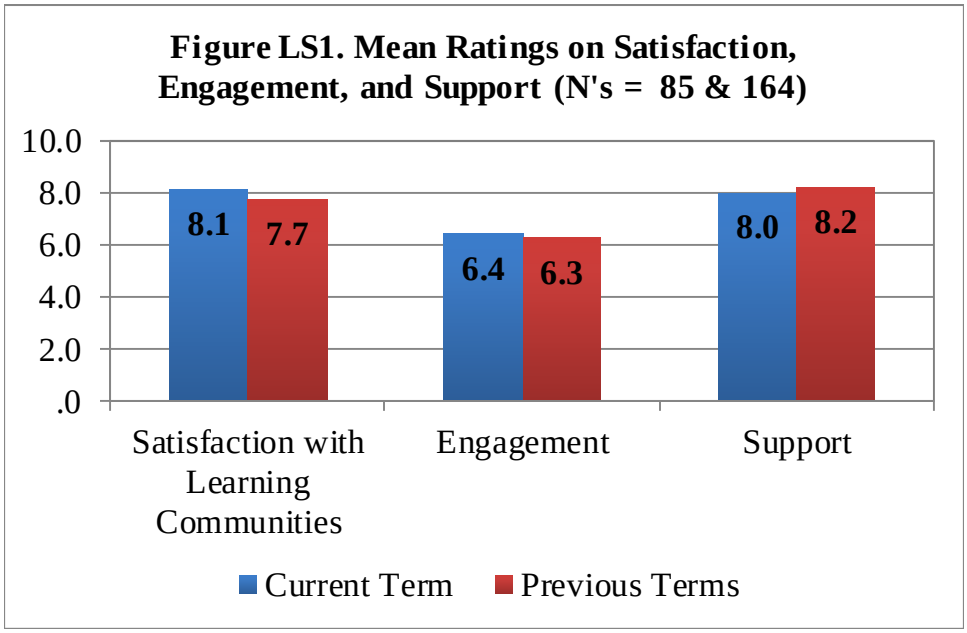
Each of the learning communities was invited to participate in the survey. Data for the Fall 2011 survey was collected from December 5 to December 11, 2011. Four of the six learning communities administered the survey in class. A total of 85 students from these four learning communities completed the survey. Additionally, 14 students from one other learning community completed the survey outside of class. However, because the administration differed for this class their data are not included in the current analyses. Data from the current term are compared to data from the 164 respondents from the learning communities of the three previous terms.

The questionnaire for the survey was designed to assess the students' satisfaction with the learning communities as well as some other constructs such as engagement, perceived support, and the benefit of participation in a learning community. The questions from the survey are found in Appendix A.

Results

Satisfaction

Survey items were aggregated to form scales of (1) satisfaction with the learning communities, (2) engagement at the college, and (3) perceived support. The scales range from zero to ten, with higher numbers indicating more of the construct being measured. The items used to construct the scales are found in Appendix A. The responses are summarized in Figure LS1. Satisfaction with the learning communities was very high, with an average scale score of 8.1 on the 0-to-10 scale for the Fall 2011 term. Perceived support at the college was also quite high.



The satisfaction items comprise one general measure of satisfaction along with seven items assessing satisfaction with specific elements of the learning communities. The mean scores for these items are found in Table LS1.

What would you say has been the greatest benefit of participating in a learning community?
"the tutor"

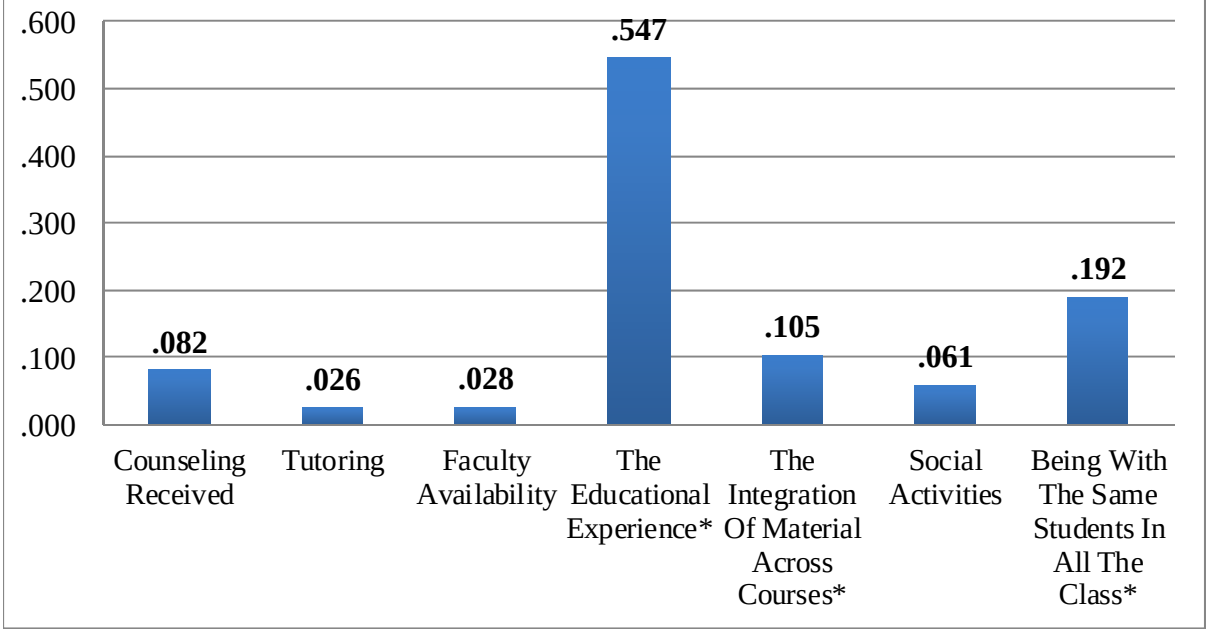
Table LS1. Satisfaction with Learning Communities (N=237)

	Mean
Overall Satisfaction	7.89
Satisfaction with Counseling Received	8.03
Satisfaction with Tutoring	7.78
Satisfaction with Faculty Availability	7.93
Satisfaction with the Educational Experience	8.09
Satisfaction with the Integration of Material across Courses	7.51
Satisfaction with Social Activities	7.61
Satisfaction with Being with the Same Students in All the Classes	8.43

Figure LS2 (which displays standardized regression weights) illustrates the relative strength of association between the satisfaction with the various elements and the general satisfaction measure. The figure reveals that satisfaction with the educational experience was by far the most closely associated with general satisfaction. Satisfaction with (a) the educational experience and with (b) being with the same students in all the classes were also related to the general satisfaction measure.

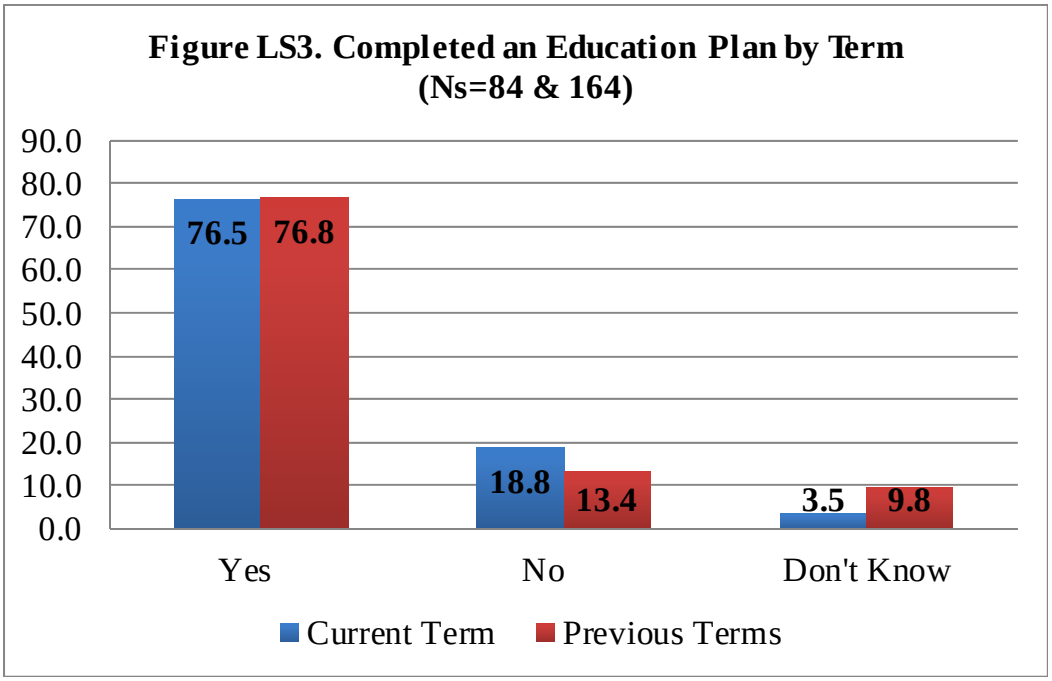
What would you say has been the greatest benefit of participating in a learning community?
"The greatest benefit was the closeness of the students and teacher relationships!!!"

Figure LS2. Association with General Satisfaction (N = 237)

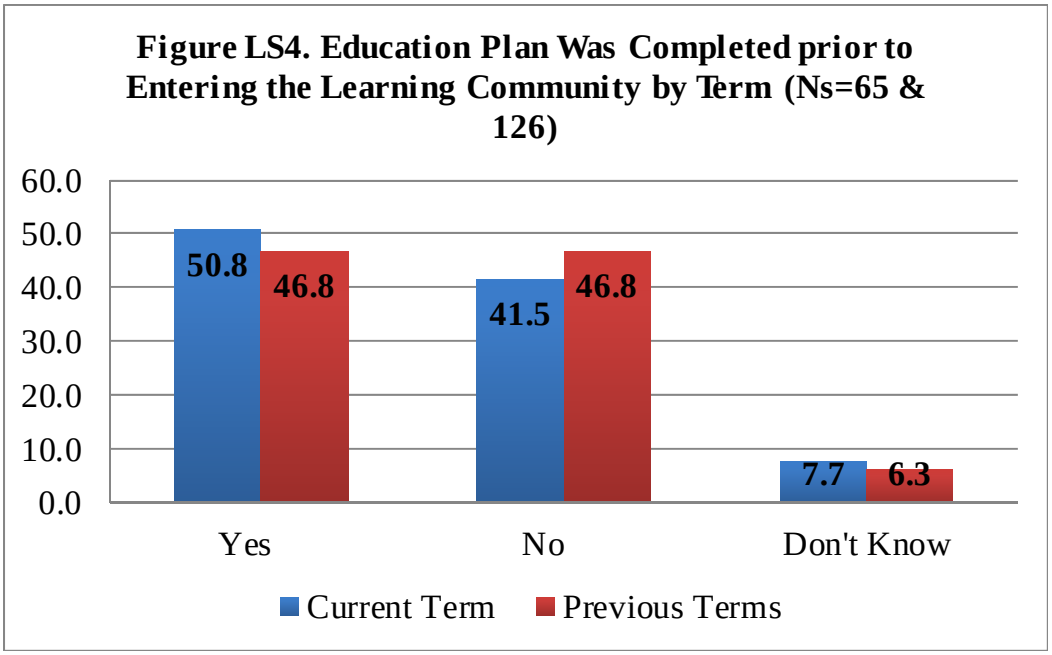


Education Plans and Goals

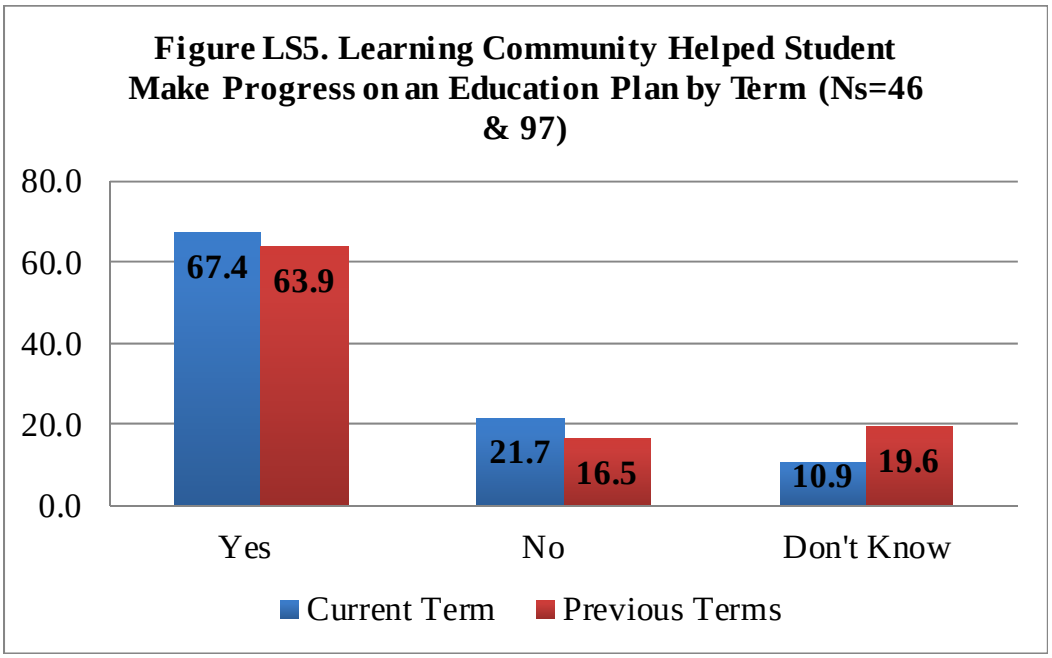
Respondents answered a set of questions regarding education plans and educational goals. Figure LS3 shows that three quarters (76.5%) of the respondents in Fall 2011 had completed an education plan at the time of the survey, and 18.8% reported that they had not done so.



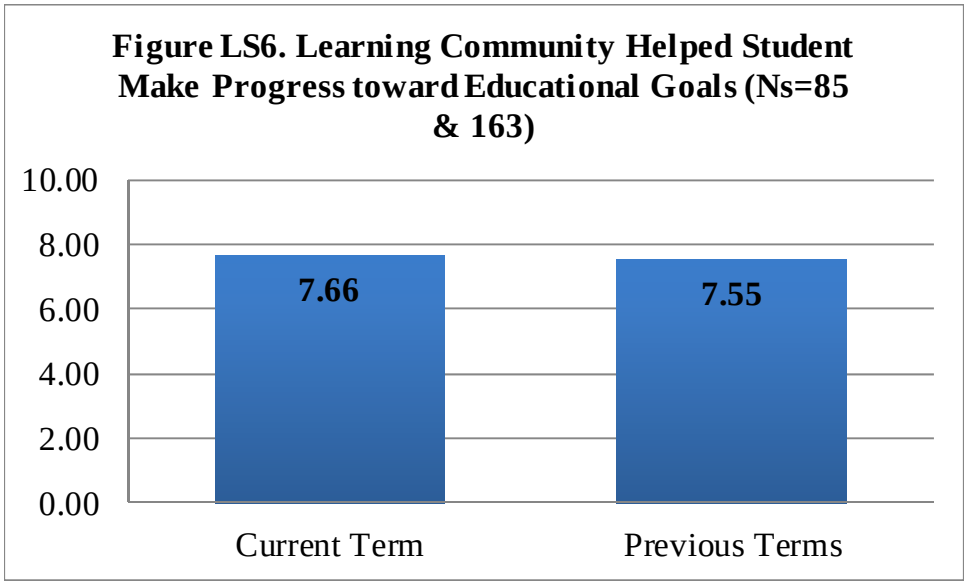
Those who had completed an education plan were asked if they had completed it prior to the start of the learning community. Figure LS4 shows that about half of the students who had completed an education plan had done so prior to the start of the learning community.



Those who had not completed their education plan, as well as those who had completed it since they started in the learning community, were asked if participation in the learning community helped them make progress on their education plans. Their responses are summarized in Figure LS5. Nearly two thirds (67.4%) of the respondents indicated that their participation in the learning community had helped them make progress on their education plan.

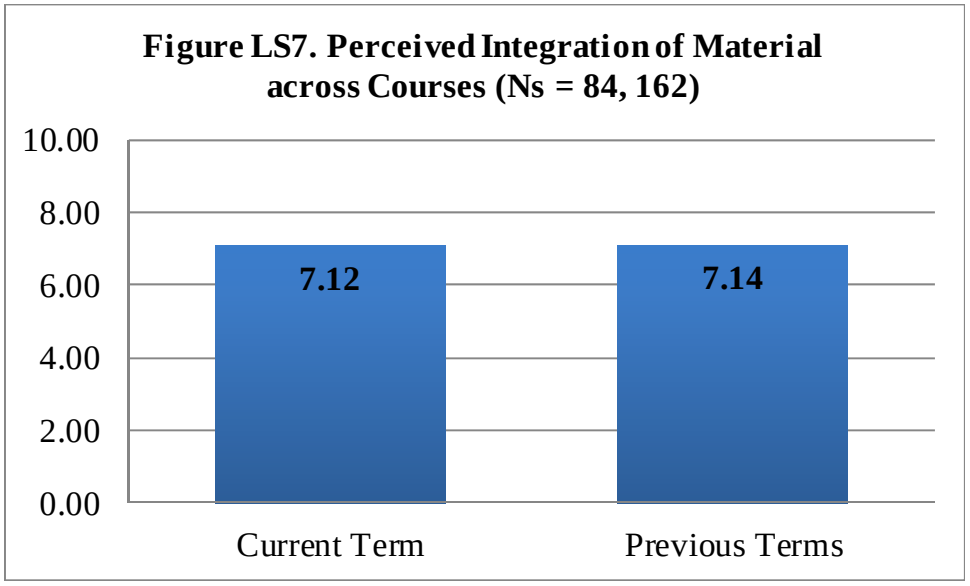


Learning communities students were also asked if participation in the learning community helped them make progress on their educational goals. Students responded on a scale of 0-to-10 where 0 means *strongly disagree* and 10 means *strongly agree* to the statement that participation in the learning community helped them make progress on their educational goals. Figure LS6 shows that respondents gave an average rating of 7.66, suggesting that students perceived the learning communities to be helpful for them with respect to their educational goals.

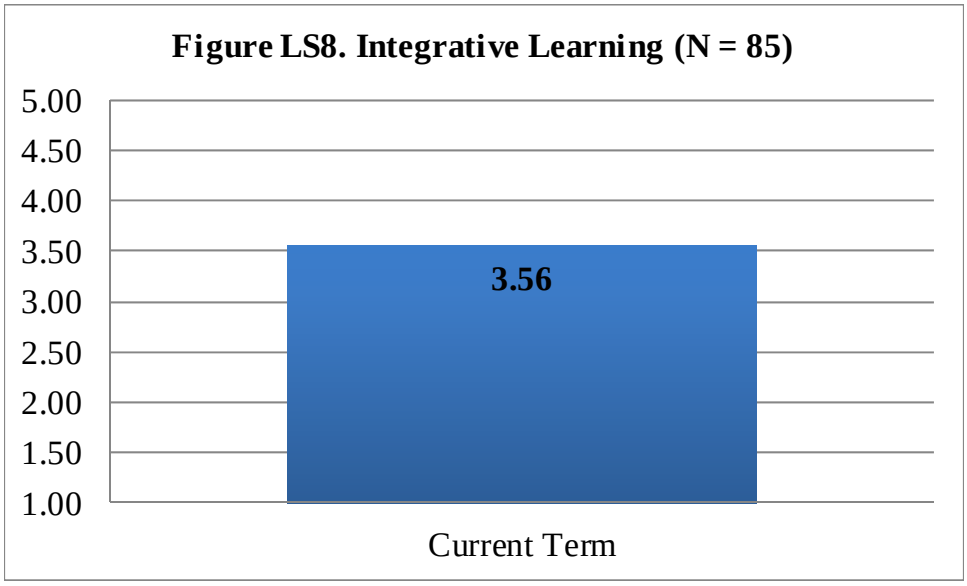


Integrative Learning and Assignments

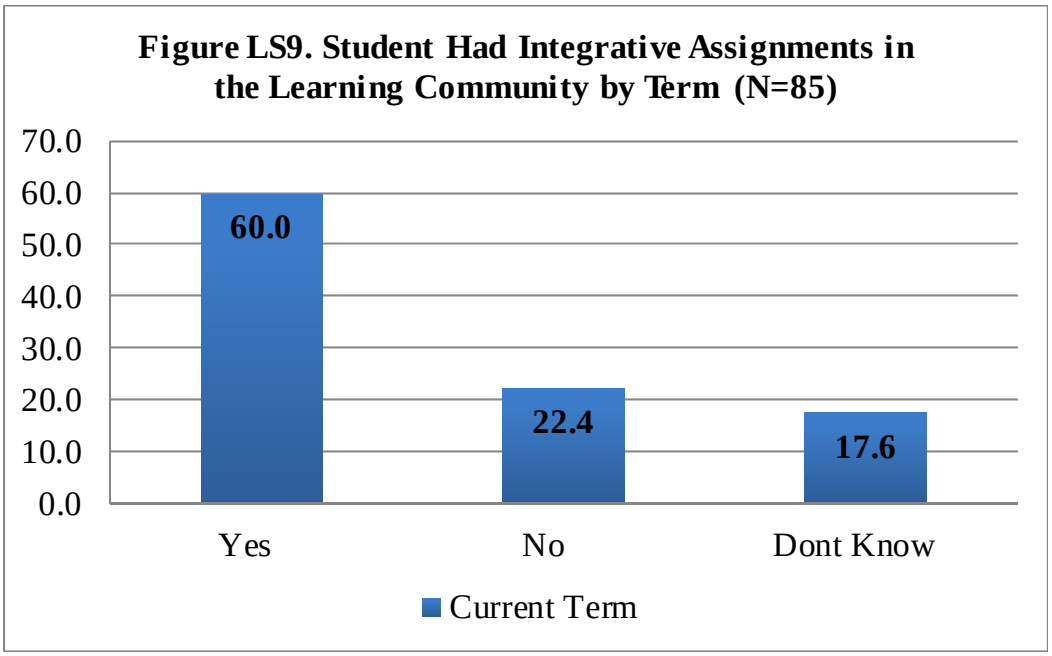
Respondents were asked about the integration of material across courses in their learning communities. Specifically, they were asked to rate on a 0-to-10 scale, where 0 means *not at all integrated* and 10 means *completely integrated*, to what extent was the material integrated across their learning community courses. The average rating of 7.12 demonstrates that students perceived substantial integration of material across their learning-community courses. This is seen in Figure LS7.



Integrative Learning. Beginning with the Fall 2011 term, respondents were asked a set of questions regarding the extent to which participation in the learning communities resulted in integrative learning. For example, one question asked "How much have your learning community classes helped you become better at pulling different principles together?" These items were combined to form a scale ranging from 1 to 5, where higher numbers indicate greater integrative learning. Figure LS8 shows that students gave an average score of 3.56 on the 1-to-5 scale.



Integrative Assignments. Beginning with the Fall 2011 term, students were asked if they had any integrative assignments in their learning communities. Overall, 60.0% reported that they had integrative assignments in their learning community, and 17.6% said they didn't know. This is illustrated in Figure LS9. The percentage of students within each learning community reporting that they had integrative assignments ranged from 50.0% to 72.7%.



Those students who indicated that they had integrative assignments in their learning community were asked about their attitudes regarding those integrative assignments. Each of these attitudes were measured using a 0-to-10 scale. Their responses are summarized in Table LS2. Their responses reveal very positive attitudes about these assignments. Table LS3 shows these attitudes are highly correlated.

Table LS2. Attitudes about Integrative Assignments (N = 51)

	Current Term	
Integrative assignments …	Mean	Count
Were Enjoyable	7.57	51
Made Learning Easier	7.43	51
Were Effective	7.46	51
Made The Assignments More Meaningful	7.47	51
Were Interesting	7.41	51

Table LS3. Correlations among Integrative Assignments Attiutudes (N = 51)

Integrative assignments …	Enjoyable	Easier	Effective	Meaningful	Interesting
Were Enjoyable	1.00	0.71	0.87	0.81	0.86
Made Learning Easier	0.71	1.00	0.75	0.83	0.75
Were Effective	0.87	0.75	1.00	0.84	0.80
Made The Assignments More Meaningful	0.81	0.83	0.84	1.00	0.80
Were Interesting	0.86	0.75	0.80	0.80	1.00

Benefit of Learning Community Participation

The perceived benefit of participation in learning communities was also given attention in the survey. Most (61.0%) of the respondents indicated that their participation was very or extremely beneficial. This is seen in Table LS4. Table LS5 shows that half (51.0%) of the respondents thought that a second learning community would be very or extremely beneficial.

Table LS4. Perceived Benefit of Learning Community Participation (N's = 85, 164)

	Not At All Beneficial	A Little Beneficial	Moderately Beneficial	Very Beneficial	Extremely Beneficial	Total
Current Term	1.2%	3.5%	35.3%	49.4%	10.6%	100.0%
Previous Terms	2.0%	7.2%	29.7%	46.6%	14.5%	100.0%

Table LS5. Expected Benefit of Participation in a Second Learning Community (N's = 85, 164)

	Not At All Beneficial	A Little Beneficial	Moderately Beneficial	Very Beneficial	Extremely Beneficial	Total
Current Term	4.7%	11.8%	31.8%	41.2%	10.6%	100.0%
Previous Terms	5.6%	10.4%	32.9%	36.1%	14.9%	100.0%

Comments

General, open-ended questions were asked of the learning community students regarding the greatest benefits, recommendations, and other comments about the learning communities. The responses from students in the most recent term to these questions are found in Tables LS6 through LS8.

What would you say has been the greatest benefit of participating in a learning community?
"Learn to view things differently. And I've had alot more people to help. Plus My Counseling teacher rocks..."

Table LS6. Greatest Benefit of Learning Community Participation
a great first year experience
a unified class and teachers to look to
All of the teachers knew what the the other teachers were doing so they accomidated their schedules.
All the help we got while we were in the learning community.
being able to learn things in one class, and integrate them immediately in another.
being able to talk to alot of people
Being able to work on two assignments as one definitely helps a lot. Helping doing things twice as fast.
Being around helpful instructors that care about how well you do in the class.
Being confortanble in classes discussions and learning together.
Being in a learning community everybody learns together and help could be much easier.
course assignments count for more than one class. makeing it even easier to obtain a 4.0
[NAME REDACTED] our tutor :) and our teachers new that we get getting alot of work so they would take turns giving alot of homework.
getting closer to other students because you see them all more than one class
Getting to know my fellow classmates and starting study groups with them.
getting to know new people and knowing how the proffesors are
Getting to know people and sharing experience.
Getting to know the other students, what bought everybody to this class
getting to know the students which i can form a studdy group with.
getting to work in a comfortsble enviorment
got to meet the people in a better way.
have the same people in all your classes.
Having similar assignments and the same students to discuss with outside of class.
Having the same classmates.
having the same people in both classes.
Having the time to partice and learn more durning class and off class, especially not durning class hours. you learn on your pace.
helping and gettting help from other students

Table LS6. Continued
i dont know
i got to actually get to mett people outside of just classroom, and it was a great way to make new friends
I got to make friends, and i like the tutor she really helped me with essays.
I had the privilage to meet new people and actually get to work together in two classes.
I think that both the reading 50 class and the English 50 class are very helpful for eachoter because they both give a better standing of eachother.
i was put in a counseling class that helped me learn new things that would be helpful for me in the future and an enjoyable class where i met new people.
I would have to say talking to your teachers about work and what you need for school.
I would have to say that the Councelaing 110 class was very beneficial.
Im not sure.
Intergrating the assignments within the different cources, allowed me to see how each individual subject related.
It definitely taught me how to communicate with others in and outside of class.
It had definately helped with a better understanding in college life.
it was easier to get all my work done
it was easier to keep up with the homework assignmetns in the classes
Just learning what resources are out there.
lab
Learn to view things differently. And I've had alot more people to help. Plus My Counseling teacher rocks...
Learning about all of the palomar resources
Learning alot
learning different ways to collect info.
Learning new skills to being successful and meeting awesome people.
learning new things
Made it alot more easy to interact with other students. In the past never.
Making friends and feeling comfortable in the classroom.
Meeting new people and learning more about wtring a perfect esaay
no
REading
same people everyday
seeing the same faces and getting comfortable around them enough to ask questions

Table LS6. Continued
That i was able to meet new people and it made my first semester in college enjoyable.
That I was able to meet new people and learning more things that I didn't know before
that you are with the same people and you get comfortably with them
The best part was the other classmates around me who made it worth while and fun. Also, my professor [NAME REDACTED] was a great teacher who was very helpful, kind, and welcoming.
The counseling
The envirnmet of the classes.
the fact that i have help in my educational plan
the greatest benefit of being part of a learning community was the relatioships i made with other students and how well the teacher helped us improve in our class wrok.
The greatest benefit was being able to have the same people for two classes. It was very helpful because you could help eochother when material gets hard.
The greatest benefit was the closeness of the students and teacher relationships!!!
the greatest benefit was the help offered and the tutoring avalible
The greatest part of the learning community has been the tutoring and also that I had met people, aslo I am to shy and helped me out.
the relationships created with classmates
the tutor
To me the most beneficial part of the learning community was the fact that the teachers work together and that way the students were able to work together on some assignments that way we build relationships.
tutoring
tutors
working with other students and being close to the professors.
working with other students, the teachers being as nice as they were because it was really easy to pay attention in class.
working with people and being interdependent
you get friends and your teachers know what the other teacher is doing.
you get to be in the same class with same people
You get to work with all the same student and get to know one another better you are less embarresed and actually do better in class
You work with the same students and get to know each other. If help is needed you always have the same conatact information to contact rather than different contacts.

Table LS7. Recommendations for Improvement of the Learning Communities
A more emphasis on tutoring
Communities for age differences? Being significantly older than most of the class, uncomfortable approaching them. Would have been easier to approach somebody my age.
DEFINATELY do NOT have the Library class online!!! It was a HORRIBLE experience in general...but not the teacher...she tried to help us!!!
dont inculde library in it.
Dont start a class in the middle of the semester. That brings on too much work. Start it at the begining.
having the classes be more intergrated
Having the two teacher communicate more.
having the two teachers communicate more.
I believe there should be group projects.
I don't have any recommendations, I think the learning community is put together very nicely.
I recommend the learning communities for the Freshmen, it's the best way to give a good start.
I suggest that the Library Tech class be at the beginning of the semester. Beginning later made getting the homework done alot more difficult.
I think thata tutor like [NAME REDACTED] should be provided to every class because she was an extremely important part of everyones learning progress. She was very helpful
i think the learning community is great, but maybe a little bit more group work would be nice
i think tutors should be a part of all the classes in the learning communities
I was not very satisfied with the English class she was not musch help I would have recomomnded more hands on learning things... I also would want the teachers to actually enjoy there jobs and be a litlle more happy.
I would say no because i didnt find any problems with their way of teaching.
I wouldn't really change anything. I had a good experience.
if there are going to be any online classes for a 6 week time, start them in the begining of the semester. starting library tech in the middle was poor decsion makeing on the college.
If there is an internet course in the learning community, then start it at the same time as all the other classes.
If there is an online class that starts in the middle of the year it would be better if it started at the beginning of the year like the rest of the classes

Table LS7. Continued
It was overall helpful the way it is.
its a good way to learn
Keep the students together for some of the classes but meeting new people is nice.
Make more assignments related to each of the classes.
Make more fun programs for learning different things. and maybe reduce some of the hours in reading lab instead of 45.
Make more of them. More videos.
Make the classrooms bigger.
making everyone participate.
More coordination between the teachers on certain things.
N/A
nil
no
no i don't
no I dont. It was a good learning experience
no i think it is fine the way it is.
No I think that it is ok the way it is.
no its good but its just not for me.
no journals
no not really most of things that i scord it low on our more a refletion on my inability to take advantage of their help
no recomendation
No, everything that is being done now is great.
No, I like how it is. Friendly, Helpful and Understanding.
no, i liked it just the way it is!
No, i thought it was good just how it is.
no.
none
None
nope
not add a class in the middle of the semester
not any that i can think of
Not necessarily.
not really
Not really it is fine
not so much homework!
read more and study:)

Table LS7. Continued
Start all cources at the same time in order for student to automatically get used to the work load.
The learning center was a good experience
yes never start a on line class in the middle of the semester start in the begining, alot of student faild as well as myself and i think that is so un fair.

Table LS8. Comments
[NAME REDACTED] was a great help, she knew what the teacher wanted helping us do better and understanding what we did wrong
everything was great! just the on line class messed everything up!
great teachers
great teachers = better grade
i enjoyed the learning community more than i imagened i would have
I feel this learning community was very beneficial
I had a great semester I enjoyed all my classes, the help, and their way of teaching me helped me learn.
i like giving feedback great class. i improved alot
I really found the learning community expierence fun and very helpful. It made it college easy for me, specially because it's my first year in college.
I think learning communities are really great, especially for a new student.
Just the above about the Library class being online...a veryyyy badddd ideaaaa!!!
N/A
na dog
nil
no
No
NO
no but library sould not be included in the community. ITS [NAME REDACTED]
no every thing was clear.
No this survey is very nice!
No very proud that I have tried it out.
No, overall i had a lot of fun and changed a lot for the better
No!
no.
No.
none
None

Table LS8. Continued
Noo.
Nope
nope i cant thnk of much more
nope.
Nope.
Overall, the learning community was very beneficial and easy to manage.
Thank you to all the staff in the Reading Lab for always being there to help. You guys are awesome!
the reading teacher wasnt the most open minded person
There should ne more offered learning communities and it should be appointed to new students!
They were topics we have discussed before in and out of class.
Very satisfied with the whole experience

Learning Communities Summary

The results for the learning communities were generally positive. Some key points are noted below.

- A total of 608 students have participated in the learning communities from fall 2009 to fall 2011.
- Retention and success was enhanced, in some cases, for learning-community students relative to other students taking the same courses.
- Persistence to the next term was higher for learning-community students than it was for others.
- Students were very satisfied with the learning communities, and found it to be beneficial.
- Most (76.5%) of the students in Fall 2011 had completed an education plan.
- Most (60.0%) reported that they had integrative assignments in their learning community, and rated them quite positively.

TEACHING AND LEARNING CENTER

The Teaching and Learning Center (TLC) at the Escondido Center is a multi-use space designed to increase student contact with faculty, tutors, counselors, and other students. The TLC services include counseling, instruction, and tutoring, as well as housing workshops and providing space for students to complete homework and interact with other students.

TLC Use

Students, Time, and Visits

The numbers of students, visits, and time spent in the TLC are summarized in Table TLC1. The TLC, on average, serves over 1,500 students per term. Since the Fall 2009 term, 17.1% of the visits were missing departure time, so elapsed time for those visits could not be computed. Therefore, those cases do not contribute to the total number of minutes, and were excluded from the averages in Table T1. The Fall 2011 term saw an increase in the number of visits to the TLC to over 7,000. The average visit length is well over an hour.

Table TLC1. Use of TLC

	Fall 09	Spring 10	Fall 10	Spring 11	Fall 11
Number of Students	543	1581	1414	1,464	1602
Visits	1,628	6,143	6,023	6,050	7,149
Total Number of Minutes	78,737	371,360	444,681	424,421	503,720
Average Minutes per Visit*	71.91	75.60	87.74	83.61	81.04
Average Minutes per Student*	115.88	140.45	157.34	164.82	149.39

* Averages exclude orphans.

The time students spent at the TLC is summarized in Table TLC2. At the time of check-in, students why they are at the TLC by selecting *one* from a list of reasons. The table shows that nearly half (46.9%) of the time spent at the TLC in Fall 2009 was for the purpose of doing homework, though this dropped to a third by Fall 2010. Overall, 31.1% of the time at the TLC was explicitly for assistance with math. There was also considerable growth since the first term in the proportion of time spent on tutoring for writing, from 1.8% to 11.2% in Fall 2011.

Table TLC2. Percent of Minutes at TLC by Reason

	Fall 09	Spring 10	Fall 10	Spring 11	Fall 11
TLC Visit Reason	Percent	Percent	Percent	Percent	Percent
Counseling	1.3%	0.6%	0.7%	0.8%	0.7%
Financial Aid	0.0%	0.0%	0.0%	0.1%	0.2%
Homework	46.9%	42.1%	32.1%	30.6%	36.2%
Information	1.3%	0.6%	0.2%	0.2%	0.1%
Lab - ESL	0.8%	2.2%	0.8%	3.2%	1.1%
Lab - Math	30.5%	10.7%	19.4%	9.7%	15.2%
Lab - Other	5.3%	5.1%	3.9%	4.9%	5.3%
Lab - Reading	0.0%	1.0%	0.7%	0.1%	0.3%
Other	1.8%	6.9%	5.0%	6.1%	3.2%
Tutoring - ESL	2.4%	4.6%	5.5%	8.0%	5.9%
Tutoring - Math	6.3%	13.8%	16.9%	19.3%	16.9%
Tutoring - Other	1.2%	3.0%	2.1%	3.2%	2.1%
Tutoring - Reading	0.2%	0.3%	1.0%	0.8%	1.1%
Tutoring - Writing	1.8%	8.3%	11.3%	12.0%	11.2%
Workshop	0.3%	0.9%	0.4%	1.0%	0.5%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Table TLC3 shows the number of visits by the reason the students gave for their visit to the TLC. Consistent with the amount of time spent, homework (39.6%) was the most common reason given for a visit to the TLC. Just under a quarter (23.1%) of the visits were explicitly math oriented visits.

Table TLC3. Visits to the TLC

	Fall 09	Spring 10	Fall 10	Spring 11	Fall 11
TLC Visit Reason	Visits	Visits	Visits	Visits	Visits
Counseling	17	63	96	90	92
Financial Aid	0	0	0	12	28
Homework	919	2,641	2,011	2,210	2,856
Information	65	60	22	40	25
Lab - ESL	11	170	87	174	91
Lab - Math	270	436	874	392	730
Lab - Other	68	406	307	359	402
Lab - Reading	1	68	53	13	38
Other	41	770	547	478	322
Tutoring - ESL	41	271	356	494	449
Tutoring - Math	118	594	911	887	998
Tutoring - Other	24	164	135	143	159
Tutoring - Reading	5	27	46	64	63
Tutoring - Writing	38	396	523	612	664
Workshop	10	77	55	82	82
Total	1,628	6,143	6,023	6,050	6,999

The use of the TLC by students in certain English, ESL, Math, and Reading courses was examined, and the results are displayed in Tables TLC4-TLC7. Table TLC7 shows that one out of five students taking Reading 30 used the TLC.

Table TLC4. TLC Users in English Courses

			2009-10		2010-11		2011-12
	Used TLC		Fall	Spring	Fall	Spring	Fall
ENG 10	No	Number	856	483	747	562	710
		%	94.9%	85.0%	88.4%	88.5%	88.2%
	Yes	Number	46	85	98	73	95
		%	5.1%	15.0%	11.6%	11.5%	11.8%
	Total	Number	902	568	845	635	805
		%	100.0%	100.0%	100.0%	100.0%	100.0%
ENG 50	No	Number	870	673	798	812	786
		%	97.3%	86.3%	86.5%	86.4%	85.8%
	Yes	Number	24	107	125	128	130
		%	2.7%	13.7%	13.5%	13.6%	14.2%
	Total	Number	894	780	923	940	916
		%	100.0%	100.0%	100.0%	100.0%	100.0%

Table TLC5. TLC Users in ESL Courses

			2011-12
Course	Used TLC		Fall
ESL 45	No	Number	87
		%	82.9%
	Yes	Number	18
		%	17.1%
	Total	Number	105
		%	100.0%
ESL 55	No	Number	79
		%	83.2%
	Yes	Number	16
		%	16.8%
	Total	Number	95
		%	100.0%

Table TLC6. TLC Users in Math Courses

	Used TLC		2009-10		2010-11		2011-12
			Fall	Spring	Fall	Spring	Fall
MATH 10	No	Number	109	0	90	0	56
		%	90.8%		88.2%		96.6%
	Yes	Number	11	0	12	0	2
		%	9.2%		11.8%		3.4%
	Total	Number	120	0	102	0	58
		%	100.0%		100.0%		100.0%
MATH 15	No	Number	1176	950	1063	855	990
		%	94.7%	87.2%	88.1%	86.6%	84.5%
	Yes	Number	66	140	144	132	181
		%	5.3%	12.8%	11.9%	13.4%	15.5%
	Total	Number	1242	1090	1207	987	1171
		%	100.0%	100.0%	100.0%	100.0%	100.0%
MATH 50	No	Number	1592	1160	1366	1304	1421
		%	96.4%	88.1%	90.3%	89.4%	86.2%
	Yes	Number	60	156	146	154	228
		%	3.6%	11.9%	9.7%	10.6%	13.8%
	Total	Number	1652	1316	1512	1458	1649
		%	100.0%	100.0%	100.0%	100.0%	100.0%
MATH 60	No	Number	1392	1272	1376	1407	1381
		%	96.2%	90.3%	89.4%	91.4%	89.2%
	Yes	Number	55	136	163	133	167
		%	3.8%	9.7%	10.6%	8.6%	10.8%
	Total	Number	1447	1408	1539	1540	1548
		%	100.0%	100.0%	100.0%	100.0%	100.0%

Table TLC7. TLC Users in Reading Courses

	Used TLC		2009-10		2010-11		2011-12
			Fall	Spring	Fall	Spring	Fall
READ 30	No	Number	107	95	92	83	91
		%	94.7%	79.2%	74.8%	79.8%	79.8%
	Yes	Number	6	25	31	21	23
		%	5.3%	20.8%	25.2%	20.2%	20.2%
	Total	Number	113	120	123	104	114
		%	100.0%	100.0%	100.0%	100.0%	100.0%
READ 50	No	Number	210	141	208	163	282
		%	97.2%	88.1%	92.4%	88.6%	94.0%
	Yes	Number	6	19	17	21	18
		%	2.8%	11.9%	7.6%	11.4%	6.0%
	Total	Number	216	160	225	184	300
		%	100.0%	100.0%	100.0%	100.0%	100.0%

Student Characteristics

Certain student characteristics of the TLC users were examined. Table TLC8 shows the gender distribution for TLC users as well as for students who took at least one class at the Escondido center but did not use the TLC, and all other students. The gender distribution appears stable over the five terms presented in the table. The table shows that TLC users were more likely to be female than male, while the rest of the credit student population was evenly split between male and female.

Table TLC8. TLC Users by Gender & Student Category

Student Category	Gender	2009-10		2010-11		2011-12
		Fall	Spring	Fall	Spring	Fall
TLC User	Female	265	771	709	722	802
		56.0%	55.7%	57.5%	56.3%	57.5%
	Male	200	596	512	551	578
		42.3%	43.1%	41.5%	43.0%	41.5%
	Unknown	8	16	13	9	14
		1.7%	1.2%	1.1%	0.7%	1.0%
	Total	473	1,383	1,234	1,282	1,394
		100.0%	100.0%	100.0%	100.0%	100.0%
Escondido Center Student	Female	1,795	1,416	1,462	1,336	1,286
		48.8%	47.3%	46.3%	47.6%	45.7%
	Male	1,863	1,565	1,681	1,452	1,514
		50.7%	52.2%	53.2%	51.8%	53.8%
	Unknown	20	15	16	17	14
		0.5%	0.5%	0.5%	0.6%	0.5%
	Total	3,678	2,996	3,159	2,805	2,814
		100.0%	100.0%	100.0%	100.0%	100.0%
Other Student	Female	10,188	9,793	9,601	9,561	9,151
		48.9%	49.5%	48.0%	47.7%	46.6%
	Male	10,511	9,888	10,303	10,357	10,364
		50.5%	50.0%	51.5%	51.7%	52.8%
	Unknown	118	114	116	113	127
		0.6%	0.6%	0.6%	0.6%	0.6%
	Total	20,817	19,795	20,020	20,031	19,642
		100.0%	100.0%	100.0%	100.0%	100.0%
Total		24,968	24,174	24,413	24,118	23,850

Table TLC9 shows the distributions of students by race and ethnicity for (a) TLC users, (b) the Escondido Center, and (c) the rest of the credit students at the college. The distributions of students by race and ethnicity have remained stable over the terms examined. While the Escondido Center population, in general, looks much like the population of Palomar College as a whole, those using the TLC differed in terms of race and ethnicity. Table TLC9 shows that 40-45% of the TLC users were Hispanic. TLC users were more likely to be Hispanic, and less likely to be white in comparison to Escondido Center and other students in general.

Table TLC9. TLC Users by Ethnicity & Student Category

Student Category	Ethnicity	Fall 2009-10		Fall 2010-11		Fall 2011-12	
TLC User	Afr.Am. Non-Hisp	15	3.2%	48	3.9%	50	3.6%
	Asian	22	4.7%	52	4.2%	61	4.4%
	Filipino	15	3.2%	30	2.4%	26	1.9%
	Hispanic	197	41.6%	550	44.6%	620	44.5%
	Multi Ethnic	10	2.1%	29	2.4%	39	2.8%
	Nat.Am.	4	0.8%	13	1.1%	20	1.4%
	Pacific	4	0.8%	17	1.4%	15	1.1%
	Unknown	22	4.7%	62	5.0%	43	3.1%
	White Non-Hisp	184	38.9%	433	35.1%	520	37.3%
	Total	473	100.0%	1,234	100.0%	1,394	100.0%
Escondido Center Student	Afr.Am. Non-Hisp	120	3.3%	93	2.9%	64	2.3%
	Asian	102	2.8%	91	2.9%	67	2.4%
	Filipino	99	2.7%	82	2.6%	70	2.5%
	Hispanic	1,272	34.6%	1,060	33.6%	1,044	37.1%
	Multi Ethnic	95	2.6%	113	3.6%	93	3.3%
	Nat.Am.	43	1.2%	33	1.0%	22	0.8%
	Pacific	19	0.5%	16	0.5%	12	0.4%
	Unknown	151	4.1%	106	3.4%	100	3.6%
	White Non-Hisp	1,777	48.3%	1,565	49.5%	1,342	47.7%
	Total	3,678	100.0%	3,159	100.0%	2,814	100.0%
Other Student	Afr.Am. Non-Hisp	679	3.3%	605	3.0%	630	3.2%
	Asian	1,124	5.4%	1,016	5.1%	991	5.0%
	Filipino	633	3.0%	575	2.9%	598	3.0%
	Hispanic	5,800	27.9%	5,950	29.7%	6,143	31.3%
	Multi Ethnic	609	2.9%	699	3.5%	784	4.0%
	Nat.Am.	155	0.7%	133	0.7%	138	0.7%
	Pacific	172	0.8%	157	0.8%	124	0.6%
	Unknown	893	4.3%	690	3.4%	627	3.2%
	White Non-Hisp	10,752	51.7%	10,195	50.9%	9,607	48.9%
	Total	20,817	100.0%	20,020	100.0%	19,642	100.0%
Total		24,968		24,413		23,850	

Table TLC10 shows that about half of the TLC users were daytime only students, and more than 10% were evening only students. Relative to other Escondido Center students, TLC users were much more likely to attend courses during the day.

Table TLC10. TLC Users by Day Eve & Student Category

Student Category	Day Eve		2009-10		2010-11		2011-12
			Fall	Spring	Fall	Spring	Fall
TLC User	D/E	Number	193	575	504	518	529
		%	40.8%	41.6%	40.8%	40.4%	37.9%
	Day	Number	234	634	600	617	669
		%	49.5%	45.8%	48.6%	48.1%	48.0%
	Eve	Number	46	174	130	147	196
		%	9.7%	12.6%	10.5%	11.5%	14.1%
	Total	Number	473	1,383	1,234	1,282	1,394
		%	100.0%	100.0%	100.0%	100.0%	100.0%
Escondido Center Student	D/E	Number	1,444	1,120	1,242	1,099	1,090
		%	39.3%	37.4%	39.3%	39.2%	38.7%
	Day	Number	1,326	1,060	1,135	1,038	1,009
		%	36.1%	35.4%	35.9%	37.0%	35.9%
	Eve	Number	908	801	782	668	715
		%	24.7%	26.7%	24.8%	23.8%	25.4%
	Ukn	Number	0	15	0	0	0
		%	0.0%	0.5%	0.0%	0.0%	0.0%
	Total	Number	3,678	2,996	3,159	2,805	2,814
		%	100.0%	100.0%	100.0%	100.0%	100.0%
Other Student	D/E	Number	5,539	5,205	5,452	5,444	5,311
		%	26.6%	26.3%	27.2%	27.2%	27.0%
	Day	Number	12,077	11,738	11,628	11,701	11,656
		%	58.0%	59.3%	58.1%	58.4%	59.3%
	Eve	Number	3,201	2,852	2,940	2,873	2,671
		%	15.4%	14.4%	14.7%	14.3%	13.6%
	Ukn	Number	0	0	0	13	4
		%	0.0%	0.0%	0.0%	0.1%	0.0%
	Total	Number	20,817	19,795	20,020	20,031	19,642
		%	100.0%	100.0%	100.0%	100.0%	100.0%
Total		Number	24,968	24,174	24,413	24,118	23,850

For the purposes of this analysis, students were classified (based on the lowest level class they were enrolled in for the given term) as (a) basic skills, (b) AA, or (c) transfer level students. TLC users were more likely to be basic skills students than were Escondido Center students, and other students in general. This is illustrated in Table TLC11, which also shows that TLC users were also more likely to be AA level students compared to others.

Table TLC11. TLC Users by Student Level & Student Category

Student Category	Student Level		2009-10 Fall	2009-10 Spring	2010-11 Fall	2010-11 Spring	2011-12 Fall
TLC User	Basic Skills	Number	129	281	269	247	281
		%	27.3%	20.3%	21.8%	19.3%	20.2%
	AA	Number	109	315	344	325	418
		%	23.0%	22.8%	27.9%	25.4%	30.0%
	Transfer	Number	235	787	621	710	695
		%	49.7%	56.9%	50.3%	55.4%	49.9%
	Total	Number	473	1,383	1,234	1,282	1,394
		%	100.0%	100.0%	100.0%	100.0%	100.0%
Escondido Center Student	Basic Skills	Number	517	315	417	315	306
		%	14.1%	10.5%	13.2%	11.2%	10.9%
	AA	Number	604	462	536	513	501
		%	16.4%	15.4%	17.0%	18.3%	17.8%
	Transfer	Number	2,557	2,219	2,206	1,977	2,007
		%	69.5%	74.1%	69.8%	70.5%	71.3%
	Total	Number	3,678	2,996	3,159	2,805	2,814
		%	100.0%	100.0%	100.0%	100.0%	100.0%
Other Student	Basic Skills	Number	1,671	1,311	1,645	1,282	1,471
		%	8.0%	6.6%	8.2%	6.4%	7.5%
	AA	Number	2,501	2,355	2,591	2,600	2,729
		%	12.0%	11.9%	12.9%	13.0%	13.9%
	Transfer	Number	16,645	16,129	15,784	16,149	15,442
		%	80.0%	81.5%	78.8%	80.6%	78.6%
	Total	Number	20,817	19,795	20,020	20,031	19,642
		%	100.0%	100.0%	100.0%	100.0%	100.0%
Total		Number	24,968	24,174	24,413	24,118	23,850

TLC Impact

The impact of the TLC was assessed, in a limited way, by examining course success (receiving a grade of A, B, C, CR, or P) and retention (completing the semester and receiving a transcript grade) rates for specific math classes. These courses were selected because of the relatively higher number of students in these courses who used the TLC. The impact of TLC use was also examined in terms of persistence.

Table TLC12 shows the success rates for students in Math 10, 15, 50, 56, and 60 who visited the TLC explicitly for the purpose of getting help in math. The table also shows this information for the other students in these courses. While these two categories of students cannot be assumed to have been equivalent, the other students taking these courses are included in this table because they may provide a useful point of reference. The success rates in these math courses for TLC users ranged from 47% (Fall 2010) to 64% (Fall 2009).

Table TLC12. Success for TLC Users in Math 10, 15, 50, or 60 Who Visited the TLC for Math Help

Visited the TLC for Math Help	Success		2009-10		2010-11		2011-12	Total
			Fall	Spring	Fall	Spring	Fall	
No	No	Number	2,116	1,958	2,005	1,997	1,877	9,953
		%	44.8%	49.8%	44.0%	48.6%	40.7%	45.4%
	Yes	Number	2,604	1,971	2,553	2,113	2,733	11,974
		%	55.2%	50.2%	56.0%	51.4%	59.3%	54.6%
	Total	Number	4,720	3,929	4,558	4,110	4,610	21,927
		%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Yes	No	Number	16	29	61	21	43	170
		%	35.6%	35.8%	52.6%	36.8%	45.7%	43.3%
	Yes	Number	29	52	55	36	51	223
		%	64.4%	64.2%	47.4%	63.2%	54.3%	56.7%
	Total	Number	45	81	116	57	94	393
			100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table TLC13 shows the success rates for students in Math 10, 15, 50, 56, and 60 who visited the TLC for any reason, not just help in math. Those who visited the TLC had a success rate of about 60%.

Table TLC13. Success for TLC Users in Math 10, 15, 50, or 60 Who Visited the TLC for Any Reason

Visited the TLC for Any Reason	Success		2009-10		2010-11		2011-12	
			Fall	Spring	Fall	Spring	Fall	Total
No	No	Number	2,049	1,807	1,862	1,852	1,682	9,252
		%	44.9%	50.7%	44.5%	49.6%	40.9%	45.9%
	Yes	Number	2,519	1,755	2,318	1,881	2,428	10,901
		%	55.1%	49.3%	55.5%	50.4%	59.1%	54.1%
	Total	Number	4,568	3,562	4,180	3,733	4,110	20,153
		%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Yes	No	Number	83	180	204	166	238	871
		%	42.1%	40.2%	41.3%	38.2%	40.1%	40.2%
	Yes	Number	114	268	290	268	356	1,296
		%	57.9%	59.8%	58.7%	61.8%	59.9%	59.8%
	Total	Number	197	448	494	434	594	2,167
			100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The retention rates in these same math courses are displayed in Table TLC13. The retention rate for those who used the TLC for math assistance was 87.5%.

Table TLC14. Retention for TLC Users in Math 10, 15, 50, or 60 Who Visited the TLC for Math Help

Visited the TLC for Math Help	Retained		2009-10		2010-11		2011-12	Total
			Fall	Spring	Fall	Spring	Fall	
No	No	Number	413	387	358	349	332	1,839
		%	8.8%	9.8%	7.9%	8.5%	7.2%	8.4%
	Yes	Number	4,307	3,542	4,200	3,761	4,278	20,088
		%	91.3%	90.2%	92.1%	91.5%	92.8%	91.6%
	Total	Number	4,720	3,929	4,558	4,110	4,610	21,927
		%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Yes	No	Number	4	9	19	6	11	49
		%	8.9%	11.1%	16.4%	10.5%	11.7%	12.5%
	Yes	Number	41	72	97	51	83	344
		%	91.1%	88.9%	83.6%	89.5%	88.3%	87.5%
	Total	Number	45	81	116	57	94	393
		%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Retention in these math courses for all TLC users is displayed in Table TLC15. Overall, the retention rate in the select math courses is over 92%.

Table TLC15. Retention for TLC Users in Math 10, 15, 50, or 60 Who Visited the TLC for Math Help

Visited the TLC for Math Help	Retained		2009-10		2010-11		2011-12	Total
			Fall	Spring	Fall	Spring	Fall	
No	No	Number	394	365	347	322	296	1,724
		%	8.6%	10.2%	8.3%	8.6%	7.2%	8.6%
	Yes	Number	4,174	3,197	3,833	3,411	3,814	18,429
		%	91.4%	89.8%	91.7%	91.4%	92.8%	91.4%
	Total	Number	4,568	3,562	4,180	3,733	4,110	20,153
		%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Yes	No	Number	23	31	30	33	47	164
		%	11.7%	6.9%	6.1%	7.6%	7.9%	7.6%
	Yes	Number	174	417	464	401	547	2,003
		%	88.3%	93.1%	93.9%	92.4%	92.1%	92.4%
	Total	Number	197	448	494	434	594	2,167
		%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Persistence rates for TLC users and others are found in Table TLC16. The table reveals that for TLC users, fall-to-spring persistence is nearly 80%, and spring-to-fall persistence is over 60%. The TLC users exhibit considerably higher persistence than do other students.

Table TLC16. Persistence by Student Category

Term		Persisted to Next Term	Student Category					
			Escondido Center		Other Student		TLC User	
			Number	Percent	Number	Percent	Number	Percent
2009-10	Fall	No	1,283	34.9%	7,267	34.9%	100	21.1%
		Yes	2,395	65.1%	13,550	65.1%	373	78.9%
	Spring	No	1,525	50.9%	9,483	47.9%	541	39.1%
		Yes	1,471	49.1%	10,312	52.1%	842	60.9%
2010-11	Fall	No	1,107	35.0%	6,673	33.3%	261	21.2%
		Yes	2,052	65.0%	13,347	66.7%	973	78.8%
	Spring	No	1,381	49.2%	9,455	47.2%	486	37.9%
		Yes	1,424	50.8%	10,576	52.8%	796	62.1%

TLC Summary

Use of the Escondido TLC was significant for a number of students. Some key points are noted below.

- Use of the TLC topped 7,000 visits in the Fall 2011 term.
- The primary reason students went to the TLC was to do homework.
- Compared to other students, TLC users were more likely to be (a) female, (b) Hispanic, and (c) basic skills students.
- The success rate of math students using the TLC was about 57%, while the retention rate was about 88%.
- Persistence was very high for TLC users.

TUTORING

Tutoring at Palomar College takes a number of forms. The present study focuses on supervised tutoring activity captured in the Writing Center, the Math Learning Center, the TLC, the ESL tutoring, and the Tutoring Center in the library. The data include information from visits to a tutor when the student checks in and out. Visits were excluded if a student logged into a tutoring center but did not log out.

Tutoring Use

Table T1 shows the number of students using tutoring. This includes tutoring at the Writing Center, the Math Learning Center, TLC, ESL tutoring, and the Library. The table shows that the number of students utilizing tutoring is climbing each term. The table also shows the number of tutoring minutes for each term, as well as the average tutoring minutes per tutored student. Spring terms appear to get a little heavier tutor usage compared to fall terms.

Table T1. Number of Tutoring Students

	2009-10		2010-11		2011-12
	Fall	Spring	Fall	Spring	Fall
Tutored	Number	Number	Number	Number	Number
No	24,871	23,737	23,682	23,446	22,495
Yes	1,772	1,793	1,930	1,955	2,139
Tutoring Minutes	990,497	1,096,190	1,052,823	1,310,471	1,146,474
Mean Minutes per Tutored Student	559.0	611.4	545.5	670.3	536.0

The use of tutoring by location is summarized in Table T2. Tutoring use is highest in the library, and is increasing both at the TLC and the library. Tutoring just got underway in Fall 2011 at the ESL Lab.

Table T2. Number of Tutoring Students by Location

		Used Writing Lab	Used Math Lab	Used TLC Tutor	Used ESL Tutor	Used Library Tutor
2009-10	Fall	662	561	47	0	823
2009-10	Spring	601	513	258	0	796
2010-11	Fall	619	666	263	0	785
2010-11	Spring	526	731	319	0	828
2011-12	Fall	566	627	391	38	930
Average		594.8	619.6	255.6	38.0	832.4

Student Characteristics

A number of student characteristics were examined for both those who received tutoring and those who did not. Each of these characteristics showed differences between students receiving tutoring and the other credit students.

Gender. Table T3 shows the percent of the students by (a) use of tutoring services and (b) gender. Those receiving tutoring were more likely to be female than were the rest of the student population.

Table T3. Tutoring Students by Gender

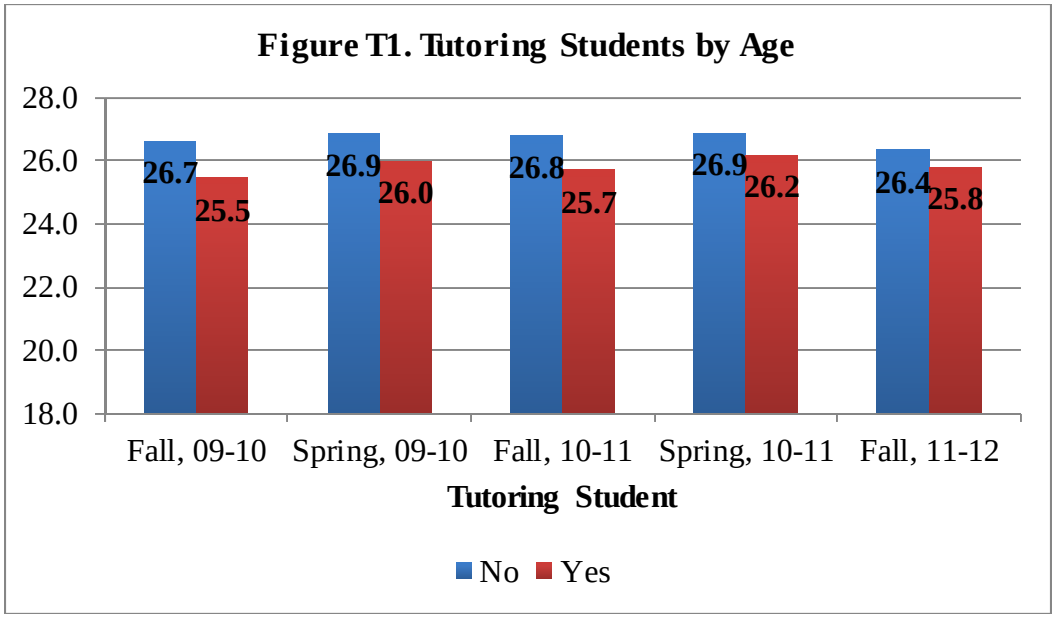
	2009-10				2010-11				2011-12	
	Fall		Spring		Fall		Spring		Fall	
	Tutored		Tutored		Tutored		Tutored		Tutored	
Gender	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes
Female	46%	58%	46%	56%	45%	57%	45%	54%	44%	55%
Male	53%	41%	53%	43%	54%	42%	54%	45%	55%	44%
Unknown	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Number	24,871	1,772	23,737	1,793	23,682	1,930	23,446	1,955	22,495	2,139

Race and Ethnicity. About 40% of the tutoring students were white, non-Hispanic, while half of the other students were white, non-Hispanic. This is revealed in Table T4. The table also shows that the tutoring students were more likely to be Hispanic or Asian than were the other students.

Table T4. Tutoring Students by Race and Ethnicity

	Fall 2009-10		Spring 2009-10		Fall 2010-11		Spring 2010-11		Spring 2010-11	
	Tutored		Tutored		Tutored		Tutored		Tutored	
Ethnicity	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes
African American	3%	4%	3%	3%	3%	3%	3%	4%	3%	3%
Asian	4%	9%	4%	9%	4%	8%	4%	8%	4%	7%
Filipino	3%	3%	3%	2%	3%	3%	3%	3%	3%	3%
Hispanic	26%	32%	26%	33%	28%	32%	28%	34%	30%	35%
Multi Ethnic	2%	1%	2%	1%	3%	2%	3%	2%	3%	3%
Native American	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
Pacific Islander	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
White	55%	42%	55%	42%	54%	42%	53%	41%	51%	41%
Unknown	6%	8%	6%	7%	5%	8%	5%	7%	5%	6%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Number	24,871	1,772	23,737	1,793	23,682	1,930	23,446	1,955	22,495	2,139

Age. Figure T1 summarizes the ages of both tutored and non-tutored students. Students receiving tutoring averaged 25.8 years of age across the five terms studied. Students who made use of tutoring were, on average, about a year younger than were other students.



Tutoring Impact

The impact of the tutoring was assessed, to an extent, by examining course success (receiving a grade of A, B, C, CR, or P) and retention (completing the semester and receiving a transcript grade) rates for select English and math courses. Success and retention in English courses were examined for those who had made use of English tutoring alongside those who had not used the tutoring for English. Similarly, math course outcomes were examined for those who had, and those who had not, used the math tutoring. Math and English courses were included in the analysis if they were below transfer level and had a significant number of students who used tutoring in that domain. Additionally, some transfer level courses with significant numbers of students who used tutoring were included to provide context that may be useful.

English Success and Retention

English Course Success. Table T5 shows the success rates for students in English 10 (English Essentials), English 50 (Introductory Composition), and English 100 (English Composition) courses. While those receiving tutoring cannot be assumed to have been equivalent to the other students taking these courses, the categories are included here because they may provide a useful point of reference. Those receiving tutoring in English had a success rate of 60% in English 10, and 71% in English 50.

Table T5. Success Rates in English Courses by Use of the Writing Lab

Term		Used Writing Lab	ENG 10	ENG 50	ENG 100
2009-10	Fall	No	51.7%	69.5%	67.9%
		Yes	57.7%	75.3%	78.1%
	Spring	No	51.5%	62.9%	64.8%
		Yes	56.4%	69.5%	81.9%
2010-11	Fall	No	58.0%	74.5%	71.7%
		Yes	57.6%	76.8%	80.1%
	Spring	No	51.0%	69.5%	65.9%
		Yes	70.3%	70.5%	76.7%
2011-12	Fall	No	55.8%	73.5%	73.6%
		Yes	63.6%	66.0%	78.6%

English Course Retention. The retention rates in English courses for tutored and non-tutored students are displayed in Table T6. The retention rates for those who used English tutoring were very high. Table T7 shows the percent of students using the Writing Lab in the courses analyzed.

Table T6. Retention Rates in English Courses by Use of the Writing Lab

Term		Used Writing Lab	ENG 10	ENG 50	ENG 100
2009-10	Fall	No	92.3%	94.6%	92.1%
		Yes	95.9%	97.8%	94.9%
	Spring	No	91.4%	91.5%	89.8%
		Yes	96.4%	92.6%	97.1%
2010-11	Fall	No	92.6%	95.6%	92.5%
		Yes	90.6%	94.7%	96.6%
	Spring	No	90.1%	92.5%	93.4%
		Yes	94.6%	93.8%	93.3%
2011-12	Fall	No	93.4%	94.2%	95.3%
		Yes	98.2%	93.4%	97.9%

Table T7. Percent of Students in English Courses Who Used the Writing Lab

Term		Used Writing Lab	ENG 10	ENG 50	ENG 100
2010-11	Fall	Number	97	93	137
		%	10.9%	10.4%	8.0%
	Spring	Number	55	7.1%	2.2%
		%	10.1%	12.8%	9.1%
2010-11	Fall	Number	85	95	146
		%	10.4%	10.7%	8.9%
	Spring	Number	37	112	150
		%	6.0%	12.4%	8.4%
2011-12	Fall	Number	55	106	140
		%	7.0%	12.0%	8.2%

The relationship between the amount of time spent at the writing lab and success in English courses was examined. Table T8 suggests that the relationship between time spent in the Writing Center and success is different for different courses. This table summarizes data from each primary term from Fall 2009 to Fall 2011. Even aggregated across five terms, the number of cases with greater than two hours in the lab is not very high.

Table T8. Success Rates in English Courses by Writing Lab Time

Course		Writing Lab Time	Success			
			No		Yes	
			Number	Percent	Number	Percent
ENG	10	None	1,531	46.2%	1,786	53.8%
		2 Hours or Fewer	94	38.2%	152	61.8%
		2+ to 4 Hours	18	46.2%	21	53.8%
		More Than 4 Hours	20	45.5%	24	54.5%
ENG	50	None	1,133	29.8%	2,672	70.2%
		2 Hours or Fewer	103	30.2%	238	69.8%
		2+ to 4 Hours	22	29.7%	52	70.3%
		More Than 4 Hours	18	20.9%	68	79.1%
ENG	100	None	2,389	31.2%	5,272	68.8%
		2 Hours or Fewer	119	23.2%	395	76.8%
		2+ to 4 Hours	16	16.5%	81	83.5%
		More Than 4 Hours	14	14.0%	86	86.0%

Math Success and Retention

Math Course Success. Success rates in Math 15 (Pre-algebra), Math 50 (Beginning Algebra), Math 60 (Intermediate Algebra), Math 110 (College Algebra), and Math 115 (Trigonometry) courses are displayed in Table T9 for both those who had made use of math tutoring and those who had not. The success rate for math tutoring students varied considerably, but has averaged around 56% for Math 15, 50, and 60.

Table T9. Success Rates in Math Courses by Use of the Math Lab

Term		Used Math Lab	MATH 15	MATH 50	MATH 60	MATH 110	MATH 115
2009-10	Fall	No	60.1%	54.0%	51.4%	54.3%	50.4%
		Yes	44.7%	54.2%	61.4%	55.0%	57.7%
	Spring	No	52.9%	52.0%	44.8%	54.0%	48.3%
		Yes	55.2%	59.2%	50.4%	60.8%	42.0%
2010-11	Fall	No	59.1%	53.5%	54.9%	48.5%	47.1%
		Yes	54.2%	57.6%	56.8%	59.1%	47.7%
	Spring	No	49.5%	49.3%	53.1%	52.3%	53.4%
		Yes	51.3%	48.4%	50.7%	51.5%	64.4%
2011-12	Fall	No	60.2%	56.8%	60.6%	53.0%	50.9%
		Yes	73.5%	51.7%	69.1%	46.3%	43.6%

Math Course Retention. The retention rates of students in Math 15, Math 50, Math 60, Math 110, and Math 115 are displayed in Table T10. For those who made use of the tutoring services, retention rates ranged from 90% to 93% for Math 15 students, 84% to 93% for Math 50 students, and 87% to 95% for Math 60 students. Table T11 shows the percent of students in these courses who made use of the Math Learning Center (Math Lab).

Table T10. Retained Rates in Math Courses by Use of the Math Lab

Term		Used Math Lab	MATH 15	MATH 50	MATH 60	MATH 110	MATH 115
2009-10	Fall	No	94.6%	89.7%	89.8%	89.3%	87.3%
		Yes	89.5%	89.2%	94.7%	90.8%	80.8%
	Spring	No	92.4%	90.3%	87.8%	88.4%	85.4%
		Yes	93.1%	86.8%	94.1%	93.2%	80.0%
2010-11	Fall	No	93.2%	89.8%	92.8%	88.5%	87.3%
		Yes	89.6%	93.2%	87.3%	88.6%	86.4%
	Spring	No	92.1%	89.9%	92.9%	91.2%	88.3%
		Yes	92.1%	83.6%	88.4%	79.4%	94.9%
2011-12	Fall	No	93.4%	92.5%	91.8%	87.8%	92.5%
		Yes	91.8%	90.8%	93.8%	93.9%	92.7%

Table T11. Percent of Students in Math Courses Who Used Math Lab

Term		Used Math Lab	MATH 15	MATH 50	MATH 60	MATH 110	MATH 115
2010-11	Fall	Number	38	83	114	109	26
		%	3.1%	5.1%	8.0%	15.4%	8.4%
	Spring	Number	29	10.1%	6.6%	6.5%	7.8%
		%	2.8%	6.0%	8.7%	11.2%	15.8%
2010-11	Fall	Number	48	118	118	88	44
		%	4.1%	8.0%	7.9%	11.9%	15.3%
	Spring	Number	76	122	146	97	59
		%	8.0%	8.6%	9.7%	12.6%	16.9%
2011-12	Fall	Number	49	120	97	82	55
		%	4.4%	7.5%	6.4%	9.6%	16.4%

Table T12 shows course success rates by amount of time spent in the Math Learning Center. As with tutoring time in the Writing Center, the relationship between time spent in the lab and success is not straightforward.

Table T12. Success Rates in Math Courses by Math Learning Center

Course		Math Learning Center Time	Success			
			No		Yes	
			Number	Percent	Number	Percent
MATH	15	None	2,276	43.0%	2,989	57.0%
		2 Hours or Fewer	65	44.0%	82	56.0%
		2+ to 4 Hours	20	48.0%	22	52.0%
		More Than 4 Hours	21	41.0%	30	59.0%
MATH	50	None	3,213	47.0%	3,661	53.0%
		2 Hours or Fewer	132	49.0%	135	51.0%
		2+ to 4 Hours	36	39.0%	57	61.0%
		More Than 4 Hours	72	45.0%	87	55.0%
MATH	60	None	3,141	47.0%	3,566	53.0%
		2 Hours or Fewer	137	50.0%	138	50.0%
		2+ to 4 Hours	38	36.0%	68	64.0%
		More Than 4 Hours	81	38.0%	132	62.0%
MATH	110	None	1,560	48.0%	1,715	52.0%
		2 Hours or Fewer	88	48.0%	94	52.0%
		2+ to 4 Hours	41	52.0%	38	48.0%
		More Than 4 Hours	76	40.0%	113	60.0%
MATH	115	None	681	50.0%	685	50.0%
		2 Hours or Fewer	50	50.0%	50	50.0%
		2+ to 4 Hours	24	75.0%	8	25.0%
		More Than 4 Hours	41	40.0%	61	60.0%

Tutoring Summary

Many students made use of the tutoring services available to Palomar students through the Writing Center, Math Learning Center, the TLC, ESL tutoring, or the Tutoring Center at the library. Some key points are below.

- The student characteristics of tutoring users differed somewhat from other students in terms of gender, race, and age. Tutoring students were more likely to be female, non-white, and younger.
- Generally, success and retention rates were higher in English 10 and English 50 for students who used tutoring than they were for students who did not.
- Generally, success rates were higher in Math 15, 50, and 60 for students who used tutoring than they were for students who did not.

SUMMER BRIDGE

The Palomar College Summer Bridge program was designed to assist students who tested into Math 15 to achieve greater success in math. This is accomplished by improving their math skills and helping them test into a higher level math.

Summer Bridge Use

Summer Bridge at Palomar College began operating in the Summer 2010 term. In 2011, there were 45 Summer Bridge participants. Of these, 40 students enrolled at Palomar in the Fall 2011 term. Table SB1 shows that of these 45 students, 29 were female and 16 were male. Table SB2 shows that most were Hispanic.

Table SB1. Summer Bridge 2011 Student Gender

Gender	Number
Female	29
Male	16
Total	45

Table SB2. Summer Bridge 2011 Student Ethnicity

Ethnicity	Number
Afr.Am. Non-Hisp	1
Asian	1
Hispanic	29
Multi Ethnic	1
Nat.Am.	1
Unknown	1
White Non-Hisp	11
Total	45

Summer Bridge Impact

Fall Enrollment

Enrollment in math in the Fall 2011 term was an important outcome for Summer Bridge 2011 students. Table SB3 shows the highest level math course taken by the Summer Bridge students that came to Palomar in the fall. Forty of the 45 2011 Summer Bridge students enrolled at Palomar in the fall. Of the 40 enrolled, 95.0% took a math course in the fall. Two thirds (68.9%) of the 45 Summer Bridge students advanced to Math 50 or higher, while only two of those enrolled in the fall did not take math at all.

Table SB3. Math Course Taken in Fall, 2011 Following Summer Bridge

	2011-12	
Fall Math Course	Fall	
MATH 15	7	18.0%
MATH 50	26	65.0%
MATH 60	3	8.0%
Other Math	2	5.0%
No MATH	2	5.0%
Total	40	100.0%

Success and Retention

Course success (receiving a grade of A, B, C, CR, or P) and retention (completing the semester and receiving a transcript grade) rates in the fall 2011 term were also of interest. Table SB4 shows that 42.9% (three out of seven) of those who took Math 15 succeeded, and a similar percentage (42.3%) of the 26 who took Math 50 met with success. The very small numbers of Summer Bridge students enrolled in these classes should be considered when evaluating these results.

Table SB4. Success and Retention of Summer Bridge Students in Fall 2011-12 Math Courses

Course Number	Ns		Summer Bridge	
			No	Yes
MATH 15	1117, 7	Success	60.9%	42.9%
		Retention	93.4%	85.7%
MATH 50	1567, 26	Success	56.6%	42.3%
		Retention	92.3%	96.2%
MATH 56	274, 2	Success	62.8%	0.0%
		Retention	96.4%	100.0%
MATH 60	1506, 3	Success	61.1%	66.7%
		Retention	92.0%	66.7%

Summer Bridge Survey

In addition to the use and impact, student satisfaction with Summer Bridge was of interest. This outcome is addressed with a student survey. Beginning with summer 2011, survey data from Summer Bridge students is incorporated into this report.

Data

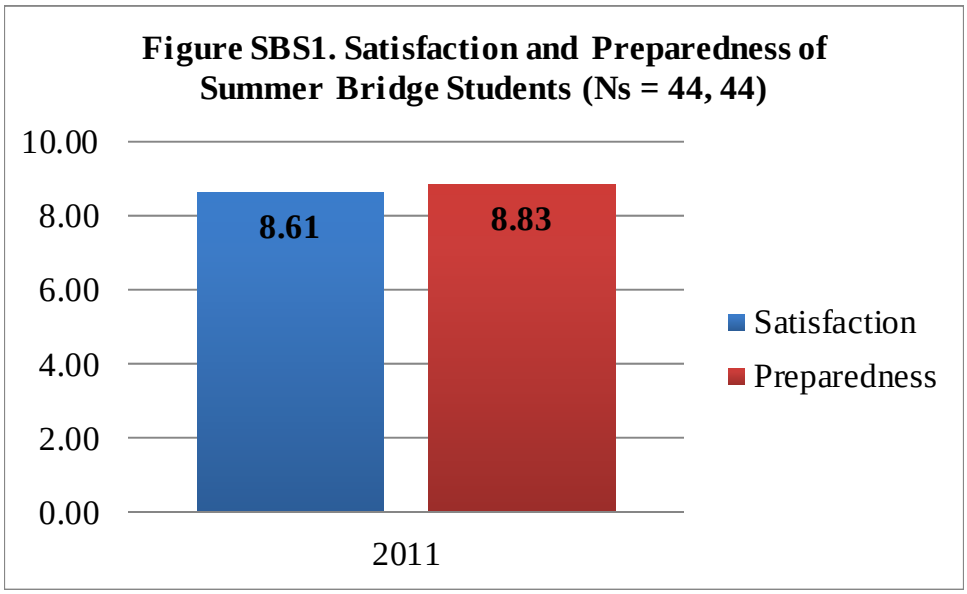
A total of 44 students responded to the Summer Bridge survey in the summer of 2011. In the last week of class, students were asked to complete the survey online, during class time.

The Summer Bridge student survey topics included (1) satisfaction, (2) perceived college preparedness, (3) attitudes regarding instruction modalities, and (4) perceived benefit of the Summer Bridge program. The questionnaire items are found in Appendix B.

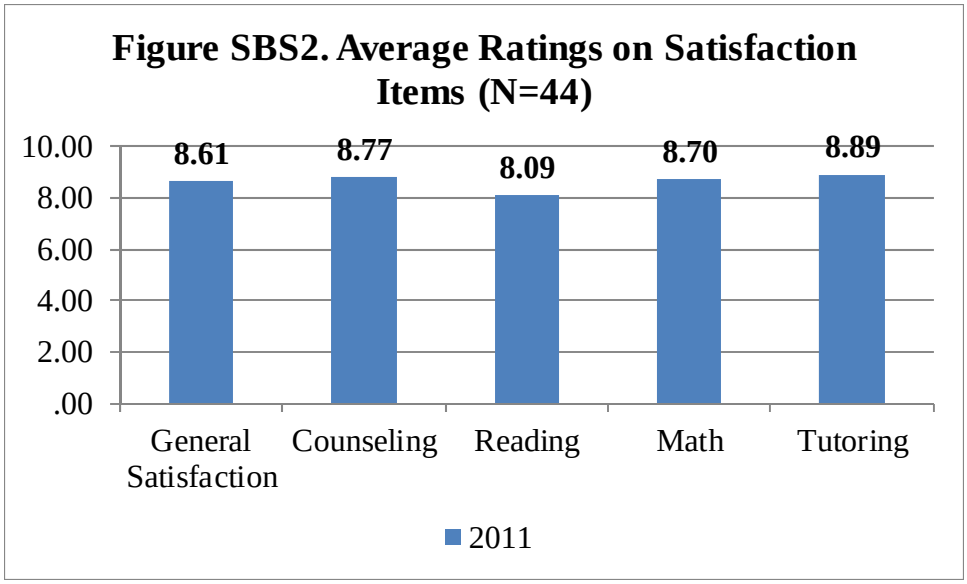
Results

Satisfaction

Survey items were aggregated to form two scales: *satisfaction*, and *preparedness*. The scales range from zero to ten, with higher numbers indicating more of the construct being measured. The items used to construct the scales are explored below. The satisfaction scale was formed by averaging five individual satisfaction items to create an overall measure of satisfaction with Summer Bridge. Similarly, a level of preparation scale was created using six items reflecting the students' perceived readiness for college. Figure SBS1 shows that students were quite satisfied with the Summer Bridge program, offering, on average, an 8.61 satisfaction rating on the 0-to-10 scale.



Consistent with the average overall satisfaction score, all the individual satisfaction items had high average ratings. This is seen in Figure SBS2. In fact, all of the average ratings were between 8 and 9 on the 0-to-10 scale. The satisfaction for the reading component, while slightly lower than some of the other components, is still quite high at 8.09.



Preparedness

Preparedness was assessed with a set of six Likert-type items that used a 0-to-10 scale where 0 means strongly disagree and 10 means strongly agree. As indicated in Figure SBS1, the students perceived themselves to be very prepared as the result of their participation in Summer Bridge. This is indicated by the average score of 8.83 on the 0-to-10 scale. Table SBS1 shows that the ratings for preparedness were quite high, with none less than 8.5.

The Greatest Benefit of Participating in Summer Bridge:
"I have refreshed and improved my math skills that I have not used for many years. I have a greater confidence level than when I began."

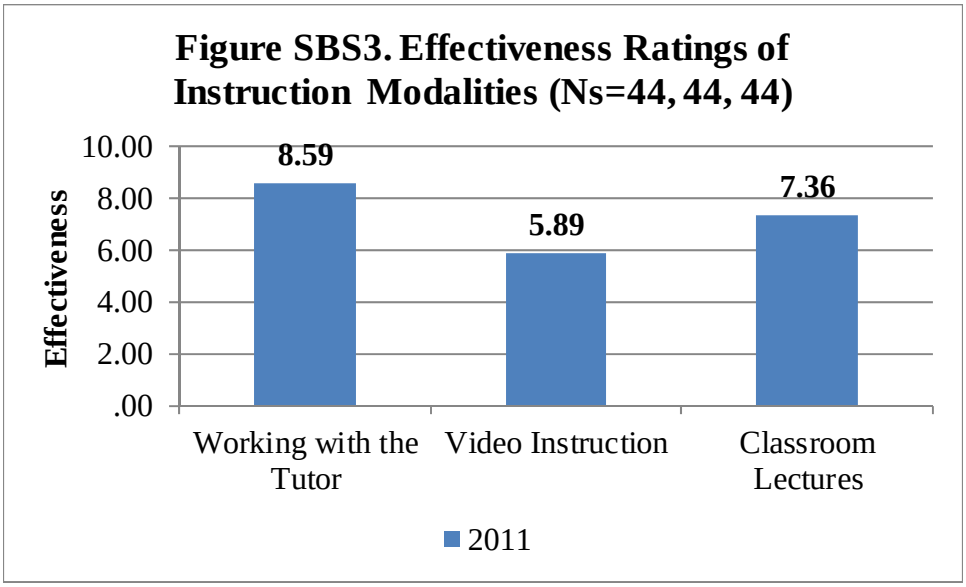
Table SBS1. Average Ratings on Preparedness Items (N=44)

	2011	
	Mean	N
I have learned valuable skills in the Summer Bridge program.	8.68	44
As a result of Summer Bridge, I am better prepared to be successful in college.	9.11	44
The Summer Bridge program has helped me feel more comfortable asking tutors for assistance.	8.70	43
The Summer Bridge program has helped me become ready to start college in the fall.	9.14	44
I know my preferred learning style, and how I learn best.	8.84	44
The reading component of Summer Bridge provided me with a clear understanding of my reading level.	8.52	44

Instruction Modalities

Instruction was delivered during Summer Bridge in various amounts through three modalities: (1) working with the tutor, (2) video instruction on the computer, and (3) classroom lectures. Students rated how effective they thought these different instruction modalities were. When interpreting these findings it is useful to consider that approximately two-thirds of the class time was spent working with a tutor. Figure SBS3 reveals that working with the tutor was regarded as very effective. Classroom lectures were also regarded as effective. The effectiveness ratings for video instruction were in the middle of the scale. Students regarded working with the tutor as more effective than classroom lectures, which were in turn more effective than video instruction.

The Greatest Benefit of Participating in Summer Bridge:
pizza and having one on one help with the tutors



Students were asked about their recommendations for how much time should be spent on the different instruction modalities. Figure SBS4 shows that half (50.0%) of the students said that the time allotted to working with the tutor should remain about the same, and 43.2% said it should increase.

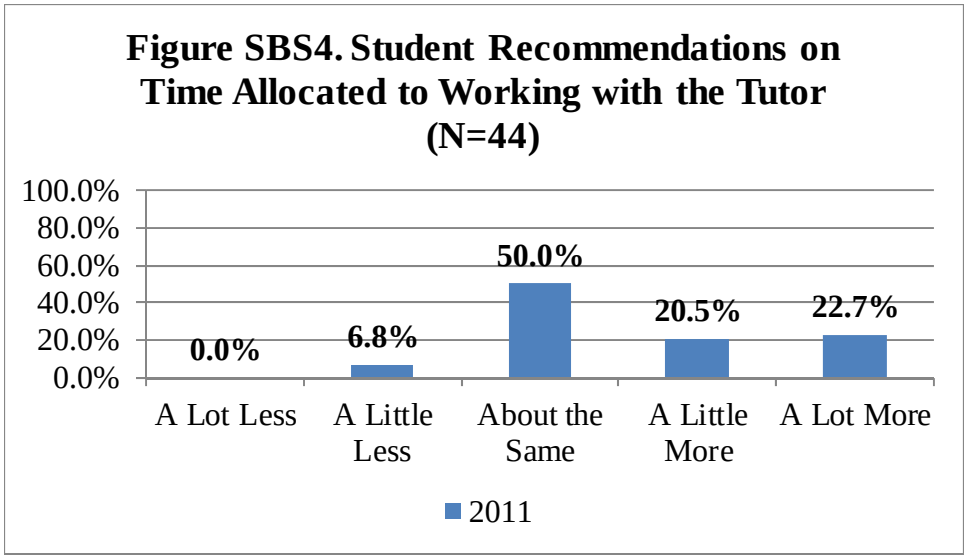
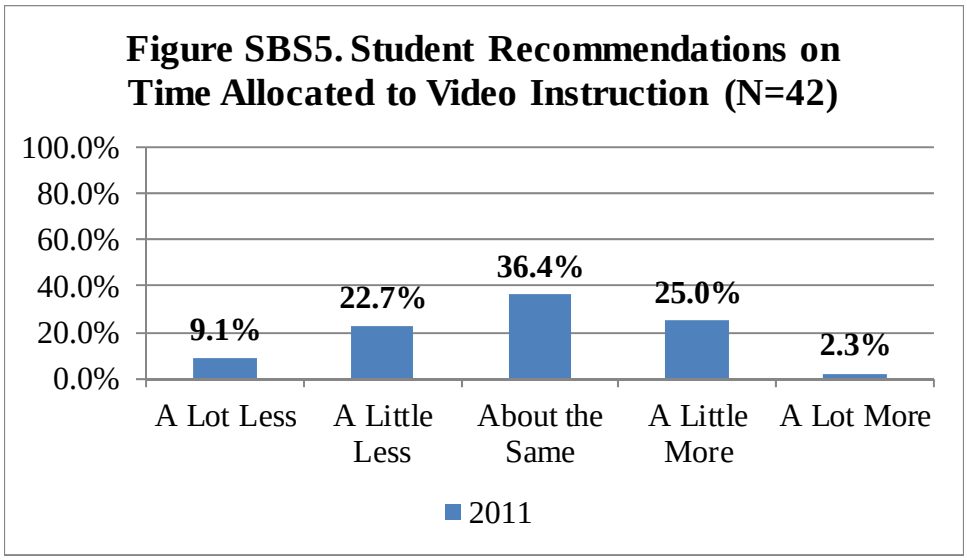
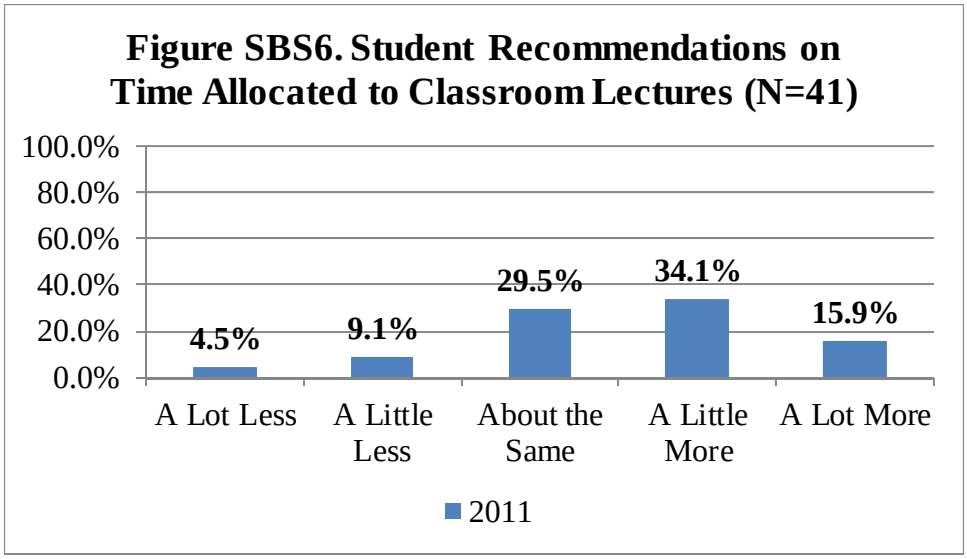


Figure SBS5 shows the recommendations for time spent on computer video instruction. The most common response was that the time should be about the same, and less time being favored slightly over more time.



Students were interested in getting a little more of their instruction in the form of classroom lectures. Table SBS6 shows that 29.5% of respondents said they thought the time allotted to classroom lectures should stay about the same. But half (50.0%) said they would like to see more of the instruction come from classroom lectures.



Benefit

Students overwhelmingly viewed the Summer Bridge program as beneficial. Figure SBS7 illustrates that 93.2% regarded the program as very or extremely beneficial. Respondents were also asked about what they thought was the greatest benefit of participating in Summer Bridge. Their responses are found in Table SBS2.

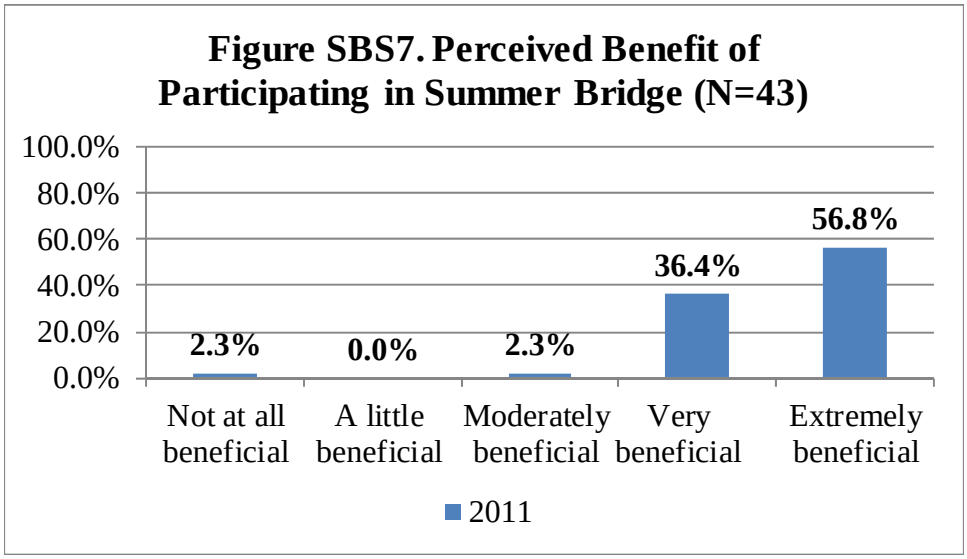


Table SBS2. Greatest Benefit of Participating in Summer Bridge - 2011

BEING ABLE TO DISSCUSS MY CLASS SCHEDULE WITH THE COUNSELOR, AND GETTING A CLEARER UNDERSTANDING OF MATH SKILLS.
Being able to have one on one time with a counselor was very helpful because I was able to map out my classes for the next few years. It was also helpful to have a tutor who knew math very well, and smaller groups so there was more help readily available if you needed it.
being able to learn math and to advance to a higher math. it got on track on college and now i know what classes to take
food
getting a hang of math again
getting prepare and involve for collge. also meetting new people and improve in my math skills.

Table SBS2. Continued
getting to know new people. Not just other students but staff members as well
Getting to learn about the programs and clubs that Palomar offers. Also meeting great teachers and students around me.
he greatest benefit is the fact that i will be ablw to test out, and the math work that they made us do. I know all my basic math skills MUCH better now.
Helped me move up in classes
i am more propard
I feel more comfortable around the campus and also more comfortable asking for help
i GOT THE CHANCE TO LEARN MORE ABOUT THE CAMPUS and all the services on it so it was great.
i got to review and learn new things
I have refreshed and improved my math skills that I have not used for many years. I have a greater confidence level than when I began.
I think the greatest benefit was to get my skills up to speed and to not feel lost during the fall semester
I would say that the experience from this class was the best and getting to know the couselor and gettinga feel for how college can be befroe actually being enrolled. This class has layed down the basics fo the college exerience and I am extremely grateful for all the speakers and the tutors that made my time here at summer bridge.
I've made new freinds and now have people who I am familiar with when we start the fall.
It has given me a good understanding of how college will be.
It helped me by knwowing how college isand how to be successeful.
just only learning math and gettin the help we need
making new friends and doing more math
meeting new peopl abd making new friends and it help me on my math
Moving up math levels.
My greatest benefit was reviewing math again that I havnt used in years and also being comfortable asking people for help.
pizza and having one on one help with the tutors
relearning alot of the information that i forgot and catching up on things that i havent gone over in a really long time
review math that i hadnt done in awhile.
save money on a class that you don't need and the oppurtunity to learn about programs offered on campus

Table SBS2. Continued
something beneficial would be an advancement in math, its great.
that i gain some skills
That they help you alot and i like that.
that you get your own totur and you learn in your style of learning
the benefits that i got from during summer bridge was that i learn where all my classes were located at. it also helped me to learn how to work in groups and to ask questions when i needed help.
The best benefit was pizza to help us stay focused with math.
the greatest benefit is working with touters.
the greatest benefit of all was to learn and remember my math skills, not only that i also learned many other skills that involved working with others, social skills, and reading skills.
The greatest benefit of participating in the program has been, learning where all my classes are located also all the tips we need for college success.
The greatest benifit in participating in summer bridge program would be knowing what to expect and how to use resources for my first year in college.
The greatest benifit was reviewing all the math and intearcting with other students.
THE PEOPLE TUTORS AND TEACHERS HAVE BEEN VERY KIND AND THAT HELPS ME LEARNED BETTER
to work in small groups with tutors
tutoring and getting ready for the fall
Working with tutors on ddaily bases to help with ME with math so i can place into math 50. [NAME REDACTED] was a big help and she made the program FUN i definitely gained alot from this program and i'm glad i did it.

The Greatest Benefit of Participating in Summer Bridge:
The greatest benefit of participating in the program has been, learning where all my classes are located also all the tips we need for college success.

Improvement

Students offered their recommendations for how to improve the Summer Bridge program. These recommendations are found in Table SBS3, though personal names were redacted.

Table SBS3. Recommendation for Impro of Participating in Summer Bridge - 2011
a tour of the campus
everything
focuse alittle more on the people who are behind in worksheets
give more tipes about how you can be more succesful in college. finding more ways to improve your self so you can be the best you can be.
I found Summer Bridge to be extremely beneficial I suggest keeping it the same or about the same
I just wanted a little bit more study time
I recommend for tutors to be kinda stricter with students using their cell phones less and less talking.
I suggest that anyone who takes the assessment early, either be placed in a new group, or remain in their current small group, but the tutors remain focused on the student(s) that have yet to test. While I think it is fantastic that some students tested early and were able to continue moving on to Math 56 or Math 60, I feel that the tutors focus should be to get all students into Math 50.In my group, I felt that [NAME] spent much more time with [NAME], the farther ahead he got, and this took away time from another student who was rather far behind the others in the group.
I think having less guest speakers and not spending so much time on how to be a college kid. We are smart people who have just made the mistake and forgot to study. If you made the program from 9-12 it would be easier for kids to juggle work and school and friends. Thanks.
I Think it be better for does visual learners like me I think I would of learned math better by explaning it on the board indtesd of been told , because i had i hard time trying to remember how the math problem was done .
i think it was great maybe a longer lunch :)
i think it would be better if the tutors gave a group lecture about math.
I think that we should have gone over study skills a little more then we did.
I think tutors should go over some of the worksheets before being given to the students that way the student has an idea of what they are suppose to do.

Table SBS3. Continued
I think you need to have overall math lectures with the sudents before we start our modules, because a lot of the modules we did I forgot how to do and if i had a lecture and got to take my own notes i would probally have a easier time than trying to remember everything at the top of my head.
It was excellent! Not really anything should change
it was perfect
just keep it the same
keep it the same.
Keep the schedules the same and do not change the lunch times. From an hour back down to 45 min. and to 30 min. Keep it 45 min. Everything else was perfect.
Make it alittle less hrs
MAYBE DO MORE SPECIALIZED GROUPS FOR THE TUTORING, WHERE THE TUTORS UNDERDSTAND HOW WE LEARN AND TRY TO TEACH IN THAT WAY.
maybe having a little more lessons with reading.
more teaching lectures...
no
No don't change the program at all! You guys are the best!
No every thing is okay
no Summer Bridge program is best as it is.
no, because i liked everything aboout i really enjoyed being a part of it.
no, every thing is good
No, the way it worked was good and it should be kept as it is.
none
NONE
none at all..im so happy for everyone that has helped us through this process.
None.
nope, everything is good.
PERFECT AS IS!!!!!!!!
that the teacher who is helping you in your group that she should help everyone the same as well
the program was actually really good for me and i had a very positive eperience. i dont have any suggestions for improvement
the teacher who helps you in your group should help you more if you need more help
um switch tutors with groups so every one is comfortable with everyone
very helpful,lets you learn about the campus and college related things(gives up heads start from the new incoming freshmen or classmen)

Summer Bridge Summary

The Summer Bridge program helped to move several participants on to Math 50. Some key points are noted below.

- Forty of the 45 2011 Summer Bridge students enrolled at Palomar in the fall.
- Just over two thirds (70.5%) of the Summer Bridge 2011 students enrolled in Math 50 or higher in Fall 2011.
- Summer Bridge students expressed high levels of satisfaction, and indicated that participation in Summer Bridge helped them become prepared for college success.
- Students viewed working with the tutor as very efficacious.
- Students reported that participating in Summer Bridge was of great benefit to them.

SUMMARY

Overall, the findings of this report were positive. Each of the BSI-HSI activities addressed in this report showed a positive impact on student outcomes. Learning community students, students using the TLC, and students using tutoring services were retained and succeeded at higher rates than did other students taking the same courses. Learning community students persisted at a higher rate than did other students. The survey results suggest that students in the learning communities were satisfied with the learning communities, and they thought the learning communities were very beneficial. Summer Bridge students also demonstrated positive outcomes in terms of entry into math courses above Math 15. Summer Bridge students expressed a great deal of satisfaction with the program, and indicated that it had been very beneficial to them.

APPENDIX A: LEARNING COMMUNITIES QUESTIONNAIRE ITEMS

Satisfaction

First we have some questions regarding your satisfaction with different aspects of the learning community. For each question, please use a scale of 0-to-10, where 0 means *not at all satisfied* and 10 means *completely satisfied.*

S1. Considering your experience in this learning community as a whole, how satisfied are you with the learning community that you are in?

_____

S2. How satisfied are you with the counseling you have received in your learning community?

_____

S3. How satisfied are you with the tutoring in your learning community?

_____

S4. How satisfied are you with the availability (outside of class time) of the faculty in your learning community?

_____

S5. How satisfied are you with your educational experience as a member of a learning community?

_____

S6. How satisfied are you with the integration of material across courses in your learning community?

_____

S7. How satisfied are you with the social activities of the learning community?

_____

S8. How satisfied are you with being with the same students in all of the classes in the learning community?

_____

Activities

This set of questions asks about various activities you might have engaged in during this semester. Please respond to the questions using a 0-to-10 scale where 0 means *never* and 10 means *very frequently*.

During this semester, how often have you …

E1. participated in class discussions?

_____

E2. worked with other students during class time?

_____

E3. worked with other students outside of class?

_____

E4. discussed assignments, grades, ideas, or other matters with faculty outside the classroom?

_____

E5. talked to faculty about assignments, grades, ideas, or other matters with faculty in class?

_____

E6. made use of student support services such as tutoring and counseling?

_____

Assignments and Learning

I1. To what extent have the assignments in your learning community classes required you to put different ideas together in new ways?

a. Not at all
b. A little
c. Some
d. A lot
e. A great deal

I2. How much have your learning community classes helped you become better at pulling different principles together?

a. Not at all
b. A little
c. Some
d. A lot
e. A great deal

I3. To what degree would you say that being in this learning community has improved your ability to see relationships between different topics within a class or in different classes?

a. Not at all
b. A little
c. Some
d. A lot
e. A great deal

We would like to ask you about SHARED ASSIGNMENTS in your learning community, that is, assignments that count toward your grades in more than one class, and require you to apply ideas from each of those classes.

I4. Did you have SHARED ASSIGNMENTS in your learning community?

a. Yes
b. No
c. Don't know

[IF I4 <> Yes, GOTO Services & Support]

Using a 0-to10 scale where 0 means Strongly disagree and 10 means Strongly agree, please indicate how much you agree or disagree with the following:

The integrative assignments in my learning community …

I5. were enjoyable.

I6. made learning the material easier.

I7. were effective in showing me how different ideas connect to one another.

I8. made the assignments more meaningful.

I9. were interesting.

Services and Support

For each statement, please indicate the extent to which you agree or disagree (using a scale of 0-to-10, where 0 means *strongly disagree* and 10 means *strongly agree*).

U1. Being part of a learning community has helped me become aware of the services and support available at Palomar.

_____

U2. Being part of a learning community has made it easier for me get access to support services (advising, counseling, tutoring).

_____

U3. Instructors encourage students to get support on campus when they need it.

_____

Education Plans and Goals

Now we'd like to ask a few questions about Education Plans and progress toward your educational goals.

P1. Have you completed an Education Plan (that is, a form completed a counselor that outlines a sequence of courses to help you obtain your educational goal)?

a. Yes

b. No

c. Don't know

[If P1=yes]

P2. Did you complete the Education Plan prior to starting in the learning community?

[If P1<> yes or P2=no]

P3. Did your participation in the learning community help you make progress on an Education Plan?

a. Yes

b. No

c. Don't know

P4. For the statement below, using a scale of 0-to-10, where 0 means *strongly disagree* and 10 means *strongly agree*, please indicate the extent to which you agree or disagree.

Participating in a learning community has helped me progress toward my educational goals.

_____

General

G1. Using a 0-to-10 scale where 0 means *not at all integrated* and 10 means *completely integrated*, to what extent would you say that material was integrated across your learning community courses?

_____

G2. In general, how beneficial has it been for you to participate in this learning community?

a. Not at all beneficial

b. A little beneficial

c. Moderately beneficial

d. Very beneficial

e. Extremely beneficial

G2. How beneficial would you say it would be for you to participate in another learning community after you have completed this one?

a. Not at all beneficial

b. A little beneficial

c. Moderately beneficial

d. Very beneficial

e. Extremely beneficial

G3. What would you say has been the greatest benefit of participating in a learning community?

G4. Do you have any recommendations about how to improve the learning communities?

G5. Do you have any other comments about the topics addressed in this survey?

APPENDIX B: SUMMER BRIDGE QUESTIONNAIRE ITEMS

Satisfaction

First we have some questions regarding your satisfaction with different aspects of the Summer Bridge program. For each question, please use a scale of 0-to-10, where 0 means *not at all satisfied* and 10 means *completely satisfied.*

S1. Considering your experience in this Summer Bridge program as a whole, how satisfied are you with the Summer Bridge program?

☒0 ☒1 ☒2 ☒3 ☒4 ☒5 ☒6 ☒7 ☒8 ☒9 ☒10

S2. How satisfied are you with the *counseling* component of the Summer Bridge program?

☒0 ☒1 ☒2 ☒3 ☒4 ☒5 ☒6 ☒7 ☒8 ☒9 ☒10

S3. How satisfied are you with the *reading* component of the Summer Bridge program?

☒0 ☒1 ☒2 ☒3 ☒4 ☒5 ☒6 ☒7 ☒8 ☒9 ☒10

S4. How satisfied are you with the *math* component of the Summer Bridge program?

☒0 ☒1 ☒2 ☒3 ☒4 ☒5 ☒6 ☒7 ☒8 ☒9 ☒10

S5. How satisfied are you with the tutoring in the Summer Bridge program?

☒0 ☒1 ☒2 ☒3 ☒4 ☒5 ☒6 ☒7 ☒8 ☒9 ☒10

College Success

For each of the following statements, please indicate the extent to which you agree or disagree (using a scale of 0-to-10, where 0 means *strongly disagree* and 10 means *strongly agree*).

P1. I have learned valuable skills in the Summer Bridge program.

☒ 0 ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8 ☒ 9 ☒ 10

P2. As a result of Summer Bridge, I am better prepared to be successful in college.

☒ 0 ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8 ☒ 9 ☒ 10

P3. The Summer Bridge program has helped me feel more comfortable asking tutors for assistance.

☒ 0 ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8 ☒ 9 ☒ 10

P4. The Summer Bridge program has helped me become ready to start college in the fall.

☒ 0 ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8 ☒ 9 ☒ 10

P5. I know my preferred learning style, and how I learn best.

☒ 0 ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8 ☒ 9 ☒ 10

P6. The reading component of Summer Bridge provided me with a clear understanding of my reading level.

☒ 0 ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8 ☒ 9 ☒ 10

Program Components

Now we'd like to ask a few questions about different types of instruction in the Summer Bridge program.

For each component, using a scale of 0-to-10, where 0 means *not at all effective* and 10 means *extremely effective*, please indicate how effective the component was for you.

M1. working with the tutor

☒ 0 ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8 ☒ 9 ☒ 10

M2. working on the computer

☒ 0 ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8 ☒ 9 ☒ 10

M3. classroom lectures

☒ 0 ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8 ☒ 9 ☒ 10

In the future, how much time would you say should be spent in Summer Bridge on …

M4. working with the tutor?

a. A lot more

b. A little more

c. Keep it about the same

d. A little less

e. A lot less

M5. working on the computer?

a. A lot more

b. A little more

c. Keep it about the same

d. A little less

e. A lot less

M6. class lectures?

a. A lot more

b. A little more

c. Keep it about the same

d. A little less

e. A lot less

General

G1. In general, how beneficial has it been for you to participate in the Summer Bridge program?

a. Not at all beneficial

b. A little beneficial

c. Moderately beneficial

d. Very beneficial

e. Extremely beneficial

G2. What would you say has been the greatest benefit of participating in Summer Bridge?

G3. Do you have any recommendations about how to improve the Summer Bridge program?