



BSI-HSI Activity Evaluation Report 2014

Institutional Research and Planning
Palomar College

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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.

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
2011-12	7,969	1,650	8,575	7,967
2012-13	7,714	1,604	8,251	7,711

Tables BS2 through BS5 display the levels at which students were placed in each subject area. For English, two out of five 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.

English Placement Level	2009-10	2010-11	2011-12	2012-13
100+ - Transfer Level	39.6%	39.7%	39.0%	38.6%
50 - 1 Level Below Transfer	26.1%	26.2%	26.8%	26.7%
10 - 2 Levels Below Transfer	34.3%	34.1%	34.2%	34.7%
Total	100.0%	100.0%	100.0%	100.0%

ESL Placement Level	2009-10	2010-11	2011-12	2012-13
103 - 1 Level Prior to College	3.5%	4.1%	4.0%	4.6%
102 - 2 Levels Prior to College	4.4%	4.1%	5.3%	4.8%
101 - 3 Levels Prior to College	8.0%	7.6%	9.4%	8.9%
36/55 - 4 Levels Prior to College	12.3%	10.0%	10.4%	11.3%
35/45 - 5 Levels Prior to College	11.8%	11.4%	12.4%	12.3%
34 - 6 Levels Prior to College	10.7%	10.8%	10.8%	12.5%
3 - 7 Levels Prior to College	14.3%	16.2%	14.5%	13.0%
1 & 2 - 8 Levels Prior to College	35.0%	35.9%	33.2%	32.6%
Total	100.0%	100.0%	100.0%	100.0%

Math Placement Level	2009-10	2010-11	2011-12	2012-13
100+ - Transfer Level	12.2%	11.2%	10.9%	11.2%
60 - 1 Level Below Transfer	12.1%	12.5%	12.8%	12.8%
56 - 1 Level Below Transfer	7.0%	7.5%	8.1%	7.9%
50 - 2 Levels Below Transfer	12.6%	21.9%	22.2%	22.3%
15 - 3 Levels Below Transfer	54.1%	46.9%	46.0%	45.7%
10 - 4 Levels Below Transfer	1.9%	0.1%	0.0%	0.0%
Total	100.0%	100.0%	100.0%	100.0%

Reading Placement Level	2009-10	2010-11	2011-12	2012-13
110 - Transfer Level	67.6%	68.0%	67.5%	66.7%
50 - 1 Level Below Transfer	27.4%	27.1%	28.0%	28.3%
30 - 2 Levels Below Transfer	5.0%	4.9%	4.6%	5.0%
Total	100.0%	100.0%	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. Just over two percent of enrollments are three levels below transfer or lower.

Term	Levels Below Transfer							Total
	None	One	Two	Three	Four	Five	Six	
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%
Spring	89.7%	4.6%	3.5%	1.8%	0.2%	0.2%	0.0%	100.0%
2012-13								
Fall	88.2%	4.8%	4.4%	2.1%	0.3%	0.2%	0.0%	100.0%
Spring	89.4%	4.7%	3.6%	2.0%	0.2%	0.1%	0.0%	100.0%
2013-14								
Fall	88.5%	4.9%	4.1%	2.0%	0.3%	0.2%	0.0%	100.0%

Table BS7 shows English enrollments by levels below transfer. About 37 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.

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%
	Spring	3,014	66.0%	915	20.0%	635	13.9%	4,564	100.0%
2012-13	Fall	2,879	62.9%	929	20.3%	767	16.8%	4,575	100.0%
	Spring	3,117	66.7%	956	20.5%	601	12.9%	4,674	100.0%
2013-14	Fall	2,949	62.0%	988	20.8%	819	17.2%	4,756	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%
Spring	69	12.7%	120	22.0%	88	16.1%	153	28.1%	99	18.2%	16	2.9%	545	100.0%
2012-13														
Fall	72	11.3%	154	24.1%	143	22.4%	102	16.0%	148	23.2%	19	3.0%	638	100.0%
Spring	57	10.9%	129	24.7%	91	17.4%	124	23.8%	98	18.8%	23	4.4%	522	100.0%
2013-14														
Fall	62	10.8%	129	22.5%	112	19.5%	110	19.2%	151	26.3%	10	1.7%	574	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-	Fall	2,470	34.0%	1,731	23.8%	1,684	23.2%	1,243	17.1%	133	1.8%	7,261	100.0%
10	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-	Fall	2,450	34.7%	1,789	25.3%	1,529	21.6%	1,182	16.7%	118	1.7%	7,068	100.0%
11	Spring	2,476	37.9%	1,684	25.7%	1,429	21.9%	951	14.5%	0	0.0%	6,540	100.0%
2011-	Fall	2,649	36.4%	1,774	24.4%	1,642	22.6%	1,133	15.6%	70	1.0%	7,268	100.0%
12	Spring	2,533	37.7%	1,761	26.2%	1,396	20.8%	1,020	15.2%	0	0.0%	6,710	100.0%
2012-	Fall	2,746	36.7%	1,756	23.5%	1,749	23.4%	1,157	15.5%	66	0.9%	7,474	100.0%
13	Spring	2,946	39.4%	1,835	24.5%	1,525	20.4%	1,170	15.7%	0	0.0%	7,476	100.0%
2013-	Fall	3,135	39.5%	1,875	23.7%	1,698	21.4%	1,155	14.6%	65	0.8%	7,928	100.0%
14													

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%
	Spring	311	49.5%	205	32.6%	93	14.8%	19	3.0%	628	100.0%
2012-13	Fall	367	45.5%	301	37.3%	113	14.0%	25	3.1%	806	100.0%
	Spring	358	50.4%	228	32.1%	102	14.3%	23	3.2%	711	100.0%
2013-14	Fall	426	52.0%	300	36.6%	77	9.4%	16	2.0%	819	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 students 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.

Term		Current Basic Skills Student	Gender				
			Female	Male	Unknown	Total	Total
2009-10	Fall	No	45.6%	53.8%	0.5%	100.0%	20,808
		Yes	53.8%	45.8%	0.4%	100.0%	5,921
	Spring	No	46.0%	53.5%	0.6%	100.0%	20,560
		Yes	52.6%	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	44.9%	54.5%	0.6%	100.0%	20,124
		Yes	51.5%	48.1%	0.4%	100.0%	5,343
2011-12	Fall	No	43.9%	55.5%	0.6%	100.0%	19,065
		Yes	50.6%	48.8%	0.6%	100.0%	5,687
	Spring	No	44.1%	55.3%	0.6%	100.0%	19,085
		Yes	50.9%	48.5%	0.6%	100.0%	5,323
2012-13	Fall	No	44.2%	55.3%	0.5%	100.0%	18,423
		Yes	50.8%	48.6%	0.6%	100.0%	5,809
	Spring	No	44.2%	55.3%	0.4%	100.0%	18,871
		Yes	49.7%	49.8%	0.5%	100.0%	5,589
2013-14	Fall	No	42.5%	57.0%	0.5%	100.0%	18,974
		Yes	48.5%	51.0%	0.5%	100.0%	5,769

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	Total
2009- 10	Fall	No	3.9%	6.1%	3.4%	27.6%	2.4%	1.0%	8.8%	46.8%	100.0%	20,808
		Yes	4.4%	6.6%	2.9%	41.3%	2.7%	0.6%	4.9%	36.5%	100.0%	5,921
	Spring	No	3.5%	6.3%	3.3%	28.3%	2.6%	0.9%	8.2%	47.0%	100.0%	20,560
		Yes	4.6%	7.0%	2.6%	42.9%	2.6%	0.7%	4.8%	34.8%	100.0%	5,076
2010- 11	Fall	No	3.5%	5.9%	3.3%	28.4%	2.9%	0.9%	7.5%	47.6%	100.0%	19,892
		Yes	3.9%	5.9%	2.3%	42.9%	3.3%	0.7%	4.1%	36.9%	100.0%	5,775
	Spring	No	3.5%	5.8%	3.0%	29.1%	3.1%	1.0%	7.3%	47.0%	100.0%	20,124
		Yes	4.1%	6.0%	2.4%	43.5%	3.0%	0.8%	4.3%	35.9%	100.0%	5,343
2011- 12	Fall	No	3.4%	5.6%	3.1%	30.2%	3.4%	0.8%	6.6%	46.9%	100.0%	19,065
		Yes	3.5%	6.0%	2.8%	43.6%	3.9%	0.8%	3.7%	35.7%	100.0%	5,687
	Spring	No	3.2%	5.5%	3.1%	31.1%	3.7%	0.9%	6.3%	46.1%	100.0%	19,085
		Yes	3.8%	6.0%	2.8%	45.8%	3.8%	0.8%	3.8%	33.2%	100.0%	5,323
2012- 13	Fall	No	3.5%	5.6%	3.1%	31.6%	3.8%	0.9%	6.0%	45.5%	100.0%	18,423
		Yes	3.5%	5.6%	2.5%	46.7%	4.1%	0.8%	3.3%	33.5%	100.0%	5,809
	Spring	No	3.3%	5.7%	3.3%	33.0%	3.6%	0.9%	5.9%	44.3%	100.0%	18,871
		Yes	3.9%	5.3%	2.7%	47.3%	4.4%	0.8%	3.4%	32.2%	100.0%	5,589
2013- 14	Fall	No	3.1%	5.3%	3.2%	33.3%	3.9%	0.8%	5.6%	44.6%	100.0%	18,974
		Yes	3.9%	5.9%	2.0%	48.0%	4.5%	0.7%	2.9%	32.0%	100.0%	5,769

Table BS13. Enrollment Status by Academic Year

Term		Current Basic Skills Student	Enrollment Status						Total	Total
			First-time Student	First-time Transfer Stud	Returning Student	Continuing Student	Special Admit	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	
	Spring	No	6.2%	5.6%	12.6%	71.2%	4.3%	100.0%	19,085	
		Yes	9.5%	2.8%	7.9%	78.0%	1.7%	100.0%	5,323	
2012-13	Fall	No	14.7%	7.9%	14.8%	59.5%	3.1%	100.0%	18,423	
		Yes	35.6%	3.8%	8.9%	50.6%	1.1%	100.0%	5,809	
	Spring	No	6.4%	5.9%	13.4%	70.5%	3.7%	100.0%	18,871	
		Yes	9.9%	2.1%	9.8%	76.6%	1.7%	100.0%	5,589	
2013-14	Fall	No	14.6%	7.9%	15.4%	59.1%	3.0%	100.0%	18,974	
		Yes	36.1%	3.2%	10.1%	49.2%	1.4%	100.0%	5,769	

Progress through Basic Skills Sequences

It is useful to consider the flow of students through the basic skills sequences.¹ The following table show, for students starting in Fall 2009 or Fall 2010, progress made through the basic skills sequences in three academic years. Table BS14 summarizes progress for students starting at one level below transfer in reading (Reading 50 – Reading Improvement). (Few students started at a level lower than one level below transfer, so these levels are not examined for this report.) The figure shows that by the end of three years four-fifths of those who had started in Reading 50 successfully passed Reading 50. Only 27.3% to 30.2% of the students in the cohort enrolled in transfer-level reading (Reading 110, 115, or 120) within three years, and under a quarter of the students passed a transfer-level reading course successfully within the three-year time frame.

Entry Level	Cohort		One Level Below Transfer		Transferable	
			Student	Success	Student	Success
One Level Below Transfer	Fall 2009-Spring 2012	Number	209	171	57	45
		% of Cohort	100.0%	81.8%	27.3%	21.5%
	Fall 2010-Spring 2013	Number	215	168	65	55
		% of Cohort	100.0%	78.1%	30.2%	25.6%

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 terms, an average of 750 students entered the English sequence at two levels below transfer (English 10 – English Essentials), and an average of 685 entered the sequence at one level below transfer (English 50 – Introductory Composition). For those students starting at two levels below transfer, less than half made it to one level below transfer, and less than a quarter successfully completed transfer-level English by the end of three years.

Entry Level	Cohort		Two Levels Below Transfer		One Level Below Transfer		Transferable	
			Student	Success	Student	Success	Student	Success
			Two Levels Below Transfer	Fall 2009- Spring 2012	Number	790	502	370
	% of Cohort	100.0%		63.5%	46.8%	35.9%	28.5%	22.9%
Fall 2010- Spring 2013	Number	711		476	354	281	212	178
	% of Cohort	100.0%		66.9%	49.8%	39.5%	29.8%	25.0%
One Level Below Transfer	Fall 2009- Spring 2012	Number			659	513	409	339
		% of Cohort			100.0%	77.8%	62.1%	51.4%
	Fall 2010- Spring 2013	Number			711	476	354	281
		% of Cohort			100.0%	66.9%	49.8%	39.5%

For the 2009 cohort, 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). The 2010 cohort contained comparable numbers.

Table BS16 shows the success rates of students beginning in Fall 2009 and Fall 2010 as they progress through the math basic skills sequence. The table shows 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 end of three years, and about 5% pass a transfer-level math course. For those starting one level below, three quarters succeed at their starting level, and about 36% succeed at a transfer-level math course. In general, just over a third 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.

Table BS16. Math Basic Skills Progress

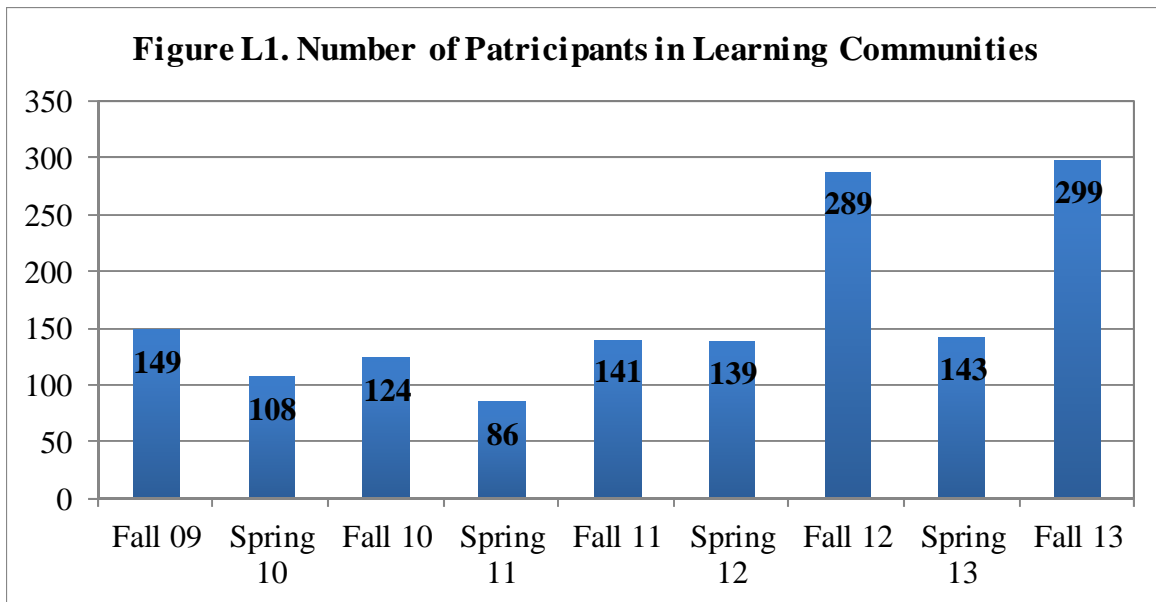
Entry Level	Fall Cohort Year		Four Levels Below Transfer		Three Levels Below Transfer		Two Levels Below Transfer		One Level Below Transfer		Transferable	
			Students	Success	Students	Success	Students	Success	Students	Success	Students	Success
			Four Levels Below Transfer	2009	Number	114	77	72	50	39	29	25
		% of Cohort	100.0%	67.5%	63.2%	43.9%	34.2%	25.4%	21.9%	13.2%	7.0%	5.3%
	2010	Number	90	53	41	27	23	13	11	9	5	4
		% of Cohort	100.0%	58.9%	45.6%	30.0%	25.6%	14.4%	12.2%	10.0%	5.6%	4.4%
Three Levels Below Transfer	2009	Number			995	656	519	349	277	193	79	46
		% of Cohort			100.0%	65.9%	52.2%	35.1%	27.8%	19.4%	7.9%	4.6%
	2010	Number			960	661	523	351	298	206	83	53
		% of Cohort			100.0%	68.9%	54.5%	36.6%	31.0%	21.5%	8.6%	5.5%
Two Levels Below Transfer	2009	Number					894	654	392	286	179	120
		% of Cohort					100.0%	73.2%	43.8%	32.0%	20.0%	13.4%
	2010	Number					773	557	453	336	194	133
		% of Cohort					100.0%	72.1%	58.6%	43.5%	25.1%	17.2%
One Level Below Transfer	2009	Number							812	613	397	294
		% of Cohort							100.0%	75.5%	48.9%	36.2%
	2010	Number							799	589	375	282
		% of Cohort							100.0%	73.7%	46.9%	35.3%

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 typically 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 ten. The enrollment in these learning communities is displayed in Figure L1. The number of students enrolled by term ranges from 86 to 299.



Use and Student Demographics

This section examines certain student demographic characteristics of learning communities participants. Table L1 shows that learning communities participants were about evenly split between male and female. Table L2 reveals that in the learning communities, Hispanics were overrepresented while whites were underrepresented. Table L3 shows that learning communities students were considerably younger than the average student.

Gender	Previous Terms		Fall'13	
	LC Member		LC Member	
	No	Yes	No	Yes
Female	48.0%	50.7%	46.7%	43.1%
Male	51.5%	48.6%	52.9%	56.5%
Unknown	0.6%	0.7%	0.4%	0.3%
Total	100.0%	100.0%	100.0%	100.0%
Number	187,985	1,176	22,488	299

Ethnicity	Previous Terms		Fall'13	
	LC Member		LC Member	
	No	Yes	No	Yes
African American, Non-Hispanic	3.1%	4.1%	3.0%	5.0%
Asian	4.8%	4.3%	4.9%	4.7%
Filipino	2.9%	2.9%	3.0%	1.7%
Hispanic	32.0%	52.8%	35.8%	50.8%
Multi Ethnic	3.7%	3.9%	4.4%	5.7%
Native American	0.8%	0.9%	0.7%	0.3%
Pacific Islander	0.7%	0.8%	0.6%	0.3%
White Non-Hisp	48.6%	28.5%	44.6%	30.8%
Unknown	3.4%	1.9%	3.0%	0.7%
Total	100.0%	100.0%	100.0%	100.0%
Number	187,985	1,176	22,488	299

LC Member	Previous Terms		Fall'13	
	Age	Number	Age	Number
No	26.0	187,985	25.6	22,488
Yes	21.0	1,176	20.8	299

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 mostly in fall terms. 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 (93%) for learning community students.

Learning Community Member		2009-10	2010-11	2011-12	2011-12	2012-13	2012-13	2013-14	Total
		Fall	Fall	Fall	Spring	Fall	Spring	Fall	
No	Number	405	432	422	312	424	326	428	2,749
	Percent	51%	58%	56%	52%	61%	57%	57%	56%
Yes	Number	60	39	19	25	54	19	56	272
	Percent	63%	61%	70%	83%	75%	61%	78%	70%

Learning Community Member		2009-10	2010-11	2011-12	2011-12	2012-13	2012-13	2013-14	Total
		Fall	Fall	Fall	Spring	Fall	Spring	Fall	
No	Number	730	697	709	572	634	526	675	4,543
	Percent	92%	93%	94%	95%	91%	92%	90%	92%
Yes	Number	93	59	26	29	62	28	69	366
	Percent	98%	92%	96%	97%	86%	90%	96%	94%

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, Fall 2011, and Spring 2013 terms. Table L7 shows that learning-community students had comparable retention rates to other English 50 students.

Learning Community Member		2009-10		2010-11		2011-12		2012-13		2013-14	Total
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	
No	Number	612	451	649	580	594	615	665	594	665	5,425
	Percent	70%	65%	74%	71%	72%	69%	72%	64%	70%	70%
Yes	Number	12	25	13	45	47	15	8	21	33	219
	Percent	60%	44%	93%	52%	80%	58%	53%	78%	69%	62%

Learning Community Member		2009-10		2010-11		2011-12		2012-13		2013-14	Total
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	
No	Number	828	635	831	757	774	852	860	835	860	7,232
	Percent	95%	92%	95%	93%	94%	96%	94%	90%	91%	93%
Yes	Number	19	51	14	77	57	25	14	26	44	327
	Percent	95%	89%	100%	90%	97%	96%	93%	96%	92%	93%

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.

Learning Community Member		2009-10		2010-11	2011-12		2012-13		2013-14	Total
		Fall	Spring	Fall	Fall	Spring	Fall	Spring	Fall	
No	Number	690	549	659	654	553	647	655	603	5,010
	Percent	61%	54%	59%	61%	55%	60%	98%	57%	58%
Yes	Number	40	7	26	29	10	38	15	47	212
	Percent	45%	23%	53%	74%	56%	68%	2%	51%	53%

Table L9. Retention for Learning Community Students in Math 15 by Term										
Learning Community Member		2009-10		2010-11	2011-12		2012-13		2013-14	Total
		Fall	Spring	Fall	Fall	Spring	Fall	Spring	Fall	
No	Number	1,069	940	1,042	1,014	911	979	1,006	937	7,898
	Percent	94%	93%	94%	94%	91%	91%	98%	89%	92%
Yes	Number	88	30	44	35	16	52	24	86	375
	Percent	99%	97%	90%	90%	89%	93%	2%	93%	94%

Table L10 shows that the success rate for Math 50 was at 57% for learning communities students and 52% for other Math 50 students. Table L11 shows that retention in Math 50 was similar between learning community and other Math 50 students.

Learning Community Member		2009-10		2010-11		2011-12		2012-13	2013-14	Total
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Fall	
No	Number	871	651	784	671	866	702	821	734	6,100
	Percent	54%	53%	54%	49%	56%	53%	51%	48%	52%
Yes	Number	12	17	10	25	32	18	50	87	251
	Percent	60%	40%	33%	52%	68%	49%	61%	67%	57%

Learning Community Member		2009-10		2010-11		2011-12		2012-13	2013-14	Total
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Fall	
No	Number	1451	1111	1308	1223	1426	1,233	1,452	1,348	10,552
	Percent	90%	90%	91%	90%	93%	92%	90%	89%	91%
Yes	Number	19	38	26	42	46	34	76	124	405
	Percent	95%	88%	87%	88%	98%	92%	93%	95%	93%

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

Learning Community Member		2009-10		2010-11		2011-12		2012-13		2013-14	Total
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	
No	Number	79	95	120	97	164	86	157	107	141	1,046
	Percent	77%	73%	75%	73%	71%	64%	74%	61%	71%	71%
Yes	Number	91	17	49	30	57	48	61	38	42	433
	Percent	83%	74%	82%	68%	90%	68%	69%	70%	74%	76%

Learning Community Member		2009-10		2010-11		2011-12		2012-13		2013-14	Total
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	
No	Number	97	126	153	128	164	128	201	157	182	1,336
	Percent	94%	96%	95%	96%	71%	96%	94%	90%	91%	90%
Yes	Number	109	23	56	40	57	70	75	48	54	532
	Percent	99%	100%	93%	91%	90%	99%	85%	89%	95%	93%

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.

Learning Community Member		2009-10		2010-11		2011-12		2011-12		Total
		Fall	Spring	Fall	Spring	Fall	Spring	Spring	Spring	
No	Number	17,557	13,767	17,417	13,810	17,036	13,529	12,035	8,453	113,604
	Percent	66%	50%	68%	51%	69%	52%	46%	33%	54%
Yes	Number	118	61	98	54	127	85	70	56	669
	Percent	79%	56%	79%	63%	90%	61%	50%	40%	65%

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.

Data

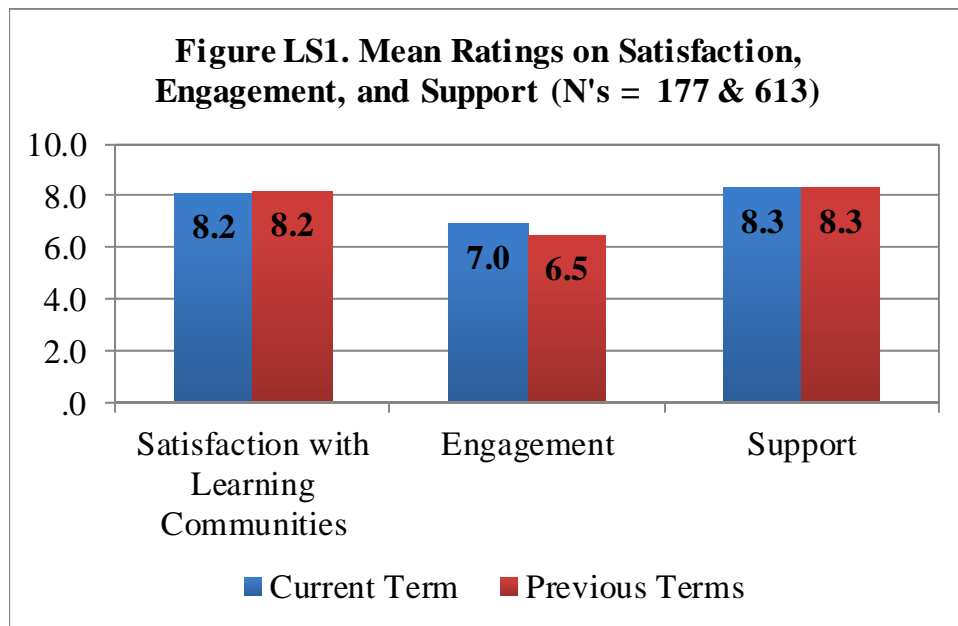
Each of the learning communities was invited to participate in the survey. The survey is administered toward the end of the semester. A total of 177 students from the Fall 2013 learning communities completed the survey, and 788 overall. Data from the current term are compared to data from the learning communities of the 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 8.2 on the 0-to-10 scale. Perceived support at the college was also very high.



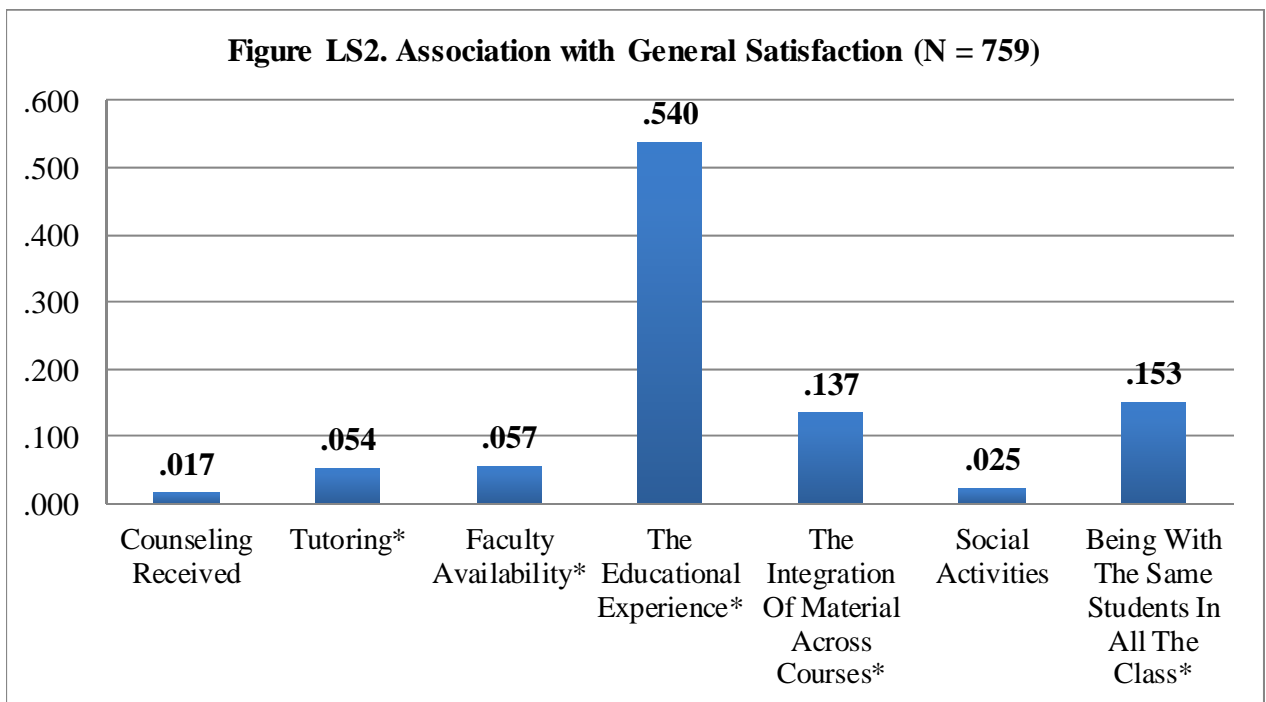
The satisfaction items comprise one general measure of satisfaction along with seven items assessing satisfaction with specific elements of the learning communities. The mean scores for these items are found in Table LS1.

	Mean
Overall Satisfaction	8.30
Satisfaction with Counseling Received	8.23
Satisfaction with Tutoring	7.99
Satisfaction with Faculty Availability	8.13
Satisfaction with the Educational Experience	8.38
Satisfaction with the Integration of Material across Courses	7.89
Satisfaction with Social Activities	7.96
Satisfaction with Being with the Same Students in All the Classes	8.66

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) being with the same students in the classes and with (b) the integration of material across courses were also related to the general satisfaction measure.

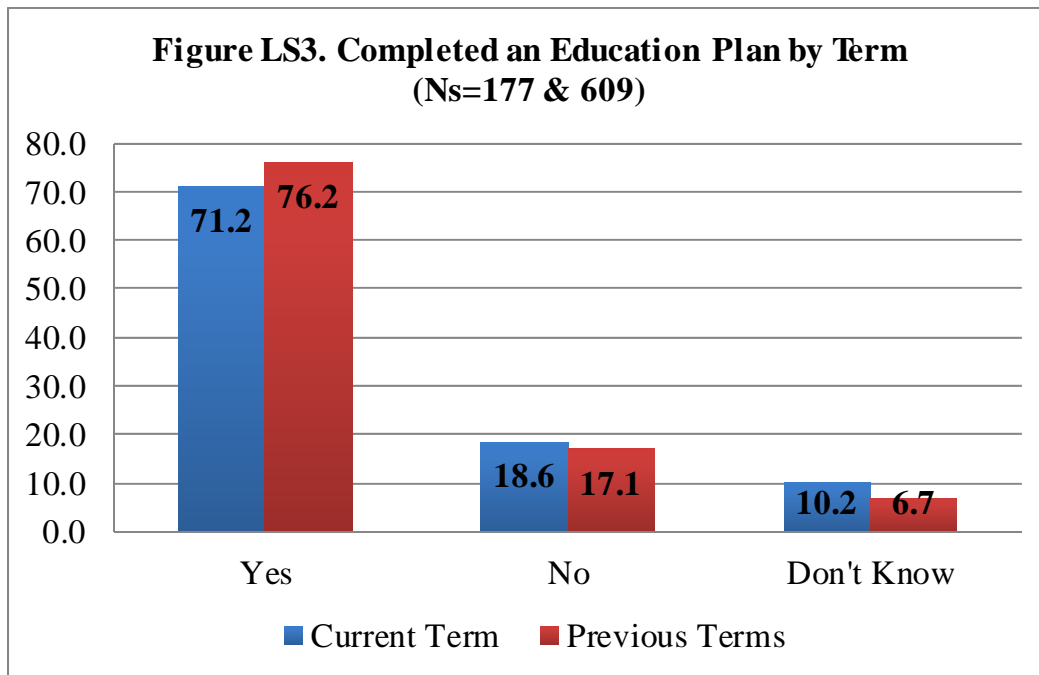
What would you say has been the greatest benefit of participating in a learning community?
"building relationships with my professors and my classmates."

all
to

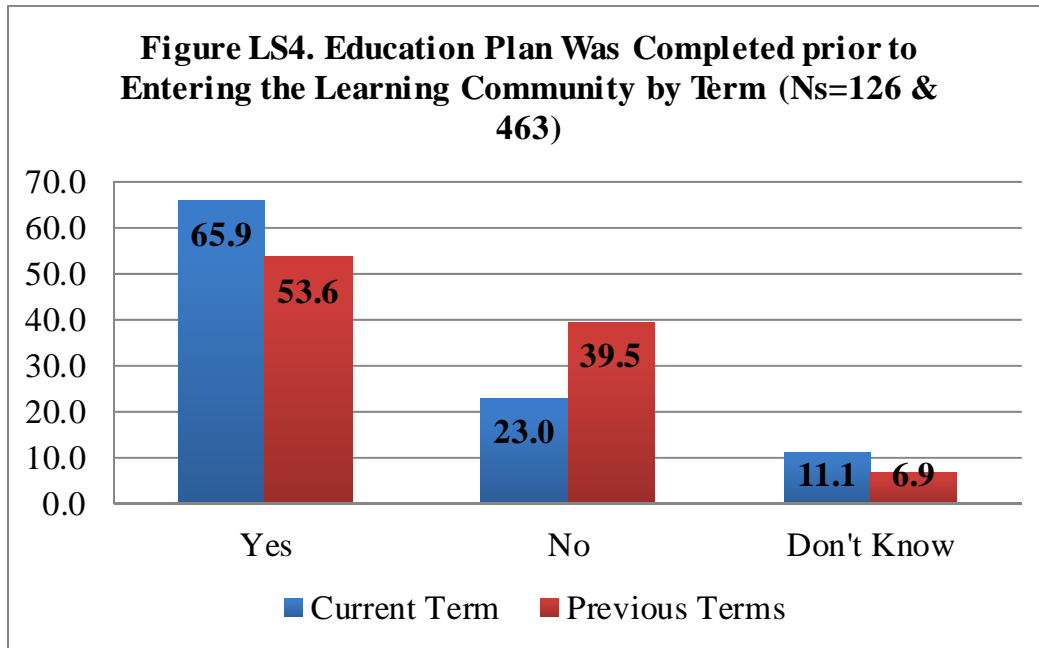


Education Plans and Goals

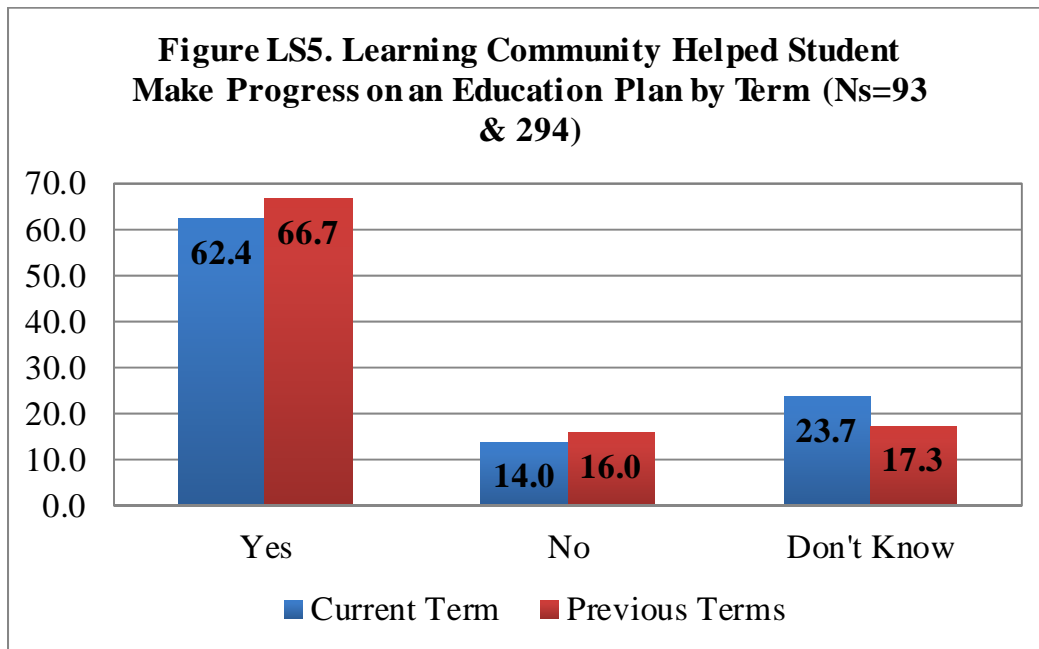
Respondents answered a set of questions regarding education plans and educational goals. Figure LS3 shows that roughly three quarters of the respondents had completed an education plan at the time of the survey, and in Fall 2013 one in ten didn't know if they had completed an education plan.



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 almost two thirds (65.9%) of the learning community students in Fall 2013 who had completed an education plan had done so prior to the start of the learning community.



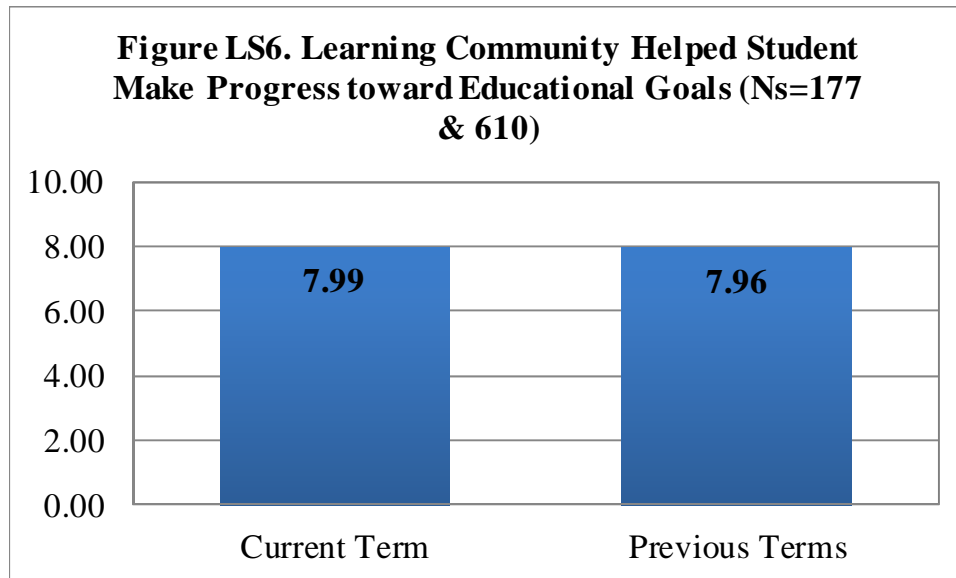
Those who had not completed their education plan, as well as those who had completed it since they started in the learning community, were asked if participation in the learning community helped them make progress on their education plans. Their responses are summarized in Figure LS5. Two thirds of the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



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

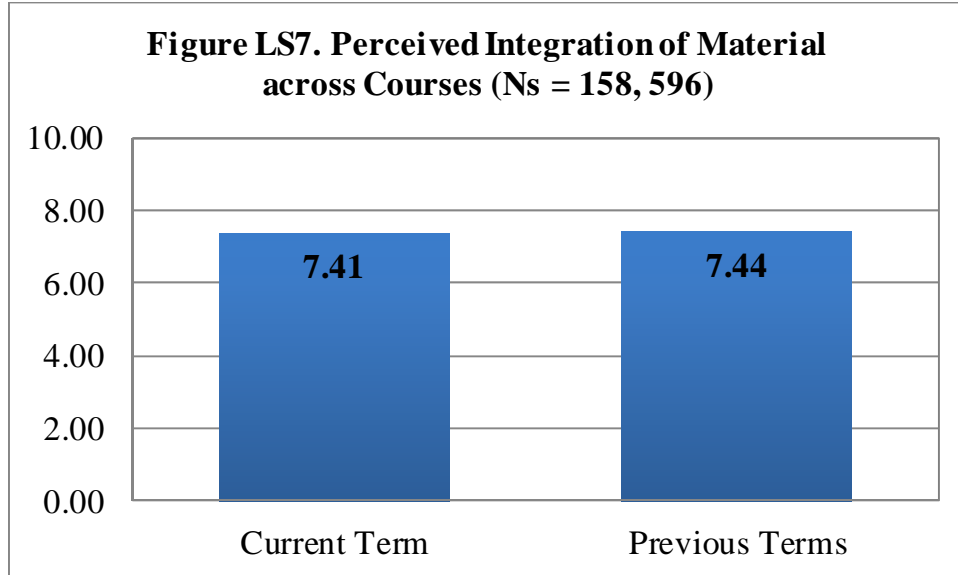
"The tutoring for math and its services and counseling became very helpful for understanding topics that webassign doesnt explain and counseling became useful for making my education plan"

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 about 8, suggesting that students perceived the learning communities to be very helpful for them with respect to their educational goals.

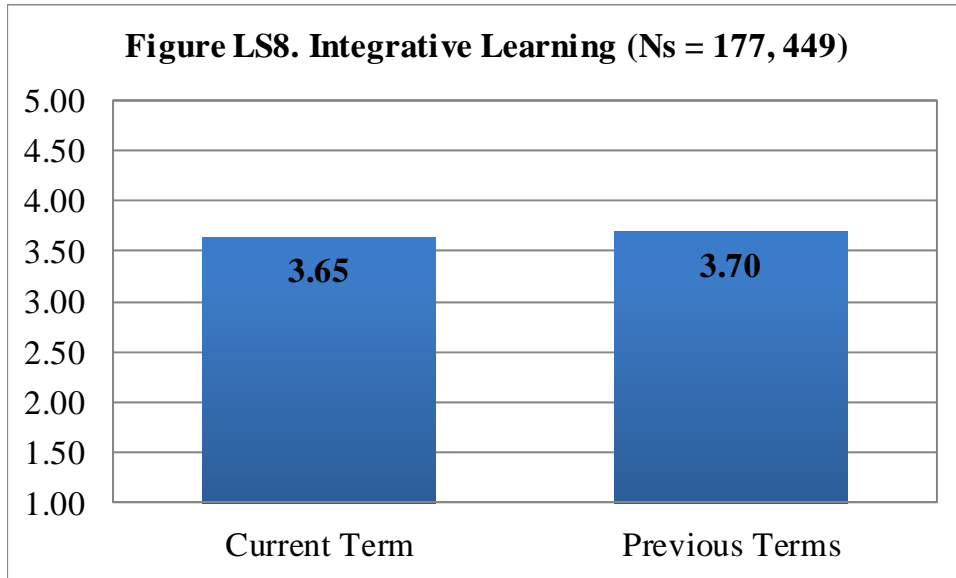


Integrative Learning and Assignments

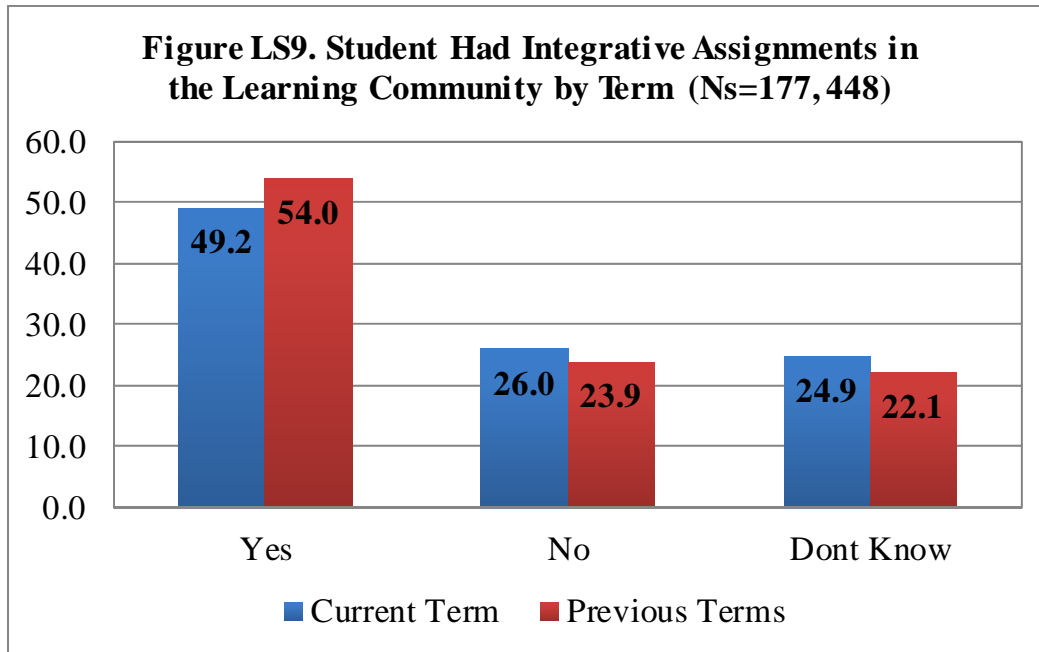
Respondents were asked about the integration of material across courses in their learning communities. Specifically, they were asked to rate on a 0-to-10 scale, where 0 means *not at all integrated* and 10 means *completely integrated*, to what extent was the material integrated across their learning community courses. The average rating of 7.41 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 3.65 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. In Fall 2013, 49.2% reported that they had integrative assignments in their learning community, and 24.9% said they didn't know. This is illustrated in Figure LS9.



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.

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

"Having both teachers communicate so it makes it easier to know what I am doing in both classes."

Table LS2. Attitudes about Integrative Assignments

<i>Integrative assignments ...</i>	Current Term		Previous Terms	
	Mean	Count	Mean	Count
Were Enjoyable	7.63	87	7.88	242
Made Learning Easier	7.64	87	7.65	242
Were Effective	7.70	87	7.76	242
Made The Assignments More Meaningful	7.78	87	7.74	242
Were Interesting	7.74	87	7.85	242

Table LS3. Correlations among Integrative Assignments Attitudes (N = 329)

<i>Integrative assignments ...</i>	Enjoyable	Easier	Effective	Meaningful	Interesting
Were Enjoyable	1.000	.763	.810	.788	.839
Made Learning Easier	.763	1.000	.770	.811	.778
Were Effective	.810	.770	1.000	.789	.787
Made The Assignments More Meaningful	.788	.811	.789	1.000	.798
Were Interesting	.839	.778	.787	.798	1.000

Benefit of Learning Community Participation

The perceived benefit of participation in learning communities was also given attention in the survey. Most (63.4%) of the respondents indicated that their participation was very or extremely beneficial. This is seen in Figure LS10. Figure LS11 shows that over half (52.3%) of the respondents thought that a second learning community would be very or extremely beneficial.

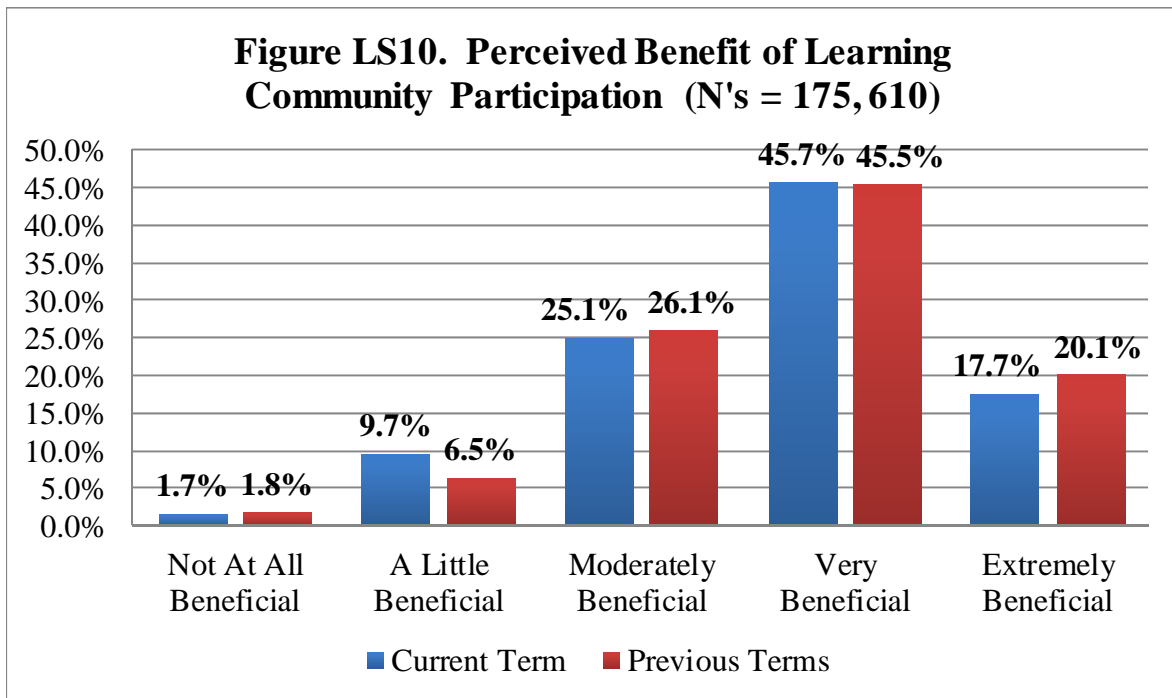
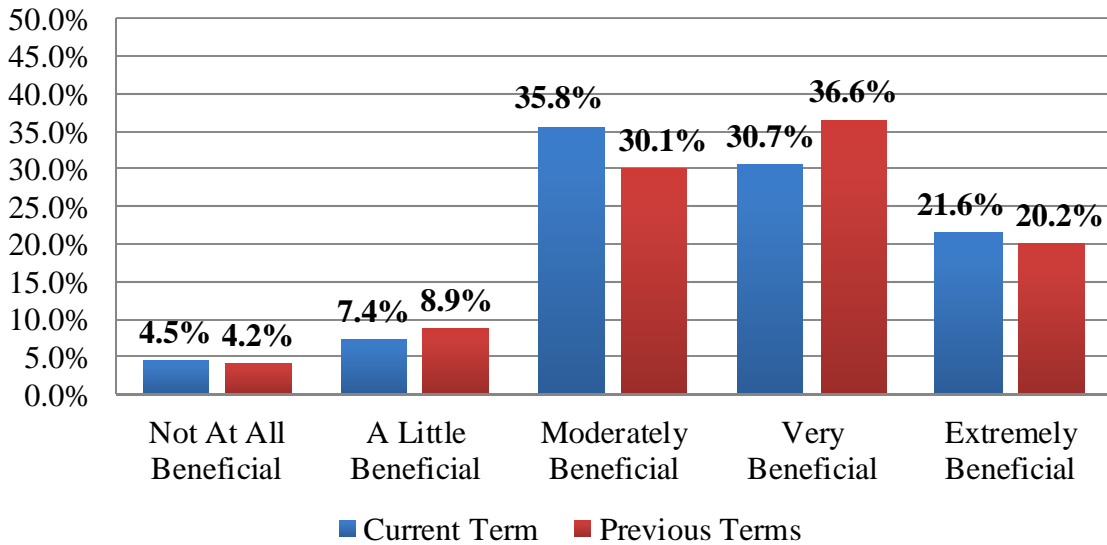


Figure LS11. Expected Benefit of Participation in a Second Learning Community (N's = 176,611)



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 LS4 through LS6.

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

"Learning with a broader capacity and using the resources available to me that I normally would not have known or cared about."

Table LS4. Greatest Benefit of Learning Community Participation

the teachers
all the help from students and teachers.
all the people willing to help
are group work
being able to communicate with the same people constantly for both classes. easier to make friends.
Being able to finish more than one class at a time and finish two GED requirements.
Being able to learn with the same people has helped.
BEING ABLE TO STAY IN COMMUNICATIONS WITH OTHERS ABOUT ASSIGNMENTS FOR BOTH CLASSES/SHARING COURSE ASSIGNMENT/MATERIAL COMMONAILTY
being able to work with different people and being able to get alot of help with classes
being able to work with others to learn each lesson.
being exposed to all the different resources made available to students.
being helped with class and things outside of class as well.
Being with friends
Being with the same group of people.
being with the same people every day and focusing on one subject
being with the same people in both classes and being able to ask for help and getting to know one another .
being with the same people in each class so you can communicate with them better
building relationships with my professors and my classmates.
Comunicatin
contecting both classes
everithing
Everyone got hands on attention to what they needed if they reached out for it. since the community is smaller than a normal class each of the instructors got to know all of us which helped us out more.
EVERYTHING
Exposed to the college culture
Finding the different resources you can use at the college.
gaining a great amount of diversity and knowledge.
Getting both math 50 and 60 out of the way.

Table LS4. Continued
Getting help in math
getting help in my homework because sometimes i did not understand what was my homework about.
getting other peoples veiw
Getting to know classmates better making the classrooms much more comfortable and easy to discuss topics with classmates for help.
getting to know you classmates, weve helped eachother.
give the ability to advance to higher level classes sooner
Giving me more braveness to go to tutoring center.
Having a id.
having a support group with the same people and i got comfortable with them
Having both teachers communicate so it makes it easier to know what I am doing in both classes.
Having support when needed.
Having the ability to work with other students between both classes. Also, the professors were always willing to help, and I learned a lot from them.
having the same people in both classes
Having the same people in my classes
having the time to make new friends that were in both classes
helping me set goals
Helping me understand the material a lot better.
I 've met some of new people, they are friendly and help a lot for support if I need everything.
I can know about essays, and I can use some strategies when I write a research paper.
I can use what I learne in ESL classes when I write research paper for other classes.
I feel good when I am moving toward my education goals. I have been to 5 colleges over the past 14 years because of children and moving, etc. I feel that the instructors and the resources for help at Palomar College are by far the best of any of the schools I have been to.
i get to meet lots of new people
I have learned a lot in the learning community. For example I learn how the structure of a paragraph goes, and new vocabulary words.
I have learned much from the learning community
i know where everything is in school/

Table LS4. Continued

I LEARN TO WORK WELL WITH OTHERS AND I REALIZE THAT I'M NOT THE ONLY ONE THAT HAS TROUBLE.

I learned much more than I expected. Found about resources that can be used on campus.

I like that we had the same students in the two classes. It helps because you get to know the students to help one another with assignments and to study.

I loved being with the same people in both classes. It really helped with both classes

I really enjoyed my counseling class.

I think the greatest benefit was having the work in both the classes link together. Having it linked together made it easier to understand the material and get the additional help that I need.

I was able to get two classes I needed as a first-year student when I was having a hard time getting any other classes. It was also nice being able to have the same people in both classes.

I WAS ABLE TO PARTICIPATE IN A WONDERFUL CLASS AND GOT TO LEARN MANY NEW THINGS.

I would say that professors encouraging us and telling us what time and when to go to tutoring. Also giving us extra credit.

I would say that there are so many clubs and activities in the community college which is a good thing

I'm not sure but it has been a Great experience.

if I have questions I can ask my peers because we have the same classes

In the beginning I received strong support from my tutors and classmates.

It has allowed me to be in an environment where I can feel more open with the students around me and therefore integrate better into group projects and more comfortably ask for assistance when I need it.

it help me with my reading

Knowing the people in your class to ask for help outside of class.

learn from them

Learning about my major

learning a lot of things that will help me in the future

Learning math 50

learning my MBTI code

learning new things

learning new things about where I can get more information at Palomar.

Learning things that I never wanted to learn and now they stick

Learning things you can apply in everyday life.

Table LS4. Continued

Learning with a broader capacity and using the resources available to me that I normally would not have known or cared about.
made learning a lot easier
made lots of friends that made it easier to study
Making new friends
Making new friends and learning things that are actually related to my major.
maybed doing group work in class with class mates
meet new people
Meeting new people
meeting new people and asking eachother for help when we needed it
meeting new students, and working wth them on a day to day basis.
Meeting people
my counseling class was the best part of it. the professsor was very concerned about us and helped us with everything she could
my reading comprehension has raised a considerable ammount
MY TEACHER IS ALWAYS WILLING TO HELP US OUT WITH ANYTHING EVEN IF IS NOT A CLASS ROOM ASSIGNMENT
my writing has improved
no comment
nothing
Palomar location services knowledge.
PEOPLE ALWASYS BEING THERE TO HELP YOU
Personality types!!!! FOR SURE!
reading
Reading faster
Seeing life in a new manor.
share knowledge
smaller classes and teacher is very helpfull
social connections
some assignments are the same
spelling and grammar
Studying skills improved and reading skills
That since we have the same people in the same class every one gets to know each other and every one can talk about problems.
that you get to be with the same people in different classes.
That you know all your instructors very well.
the 1 hour break

Table LS4. Continued

The best benefit of participating in a learning community is having all the help and support available when necessary.
the chance to become closer with the other students in my class.
the classes subjects both connected in a way of understanding by getting broken down
The fact that you are able to get to know your peers better.
The gratest benefit that I receive was the fact that I developed my ideas in an extended or profound manner.
The greatest benefit has been vocabulary
the greatest benefit of participating in a learning community is the you get to be the same group of students for a hole year which is a good thing another thing is the help your getting plus the big advancement you receive.
the greatest benefit of participating in a learning community was that i got to learn in a different way i actually feel very surprise how much i learned this semester and probably because they pushed me harder to do better in everything
The greatest benefit of participating in this course of learning community is that you learn more and are less students that normal classes, the teacher has more time to talk with each students about their grade, how to success in class, teachers take care of their students. Also that teacher make the class funny.
The greatest benefit to participating in a learning community is that working with students and creating bonds was awesome. Very fun
The greatest benefit would be completing 3 math classes in one semester.
The greatest benefits is getting to know people more and learning new things.
The gratestet benefit of participating in a learing community would be all the teacher feed back we got. Also how many people we got to meet and spend time with.
The idea of a notes packet
The learning community has help me with my class assingments and also my outside work.
The learning enviornment
the same students
The teachers were always checking our work and were very helpful.
The tutoring for math and its services and counseling became very helpful for understanding topics that webassign doesnt explain and counseling became useful for making my education plan
THE VOCABULARY AND READING skills

Table LS4. Continued
There is more of a bond between students and teachers
umm...I get to meet new girls. just kidding. being able to be friendly with all of the classmates so that it isn't awkward while working together.
Understanding on more subjects
Very good
Viewing different perspectives
we can save time and money even though we have to work hard
well basically everything being with the same group of students.
Working as a group
Working with other classmates has been helpful.
working with other students
working with the same people
Working with the same people
Working with the same students, and learning a lot of material
yes
Yes
You can always tur for educational advice in your learning community.
You establish better relationships with your fellow classmates making it a team effort to pass the class. you can rely on them for information if you missed class.. etc.
you plan your classes and futre better
you really get to no the people in your class which makes it very easy to ask questions and speak up etc...

Learning Communities Summary

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

- A total of 1,478 students have participated in the learning communities from fall 2009 to fall 2013.
- 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 clearly 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 (71.2%) of the students in Fall 2013 had completed an education plan.
- Half (49.2%) of the students in Fall 2013 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, 15.5% 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 TLC1. The number of visits peaked in Spring 2013 at 8,601. The average visit length is well over an hour.

Term	Number of Students	Visits	Number of Minutes	Minutes per Visit*	Minutes per Student*
Fall 09	543	1,628	78,737	71.91	115.88
Spring 10	1,581	6,143	371,360	75.60	140.45
Fall 10	1,414	6,023	444,681	87.74	157.34
Spring 11	1,464	6,050	424,421	83.61	164.82
Fall 11	1,638	7,149	503,720	82.73	156.24
Spring 12	1,492	7,071	529,256	84.59	164.19
Fall 12	1,699	8,079	544,385	76.05	164.38
Spring 13	1,685	8,601	598,316	80.78	178.71
Fall 13	1,428	6,310	443,339	85.92	157.67

* 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 39.1% of the time spent at the TLC in Fall 2013 was for the purpose of doing homework. Overall, 33.6% of the time at the TLC was explicitly for assistance with math.

TLC Visit Reason	Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12	Fall 12	Spring 12	Fall 13
	%	%	%	%	%	%	%	%	%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%	0.1%	1.6%
Counseling	1.3%	0.6%	0.7%	0.8%	0.7%	0.5%	0.7%	0.5%	0.7%
Financial Aid	0.0%	0.0%	0.0%	0.1%	0.2%	0.1%	0.1%	0.2%	0.2%
Homework	46.9%	42.1%	32.1%	30.6%	36.2%	28.8%	36.9%	38.6%	39.1%
Information	1.3%	0.6%	0.2%	0.2%	0.1%	0.1%	0.1%	0.3%	0.3%
Lab: ESL	0.8%	2.2%	0.8%	3.2%	1.1%	1.1%	1.7%	0.8%	0.8%
Language Lab	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	13.2%	0.4%	1.1%
Lab: Math	30.5%	10.7%	19.4%	9.7%	15.2%	20.0%	12.6%	19.5%	17.5%
Lab: Other	5.3%	5.1%	3.9%	4.9%	5.3%	8.8%	1.0%	1.3%	0.3%
Lab: Reading	0.0%	1.0%	0.7%	0.1%	0.3%	0.4%	0.4%	0.5%	0.5%
Other	1.8%	6.9%	5.0%	6.1%	3.2%	1.5%	2.7%	2.2%	3.9%
Tutoring: ESL	2.4%	4.6%	5.5%	8.0%	5.9%	7.7%	3.4%	6.2%	5.2%
Tutoring: Math	6.3%	13.8%	16.9%	19.3%	16.9%	20.4%	16.8%	18.6%	17.4%
Tutoring: Other	1.2%	3.0%	2.1%	3.2%	2.1%	1.8%	1.8%	1.0%	2.9%
Tutoring: Reading	0.2%	0.3%	1.0%	0.8%	1.1%	0.6%	0.7%	0.9%	0.9%
Tutoring: Writing	1.8%	8.3%	11.3%	12.0%	11.2%	7.9%	7.1%	7.7%	7.0%
Workshop	0.3%	0.9%	0.4%	1.0%	0.5%	0.3%	0.4%	1.3%	0.6%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

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 was the most common reason given for a visit to the TLC. Just over a quarter (26.4%) of the visits were explicitly math oriented visits.

TLC Visit Reason	Fall 09 Visits	Spring 10 Visits	Fall 10 Visits	Spring 11 Visits	Fall 11 Visits	Spring 12 Visits	Fall 12 Visits	Spring 12 Visits	Fall 13 Visits
Unknown	0	0	0	0	0	0	24	10	48
Counseling	17	63	96	90	93	83	116	85	98
Financial Aid	0	0	0	12	29	7	16	34	14
Homework	919	2,641	2,011	2,210	2,911	2,233	2,916	3,366	2,458
Information	65	60	22	40	25	17	23	42	77
Lab: ESL	11	170	87	174	92	126	157	107	80
Language Lab	0	0	0	0	0	0	1,315	61	51
Lab: Math	270	436	874	392	737	1,173	784	1,539	884
Lab: Other	68	406	307	359	412	685	83	109	40
Lab: Reading	1	68	53	13	39	18	35	38	31
Other	41	770	547	478	333	232	430	361	365
Tutoring: ESL	41	271	356	494	458	477	368	620	380
Tutoring: Math	118	594	911	887	1,020	1,170	985	1,274	1,024
Tutoring: Other	24	164	135	143	168	181	138	138	222
Tutoring: Reading	5	27	46	64	63	52	60	66	54
Tutoring: Writing	38	396	523	612	686	589	584	631	421
Workshop	10	77	55	82	83	28	45	120	63
Total	1,628	6,143	6,023	6,050	7,149	7,071	8,079	8,601	6,310

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 use of the TLC has tapered off for Reading students.

Year	Term	English 10 Students		English 50 Students	
		Who Used TLC		Who Used TLC	
2009-10	Fall	46	5.1%	24	2.7%
	Spring	85	15.0%	107	13.7%
2010-11	Fall	98	11.6%	125	13.5%
	Spring	72	11.4%	128	13.6%
2011-12	Fall	98	12.1%	130	14.2%
	Spring	74	11.3%	131	13.8%
2012-13	Fall	91	11.4%	108	11.2%
	Spring	90	14.3%	131	13.1%
2013-14	Fall	88	10.4%	116	11.2%

Year	Term	ESL 45 Students		ESL 55 Students	
		Who Used TLC		Who Used TLC	
2011-12	Fall	18	17.1%	16	16.8%
	Spring	8	13.3%	29	29.6%
2012-13	Fall	25	29.8%	10	12.0%
	Spring	27	37.0%	20	24.7%
2013-14	Fall	13	16.3%	19	26.4%

Year	Term	Math 10 Students		Math 15 Students	
		Who Used TLC		Who Used TLC	
2009-10	Fall	11	9.2%	66	5.3%
	Spring	0		140	12.9%
2010-11	Fall	12	11.8%	144	12.0%
	Spring	0		131	13.3%
2011-12	Fall	2	3.4%	184	15.7%
	Spring	0		165	15.4%
2012-13	Fall	6	10.9%	141	12.0%
	Spring	0		143	11.8%
2013-14	Fall	5	9.4%	157	13.2%

Year	Term	Math 50 Students		Math 56 Students		Math 60 Students	
		Who Used TLC		Who Used TLC		Who Used TLC	
2009-10	Fall	60	3.6%	5	1.6%	54	3.7%
	Spring	156	11.9%	16	8.2%	136	9.7%
2010-11	Fall	146	9.7%	29	9.2%	163	10.6%
	Spring	154	10.6%	15	8.2%	133	8.6%
2011-12	Fall	232	14.0%	16	5.8%	171	11.0%
	Spring	164	11.6%	51	24.1%	162	10.1%
2012-13	Fall	216	12.3%	13	4.7%	217	14.1%
	Spring	189	12.3%	65	26.5%	194	11.7%
2013-14	Fall	199	11.6%	33	9.8%	149	9.3%

Table TLC7. TLC Users in Reading Courses

Year	Term	Read 30 Students		Read 50 Students	
		Who Used TLC		Who Used TLC	
2009-10	Fall	6	5.3%	6	2.8%
	Spring	25	20.8%	19	11.9%
2010-11	Fall	31	25.2%	17	7.6%
	Spring	21	20.4%	21	11.4%
2011-12	Fall	23	20.2%	19	6.3%
	Spring	8	11.3%	13	6.3%
2012-13	Fall	3	3.7%	28	9.0%
	Spring	2	2.4%	18	7.8%
2013-14	Fall	8	11.8%	10	3.9%

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 terms examined. TLC users were more likely to be female than male, while the rest of the credit student population was evenly split by gender.

Table TLC8. TLC Users by Gender & Student Category									
Gender	2009-10		2010-11		2011-12		2012-13		2013-14
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall
TLC User									
Female	264	771	709	722	818	740	856	838	749
	55.9%	55.8%	57.5%	56.4%	57.4%	56.1%	55.8%	56.0%	59.4%
Male	200	595	512	550	592	563	663	648	502
	42.4%	43.1%	41.5%	42.9%	41.6%	42.7%	43.2%	43.3%	39.8%
Unknown	8	16	13	9	14	16	14	11	9
	1.7%	1.2%	1.1%	0.7%	1.0%	1.2%	0.9%	0.7%	0.7%
Total	472	1,382	1,234	1,281	1,424	1,319	1,533	1,497	1,260
Escondido Center Student									
Female	1,791	1,412	1,458	1,330	1,281	1,307	1,184	1,100	1,188
	48.8%	47.3%	46.3%	47.6%	45.7%	47.3%	46.4%	45.9%	46.8%
Male	1,862	1,560	1,677	1,450	1,511	1,440	1,348	1,286	1,337
	50.7%	52.2%	53.2%	51.9%	53.9%	52.1%	52.9%	53.7%	52.7%
Unknown	20	15	16	16	13	17	17	9	11
	0.5%	0.5%	0.5%	0.6%	0.5%	0.6%	0.7%	0.4%	0.4%
Total	3,673	2,987	3,151	2,796	2,805	2,764	2,549	2,395	2,536
Other Student									
Female	10,116	9,722	9,545	9,503	9,133	8,963	9,121	9,160	8,822
	48.9%	49.4%	47.9%	47.7%	46.6%	47.3%	47.1%	46.8%	45.9%
Male	10,473	9,854	10,272	10,325	10,341	9,860	10,156	10,332	10,301
	50.6%	50.0%	51.5%	51.8%	52.8%	52.1%	52.4%	52.8%	53.6%
Unknown	117	114	116	113	126	112	94	80	82
	0.6%	0.6%	0.6%	0.6%	0.6%	0.6%	0.5%	0.4%	0.4%
Total	20,706	19,690	19,933	19,941	19,600	18,935	19,371	19,572	19,205

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 40-50% 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										
Ethnicity	Fall 2009-10		Fall 2010-11		Fall 2011-12		Fall 2012-13		Fall 2013-14	
TLC User										
Afr.Am. Non-Hisp	15	3.2%	48	3.9%	53	3.7%	64	4.2%	44	3.5%
Asian	22	4.7%	52	4.2%	61	4.3%	79	5.2%	45	3.6%
Filipino	15	3.2%	30	2.4%	28	2.0%	40	2.6%	31	2.5%
Hispanic	196	41.5%	550	44.6%	633	44.5%	773	50.4%	654	51.9%
Multi Ethnic	10	2.1%	29	2.4%	39	2.7%	41	2.7%	36	2.9%
Nat.Am. Pacific	4	0.8%	13	1.1%	21	1.5%	16	1.0%	18	1.4%
Pacific	4	0.8%	17	1.4%	15	1.1%	8	0.5%	8	0.6%
Unknown	22	4.7%	62	5.0%	44	3.1%	48	3.1%	37	2.9%
White Non-	184	39.0%	433	35.1%	530	37.2%	464	30.3%	387	30.7%
Total	472	100.0%	1,234	100.0%	1,424	100.0%	1,533	100.0%	1,260	100.0%
Escondido Center Student										
Afr.Am. Non-Hisp	120	3.3%	92	2.9%	64	2.3%	77	3.0%	63	2.5%
Asian	102	2.8%	91	2.9%	67	2.4%	82	3.2%	82	3.2%
Filipino	99	2.7%	82	2.6%	70	2.5%	51	2.0%	51	2.0%
Hispanic	1,271	34.6%	1,058	33.6%	1,041	37.1%	972	38.1%	1,068	42.1%
Multi Ethnic	94	2.6%	113	3.6%	92	3.3%	105	4.1%	93	3.7%
Nat.Am. Pacific Islander	43	1.2%	33	1.0%	22	0.8%	17	0.7%	20	0.8%
Pacific Islander	19	0.5%	15	0.5%	12	0.4%	12	0.5%	13	0.5%
Unknown	150	4.1%	105	3.3%	99	3.5%	83	3.3%	73	2.9%
White Non-Hisp	1,775	48.3%	1,562	49.6%	1,338	47.7%	1,150	45.1%	1,073	42.3%
Total	3,673	100.0%	3,151	100.0%	2,805	100.0%	2,549	100.0%	2,536	100.0%

Table TLC9. Continued										
Ethnicity	Fall 2009-10		Fall 2010-11		Fall 2011-12		Fall 2012-13		Fall 2013-14	
Other Student										
Afr.Am.	678	3.3%	603	3.0%	627	3.2%	619	3.2%	596	3.1%
Asian	1,118	5.4%	1,010	5.1%	988	5.0%	952	4.9%	988	5.1%
Filipino	631	3.0%	575	2.9%	598	3.1%	579	3.0%	597	3.1%
Hispanic	5,785	27.9%	5,941	29.8%	6,132	31.3%	6,443	33.3%	6,649	34.6%
Multi Ethnic	605	2.9%	698	3.5%	783	4.0%	855	4.4%	891	4.6%
Nat.Am.	153	0.7%	133	0.7%	137	0.7%	147	0.8%	135	0.7%
Pacific Islander	172	0.8%	156	0.8%	124	0.6%	116	0.6%	114	0.6%
Unknown	889	4.3%	686	3.4%	627	3.2%	609	3.1%	560	2.9%
White Non-Hisp	10,675	51.6%	10,131	50.8%	9,584	48.9%	9,051	46.7%	8,675	45.2%
Total	20,706	100.0%	19,933	100.0%	19,600	100.0%	19,371	100.0%	19,205	100.0%

Table TLC10 shows that about half of the TLC users were daytime only students, and in Fall 2013 about 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										
Day Eve		2009-10		2010-11		2011-12		2012-13		2013-14
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall
TLC User										
D/E	Number	193	575	504	518	538	518	682	571	491
	%	40.9%	41.6%	40.8%	40.4%	37.8%	39.3%	44.5%	38.1%	39.0%
Day	Number	233	633	600	616	690	591	641	726	647
	%	49.4%	45.8%	48.6%	48.1%	48.5%	44.8%	41.8%	48.5%	51.3%
Eve	Number	46	174	130	147	196	210	210	200	121
	%	9.7%	12.6%	10.5%	11.5%	13.8%	15.9%	13.7%	13.4%	9.6%
Total	Number	472	1,382	1,234	1,281	1,424	1,319	1,533	1,497	1,260
	%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Escondido Center Student										
D/E	Number	1,442	1,120	1,241	1,096	1,089	1,113	1,053	901	987
	%	39.3%	37.5%	39.4%	39.2%	38.8%	40.3%	41.3%	37.6%	38.9%
Day	Number	1,323	1,054	1,132	1,034	1,007	1,040	887	972	1,099
	%	36.0%	35.3%	35.9%	37.0%	35.9%	37.6%	34.8%	40.6%	43.3%
Eve	Number	908	798	778	666	709	611	609	522	450
	%	24.7%	26.7%	24.7%	23.8%	25.3%	22.1%	23.9%	21.8%	17.7%
Ukn	Number	0	15	0	0	0	0	0	0	0
	%	0.0%	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total	Number	3,673	2,987	3,151	2,796	2,805	2,764	2,549	2,395	2,536
	%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Table TLC10. Continued										
Day Eve		2009-10		2010-11		2011-12		2012-13		2013-14
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall
Other Student										
D/E	Number	5,532	5,197	5,446	5,442	5,307	5,077	4,953	5,172	5,193
	%	26.7%	26.4%	27.3%	27.3%	27.1%	26.8%	25.6%	26.4%	27.0%
Day	Number	12,035	11,701	11,593	11,662	11,630	11,368	11,730	11,716	11,465
	%	58.1%	59.4%	58.2%	58.5%	59.3%	60.0%	60.6%	59.9%	59.7%
Eve	Number	3,139	2,792	2,894	2,824	2,659	2,490	2,688	2,684	2,547
	%	15.2%	14.2%	14.5%	14.2%	13.6%	13.2%	13.9%	13.7%	13.3%
Ukn	Number	0	0	0	13	4	0	0	0	0
	%	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%
Total	Number	20,706	19,690	19,933	19,941	19,600	18,935	19,371	19,572	19,205
	%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total	Number	24,851	24,059	24,318	24,018	23,829	23,018	23,453	23,464	23,001

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 Level		2009-10		2010-11		2011-12		2012-13		2013-14
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall
TLC User										
Basic Skills	Number	129	281	269	246	286	251	248	255	231
	%	27.3%	20.3%	21.8%	19.2%	20.1%	19.0%	16.2%	17.0%	18.3%
AA	Number	108	315	344	325	427	390	460	477	390
	%	22.9%	22.8%	27.9%	25.4%	30.0%	29.6%	30.0%	31.9%	31.0%
Transfer	Number	235	786	621	710	711	678	825	765	639
	%	49.8%	56.9%	50.3%	55.4%	49.9%	51.4%	53.8%	51.1%	50.7%
Total	Number	472	1,382	1,234	1,281	1,424	1,319	1,533	1,497	1,260
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Escondido Center Student										
Basic Skills	Number	517	315	416	315	306	273	299	289	312
	%	14.1%	10.5%	13.2%	11.3%	10.9%	9.9%	11.7%	12.1%	12.3%
AA	Number	603	461	536	512	499	489	493	437	481
	%	16.4%	15.4%	17.0%	18.3%	17.8%	17.7%	19.3%	18.2%	19.0%
Transfer	Number	2,553	2,211	2,199	1,969	2,000	2,002	1,757	1,669	1,743
	%	69.5%	74.0%	69.8%	70.4%	71.3%	72.4%	68.9%	69.7%	68.7%
Total	Number	3,673	2,987	3,151	2,796	2,805	2,764	2,549	2,395	2,536
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table TLC11. Continued										
Student Level		2009-10		2010-11		2011-12		2012-13		2013-14
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall
Other Student										
Basic Skills	Number	1,670	1,306	1,640	1,281	1,470	1,233	1,499	1,386	1,598
	%	8.1%	6.6%	8.2%	6.4%	7.5%	6.5%	7.7%	7.1%	8.3%
AA	Number	2,501	2,352	2,590	2,599	2,728	2,644	2,822	2,791	2,847
	%	12.1%	11.9%	13.0%	13.0%	13.9%	14.0%	14.6%	14.3%	14.8%
Transfer	Number	16,535	16,032	15,703	16,061	15,402	15,058	15,050	15,395	14,760
	%	79.9%	81.4%	78.8%	80.5%	78.6%	79.5%	77.7%	78.7%	76.9%
Total	Number	20,706	19,690	19,933	19,941	19,600	18,935	19,371	19,572	19,205
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Total	Number	24,851	24,059	24,318	24,018	23,829	23,018	23,453	23,464	23,001

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 below suggest a greater advantage for TLC users in the Spring compared to the Fall.

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		2012-13		2013-14	Total
			Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	
No	No	Number	2,110	1,949	1,999	1,991	1,872	1,941	2,113	2,133	2,183	18,291
		%	44.8%	49.7%	43.9%	48.5%	40.5%	47.0%	45.7%	48.1%	46.0%	45.9%
	Yes	Number	2,605	1,971	2,552	2,115	2,745	2,193	2,512	2,303	2,563	21,559
		%	55.2%	50.3%	56.1%	51.5%	59.5%	53.0%	54.3%	51.9%	54.0%	54.1%
	Total	Number	4,715	3,920	4,551	4,106	4,617	4,134	4,625	4,436	4,746	39,850
		%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Yes	No	Number	16	29	61	21	42	77	79	90	69	484
		%	35.6%	35.8%	52.6%	36.8%	44.2%	44.5%	45.1%	42.3%	43.9%	43.5%
	Yes	Number	29	52	55	36	53	96	96	123	88	628
		%	64.4%	64.2%	47.4%	63.2%	55.8%	55.5%	54.9%	57.7%	56.1%	56.5%
	Total	Number	45	81	116	57	95	173	175	213	157	1,112
		%	100.0%	100.0%	100.0%	100.0%	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 61%.

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		2012-13		2013-14	Total
			Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	
No	No	Number	2,044	1,798	1,856	1,848	1,674	1,820	1,964	1,988	2,042	17,034
		%	44.8%	50.6%	44.5%	49.5%	40.8%	48.3%	46.7%	49.0%	46.8%	46.6%
	Yes	Number	2,520	1,755	2,317	1,882	2,433	1,945	2,243	2,070	2,318	19,483
		%	55.2%	49.4%	55.5%	50.5%	59.2%	51.7%	53.3%	51.0%	53.2%	53.4%
	Total	Number	4,564	3,553	4,173	3,730	4,107	3,765	4,207	4,058	4,360	36,517
		%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Yes	No	Number	82	180	204	164	240	198	228	235	210	1,741
		%	41.8%	40.2%	41.3%	37.9%	39.7%	36.5%	38.4%	39.8%	38.7%	39.2%
	Yes	Number	114	268	290	269	365	344	365	356	333	2,704
		%	58.2%	59.8%	58.7%	62.1%	60.3%	63.5%	61.6%	60.2%	61.3%	60.8%
	Total	Number	196	448	494	433	605	542	593	591	543	4,445
		%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The retention rates in these same math courses are displayed in Table TLC14. The retention rate for those who used the TLC for math assistance was 90%.

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		2012-13		2013-14	Total
			Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	
No	No	Number	404	384	359	346	332	351	502	430	497	3,605
		%	8.6%	9.8%	7.9%	8.4%	7.2%	8.5%	10.9%	9.7%	10.5%	9.0%
	Yes	Number	4,311	3,536	4,192	3,760	4,285	3,783	4,123	4,006	4,249	36,245
		%	91.4%	90.2%	92.1%	91.6%	92.8%	91.5%	89.1%	90.3%	89.5%	91.0%
	Total	Number	4,715	3,920	4,551	4,106	4,617	4,134	4,625	4,436	4,746	39,850
		%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Yes	No	Number	4	9	19	6	10	8	21	16	21	114
		%	8.9%	11.1%	16.4%	10.5%	10.5%	4.6%	12.0%	7.5%	13.4%	10.3%
	Yes	Number	41	72	97	51	85	165	154	197	136	998
		%	91.1%	88.9%	83.6%	89.5%	89.5%	95.4%	88.0%	92.5%	86.6%	89.7%
	Total	Number	45	81	116	57	95	173	175	213	157	1,112
		%	100.0%	100.0%	100.0%	100.0%	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 about 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		2012-13		2013-14	Total
			Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	
No	No	Number	386	362	346	319	301	332	462	401	468	3,377
		%	8.5%	10.2%	8.3%	8.6%	7.3%	8.8%	11.0%	9.9%	10.7%	9.2%
	Yes	Number	4,178	3,191	3,827	3,411	3,806	3,433	3,745	3,657	3,892	33,140
		%	91.5%	89.8%	91.7%	91.4%	92.7%	91.2%	89.0%	90.1%	89.3%	90.8%
	Total	Number	4,564	3,553	4,173	3,730	4,107	3,765	4,207	4,058	4,360	36,517
		%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Yes	No	Number	22	31	32	33	41	27	61	45	50	342
		%	11.2%	6.9%	6.5%	7.6%	6.8%	5.0%	10.3%	7.6%	9.2%	7.7%
	Yes	Number	174	417	462	400	564	515	532	546	493	4,103
		%	88.8%	93.1%	93.5%	92.4%	93.2%	95.0%	89.7%	92.4%	90.8%	92.3%
	Total	Number	196	448	494	433	605	542	593	591	543	4,445
		%	100.0%	100.0%	100.0%	100.0%	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.

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%
2011-12	Fall	No	964	34.0%	6,444	33.0%	311	22.0%
		Yes	1,848	66.0%	13,193	67.0%	1,114	78.0%
	Spring	No	1,308	47.0%	8,669	46.0%	472	36.0%
		Yes	1,461	53.0%	10,293	54.0%	847	64.0%
2012-13	Fall	No	869	34.0%	6,117	32.0%	327	21.0%
		Yes	1,680	66.0%	13,254	68.0%	1,206	79.0%
	Spring	No	1,116	47.0%	9,143	47.0%	492	33.0%
		Yes	1,279	53.0%	10,429	53.0%	1,005	67.0%

TLC Summary

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

- Use of the TLC peaked in the Spring 2013 term at 8,601 visits.
- The primary reasons students went to the TLC was to do homework or work on math.
- 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 61%, while the retention rate was about 92%.
- 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 ESL Center, the Math Learning Center, the STAR Center in the library, and the STEM Center, the TLC, and the Writing Center.

Tutoring Use

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

Year		Students	Hours	Hours per Student
2009-10	Fall	1,746	16,843.90	9.65
	Spring	1,825	18,597.70	10.19
2010-11	Fall	1,940	17,968.20	9.26
	Spring	2,031	22,553.50	11.10
2011-12	Fall	2,290	19,899.00	8.69
	Spring	2,384	21,282.40	8.93
2012-13	Fall	2,528	23,250.60	9.20
	Spring	2,644	32,179.90	12.17

The use of tutoring by location is summarized in Tables T2 and T3 in terms of students and hours. Tutoring use is most frequent in the library, though the greatest number of tutoring hours has typically been in the Math Center. Tutoring just got underway in Fall 2011 at the ESL Lab, and in Spring 2012 in the STEM Center.

Table T2. Number of Tutoring Students by Location

Year	Term	Location					
		ESL Center	Math Center	STAR Center	STEM Center	TLC Escondido	Writing Center
2009-10	Fall	0	508	852	0	52	652
	Spring	0	514	805	0	337	594
2010-11	Fall	0	606	794	0	371	628
	Spring	0	734	868	0	430	528
2011-12	Fall	147	622	934	0	538	563
	Spring	192	610	993	57	564	567
2012-13	Fall	206	742	859	236	547	666
	Spring	205	726	1,096	298	539	618

Table T3. Hours of Tutoring by Location

Year	Term	Location					
		ESL Center	Math Center	STAR Center	STEM Center	TLC Escondido	Writing Center
2009-10	Fall	0.0	7,292.8	6,120.0	0.0	153.3	3,277.8
	Spring	0.0	7,046.2	6,851.2	0.0	1,837.1	2,863.2
2010-11	Fall	0.0	8,418.5	4,167.0	0.0	2,710.7	2,672.0
	Spring	0.0	11,532.1	5,847.9	0.0	3,041.9	2,131.6
2011-12	Fall	423.7	8,185.5	5,310.6	0.0	3,140.8	2,838.4
	Spring	524.4	8,433.2	5,713.0	177.4	3,368.4	3,066.0
2012-13	Fall	852.6	10,404.4	4,917.4	1,097.9	2,702.5	3,275.8
	Spring	980.5	10,812.3	12,040.2	1,682.4	3,410.9	3,253.6

Tables T4 and T5 display the number of students or hours of tutoring by the type of tutoring service requested. Generic tutoring was the most common, followed by math and writing. However, the number of hours of math tutoring typically exceeded the others.

Year	Term	Tutoring Students by Type of Service				
		ESL	Generic	Math	Reading	Writing
2009-10	Fall	11	858	531	3	661
	Spring	60	868	626	15	681
2010-11	Fall	63	834	743	22	737
	Spring	89	915	890	10	656
2011-12	Fall	238	995	823	22	726
	Spring	290	1,111	816	18	748
2012-13	Fall	277	1,145	959	27	848
	Spring	297	1,449	953	24	759

Year	Term	Tutoring Hours by Type of Service				
		ESL	Generic	Math	Reading	Writing
2009-10	Fall	31.5	6,135.4	7,373.9	2.5	3,300.6
	Spring	279.2	7,033.5	7,895.7	17.8	3,371.5
2010-11	Fall	403.8	4,321.7	9,664.7	73.2	3,504.8
	Spring	560.0	6,074.5	12,889.4	58.0	2,971.6
2011-12	Fall	922.8	5,491.8	9,607.2	92.2	3,785.0
	Spring	1,197.4	6,049.5	10,223.4	56.3	3,755.8
2012-13	Fall	1,161.6	6,178.8	11,927.0	66.8	3,916.4
	Spring	1,591.8	13,817.9	12,675.1	84.1	4,011.0

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 T6 shows the tutoring students by gender. Those receiving tutoring were more likely to be female than male.

Table T6. Tutoring Students by Gender					
Year	Term	Used Tutoring	Gender		
			Female	Male	Unknown
2009-10	Fall	No	46.6%	52.7%	0.7%
		Yes	57.8%	41.2%	1.0%
	Spring	No	46.5%	52.8%	0.7%
		Yes	55.7%	43.0%	1.3%
2010-11	Fall	No	45.3%	54.0%	0.7%
		Yes	57.0%	41.7%	1.3%
	Spring	No	45.5%	53.8%	0.7%
		Yes	53.7%	45.1%	1.2%
2011-12	Fall	No	44.4%	54.9%	0.7%
		Yes	55.4%	43.4%	1.1%
	Spring	No	44.1%	55.2%	0.7%
		Yes	57.2%	41.5%	1.3%
2012-13	Fall	No	44.3%	55.1%	0.6%
		Yes	55.2%	44.2%	0.7%
	Spring	No	44.2%	55.2%	0.6%
		Yes	55.2%	44.3%	0.6%

Race and Ethnicity. About 40% of the tutoring students were white, non-Hispanic. This is revealed in Table T7. The table also shows that over a third of the tutoring students were Hispanic.

Year	Term	Used Tutoring	Ethnicity								
			African American	Asian	Filipino	Hispanic	Multi Ethnic	Native American	Pacific Islander	Unknown	White
2009-10	Fall	No	3.0%	3.7%	2.6%	25.9%	2.1%	0.8%	0.9%	5.7%	55.3%
		Yes	3.5%	9.2%	2.6%	32.8%	1.4%	0.6%	0.8%	8.0%	41.1%
	Spring	No	2.7%	4.0%	2.5%	26.6%	2.4%	0.8%	0.9%	5.5%	54.5%
		Yes	3.4%	8.9%	2.4%	33.3%	1.2%	0.5%	1.0%	6.7%	42.5%
2010-11	Fall	No	2.8%	3.8%	2.6%	27.6%	2.7%	0.8%	0.8%	5.2%	53.8%
		Yes	3.5%	7.9%	2.7%	32.2%	2.3%	0.8%	1.2%	7.6%	41.8%
	Spring	No	2.9%	4.0%	2.5%	28.4%	2.9%	0.9%	0.8%	5.0%	52.7%
		Yes	3.9%	7.7%	2.6%	33.8%	2.1%	0.9%	0.9%	7.3%	40.8%
2011-12	Fall	No	2.9%	3.7%	2.7%	29.5%	3.3%	0.7%	0.7%	4.8%	51.7%
		Yes	2.6%	8.3%	2.6%	35.1%	3.0%	1.0%	0.7%	6.5%	40.2%
	Spring	No	2.8%	3.8%	2.7%	31.0%	3.6%	0.9%	0.8%	4.5%	50.0%
		Yes	3.2%	8.8%	2.5%	36.7%	2.3%	0.6%	0.6%	7.0%	38.4%
2012-13	Fall	No	3.1%	3.9%	2.6%	31.7%	3.7%	0.8%	0.7%	4.5%	48.9%
		Yes	2.6%	8.3%	3.1%	39.2%	3.2%	1.0%	0.9%	5.5%	36.3%
	Spring	No	2.9%	3.8%	2.8%	33.1%	3.8%	0.8%	0.7%	4.4%	47.7%
		Yes	3.4%	8.8%	3.4%	39.4%	2.8%	0.8%	0.6%	5.8%	35.1%

Age. Table T8 summarizes the ages of both tutored and non-tutored students. Students receiving tutoring were, on average, about a year younger than were other students.

Table T8. Percent of Students Using Tutoring by Age Category							
Year	Term	Used Tutoring	Age Category				Unknown
			19 and Under	20 to 24	25 to 49	50 and Over	
2009-10	Fall	No	29.8%	33.2%	29.7%	7.3%	0.0%
		Yes	30.7%	34.9%	30.0%	4.4%	0.0%
	Spring	No	20.1%	40.9%	31.6%	7.4%	0.0%
		Yes	14.4%	47.5%	32.9%	5.2%	0.0%
2010-11	Fall	No	27.8%	34.8%	29.8%	7.6%	0.0%
		Yes	27.8%	36.6%	31.7%	4.0%	0.0%
	Spring	No	18.5%	41.9%	32.0%	7.6%	0.0%
		Yes	12.8%	48.3%	33.8%	5.2%	0.0%
2011-12	Fall	No	27.2%	36.7%	29.4%	6.7%	0.0%
		Yes	27.9%	36.9%	30.2%	4.9%	0.0%
	Spring	No	17.5%	44.1%	31.6%	6.7%	0.0%
		Yes	14.6%	44.8%	35.2%	5.4%	0.0%
2012-13	Fall	No	27.1%	36.7%	29.8%	6.4%	0.0%
		Yes	27.7%	39.5%	29.0%	3.8%	0.0%
	Spring	No	15.6%	45.9%	33.1%	5.4%	0.0%
		Yes	12.5%	50.0%	32.0%	5.5%	0.0%

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.

Overall, tutoring is associated with higher success rates and retention. This is shown in Table T9. For each term, success rates and retention rates were higher for students who received tutoring than for other students.

Year	Term	Success		Retention	
		Used Tutoring		Used Tutoring	
		No	Yes	No	Yes
2009-10	Fall	70.8%	77.9%	94.3%	96.0%
	Spring	72.0%	78.4%	93.8%	95.4%
2010-11	Fall	72.6%	79.0%	94.2%	95.5%
	Spring	72.5%	77.1%	95.0%	95.4%
2011-12	Fall	72.4%	78.8%	94.1%	96.2%
	Spring	72.1%	79.1%	95.0%	96.1%
2012-13	Fall	69.8%	77.3%	91.4%	94.3%
	Spring	70.0%	77.1%	92.1%	94.8%

English Success and Retention

English Course Success. Table T10 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 64% in English 10, 74% in English 50, and 80% in English 100.

Year	Term	English 10		English 50		English 100	
		Used Tutoring		Used Tutoring		Used Tutoring	
		No	Yes	No	Yes	No	Yes
2009-10	Fall	51.2%	57.5%	68.6%	79.3%	67.6%	75.3%
	Spring	49.8%	63.3%	62.5%	67.9%	63.4%	80.2%
2010-11	Fall	58.9%	53.5%	73.6%	79.3%	70.5%	80.8%
	Spring	49.1%	68.9%	69.5%	70.2%	65.7%	73.6%
2011-12	Fall	54.6%	64.3%	72.2%	73.7%	73.0%	79.7%
	Spring	49.0%	73.1%	67.1%	73.3%	63.2%	81.1%
2012-13	Fall	60.4%	70.8%	72.3%	74.1%	68.3%	80.3%

English Course Retention. The retention rates in English courses for tutored and non-tutored students are displayed in Table T11. The retention rates for those who used English tutoring were very high.

Year	Term	English 10		English 50		English 100	
		Used Tutoring		Used Tutoring		Used Tutoring	
		No	Yes	No	Yes	No	Yes
2009-10	Fall	92.5%	93.8%	94.4%	98.5%	92.4%	94.7%
	Spring	91.0%	96.9%	91.0%	93.9%	89.5%	95.5%
2010-11	Fall	92.7%	89.9%	95.3%	95.7%	92.2%	95.2%
	Spring	90.1%	94.3%	93.2%	93.2%	93.4%	95.9%
2011-12	Fall	92.7%	97.1%	93.8%	95.4%	95.2%	97.3%
	Spring	93.9%	98.1%	95.4%	96.9%	93.0%	96.2%
2012-13	Fall	89.4%	95.8%	94.1%	94.9%	91.2%	95.6%

English Course Success and Retention for Students Receiving Tutoring on Writing.
 Tables T12 and T13 Show success and retention rates for students receiving tutoring on writing. These tables cohere with the effects of any tutoring illustrated in Tables T10 and T11.

Year	Term	English 10		English 50		English 100	
		Received Tutoring on Writing		Received Tutoring on Writing		Received Tutoring on Writing	
		No	Yes	No	Yes	No	Yes
2009-10	Fall	51.5%	58.3%	69.6%	75.6%	68.0%	78.4%
	Spring	50.9%	61.5%	63.0%	67.9%	64.8%	81.3%
2010-11	Fall	58.0%	58.4%	74.2%	78.1%	71.5%	80.6%
	Spring	51.3%	66.0%	69.1%	72.9%	66.1%	75.7%
2011-12	Fall	55.5%	63.8%	72.9%	70.8%	73.6%	79.4%
	Spring	50.7%	77.2%	67.8%	73.5%	64.5%	83.9%
2012-13	Fall	60.9%	72.3%	73.2%	69.4%	68.5%	86.4%
	Spring	56.6%	64.2%	62.7%	74.3%	66.2%	79.9%

Year	Term	English 10		English 50		English 100	
		Received Tutoring on Writing		Received Tutoring on Writing		Received Tutoring on Writing	
		No	Yes	No	Yes	No	Yes
2009-10	Fall	92.4%	95.8%	94.7%	97.8%	92.5%	95.5%
	Spring	91.4%	96.9%	91.3%	93.6%	89.9%	96.7%
2010-11	Fall	92.6%	89.9%	95.3%	95.6%	92.2%	96.9%
	Spring	90.7%	92.5%	93.0%	94.7%	93.6%	95.9%
2011-12	Fall	93.0%	97.5%	94.2%	94.4%	95.4%	97.5%
	Spring	94.3%	98.2%	95.4%	97.7%	93.0%	98.6%
2012-13	Fall	89.7%	97.0%	94.1%	95.5%	91.3%	97.4%

Math Success and Retention

Math Course Success. Success rates in Math 15 (Pre-algebra), Math 50 (Beginning Algebra), and Math 60 (Intermediate Algebra) courses are displayed in Table T14 for both those who had made use of tutoring and those who had not. The success rate for all students in these math courses tended to be higher in fall compared to spring. Overall, tutoring students had higher success rates than did other students.

Year	Term	Math 15		Math 50		Math 60	
		Used Tutoring		Used Tutoring		Used Tutoring	
		No	Yes	No	Yes	No	Yes
2009-10	Fall	59.6%	60.0%	54.2%	52.8%	50.8%	61.5%
	Spring	52.8%	57.0%	51.1%	60.3%	43.7%	54.4%
2010-11	Fall	59.1%	58.3%	53.6%	56.2%	54.1%	61.2%
	Spring	49.1%	53.8%	48.8%	52.7%	51.4%	60.2%
2011-12	Fall	60.1%	65.7%	56.1%	59.0%	60.3%	67.9%
	Spring	52.8%	66.1%	51.0%	57.9%	49.8%	57.4%
2012-13	Fall	58.3%	70.5%	49.0%	60.9%	50.7%	59.6%
	Spring	55.3%	68.4%	46.3%	49.3%	48.6%	62.0%

Math Course Retention. The retention rates of students in Math 15, Math 50, and Math 60 are displayed in Table T15. Overall, retention rates were a little higher for those who made use of the tutoring services than for those who had not. This advantage was higher for Math 60 and lower for Math 15.

Table T15. Retention Rates in Math by Used Tutoring							
Year	Term	Math 15		Math 50		Math 60	
		Used Tutoring		Used Tutoring		Used Tutoring	
		No	Yes	No	Yes	No	Yes
2009-10	Fall	94.4%	94.8%	90.1%	88.6%	89.4%	95.5%
	Spring	93.0%	91.9%	90.1%	90.7%	87.7%	92.1%
2010-11	Fall	93.3%	92.8%	89.7%	92.8%	92.6%	91.8%
	Spring	92.4%	91.1%	90.3%	87.8%	92.4%	92.2%
2011-12	Fall	93.7%	92.8%	92.2%	94.4%	91.0%	96.8%
	Spring	90.4%	92.7%	92.2%	93.7%	90.9%	94.2%
2012-13	Fall	89.3%	96.5%	88.7%	93.8%	84.6%	92.0%
	Spring	86.9%	94.3%	89.6%	93.2%	90.6%	95.2%

Math Course Success and Retention for Students Receiving Tutoring on Math. Tables T16 and T17 show success and retention rates for students receiving tutoring on math. As with tutoring in general, tutoring in math was associated with higher success rates and slightly higher retention rates.

Table T16. Success Rates in Math by Received Tutoring on Math

Year	Term	Math 15		Math 50		Math 60	
		Received Tutoring on Math		Received Tutoring on Math		Received Tutoring on Math	
		No	Yes	No	Yes	No	Yes
2009-10	Fall	60.0%	47.1%	54.1%	53.8%	51.5%	61.6%
	Spring	53.4%	53.2%	51.6%	64.0%	44.7%	51.5%
2010-11	Fall	59.1%	57.6%	53.6%	57.7%	54.8%	59.3%
	Spring	49.1%	57.4%	49.4%	51.0%	52.8%	53.8%
2011-12	Fall	60.5%	67.1%	56.4%	58.6%	60.9%	69.3%
	Spring	53.8%	69.0%	51.6%	59.0%	50.6%	58.0%
2012-13	Fall	59.1%	75.3%	50.5%	58.5%	51.6%	60.8%
	Spring	56.8%	64.5%	46.0%	54.6%	50.0%	63.4%

Table T17. Retention Rates in Math by Received Tutoring on Math

Year	Term	Math 15		Math 50		Math 60	
		Received Tutoring on Math		Received Tutoring on Math		Received Tutoring on Math	
		No	Yes	No	Yes	No	Yes
2009-10	Fall	94.6%	88.2%	90.0%	88.5%	89.8%	94.6%
	Spring	93.2%	87.2%	90.2%	90.0%	87.7%	94.7%
2010-11	Fall	93.3%	92.4%	89.8%	94.2%	92.6%	91.1%
	Spring	92.2%	92.1%	90.2%	86.3%	92.8%	89.3%
2011-12	Fall	93.7%	92.4%	92.5%	93.8%	91.7%	95.6%
	Spring	90.4%	95.2%	92.4%	92.9%	91.2%	95.0%
2012-13	Fall	90.1%	95.9%	89.3%	93.3%	85.7%	89.9%
	Spring	87.5%	96.8%	89.8%	94.1%	91.1%	95.5%

Tutoring Summary

Many students made use of the tutoring services available to Palomar students through the ESL Center, the Math Center, the STAR center, the STEM Center, the TLC in Escondido, and the Writing Center. Some key points are below.

- The student characteristics of tutoring users differed somewhat from other students in terms of gender and race. Tutoring students were more likely to be female and non-white.
- Generally, success and retention rates were higher in the English courses examined for students who used tutoring than they were for students who did not.
- Similarly, success rates were higher in the Math courses 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 had 38 participants. Table SB1 shows that these students were more likely to be female than male. Table SB2 shows that most were Hispanic.

Gender	Number
Female	71
Male	64
Total	135

Ethnicity	Number
Afr.Am. Non-Hisp	2
Asian	3
Hispanic	103
Multi Ethnic	1
Unknown	5
White Non-Hisp	21
Total	135

Summer Bridge Impact

Fall Enrollment

Enrollment in math in the Fall 2013 term was an important outcome for Summer Bridge 2013 students. Of the 135 Summer Bridge students, 115 enrolled in the fall term. Table SB3 shows the highest level math course taken by the Summer Bridge students that came to Palomar in the fall. Of the 115 enrolled, 72.2% took a math course in the fall. About half (48.9%) of the Summer Bridge students advanced to Math 50 or higher.

Fall Math Course	2013-14	
	Fall	
MATH 15	17	14.8%
MATH 50	29	25.2%
MATH 60	14	12.2%
Other Math	23	20.0%
No MATH	32	27.8%
Total	115	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 term were also of interest. Table SB4 shows that 35.3% of those who took Math 15 succeeded, and two thirds (66.7%) of those who took Math 50 met with success.

Course Number	Ns		Summer Bridge	
			No	Yes
MATH 15	1132, 17	Success	56.9%	35.3%
		Retention	89.0%	88.2%
MATH 50	1621, 33	Success	49.3%	66.7%
		Retention	89.0%	90.9%
MATH 56	321, 5	Success	67.3%	40.0%
		Retention	92.5%	100.0%
MATH 60	1543, 14	Success	53.5%	42.9%
		Retention	89.0%	85.7%

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

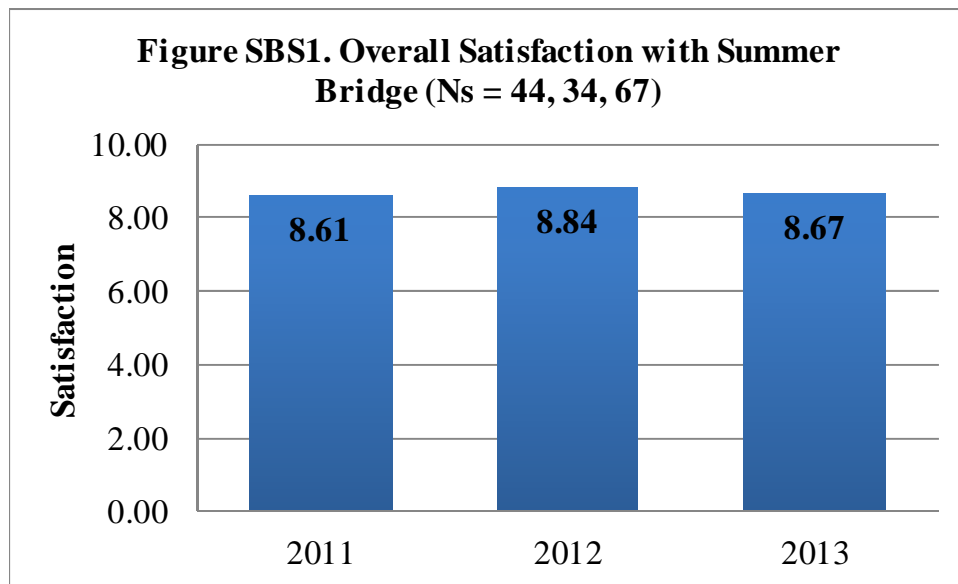
A total of 67 students responded to the Summer Bridge survey in the summer of 2013. In the last week of class, students were asked to complete the survey online, during class time.

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.

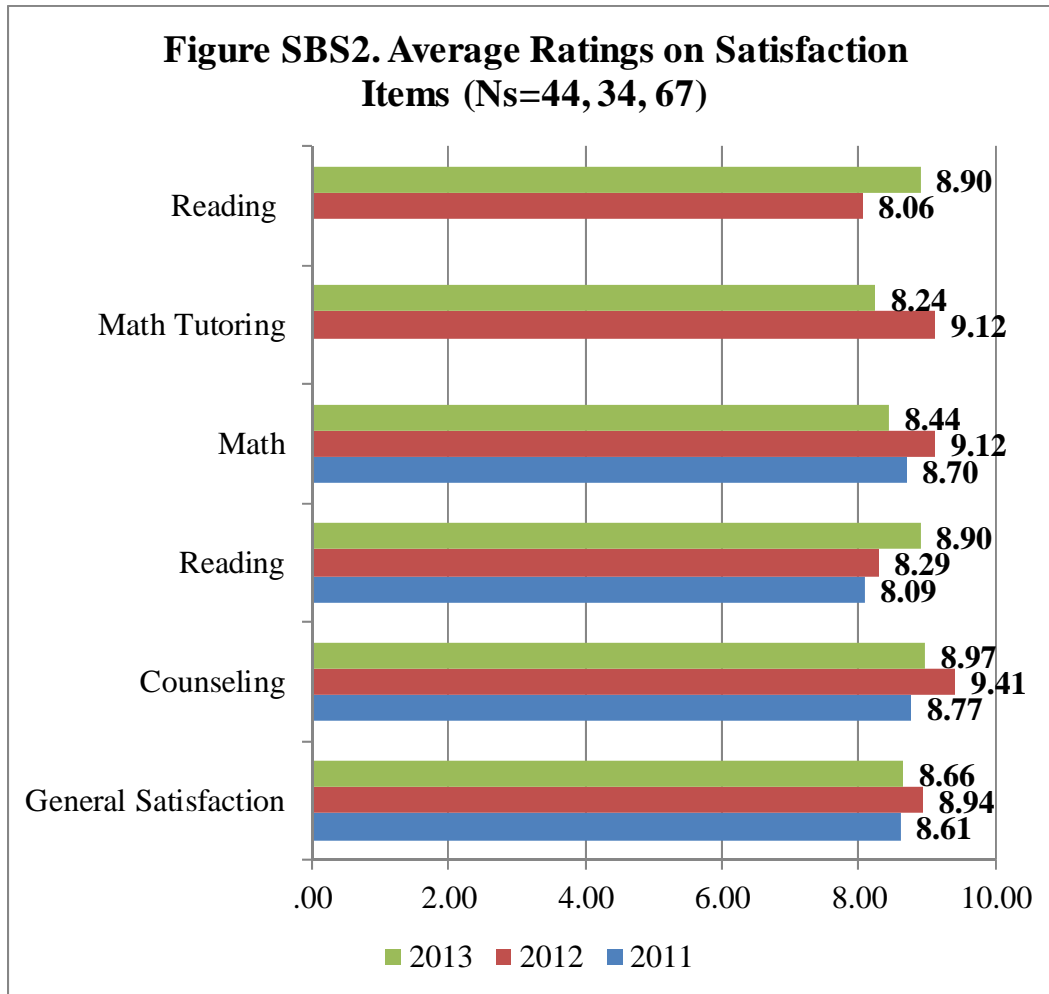
Results

Satisfaction

Survey items were aggregated to a *satisfaction* scale. The scale ranged from zero to ten, with higher numbers indicating greater satisfaction. The items used to construct the scales are explored below. The satisfaction scale was formed by averaging seven individual satisfaction items to create an overall measure of satisfaction with Summer Bridge. Figure SBS1 shows that students were quite satisfied with the Summer Bridge program, offering, on average, a satisfaction rating between eight-and-a-half and nine 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 over 8 on the 0-to-10 scale. Not all of these items were asked in 2011, but for those items asked in both years, a comparison was made.



Preparedness

Preparedness was assessed with a set of four Likert-type items that used a 0-to-10 scale where 0 means strongly disagree and 10 means strongly agree. As illustrated in Table SBS3, the students perceived themselves to be very prepared as the result of their participation in Summer Bridge. This is indicated by the average scores of 8.91, 9.31, and 8.32 on the 0-to-10 scale.

The Greatest Benefit of Participating in Summer Bridge:
"Getting the help and learning what college is going to be like"

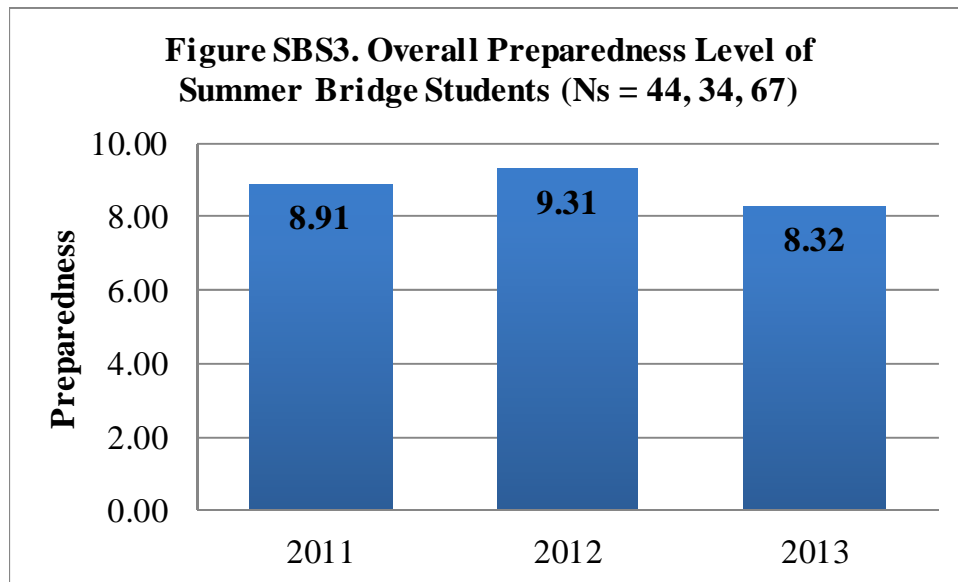
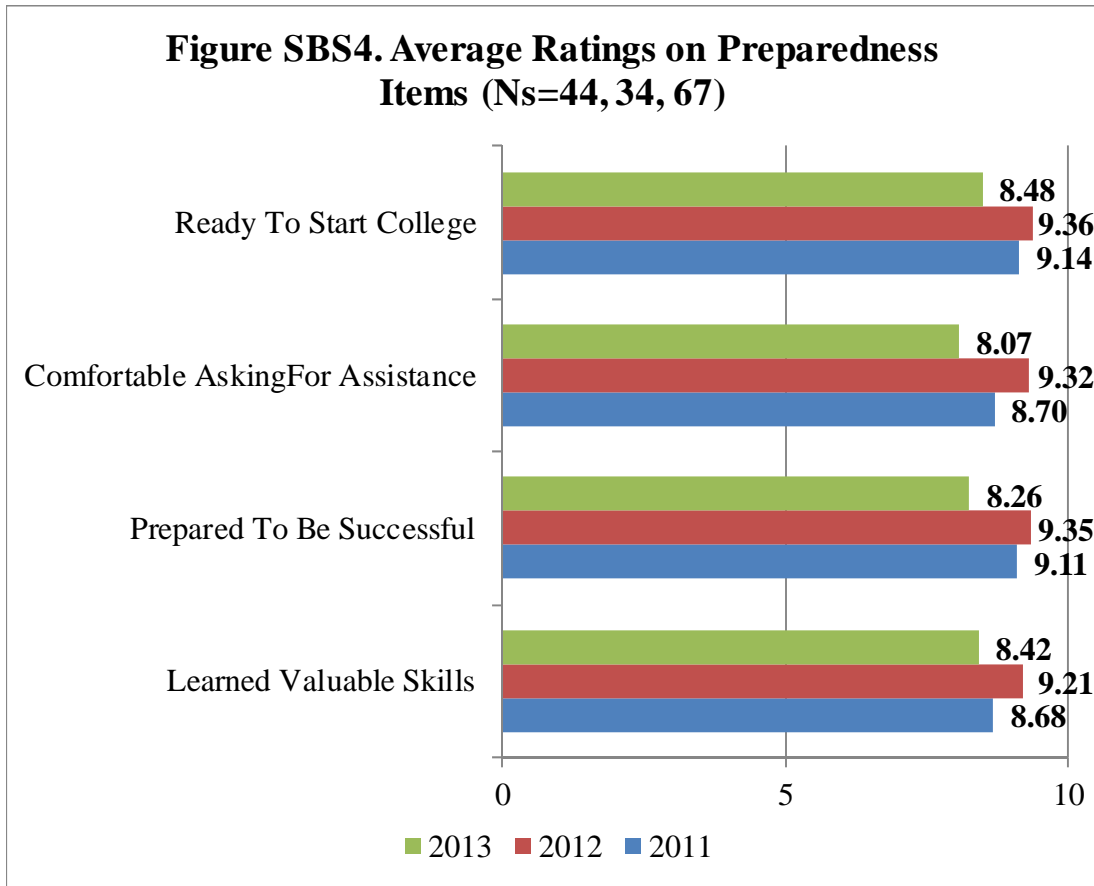


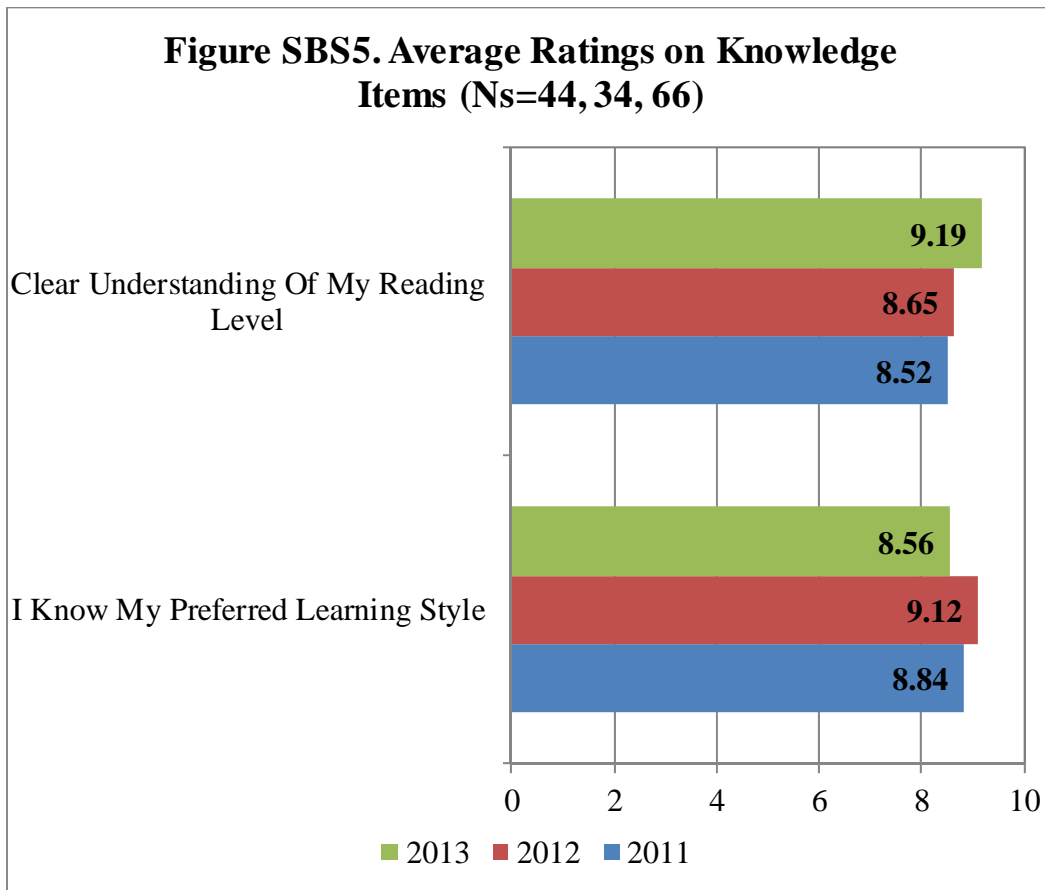
Figure SBS4 shows the ratings for the preparedness items. All the item ratings were quite high, with none less than 8.



The Greatest Benefit of Participating in Summer Bridge:
"Working with the tutors because they really do help you understand the concept."

Knowledge

Summer Bridge participants were asked about some of the knowledge they had gained about themselves or library resources. Figure SBS5 shows that overwhelmingly students agreed with the statement that “The library component of Summer Bridge helped me know what library resources are available,” with an average rating near 9 on the 0-to-10 scale. Students also indicated that they knew their preferred learning style, and that the reading component of Summer Bridge helped them gain a clear understanding of their reading level.



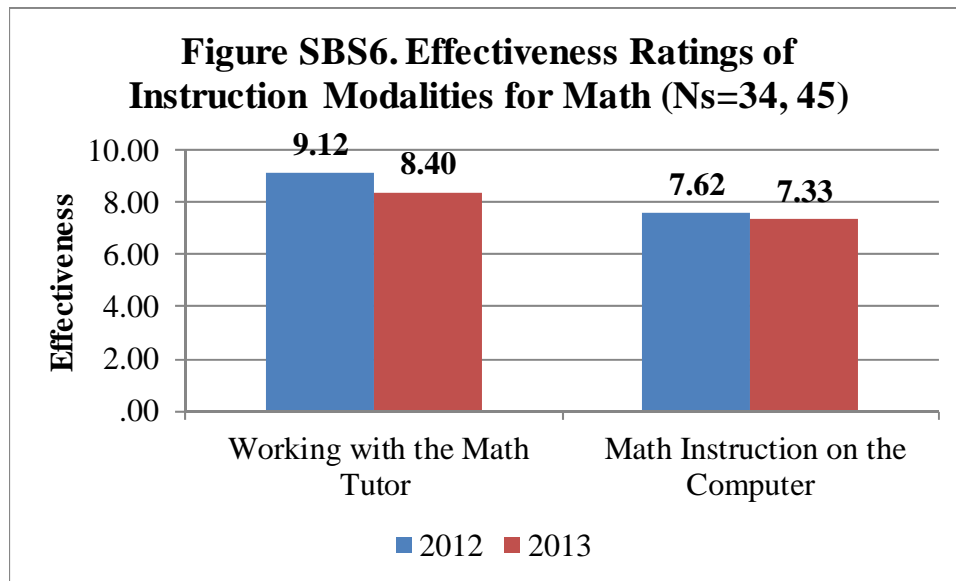
Instruction Modalities

Instruction was delivered during Summer Bridge in various amounts through three modalities: (1) working with the tutor, (2) computer instruction, and (3) classroom lectures. Students rated how effective they thought these different instruction modalities were for each of three components of the Summer Bridge program: math, reading, and library.

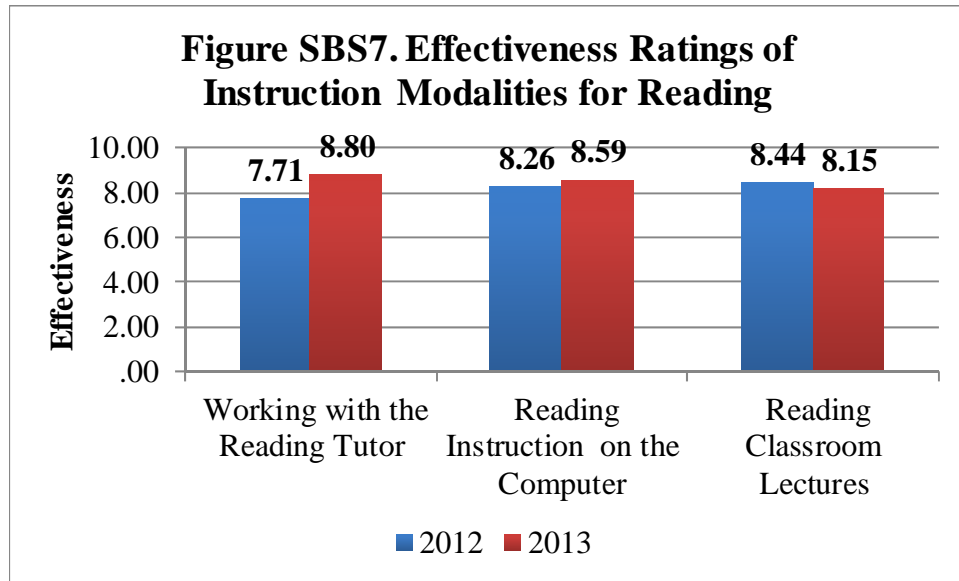
Figure SBS6 reveals that working with the math tutor was regarded as very effective. Classroom lectures and computer instruction in math were also regarded as effective, though less so compared to working with the math tutor.

The Greatest Benefit of Participating in Summer Bridge:

"I think that the greatest benefit is that if you actually try then you will be able to move up a level. The tutors are also a lot of help and they make you understand things that you didn't know before."



The effectiveness ratings for the reading component are found in Figure SBS7. All three modes of instruction were regarded by participants as effective.



Summer Bridge participants were also asked about the amount of time they thought should be allotted in the future to the different modalities for each component of Summer Bridge. The tables that follow reveal that for each modality within each component, a large proportion of the students suggested keeping the time allocation about the same. However, of those recommending a change, overwhelmingly the suggested change was an increase for all elements.

Math. Table SBS1 shows that most students recommended more time working with the tutor.

Activity	Recommended Time	2012	2013
Working with the Math Tutor	A Lot Less	0.0%	0.0%
	A Little Less	8.8%	2.2%
	Keep It about the Same	47.1%	26.7%
	A Little More	26.5%	37.8%
	A Lot More	17.6%	33.3%
	Count	34	45
Math Instruction on the Computer	A Lot Less	6.5%	13.3%
	A Little Less	12.9%	24.4%
	Keep It about the Same	45.2%	33.3%
	A Little More	29.0%	11.1%
	A Lot More	6.5%	17.8%
	Count	31	45

Reading. Student recommendations for how much time should be spent on the different instruction modalities for the reading component are found in Table SBS2. Most students recommended more reading time allocated to working with the tutor. Nearly half of the students recommended an increase in reading instruction on the computer.

Activity	Recommended Time	2012	2013
Working with the Reading Tutor	A Lot Less	0.0%	0.0%
	A Little Less	2.9%	0.0%
	Keep It about the Same	35.3%	26.7%
	A Little More	41.2%	33.3%
	A Lot More	20.6%	40.0%
	Count	34	30
Reading Instruction on the Computer	A Lot Less	0.0%	0.0%
	A Little Less	9.1%	10.0%
	Keep It about the Same	45.5%	40.0%
	A Little More	36.4%	26.7%
	A Lot More	9.1%	23.3%
	Count	33	30
Reading Classroom Lectures	A Lot Less	3.0%	0.0%
	A Little Less	6.1%	3.4%
	Keep It about the Same	54.5%	34.5%
	A Little More	27.3%	34.5%
	A Lot More	9.1%	27.6%
	Count	33	29

Library. Just over half (52.9%) of the students favored increased time to library instruction on the computer, and just over half (51.5%) of the students favored increased time to library classroom lectures. This is seen in Table SBS3.

Activity	Recommended Time	2012	2013
Library Instruction on the Computer	A Lot Less	0.0%	4.8%
	A Little Less	0.0%	0.0%
	Keep It about the Same	47.1%	52.4%
	A Little More	38.2%	28.6%
	A Lot More	14.7%	14.3%
	Count	34	21
Library Classroom Lectures	A Lot Less	0.0%	0.0%
	A Little Less	3.0%	22.7%
	Keep It about the Same	45.5%	40.9%
	A Little More	39.4%	22.7%
	A Lot More	12.1%	13.6%
	Count	33	22

Benefit

Students overwhelmingly viewed the Summer Bridge program as beneficial. Table SBS4 shows that 94 to 95% of the students 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 SBS5.

Year	Not At All Beneficial	A Little Beneficial	Moderately Beneficial	Very Beneficial	Extremely Beneficial	Total
2011	1	0	1	16	25	43
	2.3%	0.0%	2.3%	37.2%	58.1%	100.0%
2012	0	1	1	9	23	34
	0.0%	2.9%	2.9%	26.5%	67.6%	100.0%
2013	0	5	11	32	19	67
	0.0%	7.5%	16.4%	47.8%	28.4%	100.0%

Table SBS5. Greatest Benefit of Participating in Summer Bridge - 2013

After all these years that I have not being in school it was very helpful to have the opportunity to keep learning English with Mr. Lee.
Being able to help sharpen my math skills.
Counseling help for courses needed to be taken. Workshops. Financial Aid assistance. Very open to helping out students and making sure they sign up for the right classes.
everything
free food
Getting a feel for College before it actually starts.
Getting practice with my math skills and reading skills
Getting the help and learning what college is going to be like
Getting to become more comfortable at the campus and confident in my math skills.
got to be more CONFIDENT
greatest benefit of being in summer bridge is that i got to practice some old math skills
Hands on with the tutors, easy to talk to.
Having the opportunity to get ahead in my studies.
Having this teachers Mr. lee, Mr Diego and Ms Siegried because they help me to comprehend alot of thinks I didn't know. They help to relize that i need school to get somewhere so this was the best part to have them as teacher.
I get to have my math skills refreshed and to have a review in math so I actually remember things and not forget all the math i've learned when college starts.
I Have gotten alot better at reading and math.
I have learned about various programs offered at Palomar.
I have learned very important rules for grammar, and I think they are really useful to do my test.
i learn in what leave i am of math and english
I learned more grammar.
I refreshed my algebra skills and will be able to use them when I attend college in the fall.
I think that the greatest benifit is that if you actually try then you will be able to move up a level. The tutors are also a lot of help and they make you understand things that you didnt know before.
If I wouldn't been in this program I would of been lost on what I needed to do on rolling in my classes and knowing what was going with palomar college. If i wouldn't been in the summer bridge I would been have the knowledge i thought i didn't had today. I learned the things i didn't knew i had in me.

Table SBS5. Continued

It helped me pick up on a lot of new math skills before starting in the fall.
Knowing my english level and getting help with it.
Learning how to enroll in classes.
learning math
My greatest benefit is develop strong relationship with tutor , and I could experience how the college life be .
Participating in the Summer Bridge Program has greatest benefits including counseling class, learning Math or refreshing, and not to mention the tutors who helped us a lot.
Preparing for college
Preparing for next semesters Math class.
Progressing in Math
Refreshed my math skills that I had forgotten.
refreshing my math skills.
Simple math chapters.
staying on track, and having math fresh in my mind, preparing for the fall.
teachers, tutors, computer time
Team work, discussion answers in a class, doing home work in a class. I learned about critical thinking, and how it's important to eliminate the answers that are wrong to get faster to the right answer.
thanks for the help
that i have the possibility to be able to progress and even get bumped into the next class if i worked hard at it.
That I was able to improve my mathematical capabilities.
the ability to test out of a class
The communication with other people.
the greastes benefit of been in this program its that it gives you like a head start on how your class might be and they focused on one thing mostly on what you really need depending on your knowledge that you have and this has help me alot because i didnt have too pay
the greatest benefit is that you are gething a chance to advance on your math and english level. Another benefit is that you get to meat new people.
The greatest benefit of participating in Summer Bridge is I have more of an idea of how college is and the tutors are amazing and very helpful. Katie and Dona are extremely helpful and do their job well as counselors. I had a great experience with summer bridge and would love to join again next summer.

Table SBS5. Continued

<p>The greatest benefit of participating in the Summer Bridge Program was that I learned a lot of new things that I had never seen. For example, I was on ESL Jam and this program helped me to improve my writing and reading skills. In addition, it helped me to understand and learn more about grammar.</p>
<p>The greatest benefit of participating in the summer bridge was learning grammar and punctuation. Also learning the differences between subordinating conjunctions, coordination conjunctions, identifying, non-identifying, etc. I feel well prepared as a first year experience student.</p>
<p>The greatest benefit of summer bridge was being able to improve my mathematical skills and review important topics.</p>
<p>The greatest benefit was moving up a level in math.</p>
<p>The greatest benefit was that you can move up to 2 levels.</p>
<p>The greatest benefit I had during the summer bridge program was the counselling sessions and the financial aid workshops.</p>
<p>The greatest benefit I got from the Summer Bridge program, is that I got help to choose the classes I need and enrolled in them.</p>
<p>The greatest thing about summer bridge is that it prepares you for college, and reach your goals streamly high in just some few weeks.</p>
<p>The intensity of the course was very important. I could learn a lot of grammar. I could improve my vocabulary and writing skills.</p>
<p>This summer bridge has been helpful for me because I learn more math and I get to learn more.</p>
<p>To participate in summer bridge program was a great opportunity for me to improve my knowledge in English, also to become visualize the life of a student in college.</p>
<p>We get the opportunity to strengthen our math skills for free with the help of online services and tutors.</p>
<p>working on the computer was for me the most beneficial thing in summer bridge</p>
<p>Working with the tutors because they really do help you understand the concept.</p>
<p>Yes, I think this program was great because it helped to understand and comprehend better this language.</p>

Improvement

Students offered their recommendations for how to improve the Summer Bridge program. These recommendations are found in Table SBS6.

- I would like more time. I think that 7 or 8 weeks is more appropriate than 3 weeks.
-I would like have more time to do more academic writing every day. - The reading component has excellent teachers, tutors and computers but it was very short.
- More tutors - Less computer work - More assistance - Emphasize on Financial Aid Guide - How many days you have to pay for classes - How much classes are - Help students with special circumstances (AB-540) - Breakdown on classes and what the numbers mean
a bit more of lecture and a bit less on computer
Add a few more weeks to the program. I was unable to complete all of my program.
everything is perfect
Give different food's breakfast and lunch each week.
Give out Free Lunch More often
give us each day of class... i did not like the week off
Giving more lectures and lessons. Such as, the day there was a fraction workshop.
Have more instruction in the math part not just on the computer all the time
I recommend giving more time to students to study during the Summer Bridge program.
I don't have any recommendations about the Summer Bridge program. I enjoyed everything about this program.
I think that the Summer bridge program is fine how it is, well that is my opinion.
I think that this is a very useful program, and I don't have anything to add. For me, this program works perfectly but it depends each student.
I think this program could be better if you added two more weeks.
I think you should lower the time instead of 3 o'clock do it early because people have to work or do some other important things I know that school is important but people need to pay bill or work for the family.
I would include a part of grammar about articles and more writing. Also reading course has to be longer, 4 days is not enough.
I would like that teacher practice more with the students in class and use less the computer.

Table SBS6. Continued

i would like to have a free or reduce cost on parking permit because is just one month and during enrollment class time have more time with each student and don't ask for code permisso to enroll my self and for food tacos
I would recommend a lot less computer time and more interaction in the class.Computer work is tiring.
I would recommend having students placed in a classroom with their appropriate math level so that they can cooperate together to help others solve difficult problems.
I would suggest putting more emphasis on doing work at home, as compared to only doing work at school.
It needs to have a lilttle more time so the lectures don't have so many things to learn all at once.
Keep it the same.
less hours in school and more sustancial activities.
Make everyone check out the same book and have homework about it. Take a homework quiz about the reading the next day in class. Start Summer Bridge earlier like around 7:30 A.M.
Maybe a little long so there is no rush and more can get done.
Maybe offer more interactive learning
More lectures
more person to person interaction less computer
more time
More tutors.
n/a
nah
Need more sessions, like the one on Fractions. Game's were not useful. More class room instruction on basics, i.e. math.
no
No
no all was great. maybe different lunch ideas. but other than that all was great thank you.
no i don't have any recommendations
No, everything was o.k.
No.
none that I cant think of
Nope

Table SBS6. Continued

not have it all on technology, i personally find it easier when i have an instructor teach me the steps the computer doesnt help all the time for me to understand

not have it so long

nothing really from me i loved everything about it

Personally , I think Summer Bridge program is very helpful and exceptionally benefit for who enrolled in the program . I would recommend this program should extend a little longer, for students might need extra help to gain more momentum before enter to fall .

Seperate the different levels, and have the instructor give examples on the board where people need help.

that instead of working on the computer all day for the math portion you should have one on one,like teaching a class with books,because the computer does not help

The recommedations that I would suggest you is to hire more tutors, and also make the Summer Bridge Program a little more long. I think that four weeks are not enough to retake the assitment test again. Thank you so much for everything you have done for us during this 2013 Summer Bridge Program.

To teach instead of testing in the reading class.

Well only paying attention on what your doing and what really matters. You got to be focouse on what your doing and comit on being in the summer bridge program. Achive your goal on the program.

Work a little less on the computer and have more group activities.

Yes they should give more lunch time for all the students are participating in the summerbridge.

Yes, this program helps out a lot.

Summer Bridge Summary

The Summer Bridge program was quite successful in helping to move most of the participants on to Math 50 or higher. Some key points are noted below.

- Eighty five percent of the Summer Bridge students from 2013 enrolled at Palomar in the fall.
- Sixty one percent of the Summer Bridge students enrolled in Math 50 or higher in Fall 2013.
- Summer Bridge students expressed high levels of satisfaction, and indicated that participation in Summer Bridge helped them become prepared for college success.
- Students reported that participating in Summer Bridge was of great benefit to them.

SUMMARY

Overall, the findings of this report were positive. Each BSI-HSI activity addressed in this report showed a positive impact on student outcomes. 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 and TLC users 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

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 *math tutoring* in the Summer Bridge program?

0 1 2 3 4 5 6 7 8 9 10

S6. How satisfied are you with the *library* component of the Summer Bridge program?

0 1 2 3 4 5 6 7 8 9 10

S7. How satisfied are you with the *reading 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

P7. The library component of Summer Bridge helped me know what library resources are available.

0 1 2 3 4 5 6 7 8 9 10

Program Components

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.

For the **math** portion of Summer Bridge, how effective the component was ...

C1. working with the tutor

0 1 2 3 4 5 6 7 8 9 10

C2. working on the computer (e.g., video instruction, electronic resources)

0 1 2 3 4 5 6 7 8 9 10

C3. classroom lectures

0 1 2 3 4 5 6 7 8 9 10

For the **reading** portion of Summer Bridge, how effective the component was ...

C4. working with the tutor

0 1 2 3 4 5 6 7 8 9 10

C5. working on the computer (e.g., video instruction, electronic resources)

0 1 2 3 4 5 6 7 8 9 10

C6. classroom lectures

0 1 2 3 4 5 6 7 8 9 10

For the **library** portion of Summer Bridge, how effective the component was ...

C7. working on the computer (e.g., video instruction, electronic resources)

0 1 2 3 4 5 6 7 8 9 10

C8. 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 ...

MT1. working with the math tutor?

- a. A lot more
- b. A little more
- c. Keep it about the same
- d. A little less
- e. A lot less

MT2. math work 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

MT3. math class lectures?

- a. A lot more
- b. A little more
- c. Keep it about the same
- d. A little less
- e. A lot less

MT4. working with the reading tutor?

- a. A lot more
- b. A little more
- c. Keep it about the same
- d. A little less
- e. A lot less

MT5. reading work 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

MT6. reading class lectures?

- a. A lot more
- b. A little more
- c. Keep it about the same
- d. A little less
- e. A lot less

MT7. library work 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

MT8. library 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?