BSI-HSI Activity Evaluation Report 2015

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, (4) Summer Bridge, and First-Year Experience. This report summarizes the data gathered in this effort.

BASIC SKILLS STUDENTS

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 operationally defined as 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.

Table BS1. Placements by Academic Year				
Academic	Subject			
Year	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
2013-14	6,804	1,543	7,359	6,809

Tables BS2 through BS5 display the levels at which students were placed in each subject area. For English, just under two out of five of those assessed were placed at transfer level. For math, approximately 11% were placed at transfer level. However, for reading, two-thirds were placed at transfer level. Of the ESL placements, half were at seven or eight levels below college level.

Table BS3. ESL Placement Level by Academic Year

ESL Placement Level	2009-10	2010-11	2011-12	2012-13	2013-14
103 - 1 Level Prior to College	3.5%	4.1%	4.0%	4.6%	5.3%
102 - 2 Levels Prior to College	4.4%	4.1%	5.3%	4.8%	6.3%
101 - 3 Levels Prior to College	8.0%	7.6%	9.4%	8.9%	10.2%
36/55 - 4 Levels Prior to College	12.3%	10.0%	10.4%	11.3%	12.1%
35/45 - 5 Levels Prior to College	11.8%	11.4%	12.4%	12.3%	11.2%
34 - 6 Levels Prior to College	10.7%	10.8%	10.8%	12.5%	3.7%
3 - 7 Levels Prior to College	14.3%	16.2%	14.5%	13.0%	15.8%
1 & 2 - 8 Levels Prior to College	35.0%	35.9%	33.2%	32.6%	35.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Table BS4. Math Placement Level by Academic Year

Math Placement Level	2009-10	2010-11	2011-12	2012-13	2013-14
100+ - Transfer Level	12.2%	11.2%	10.9%	11.2%	11.4%
60 - 1 Level Below Transfer	12.1%	12.5%	12.8%	12.8%	12.9%
56 - 1 Level Below Transfer	7.0%	7.5%	8.1%	7.9%	9.4%
50 - 2 Levels Below Transfer	12.6%	21.9%	22.2%	22.3%	23.4%
15 - 3 Levels Below Transfer	54.1%	46.9%	46.0%	45.7%	43.0%
10 - 4 Levels Below Transfer	1.9%	0.1%	0.0%	0.0%	0.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Table BS5. Reading Placement Level by Academic Year

Reading Placement Level	2009-10	2010-11	2011-12	2012-13	0
110 - Transfer Level	67.6%	68.0%	67.5%	66.7%	0.0%
50 - 1 Level Below Transfer	27.4%	27.1%	28.0%	28.3%	0.0%
30 - 2 Levels Below Transfer	5.0%	4.9%	4.6%	5.0%	0.0%
Total	100.0%	100.0%	100.0%	100.0%	0.0%

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 were three levels below transfer or lower.

Table BS6. Enrollments by Levels Below Transfer								
	Levels Below Transfer							
Term	None	One	Two	Three	Four	Five	Six	Total
2009-10								
Fall	89.1%	4.1%	4.0%	2.1%	0.4%	0.1%	0.1%	100.0%
Spring	90.8%	3.8%	3.2%	1.8%	0.2%	0.1%	0.1%	100.0%
2010-11								
Fall	89.0%	4.3%	3.9%	2.1%	0.4%	0.1%	0.1%	100.0%
Spring	90.1%	4.2%	3.5%	1.7%	0.2%	0.1%	0.1%	100.0%
2011-12								
Fall	88.8%	4.6%	4.2%	1.9%	0.3%	0.2%	0.0%	100.0%
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%
Spring	90.0%	4.6%	3.3%	1.7%	0.2%	0.1%	0.0%	100.0%
2014-15								
Fall	88.0%	5.1%	4.5%	2.0%	0.3%	0.1%	0.1%	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.

Table BS7. English Enrollments by Levels Below Transfer

| | | Levels Below Transfer | | | | | | | |
| | | None | | One | | Two | | Total | |
Term		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%
	Spring	2,881	65.1%	959	21.7%	585	13.2%	4,425	100.0%
2014-15	Fall	2,952	60.6%	1,061	21.8%	856	17.6%	4,869	100.0%

Table BS8. ESL Enrollments by Levels Below Transfer

	None		One		Two		Three		Four		Five		Six	
Term	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2009-10														
Fall	0	0.0%	74	10.2%	138	18.9%	194	26.6%	144	19.8%	94	12.9%	85	11.7%
Spring	0	0.0%	68	10.1%	145	21.5%	151	22.4%	152	22.5%	92	13.6%	67	9.9%
2010-11														
Fall	0	0.0%	46	6.3%	177	24.1%	190	25.9%	146	19.9%	101	13.8%	73	10.0%
Spring	0	0.0%	70	10.1%	160	23.0%	175	25.1%	145	20.8%	79	11.4%	67	9.6%
2011-12														
Fall	0	0.0%	47	7.7%	162	26.4%	123	20.1%	154	25.1%	127	20.7%	0	0.0%
Spring	0	0.0%	69	12.7%	120	22.0%	88	16.1%	153	28.1%	99	18.2%	16	2.9%
2012-13														
Fall	0	0.0%	72	11.3%	154	24.1%	143	22.4%	102	16.0%	148	23.2%	19	3.0%
Spring	0	0.0%	57	10.9%	129	24.7%	91	17.4%	124	23.8%	98	18.8%	23	4.4%
2013-14														
Fall	0	0.0%	62	10.8%	129	22.5%	112	19.5%	110	19.2%	151	26.3%	10	1.7%
Spring	56	11.4%	83	16.8%	80	16.2%	76	15.4%	91	18.5%	90	18.3%	17	3.4%
2014-15														
Fall	56	9.4%	88	14.7%	123	20.6%	83	13.9%	130	21.8%	77	12.9%	40	6.7%

Table BS9. MATH Enrollments by Levels Below Transfer

Term		None		One		Two		Three		Four		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2009-10	Fall	2,470	34.0%	1,731	23.8%	1,684	23.2%	1,243	17.1%	133	1.8%	7,261	100.0%
	Spring	2,301	37.1%	1,558	25.1%	1,300	21.0%	1,044	16.8%	0	0.0%	6,203	100.0%
2010-11	Fall	2,450	34.7%	1,789	25.3%	1,529	21.6%	1,182	16.7%	118	1.7%	7,068	100.0%
	Spring	2,476	37.9%	1,684	25.7%	1,429	21.9%	951	14.5%	0	0.0%	6,540	100.0%
2011-12	Fall	2,649	36.4%	1,774	24.4%	1,642	22.6%	1,133	15.6%	70	1.0%	7,268	100.0%
	Spring	2,533	37.7%	1,761	26.2%	1,396	20.8%	1,020	15.2%	0	0.0%	6,710	100.0%
2012-13	Fall	2,746	36.7%	1,756	23.5%	1,749	23.4%	1,157	15.5%	66	0.9%	7,474	100.0%
	Spring	2,946	39.4%	1,835	24.5%	1,525	20.4%	1,170	15.7%	0	0.0%	7,476	100.0%
2013-14	Fall	3,135	39.5%	1,875	23.7%	1,698	21.4%	1,155	14.6%	65	0.8%	7,928	100.0%
	Spring	3,254	43.8%	1,708	23.0%	1,413	19.0%	1,025	13.8%	21	0.3%	7,421	100.0%
2014-15	Fall	3,013	38.1%	1,979	25.0%	1,668	21.1%	1,195	15.1%	63	0.8%	7,918	100.0%

Table BS10. Reading Enrollments by Levels Below Transfer

Term		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%
	Spring	387	56.9%	214	31.5%	63	9.3%	16	2.4%	680	100.0%
2014-15	Fall	378	45.1%	187	22.3%	273	32.6%	0	0.0%	838	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.

Table BS11. Gender by Academic Year

Term		Current Basic Skills Student	Gender				Total
			Female	Male	Unknown	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
	Spring	No	43.5%	56.0%	0.5%	100.0%	19,414
		Yes	48.0%	51.5%	0.5%	100.0%	5,130
2014-15	Fall	No	43.4%	56.1%	0.4%	100.0%	19,124
		Yes	49.5%	49.9%	0.6%	100.0%	5,825

Table BS12. Race & Ethnicity by Academic Year

Term		Current Basic Skills Student	Ethnicity									Total
			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%	2.5%	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%	46.8%	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%	33.1%	100.0%	5,323
2012-13	Fall	No	3.5%	5.6%	3.1%	31.6%	3.8%	0.9%	6.0%	45.4%	100.0%	18,423
		Yes	3.5%	5.6%	2.5%	46.7%	4.1%	0.8%	3.3%	33.4%	100.0%	5,809
	Spring	No	3.3%	5.7%	3.3%	33.0%	3.6%	0.9%	5.8%	44.3%	100.0%	18,871
		Yes	3.9%	5.4%	2.7%	47.3%	4.4%	0.8%	3.4%	32.1%	100.0%	5,589
2013-14	Fall	No	3.1%	5.4%	3.3%	33.3%	3.9%	0.8%	5.6%	44.6%	100.0%	18,974
		Yes	3.9%	5.9%	2.0%	48.1%	4.5%	0.7%	2.9%	31.9%	100.0%	5,769
	Spring	No	3.2%	5.4%	3.1%	34.4%	4.1%	0.9%	5.4%	43.5%	100.0%	19,414
		Yes	4.0%	5.5%	2.3%	49.1%	4.6%	0.6%	3.0%	31.0%	100.0%	5,130
2014-15	Fall	No	3.2%	5.3%	3.1%	34.7%	4.4%	1.0%	5.1%	43.3%	100.0%	19,124
		Yes	3.8%	5.6%	2.4%	51.9%	3.7%	0.7%	2.9%	28.9%	100.0%	5,825

Table BS13. Enrollment Status by Academic Year

Term		Current Basic Skills Student	Enrollment Status						
			First-time Student	First-time Transfer Stud	Returning Student	Continuing Student	Special Admit	Total	Total
2009-10	Fall	No	16.5%	7.8%	14.9%	56.8%	4.0%	100.0%	20,808
		Yes	45.0%	3.0%	8.5%	42.1%	1.4%	100.0%	5,921
	Spring	No	7.6%	5.5%	12.5%	69.2%	5.1%	100.0%	20,560
		Yes	9.9%	2.0%	9.0%	77.1%	2.0%	100.0%	5,076
2010-11	Fall	No	15.7%	7.6%	15.7%	57.2%	3.8%	100.0%	19,892
		Yes	38.4%	2.8%	9.5%	47.8%	1.5%	100.0%	5,775
	Spring	No	6.8%	5.4%	13.2%	69.7%	4.9%	100.0%	20,124
		Yes	10.6%	2.4%	8.8%	76.4%	1.8%	100.0%	5,343
2011-12	Fall	No	14.4%	8.0%	14.1%	59.9%	3.6%	100.0%	19,065
		Yes	35.0%	3.9%	10.1%	50.0%	1.0%	100.0%	5,687
	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
	Spring	No	5.8%	5.7%	12.5%	72.4%	3.7%	100.0%	19,414
		Yes	10.3%	2.7%	9.5%	75.9%	1.6%	100.0%	5,130
2014-15	Fall	No	13.0%	8.3%	15.2%	59.7%	3.9%	100.0%	19,124
		Yes	39.0%	3.9%	11.2%	44.7%	1.2%	100.0%	5,825

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, Fall 2010, or Fall 2011, 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 a quarter (25.4%) of the students in the cohort enrolled in transfer-level reading (Reading 110, 115, or 120) within three years, and one fifth (20.5%) of the students passed a transfer-level reading course successfully within the three-year time frame.

Table BS14. Reading Basic Skills Progress (Ns=209, 215, 272)			One Level Below Transfer		Transferable	
Entry Level	Cohort		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%
	Fall 2011-Spring 2014	Number	272	207	55	43
		% of Cohort	100.0%	76.1%	20.2%	15.8%

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[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 732 students entered the English sequence at two levels below transfer (English 10 – English Essentials), and an average of 664 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 about a quarter successfully completed transfer-level English by the end of three years.

Table BS15. English Basic Skills Progress

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	284	225	181
		% 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%
	Fall 2011- Spring 2014	Number	694	476	352	291	239	208
		% of Cohort	97.6%	66.9%	49.5%	40.9%	33.6%	29.3%
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%
	Fall 2011- Spring 2014	Number			622	511	438	367
		% of Cohort			87.5%	71.9%	61.6%	51.6%

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, but the 2011 cohort was smaller.

Table BS16 shows the success rates of students beginning in Fall 2009, Fall 2010, and Fall 2011 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 6% 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	15	8	6
		% 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%
	2011	Number	40	21	17	10	10	7	8	7	3	0
		% of Cohort	100.0%	52.5%	42.5%	25.0%	25.0%	17.5%	20.0%	17.5%	7.5%	0.0%
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%
	2011	Number			884	627	536	361	307	214	100	62
		% of Cohort			100.0%	70.9%	60.6%	40.8%	34.7%	24.2%	11.3%	7.0%

Table BS16. Math Basic Skills Progress (Continued)

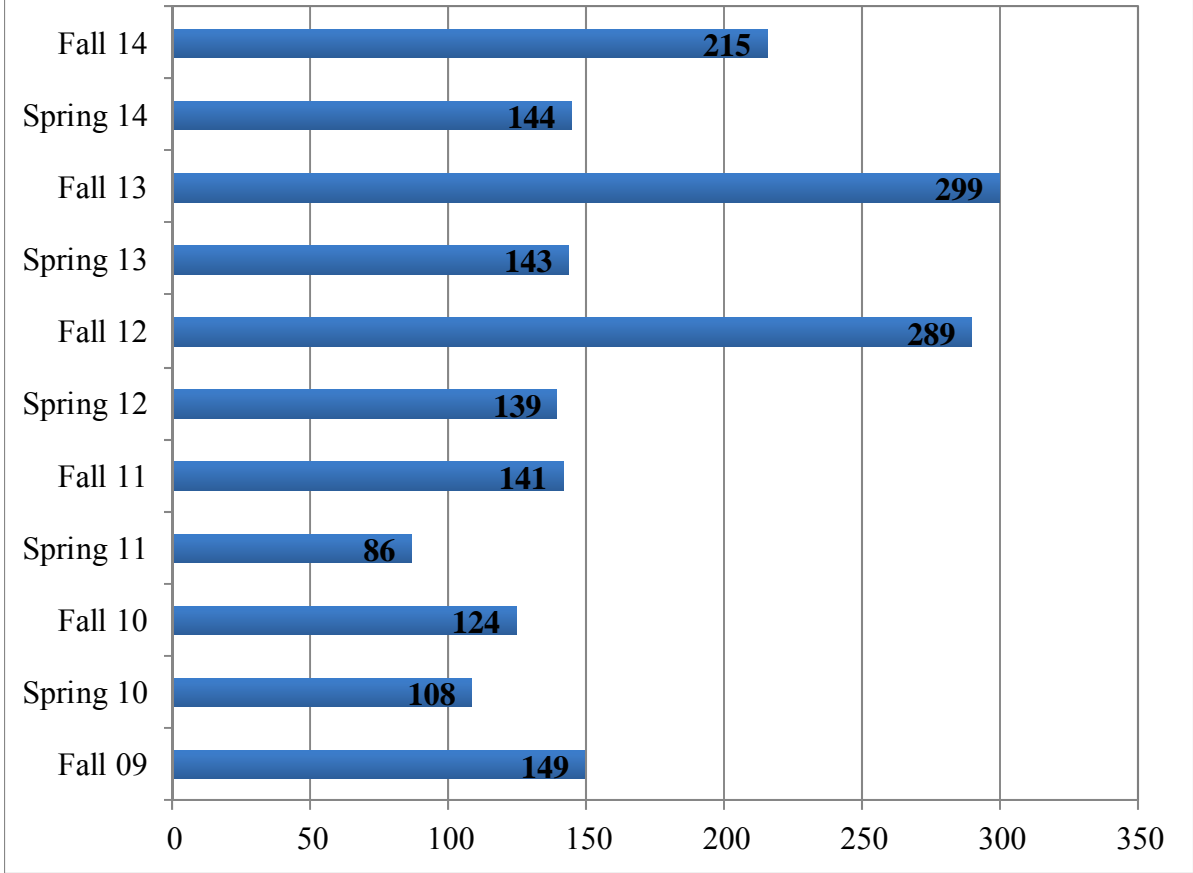|									
Two Levels Below Transfer	2009	Number					894	654	392	286	179	120
		% of Cohort					100.0%	73.2%	43.8%	32.0%	20.0%	13.4%
	2010	Number					773	557	453	336	194	133
		% of Cohort					100.0%	72.1%	58.6%	43.5%	25.1%	17.2%
	2011	Number					890	642	530	372	201	135
		% of Cohort					100.0%	72.1%	59.6%	41.8%	22.6%	15.2%
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%
	2011	Number							786	624	424	293
		% of Cohort							100.0%	79.4%	53.9%	37.3%

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

Figure L1. Number of Patricipants in Learning Communities

Term	Participants
Fall 14	215
Spring 14	144
Fall 13	299
Spring 13	143
Fall 12	289
Spring 12	139
Fall 11	141
Spring 11	86
Fall 10	124
Spring 10	108
Fall 09	149

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.

Table L2. Race and Ethnicity of Learning Communities Students				
	Previous Terms		Fall'14	
	LC Member		LC Member	
Ethnicity	No	Yes	No	Yes
African American, Non-Hispanic	3.1%	4.2%	3.1%	2.3%
Asian	4.8%	4.8%	4.6%	8.8%
Filipino	2.9%	2.6%	3.0%	1.9%
Hispanic	32.8%	52.4%	38.1%	51.6%
Multi Ethnic	3.9%	4.2%	4.5%	3.3%
Native American	0.8%	0.8%	0.9%	0.5%
Pacific Islander	0.7%	0.7%	0.5%	0.9%
White Non-Hisp	47.8%	28.6%	42.3%	27.9%
Unknown	3.3%	1.7%	3.0%	2.8%
Total	100.0%	100.0%	100.0%	100.0%
Number	233,088	1,620	23,373	215

Table L2. Race and Ethnicity of Learning Communities Students

| | Previous Terms | | Fall'14 | |
| | LC Member | | LC Member | |
Ethnicity	No	Yes	No	Yes
African American, Non-Hispanic	3.1%	4.2%	3.1%	2.3%
Asian	4.8%	4.8%	4.6%	8.8%
Filipino	2.9%	2.6%	3.0%	1.9%
Hispanic	32.8%	52.4%	38.1%	51.6%
Multi Ethnic	3.9%	4.2%	4.5%	3.3%
Native American	0.8%	0.8%	0.9%	0.5%
Pacific Islander	0.7%	0.7%	0.5%	0.9%
White Non-Hisp	47.8%	28.6%	42.3%	27.9%
Unknown	3.3%	1.7%	3.0%	2.8%
Total	100.0%	100.0%	100.0%	100.0%
Number	233,088	1,620	23,373	215

Table L3. Age of Learning Communities Students

| | Previous Terms | | Fall'14 | |
LC Member	Age	Number	Age	Number
No	25.9	233,088	25.7	23,373
Yes	21.0	1,620	21.0	215

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.

Table L4. Success for Learning Community Students in English 10 by Term											
Learning Community Member		2009-10	2010-11	2011-12		2012-13		2013-14		2014-15	
		Fall	Fall	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Total
No	Number	405	432	422	312	424	326	428	291	489	3,529
	Percent	51%	58%	56%	52%	61%	57%	57%	52%	60%	56%
Yes	Number	60	39	19	25	54	19	56	13	27	312
	Percent	63%	61%	70%	83%	75%	61%	78%	50%	82%	69%

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

Learning Community Member		2009-10	2010-11	2011-12		2012-13		2013-14		2014-15	
		Fall	Fall	Fall	Spring	Fall	Spring	Fall	Fall	Fall	Total
No	Number	730	697	709	572	634	526	675	470	740	5,753
	Percent	92%	93%	94%	95%	91%	92%	90%	84%	90%	91%
Yes	Number	93	59	26	29	62	28	69	23	30	419
	Percent	98%	92%	96%	97%	86%	90%	96%	89%	91%	93%

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.

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

Learning Community Member		2009-10		2010-11		2011-12		2012-13		2013-14		2014-15	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Total
No	Number	612	451	649	580	594	615	665	594	665	619	703	6,747
	Percent	70%	65%	74%	71%	72%	69%	72%	64%	70%	66%	70%	70%
Yes	Number	12	25	13	45	47	15	8	21	33	18	42	279
	Percent	60%	44%	93%	52%	80%	58%	53%	78%	69%	69%	76%	64%

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

Learning Community Member		2009-10		2010-11		2011-12		2012-13		2013-14		2014-15	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Total
No	Number	828	635	831	757	774	852	860	835	860	846	929	9,007
	Percent	95%	92%	95%	93%	94%	96%	94%	90%	91%	90%	92%	93%
Yes	Number	19	51	14	77	57	25	14	26	44	22	51	400
	Percent	95%	89%	100%	90%	97%	96%	93%	96%	92%	85%	93%	92%

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

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

Learning Community Member		2009-10		2010-11	2011-12		2012-13		2013-14		2014-15	
		Fall	Spring	Fall	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Total
No	Number	690	549	659	654	553	647	655	603	538	665	6,213
	Percent	61%	54%	59%	61%	55%	60%	57%	57%	53%	58%	58%
Yes	Number	40	7	26	29	10	38	15	47	5	24	241
	Percent	45%	23%	53%	74%	56%	68%	58%	51%	31%	71%	54%

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		2014-15	
		Fall	Spring	Fall	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Total
No	Number	1,069	940	1,042	1,014	911	979	1,005	937	891	1,041	9,829
	Percent	94%	93%	94%	94%	91%	91%	88%	89%	88%	91%	91%
Yes	Number	88	30	44	35	16	52	24	86	16	32	423
	Percent	99%	97%	90%	90%	89%	93%	92%	93%	100%	94%	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.

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

Learning Community Member		2009-10		2010-11		2011-12		2012-13	2013-14		2014-15	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Fall	Spring	Fall	Total
No	Number	871	651	784	671	866	702	821	734	630	787	7,517
	Percent	54%	53%	54%	49%	56%	53%	51%	48%	47%	51%	58%
Yes	Number	12	17	10	25	32	18	50	87	30	50	331
	Percent	60%	40%	33%	52%	68%	49%	61%	67%	64%	63%	61%

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

Learning Community Member		2009-10		2010-11		2011-12		2012-13	2013-14		2014-15	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Fall	Spring	Fall	Total
No	Number	1451	1111	1308	1223	1426	1,233	1,452	1,348	1,162	1,358	13,072
	Percent	90%	90%	91%	90%	93%	92%	90%	89%	87%	88%	90%
Yes	Number	19	38	26	42	46	34	76	124	43	73	521
	Percent	95%	88%	87%	88%	98%	92%	93%	95%	92%	91%	92%

Student outcomes for Reading 51 students are displayed in Tables L12 and L13. Generally, learning-community students enjoyed an advantage in success rates.

Table L12. Success for Learning Community Students in Reading 51 by Term					
Learning Community Member		2013-14		2014-15	
		Fall	Spring	Fall	Total
No	Number	8	11	71	90
	Percent	40%	52%	63%	59%
Yes	Number	15	19	56	90
	Percent	63%	76%	75%	73%

Table L13. Retention for Learning Community Students in Reading 51 by Term					
Learning Community Member		2013-14		2014-15	
		Fall	Spring	Fall	Total
No	Number	8	19	106	133
	Percent	40%	91%	95%	87%
Yes	Number	15	22	67	104
	Percent	63%	88%	89%	84%

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		2012-13		2013-14		
Table L14. Persistence to Next Term												
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Total
No	Number	17,557	13,767	17,417	13,810	17,036	13,529	16,903	13,725	17,324	13,651	154,719
	Percent	66%	50%	68%	51%	69%	52%	69%	54%	71%	54%	60%
Yes	Number	118	61	98	54	127	85	229	92	251	103	1218
	Percent	79%	56%	79%	63%	90%	61%	79%	64%	84%	72%	75%

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.

Figure LS1. Mean Ratings on Satisfaction, Engagement, and Support (N's = 850 & 153)

	Previous Terms	Current Term
Satisfaction with Learning Communities	8.2	8.2
Engagement	6.7	6.7
Support	8.4	8.4
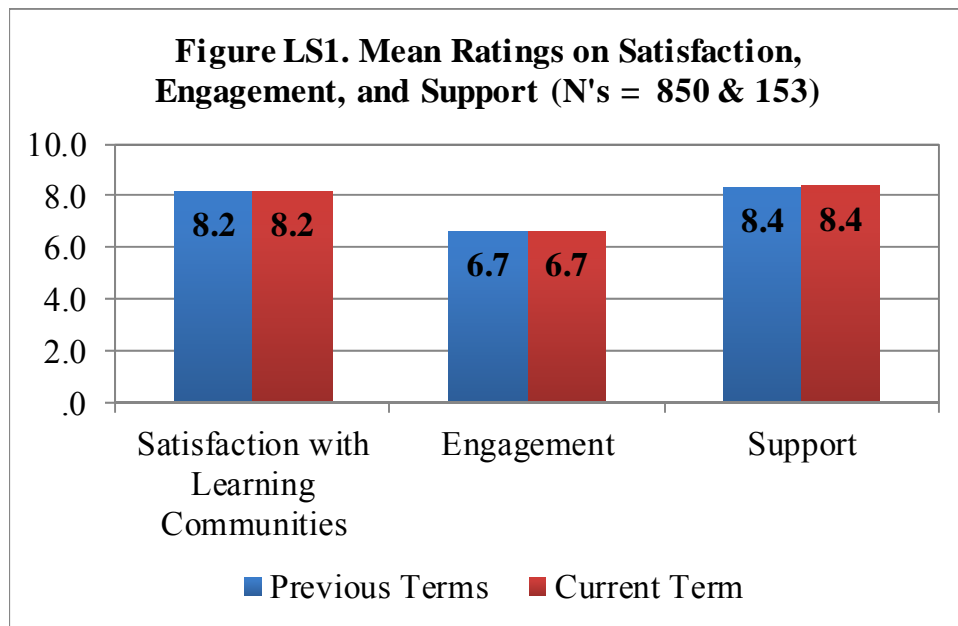
The satisfaction items comprise one general measure of satisfaction along with seven items assessing satisfaction with specific elements of the learning communities. The mean scores for these items are found in Table LS1.

Table LS1. Satisfaction with Learning Communities (N=954)	
	Mean
Overall Satisfaction	8.35
Satisfaction with Counseling Received	8.08
Satisfaction with Tutoring	8.02
Satisfaction with Faculty Availability	8.18
Satisfaction with the Educational Experience	8.42
Satisfaction with the Integration of Material across Courses	7.96
Satisfaction with Social Activities	7.95
Satisfaction with Being with the Same Students in All the Classes	8.68

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 all 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?

"Being able to be with the same students for both my classes."

Figure LS2. Association with General Satisfaction (N = 954)

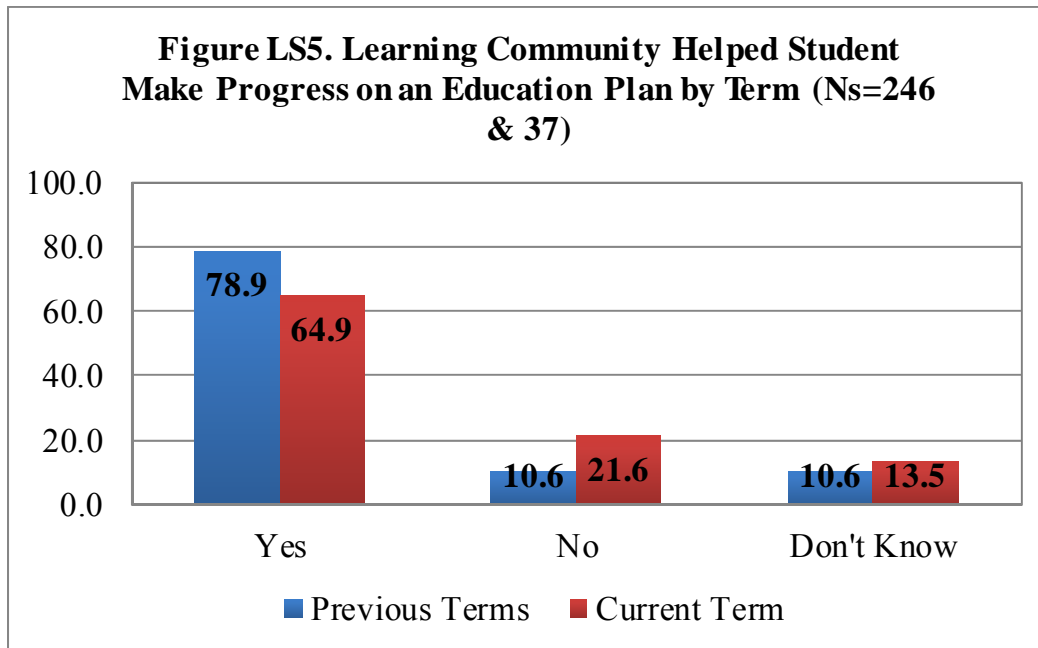| Category	Value
Counseling Received	.000
Tutoring*	.061
Faculty Availability*	.062
The Educational Experience*	.497
The Integration Of Material Across Courses*	.179
Social Activities	.023
Being With The Same Students In All The Class*	.168
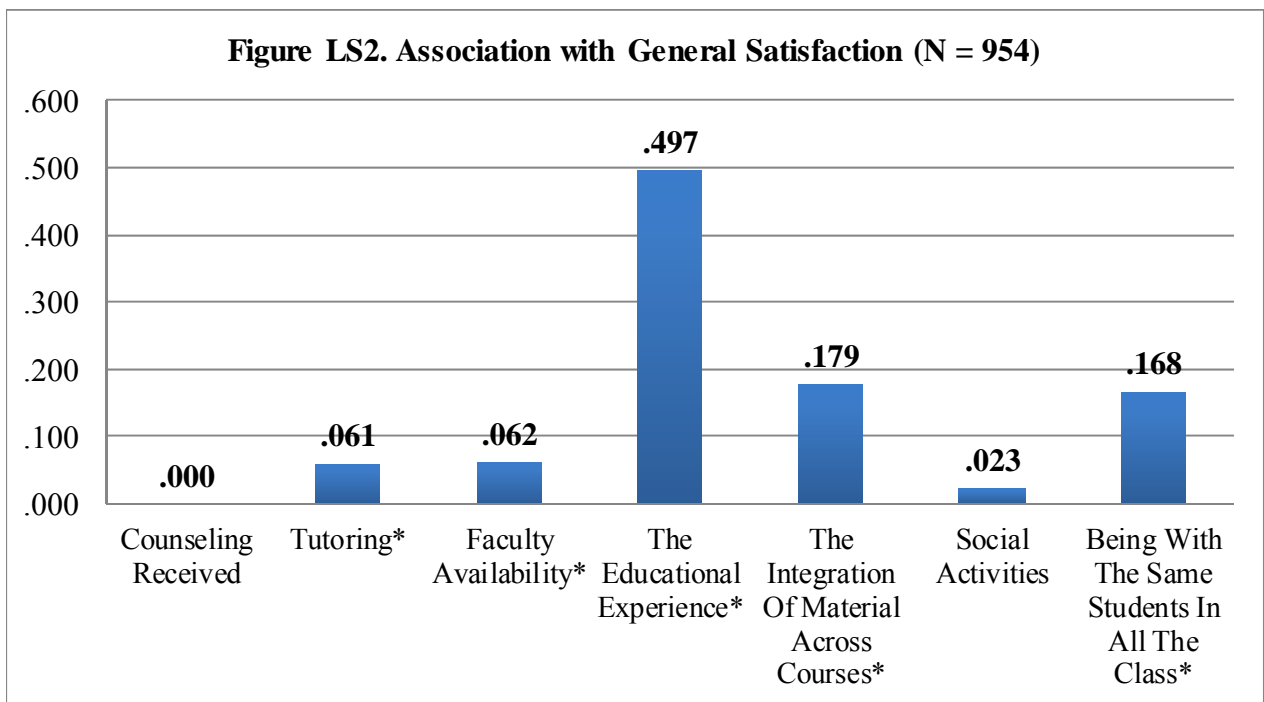
Education Plans and Goals

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 2014 8% didn't know if they had completed an education plan.

Figure LS3. Completed an Education Plan by Term (Ns=845 & 152)

Yes — Previous Terms: 74.8, Current Term: 67.8
No — Previous Terms: 17.3, Current Term: 24.3
Don't Know — Previous Terms: 7.9, Current Term: 7.9
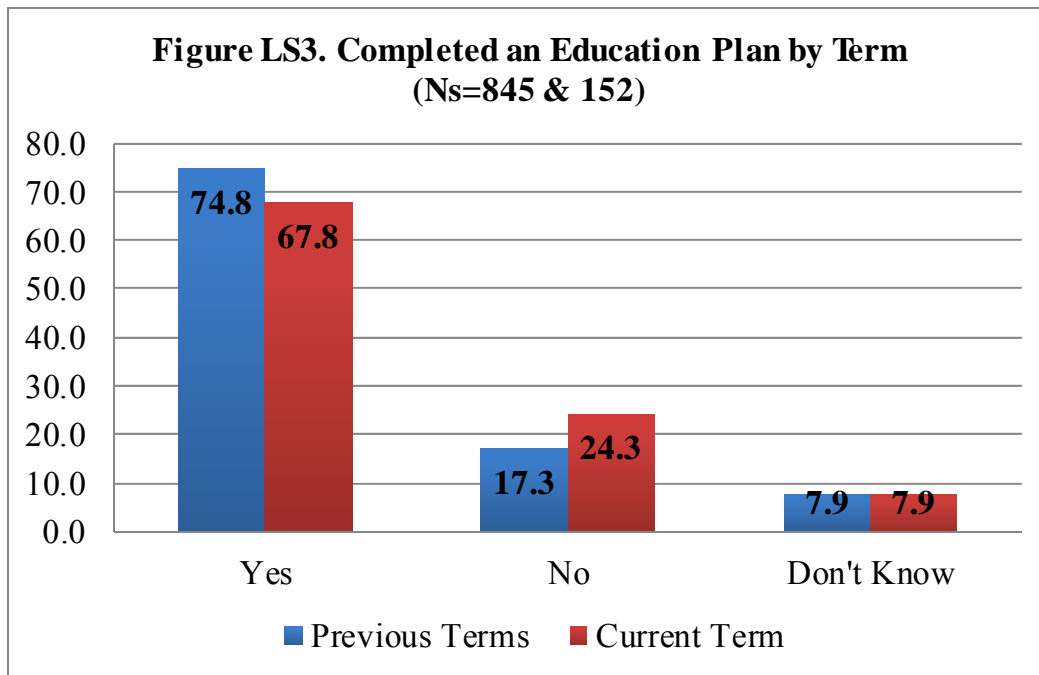
Those who had completed an education plan were asked if they had completed it prior to the start of the learning community. Figure LS4 shows that almost two thirds (65.9%) of the learning community students in Fall 2013 who had completed an education plan had done so prior to the start of the learning community.
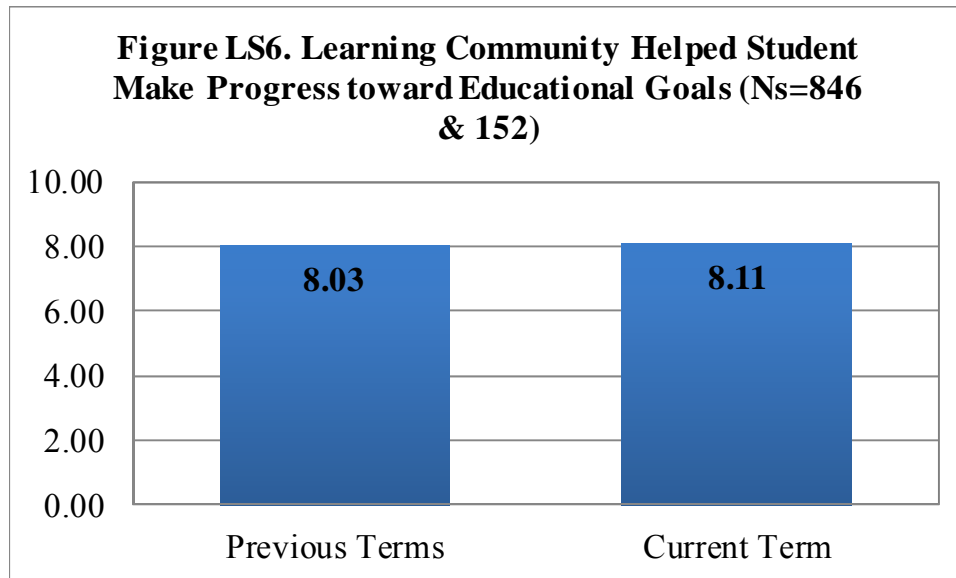
Figure LS4. Education Plan Was Completed prior to Entering the Learning Community by Term (Ns=631 & 102)
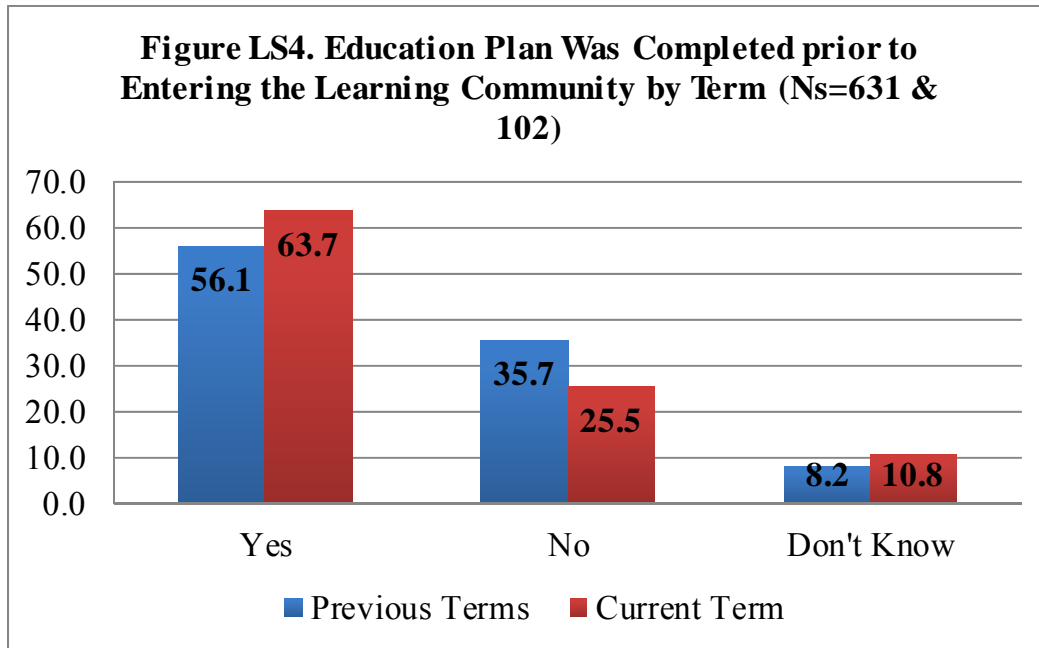
Those who had not completed their education plan, as well as those who had completed it since they started in the learning community, were asked if participation in the learning community helped them make progress on their education plans. Their responses are summarized in Figure LS5. Two thirds of the respondents indicated that their participation in the learning community had helped them make progress on their education plan.

Figure LS5. Learning Community Helped Student Make Progress on an Education Plan by Term (Ns=246 & 37)

Response	Previous Terms	Current Term
Yes	78.9	64.9
No	10.6	21.6
Don't Know	10.6	13.5

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

"I was able to cover multiple topics over a short amount of time, and it helped me finsih my math a bit faster."

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.

Figure LS6. Learning Community Helped Student Make Progress toward Educational Goals (Ns=846 & 152)

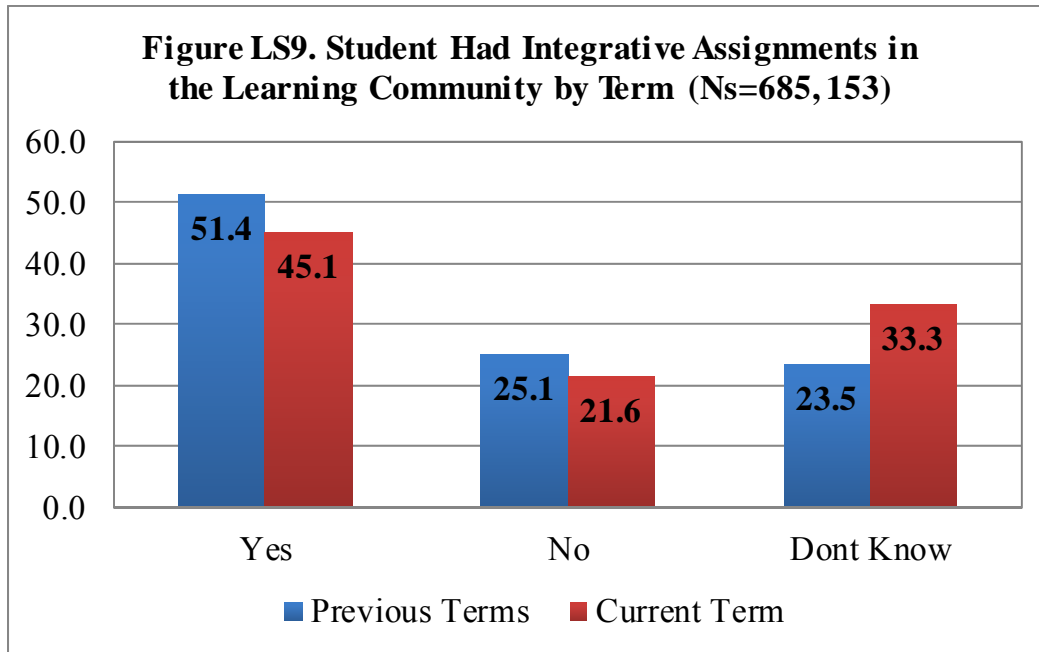|	Previous Terms	Current Term
Rating	8.03	8.11

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 7.5 demonstrates that students perceived substantial integration of material across their learning-community courses. This is seen in Figure LS7.

Figure LS7. Perceived Integration of Material across Courses (Ns = 809, 138)

Previous Terms	Current Term
7.48	7.54
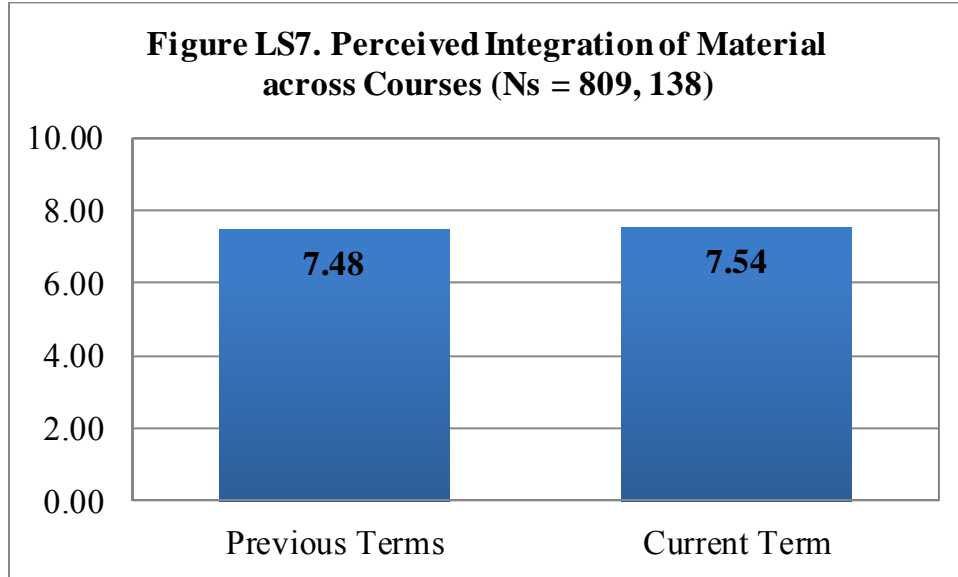
Integrative Learning. Beginning with the Fall 2011 term, respondents were asked a set of questions regarding the extent to which participation in the learning communities resulted in integrative learning. For example, one question asked "How much have your learning community classes helped you become 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 3.7 on the 1-to-5 scale.

Figure LS8. Integrative Learning (Ns = 686, 152)

	Previous Terms	Current Term
Score	3.70	3.71
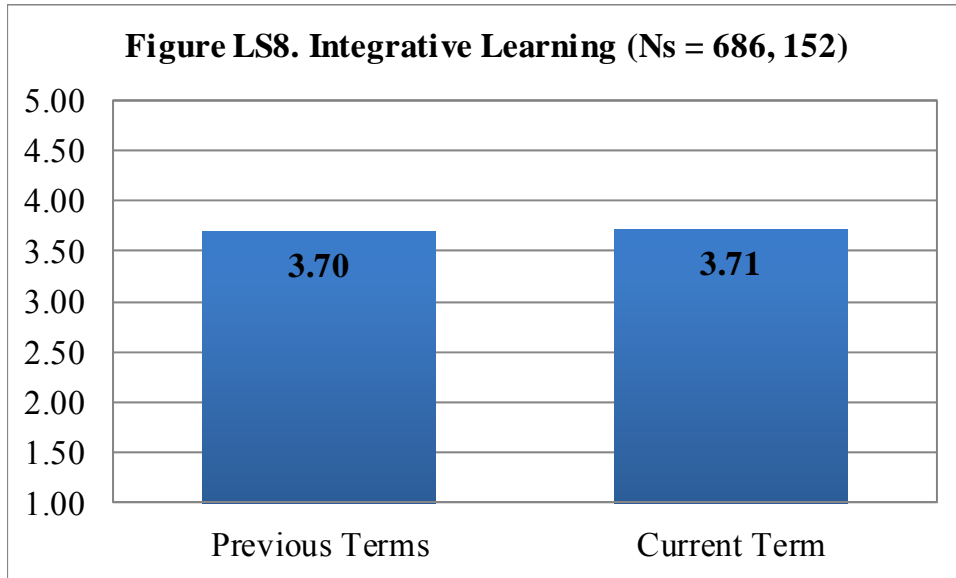
Integrative Assignments. Beginning with the Fall 2011 term, students were asked if they had any integrative assignments in their learning communities. In Fall 2014, 45.1% reported that they had integrative assignments in their learning community, and 21.6% said they didn't know. This is illustrated in Figure LS9.

Figure LS9. Student Had Integrative Assignments in the Learning Community by Term (Ns=685, 153)

	Yes	No	Dont Know
Previous Terms	51.4	25.1	23.5
Current Term	45.1	21.6	33.3

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?
>
> *"That the professors know what each other are teaching and are aware of the lessons and what would help us."*

Table LS2. Attitudes about Integrative Assignments

	Previous Term		Current Term	
Integrative assignments ...	Mean	Count	Mean	Count
Were Enjoyable	7.84	352	8.09	69
Made Learning Easier	7.67	352	7.80	69
Were Effective	7.75	352	8.35	69
Made The Assignments More Meaningful	7.75	352	8.06	69
Were Interesting	7.85	352	8.09	69

Table LS3. Correlations among Integrative Assignments Attiutudes (N = 419)

Integrative assignments ...	Enjoyable	Easier	Effective	Meaningful	Interesting
Were Enjoyable	1.000	.757	.793	.770	.809
Made Learning Easier	.757	1.000	.736	.775	.733
Were Effective	.793	.736	1.000	.766	.751
Made The Assignments More Meaningful	.770	.775	.766	1.000	.786
Were Interesting	.809	.733	.751	.786	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.
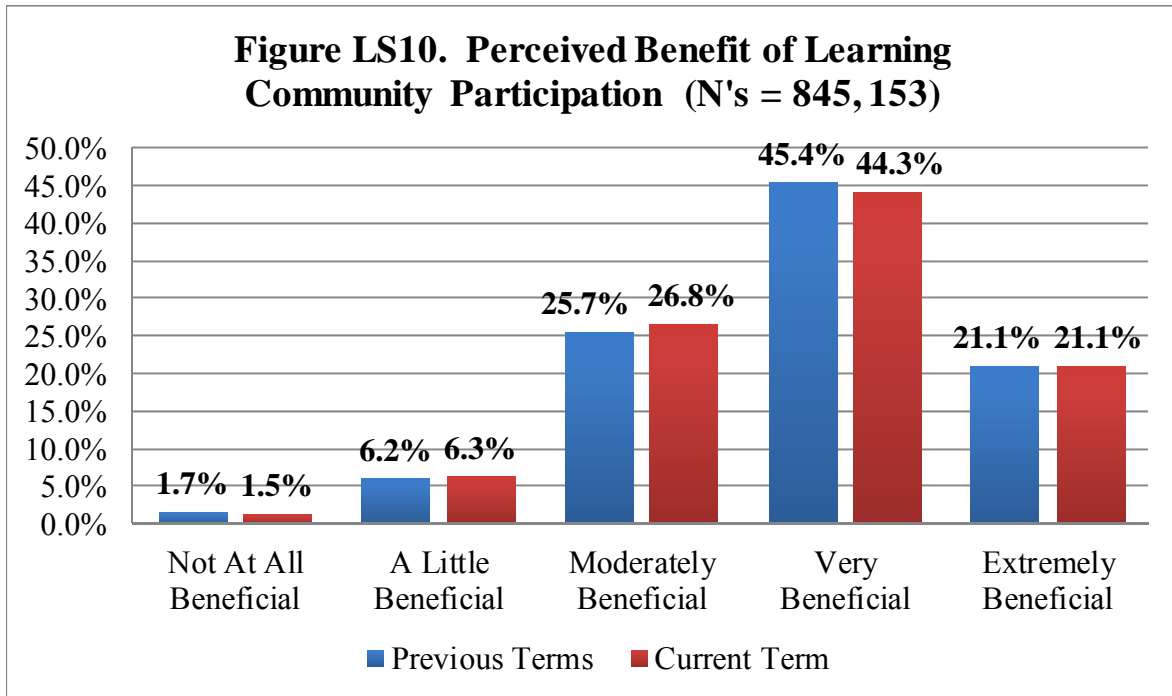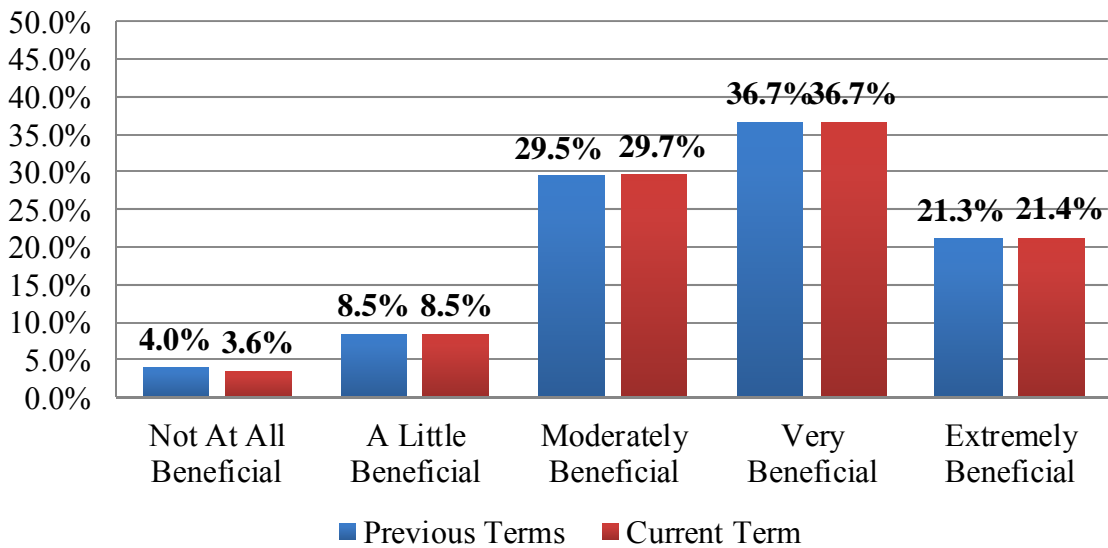
Figure LS10. Perceived Benefit of Learning Community Participation (N's = 845, 153)

Benefit	Previous Terms	Current Term
Not At All Beneficial	1.7%	1.5%
A Little Beneficial	6.2%	6.3%
Moderately Beneficial	25.7%	26.8%
Very Beneficial	45.4%	44.3%
Extremely Beneficial	21.1%	21.1%

Figure LS11. Expected Benefit of Participation in a Second Learning Community (N's = 847, 152)

Bar chart showing percentages for Previous Terms and Current Term:
- Not At All Beneficial: 4.0% / 3.6%
- A Little Beneficial: 8.5% / 8.5%
- Moderately Beneficial: 29.5% / 29.7%
- Very Beneficial: 36.7% / 36.7%
- Extremely Beneficial: 21.3% / 21.4%

Legend: ■ Previous Terms ■ Current Term

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?

"Learned new things and developed a support system"

Table LS4. Greatest Benefit of Learning Community Participation

All the students coming together to make a solid team and help each other.
Becoming aware of DRC services.
Being able to be with the same students for both my classes.
Being able to communicate about different matters with my classmates
Being able to connect some topics together.
Being able to have other students to talk to and being able to have study groups. It was a lot easier because we had two classes together.
Being able to learn new study habbits.
Being able to meet new students on campus especially being a freshmen.
Being able to understand the subjects better and get a good sense of it.
Being able to work with other students in the same classes.
Being able to work with others
Being apart of the Algebra 2N1 in my opinion helped me to become a better student. I was able to learn different study skills that greatly influenced how I can be successful in my classes.
being in the same class as other students
being with same group of people in all the classes
better at grammer
Better compression
Class discussions with other students where we can share our ideas
Communicate with classmates
community
community with the other students.
Dana opened my eyes to all that Palomar has to offer students to ensure our success with our career/education goals. I also learned valuable tools to help me be a better student.
Don't Know
Finding out that Palomar has easy access to tutoring.
get my education goal faster
Getting on track to learn who I am and why I do the things I do and in the manner I do them. Opened my eyes to see there are ways to know what kind of person or professonal you can become. This community allows you to care for other students and their progress in their goals and dreams. It allowed me to keep that Leave on one behind mentality that I learned in the Military. That is good to know especially when I was that person from time to time! I love what Palomar does for thier students
getting that extra reading time
Getting to know people and the teacher

Table LS4. Continued

I would say that the greatest benefit of being in a learning community is knowing that people in your class can give you the homework assignments when you miss class.

I would say that the LEAPstar program help me a lot by improving my grammar and reading skills.

I would say the greatest benefit of participating in a learning community is that I get a tutor help my assignments.

In Learning Community, I improve my Grammar and Reading skills.

It helped me a lot on my reading comprehension and my vocabulary

It was a great benefit to participate in a learning community and helps you much on learning.

It was very helpful for me to joying the learning community. now I can write a better high level of essays. I am thankful with my profesors

It's easier for the class to communicate and get a better understanding of one another making class discussions more interesting and fun.

It's interactive and Im gettting alot of help from the insturcutres since they know me well.

its allows me to focus on what I need to strengthen in reading and writing.

knowing that theres a ton of help.

knowing the people your with

learn how to write an essay in good structure

Learn the new ways to achieve English skills

learned alot

Learned new things and developed a support system

Learning able to read better in order to do better on the English Final.

learning about about personal weakness and bad student habits that hinder me form reaching my education goals.

Learning and planning for the future.

learning as a community

learning new ideas

Learning to read faster

listening to what people have or had to say to help me out.

Made friends

Many helps and services are provided such as library, computers, plugs,etc. Many quiet places to study.

meeting new people

Meeting new people and learning new things

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 profund 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 greatestet 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

the greatest benefit of participating in a learning community has been improving my writing, and learning new thing such as transition words and reading strategies.

The greatest benefit of participating in a learning community was being with everyone for four classes and getting to know each other.

the greatest benefit of participating in a learning community was that the teacher are really encourages and always believe in us

The greatest benefit to this learning community is the time frame I learned Math 50 and 60. The second greatest benefit is my teacher Professor Ellis. She has been a great teacher, mentor, and has guided me to a better future. The third greatest benefit is how small the class is. I got to meet new people, and now I have friends on this campus forever.

the greatest benefit was that i was able to see the same faces in class, and i was also able to participate in the class.

The greatest benefit was the fact that my Counseling 110 professor always asked how things were going in Read 51 and he always encouraged us to strive to do better in both classes.

The Health Class was very fun, I interacted with different students,

The help I was able to get from the staff and the quite area I was bale to do my work in

The help one gets quickly.

The individual focus the teacher gives students

The learning community allowed me to excel through this semester and complete two classes in one.

The learning community was/is great

The professors have been a great help.

The programs that were assigned to me throughout the semester were extremely helpful, fun, and educational. I enjoyed them very much.

The support from instructors and staff and resources available to me

The teachers

the teachers agreeing for the benefit of the student .And having the same class friends

they opportunity of learning

To open up to people and get to work in groups better

using the lab to increase reading and vocab skills

working on other ways to improve my reading comprehension

Working together in a group

Working with other students, to further understand topics

Working with others

working with the same people

Table LS4. Continued
Working with the same students within the learning community
yes it has
you get to know everyone, work together which makes the classes way easier than the regular ones.
you have the same people in you class so you have them to motivate yourself into wanting to do better

Table LS5. Recommendations for Improvement of the Learning Communities

-
a little bit more review every other week, so that it keeps us on our toes.and maybe it will help us remember the material a bit easier.
Any way to improve the material would help
At times it was too much work
Better social activites
break down more on how todo things
classes where both professors teach a joint class or assignment type of thing
Do more similar work between the two classes. Don't make test on the same day or big projects due on the same day.
do the homework and if you have to try to get ahead.
Every thing is all good
focus more one test rather then homework
focus on students more
Get more councilors not enough always busy.
give more extra point assignments
GO ATLEAST TO LAB HOURS TWICE A WEEK BECAUSE THEN WE DSTART GETTIUNG BEHIND DO AS MUCH AS EXTRA CREDIT ASW E CAN
have a variety of age groups
have more shared assignments
have the class get to know each other more, i wasnt really able to know the class.
have the two classes closer to each other in time span
Having more groups on different subjects
I do not I think they are great.
I do not think the embedded tutors were any help at all ! I felt like they wasted time, space, and were not invested into this class. They seemed uninterested in this course, and would be working on their own homework, watching movies on their ipad, listening to music, or texting away while myself and the other students struggled to understand what was going on in class. Please either get better tutors or take them out all together.
I do not.
I have no suggestions at this time.
I really like all the reading programs because it helped me increase my speed and gain a higher vocabulary.
i really like it the same way it is.

Table LS5. Continued

I think it would be beneficial if we could do more integrated assignments with the community.

I think it's good I just didn't take full advantage of it.

I think that any ways in these classes have good effect on students in different ways.

I think they did great job

I think this was a great experience and there is not thing to change

I would definitely suggest that the math course be more than just 50 minutes. It's just not enough time to get through tough problems. Every class felt rushed and I found myself struggling more and more as time went on.

i would rather have a longer classa few days rather than class 4 days a week.

I would recomend that students apply for the free math lab course for help.

I would recommend having more shared assignments because you can learn similar things in two different classes.

I would recommend the learning communities to introduce themselves in class for the first class meeting help students feel comfortable in class with many students.

I would say that we shouldnt waste as much time doing unnecessary group projects, and instead, we should focus more on doing HW/notes, and helping eachother.

In all I think the teachers could use more motivation

in my opinion, learning community is great but I would like that the teacher explains more the topics.

its all good

just add more tutors.

Just making sure that both professors paired up are well aware of what is going on in their classrooms and the due dates of important assignments; that way students are not stressed out about cramming too much work into one day.

Less workload and more detailed in depth analysis.

longer class hours, least homework, it is killing me

make sure that important assignments for both classes are not due on the same day

maybe do a project that would work for both classes and have it done in a group

Maybe more time For students to get go know each other

Maybe not have the two classes so far apart in time.

More group activities

More in class time with math class.

more integration

more reading maybe two books to read in esl 131

n/a

N/A

Table LS5. Continued

no
No
No change.
no everything was good.
No I am satisfied with everything in the learining community.
No I don't I thought overall it was really good being In a learning community.
no I have no recommendations
No I was satisfied with everything
no none at all
no the way everything is great but it also depends on how the student does the work
NO, I DON'T BECAUSE THEY DO A GREAT JOB AT HELPING STUDENTS.
No, I think everything is great
No, I think that they are fine how they are now
no.
No.
none
None
None that I can think of at this time.
Nope
Nope.
Not really
Not really I just wish the classes weren't so far apart in time.
Not sure
not that I can think of
Perhaps appt. available with tutors.
pizza parties
Please provides napping rooms~~~
Should have approaching projects of putting students in their first place and learn the practices.
sometimes its bored. so if teachers can make it more interesting, it will be great.
Talk to everyone and get to know them
The only recommendation I have would be to have more time on harder lessons.
the only recommendations I can really give is to keep doing what they do now, these programs are already outstanding.
The pat system wasn't always working

Table LS5. Continued

the table in TLC-112 should be bigger
they're good as is
To go outside for more projects
yes , i think that learning communities should add to this program more dinamic activities for students to spend more time together like community that they are and it will help to students to get out the stress that they have sometimes.
yes do more surveys to keep improving
Yes, make friends and help one another.
Yes, please hire more tutors, more parking lots, making parking lots free.
YES! Do not have a math teacher who doesn't care about her students! Prof. [Name Redacted] was VERY rude, and very unhelpful. She is upset when you don't go to the tutoring, but yet when you go she has a RUDE attitude. She is very unclear in class, and refuses to show more examples. VERY unhelpful for students who signed up for a LEARNING community to LEARN something, I will be sending a serious letter, with notes I have taken from her acts in class, as well what with other students think.

Table LS6. Comments

-
Both my teachers are amazing!
good
I do not have any comments about the topics addressed in this survey.
I do not.
I dont have any at this time.
I enjoyed being a part of the learning community.
I enjoyed being with the same people that way you are more comfortable in the class and willing to participate more to help you learn.
I have a comment about my instructors. They are really good, I appreciate to have them.
I like the learning community a lot and yeah,
I loved and bennifited from the "Learning Communities" greatly I know I would've done better if our math course had longer than 50 minutes to meet.
I loved the learning community, I hope there are going to continue with these programs because they help a lot the students to achieve their goals
I think that [Name Redacted] and [Name Redacted] are an excellent combination to teach this community but if you could give dan more than 50 mins four days a week i think would be appreciated by future students. I struggled a little bit because of the time restraint.
IDK
it was okay. I really didn't like one of the classes for that's what altered the score
[Name Redacted] rocks !!!!!!!!!!!!!!
Math 47B was uneventful and taught me nothing.
[Name Redacted] and [Name Redacted] are awesome teachers and go above and beyond to help there students achieve their educational goals!
n/a
N/A
nah, its all cool.
no
No
No comment
no comments
no I do not.
No I do not.
no I have no other comments
no i t'nod
no more comments

Table LS6. Continued

no none at all
No questions.
No, everything is fine
No, I do not.
NO, I DON'T
no, i dont have any comments. This is a great survey.
no, thanks
NO!
no.
No.
none
None
None.
nope
Nope
nope.
Nope.
Not reall
Palomar really needs to improve with access to tutors, I should not have to make a two week prior appointment to meet with a Math Tutor, By then a test will be given!
Some class time set aside for test prep and review.
Teachers had worked hard for students.
The easy accessibility of the tutors was highly beneficial in being successful in this course.
This community is great for foreign students

Learning Communities Summary

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

- A total of 1,837 students have participated in the learning communities from fall 2009 to fall 2014.
- 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 (67.8%) of the students in Fall 2014 had completed an education plan.
- Half (45.1%) of the students in Fall 2014 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.

Table TLC1. Use of TLC					
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
Spring 14	1,094	5,173	374,096	86.62	152.66
Fall 14	1,210	5,180	373,033	86.93	181.71
* 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 45.4% of the time spent at the TLC in Fall 2014 was for the purpose of doing homework. Overall, 32.6% of the time at the TLC was explicitly for assistance with math.

Table TLC2. Percent of Minutes at TLC by Reason

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

Table TLC2. Percent of Minutes at TLC by Reason (Continued)			
TLC Visit Reason	Fall 13 %	Spring 14 %	Fall 14 %
Unknown	1.6%	0.0%	0.0%
Counseling	0.7%	0.5%	0.6%
Financial Aid	0.2%	0.1%	0.0%
Homework	39.1%	40.9%	45.4%
Information	0.3%	2.4%	0.1%
Lab: ESL	0.8%	0.8%	0.5%
Language Lab	1.1%	0.5%	0.9%
Lab: Math	17.5%	14.6%	10.8%
Lab: Other	0.3%	0.7%	5.1%
Lab: Reading	0.5%	0.1%	1.2%
Other	3.9%	2.0%	2.8%
Tutoring: ESL	5.2%	7.4%	5.5%
Tutoring: Math	17.4%	19.2%	9.9%
Tutoring: Other	2.9%	2.1%	2.0%
Tutoring: Reading	0.9%	1.9%	2.1%
Tutoring: Writing	7.0%	6.7%	12.2%
Workshop	0.6%	0.2%	0.9%
Total	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.

Table TLC3. Visits to the TLC								
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 13 Visits
Unknown	0	0	0	0	0	0	24	10
Counseling	17	63	96	90	93	83	116	85
Financial Aid	0	0	0	12	29	7	16	34
Homework	919	2,641	2,011	2,210	2,911	2,233	2,916	3,366
Information	65	60	22	40	25	17	23	42
Lab: ESL	11	170	87	174	92	126	157	107
Language Lab	0	0	0	0	0	0	1,315	61
Lab: Math	270	436	874	392	737	1,173	784	1,539
Lab: Other	68	406	307	359	412	685	83	109
Lab: Reading	1	68	53	13	39	18	35	38
Other	41	770	547	478	333	232	430	361
Tutoring: ESL	41	271	356	494	458	477	368	620
Tutoring: Math	118	594	911	887	1,020	1,170	985	1,274
Tutoring: Other	24	164	135	143	168	181	138	138
Tutoring: Reading	5	27	46	64	63	52	60	66
Tutoring: Writing	38	396	523	612	686	589	584	631
Workshop	10	77	55	82	83	28	45	120
Total	1,628	6,143	6,023	6,050	7,149	7,071	8,079	8,601

Table TLC3. Visits to the TLC (Continued)

TLC Visit Reason	Fall 13 Visits	Spring 14 Visits	Fall 14 Visits
Unknown	48	0	0
Counseling	98	63	74
Financial Aid	14	11	3
Homework	2,458	2,022	2,231
Information	77	78	13
Lab: ESL	80	69	40
Language Lab	51	34	55
Lab: Math	884	834	519
Lab: Other	40	42	283
Lab: Reading	31	4	56
Other	365	201	262
Tutoring: ESL	380	366	305
Tutoring: Math	1,024	878	503
Tutoring: Other	222	128	135
Tutoring: Reading	54	71	77
Tutoring: Writing	421	352	562
Workshop	63	20	62
Total	6,310	5,173	5,180

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.

Table TLC4. TLC Users in English Courses

Year	Term	English 10 Students Who Used TLC		English 50 Students 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	11.3%
	Spring	58	9.7%	64	6.5%
2014-15	Fall	75	8.5%	136	12.3%

Table TLC5. TLC Users in ESL Courses

Year	Term	ESL 45 Students Who Used TLC		ESL 55 Students 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%
	Spring	6	10.5%	15	19.0%
2014-15	Fall	6	6.4%	6	7.0%

Table TLC6a. TLC Users in Math Courses

Year	Term	Math 10 Students Who Used TLC		Math 15 Students 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%
	Spring	0		103	9.8%
2014-15	Fall	8	14.0%	126	10.3%

Table TLC6b. TLC Users in Math Courses

Year	Term	Math 50 Students Who Used TLC		Math 56 Students Who Used TLC		Math 60 Students 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%	193	11.6%
2013-14	Fall	199	11.6%	33	9.8%	150	9.4%
	Spring	121	8.6%	48	20.6%	116	7.6%
2014-15	Fall	156	9.4%	17	5.2%	100	6.8%

Table TLC7. TLC Users in Reading Courses					
Year	Term	Read 30 Students Who Used TLC		Read 50 Students 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%
	Spring	1	2.2%	7	4.1%
2014-15	Fall	5	6.5%	0	

Student Characteristics

Certain student characteristics of the TLC users were examined. Table TLC8 shows the gender distribution for TLC users as well as for students who took at least one class at the Escondido center but did not use the TLC, and all other students. The gender distribution appears stable over the 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 | | 2014-15 |
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall
TLC User											
Female	264	771	709	722	818	740	856	838	751	558	630
	55.9%	55.8%	57.5%	56.4%	57.4%	56.1%	55.8%	56.0%	59.4%	57.1%	56.8%
Male	200	595	512	550	592	563	663	648	504	410	468
	42.4%	43.1%	41.5%	42.9%	41.6%	42.7%	43.2%	43.3%	39.9%	41.9%	42.2%
Unknown	8	16	13	9	14	16	14	11	9	10	12
	1.7%	1.2%	1.1%	0.7%	1.0%	1.2%	0.9%	0.7%	0.7%	1.0%	1.1%
Total	472	1,382	1,234	1,281	1,424	1,319	1,533	1,497	1,264	978	1,110
Escondido Center Student											
Female	1,791	1,412	1,458	1,330	1,281	1,307	1,184	1,107	1,187	1,286	1,265
	48.8%	47.3%	46.3%	47.6%	45.7%	47.3%	46.4%	46.0%	46.7%	48.2%	47.9%
Male	1,862	1,560	1,677	1,450	1,511	1,440	1,348	1,292	1,345	1,361	1,355
	50.7%	52.2%	53.2%	51.9%	53.9%	52.1%	52.9%	53.7%	52.9%	51.0%	51.3%
Unknown	20	15	16	16	13	17	17	9	11	21	21
	0.5%	0.5%	0.5%	0.6%	0.5%	0.6%	0.7%	0.4%	0.4%	0.8%	0.8%
Total	3,673	2,987	3,151	2,796	2,805	2,764	2,549	2,408	2,543	2,668	2,641
Other Student											
Female	10,116	9,722	9,545	9,503	9,133	8,963	9,120	9,168	8,845	8,965	9,137
	48.9%	49.4%	47.9%	47.7%	46.6%	47.3%	47.1%	46.8%	45.9%	46.6%	45.7%
Male	10,472	9,852	10,271	10,323	10,341	9,859	10,155	10,338	10,322	10,207	10,775
	50.6%	50.0%	51.5%	51.8%	52.8%	52.1%	52.4%	52.8%	53.6%	53.0%	53.9%
Unknown	117	114	116	113	126	112	94	80	84	82	88
	0.6%	0.6%	0.6%	0.6%	0.6%	0.6%	0.5%	0.4%	0.4%	0.4%	0.4%
Total	20,705	19,688	19,932	19,939	19,600	18,934	19,369	19,586	19,251	19,254	20,000

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 49% 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		Fall 2014-15	
TLC User												
Afr.Am. Non-Hisp	15	3.2%	48	3.9%	53	3.7%	64	4.2%	44	3.5%	46	4.1%
Asian	22	4.7%	52	4.2%	61	4.3%	79	5.2%	45	3.6%	39	3.5%
Filipino	15	3.2%	30	2.4%	28	2.0%	40	2.6%	31	2.5%	27	2.4%
Hispanic	196	41.5%	550	44.6%	633	44.5%	773	50.4%	655	51.8%	656	59.1%
Multi Ethnic	10	2.1%	29	2.4%	39	2.7%	41	2.7%	37	2.9%	35	3.2%
Nat.Am.	4	0.8%	13	1.1%	21	1.5%	16	1.0%	18	1.4%	5	0.5%
Pacific Islander	4	0.8%	17	1.4%	15	1.1%	8	0.5%	8	0.6%	4	0.4%
Unknown	22	4.7%	62	5.0%	44	3.1%	48	3.1%	37	2.9%	34	3.1%
White Non-Hisp	184	39.0%	433	35.1%	530	37.2%	464	30.3%	389	30.8%	264	23.8%
Total	472	100.0%	1,234	100.0%	1,424	100.0%	1,533	100.0%	1,264	100.0%	1,110	100.0%
Escondido Center Student												
Afr.Am. Non-Hisp	120	3.3%	92	2.9%	64	2.3%	77	3.0%	64	2.5%	67	2.5%
Asian	102	2.8%	91	2.9%	67	2.4%	82	3.2%	82	3.2%	78	3.0%
Filipino	99	2.7%	82	2.6%	70	2.5%	51	2.0%	51	2.0%	59	2.2%
Hispanic	1,271	34.6%	1,058	33.6%	1,041	37.1%	972	38.1%	1,072	42.2%	1,192	45.1%
Multi Ethnic	94	2.6%	113	3.6%	92	3.3%	105	4.1%	93	3.7%	118	4.5%
Nat.Am.	43	1.2%	33	1.0%	22	0.8%	17	0.7%	20	0.8%	28	1.1%
Pacific Islander	19	0.5%	15	0.5%	12	0.4%	12	0.5%	13	0.5%	10	0.4%
Unknown	150	4.1%	105	3.3%	99	3.5%	83	3.3%	73	2.9%	73	2.8%
White Non-Hisp	1,775	48.3%	1,562	49.6%	1,338	47.7%	1,150	45.1%	1,075	42.3%	1,016	38.5%
Total	3,673	100.0%	3,151	100.0%	2,805	100.0%	2,549	100.0%	2,543	100.0%	2,641	100.0%

Table TLC9. Continued

Ethnicity	Fall 2009-10		Fall 2010-11		Fall 2011-12		Fall 2012-13		Fall 2013-14		Fall 2014-15	
	Other Student											
Afr.Am.	678	3.3%	603	3.0%	627	3.2%	619	3.2%	598	3.1%	619	3.1%
Asian	1,118	5.4%	1,010	5.1%	988	5.0%	952	4.9%	990	5.1%	988	4.9%
Filipino	631	3.0%	575	2.9%	598	3.1%	579	3.0%	600	3.1%	614	3.1%
Hispanic	5,785	27.9%	5,941	29.8%	6,132	31.3%	6,443	33.3%	6,657	34.6%	7,319	36.6%
Multi Ethnic	605	2.9%	698	3.5%	783	4.0%	855	4.4%	892	4.6%	901	4.5%
Nat.Am.	153	0.7%	133	0.7%	137	0.7%	147	0.8%	135	0.7%	172	0.9%
Pacific Islander	172	0.8%	156	0.8%	124	0.6%	116	0.6%	114	0.6%	111	0.6%
Unknown	889	4.3%	686	3.4%	627	3.2%	608	3.1%	566	2.9%	616	3.1%
White Non-Hisp	10,674	51.6%	10,130	50.8%	9,584	48.9%	9,050	46.7%	8,699	45.2%	8,660	43.3%
Total	20,705	100.0%	19,932	100.0%	19,600	100.0%	19,369	100.0%	19,251	100.0%	20,000	100.0%

Table TLC10 shows that about half of the TLC users were daytime only students, and in Fall 2014 about 9% 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 Fall	2009-10 Spring	2010-11 Fall	2010-11 Spring	2011-12 Fall	2011-12 Spring	2012-13 Fall	2012-13 Spring	2013-14 Fall	2013-14 Spring	2014-15 Fall
TLC User												
D/E	Number	193	575	504	518	538	518	682	571	491	380	378
	%	40.9%	41.6%	40.8%	40.4%	37.8%	39.3%	44.5%	38.1%	38.8%	38.9%	34.1%
Day	Number	233	633	600	616	690	591	641	726	650	483	632
	%	49.4%	45.8%	48.6%	48.1%	48.5%	44.8%	41.8%	48.5%	51.4%	49.4%	56.9%
Eve	Number	46	174	130	147	196	210	210	200	122	115	100
	%	9.7%	12.6%	10.5%	11.5%	13.8%	15.9%	13.7%	13.4%	9.7%	11.8%	9.0%
Total	Number	472	1,382	1,234	1,281	1,424	1,319	1,533	1,497	1,264	978	1,110
	%	100%	100%	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	909	990	998	1,017
	%	39.3%	37.5%	39.4%	39.2%	38.8%	40.3%	41.3%	37.7%	38.9%	37.4%	38.5%
Day	Number	1,323	1,054	1,132	1,034	1,007	1,040	887	977	1,103	1,187	1,080
	%	36.0%	35.3%	35.9%	37.0%	35.9%	37.6%	34.8%	40.6%	43.4%	44.5%	40.9%
Eve	Number	908	798	778	666	709	611	609	522	450	483	544
	%	24.7%	26.7%	24.7%	23.8%	25.3%	22.1%	23.9%	21.7%	17.7%	18.1%	20.6%
Ukn	Number	0	15	0	0	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%	0.0%	0.0%
Total	Number	3,673	2,987	3,151	2,796	2,805	2,764	2,549	2,408	2,543	2,668	2,641
	%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Table TLC10. Continued

Day Eve		2009-10		2010-11		2011-12		2012-13		2013-14		2014-15
		Fall	Spring	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	5,166	5,193	4,908	5,101
	%	26.7%	26.4%	27.3%	27.3%	27.1%	26.8%	25.6%	26.4%	27.0%	25.5%	25.5%
Day	Number	12,034	11,699	11,592	11,660	11,630	11,367	11,730	11,727	11,499	11,792	11,768
	%	58.1%	59.4%	58.2%	58.5%	59.3%	60.0%	60.6%	59.9%	59.7%	61.2%	58.8%
Eve	Number	3,139	2,792	2,894	2,824	2,659	2,490	2,686	2,693	2,559	2,554	2,771
	%	15.2%	14.2%	14.5%	14.2%	13.6%	13.2%	13.9%	13.7%	13.3%	13.3%	13.9%
Ukn	Number	0	0	0	13	4	0	0	0	0	0	360
	%	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.8%
Total	Number	20,705	19,688	19,932	19,939	19,600	18,934	19,369	19,586	19,251	19,254	20,000
	%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total	Number	24,850	24,057	24,317	24,016	23,829	23,017	23,451	23,491	23,058	22,900	23,751

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		2009-10		2010-11		2011-12		2012-13		2013-14		2014-15
Level		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall
TLC User												
Basic Skills	Number	129	281	269	246	286	251	248	255	231	189	190
	%	27.3%	20.3%	21.8%	19.2%	20.1%	19.0%	16.2%	17.0%	18.3%	19.3%	17.1%
AA	Number	108	315	344	325	427	390	460	477	391	280	336
	%	22.9%	22.8%	27.9%	25.4%	30.0%	29.6%	30.0%	31.9%	30.9%	28.6%	30.3%
Transfer	Number	235	786	621	710	711	678	825	765	642	509	584
	%	49.8%	56.9%	50.3%	55.4%	49.9%	51.4%	53.8%	51.1%	50.8%	52.0%	52.6%
Total	Number	472	1,382	1,234	1,281	1,424	1,319	1,533	1,497	1,264	978	1,110
	%	100.0%	100.0%	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	313	310	345
	%	14.1%	10.5%	13.2%	11.3%	10.9%	9.9%	11.7%	12.0%	12.3%	11.6%	13.1%
AA	Number	603	461	536	512	499	489	493	438	482	492	518
	%	16.4%	15.4%	17.0%	18.3%	17.8%	17.7%	19.3%	18.2%	19.0%	18.4%	19.6%
Transfer	Number	2,553	2,211	2,199	1,969	2,000	2,002	1,757	1,681	1,748	1,866	1,778
	%	69.5%	74.0%	69.8%	70.4%	71.3%	72.4%	68.9%	69.8%	68.7%	69.9%	67.3%
Total	Number	3,673	2,987	3,151	2,796	2,805	2,764	2,549	2,408	2,543	2,668	2,641
	%	100.0%	100.0%	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		2014-15
		Fall	Spring	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	1,385	1,599	1,345	1,637
	%	8.1%	6.6%	8.2%	6.4%	7.5%	6.5%	7.7%	7.1%	8.3%	7.0%	8.2%
AA	Number	2,501	2,352	2,590	2,598	2,728	2,644	2,822	2,791	2,845	2,591	2,805
	%	12.1%	11.9%	13.0%	13.0%	13.9%	14.0%	14.6%	14.2%	14.8%	13.5%	14.0%
Transfer	Number	16,534	16,030	15,702	16,060	15,402	15,057	15,048	15,410	14,807	15,318	15,558
	%	79.9%	81.4%	78.8%	80.5%	78.6%	79.5%	77.7%	78.7%	76.9%	79.6%	77.8%
Total	Number	20,705	19,688	19,932	19,939	19,600	18,934	19,369	19,586	19,251	19,254	20,000
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Total	Number	24,850	24,057	24,317	24,016	23,829	23,017	23,451	23,491	23,058	22,900	23,751

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		2014-15	
			Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Total
No	No	#	2,110	1,949	1,999	1,990	1,872	1,941	2,113	2,130	2,180	1,974	2,193	22,451
		%	44.8%	49.7%	43.9%	48.5%	40.5%	47.0%	45.7%	48.0%	45.9%	48.0%	47.3%	46.2%
	Yes	#	2,605	1,971	2,552	2,115	2,745	2,193	2,512	2,306	2,568	2,142	2,440	26,149
		%	55.2%	50.3%	56.1%	51.5%	59.5%	53.0%	54.3%	52.0%	54.1%	52.0%	52.7%	53.8%
	Total	#	4,715	3,920	4,551	4,105	4,617	4,134	4,625	4,436	4,748	4,116	4,633	48,600
		%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Yes	No	#	16	29	61	21	42	77	79	90	69	62	44	590
		%	35.6%	35.8%	52.6%	36.8%	44.2%	44.5%	45.1%	42.3%	43.9%	48.8%	40.4%	43.8%
	Yes	#	29	52	55	36	53	96	96	123	88	65	65	758
		%	64.4%	64.2%	47.4%	63.2%	55.8%	55.5%	54.9%	57.7%	56.1%	51.2%	59.6%	56.2%
	Total	#	45	81	116	57	95	173	175	213	157	127	109	1,348
			100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

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		2014-15	Total
			Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Total
No	No	#	2,044	1,798	1,856	1,847	1,674	1,820	1,964	1,988	2,040	1,872	2,086	20,989
		%	44.8%	50.6%	44.5%	49.5%	40.8%	48.3%	46.7%	49.0%	46.8%	48.6%	48.1%	46.9%
	Yes	#	2,520	1,755	2,317	1,882	2,433	1,945	2,243	2,071	2,321	1,983	2,249	23,719
		%	55.2%	49.4%	55.5%	50.5%	59.2%	51.7%	53.3%	51.0%	53.2%	51.4%	51.9%	53.1%
	Total	#	4,564	3,553	4,173	3,729	4,107	3,765	4,207	4,059	4,361	3,855	4,335	44,708
		%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Yes	No	#	82	180	204	164	240	198	228	232	209	164	151	2,052
		%	41.8%	40.2%	41.3%	37.9%	39.7%	36.5%	38.4%	39.3%	38.4%	42.3%	37.1%	39.2%
	Yes	#	114	268	290	269	365	344	365	358	335	224	256	3,188
		%	58.2%	59.8%	58.7%	62.1%	60.3%	63.5%	61.6%	60.7%	61.6%	57.7%	62.9%	60.8%
	Total	#	196	448	494	433	605	542	593	590	544	388	407	5,240
			100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

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		2014-15	
			Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Total
No	No	#	406	384	360	346	334	353	504	422	491	506	543	4,649
		%	8.6%	9.8%	7.9%	8.4%	7.2%	8.5%	10.9%	9.5%	10.3%	12.3%	11.7%	9.6%
	Yes	#	4,309	3,536	4,191	3,759	4,283	3,781	4,121	4,014	4,257	3,610	4,090	43,951
		%	91.4%	90.2%	92.1%	91.6%	92.8%	91.5%	89.1%	90.5%	89.7%	87.7%	88.3%	90.4%
	Total	#	4,715	3,920	4,551	4,105	4,617	4,134	4,625	4,436	4,748	4,116	4,633	48,600
		%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Yes	No	#	4	9	19	6	10	8	21	18	22	12	7	136
		%	8.9%	11.1%	16.4%	10.5%	10.5%	4.6%	12.0%	8.5%	14.0%	9.4%	6.4%	10.1%
	Yes	#	41	72	97	51	85	165	154	195	135	115	102	1,212
		%	91.1%	88.9%	83.6%	89.5%	89.5%	95.4%	88.0%	91.5%	86.0%	90.6%	93.6%	89.9%
	Total	#	45	81	116	57	95	173	175	213	157	127	109	1,348
		%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

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 Fall	Spring	2010-11 Fall	Spring	2011-12 Fall	Spring	2012-13 Fall	Spring	2013-14 Fall	Spring	2014-15 Fall	Total
No	No	#	388	362	346	319	301	334	464	396	462	483	520	4,375
		%	8.5%	10.2%	8.3%	8.6%	7.3%	8.9%	11.0%	9.8%	10.6%	12.5%	12.0%	9.8%
	Yes	#	4,176	3,191	3,827	3,410	3,806	3,431	3,743	3,663	3,899	3,372	3,815	40,333
		%	91.5%	89.8%	91.7%	91.4%	92.7%	91.1%	89.0%	90.2%	89.4%	87.5%	88.0%	90.2%
	Total	#	4,564	3,553	4,173	3,729	4,107	3,765	4,207	4,059	4,361	3,855	4,335	44,708
		%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Yes	No	#	22	31	33	33	43	27	61	44	51	35	30	410
		%	11.2%	6.9%	6.7%	7.6%	7.1%	5.0%	10.3%	7.5%	9.4%	9.0%	7.4%	7.8%
	Yes	#	174	417	461	400	562	515	532	546	493	353	377	4,830
		%	88.8%	93.1%	93.3%	92.4%	92.9%	95.0%	89.7%	92.5%	90.6%	91.0%	92.6%	92.2%
	Total	#	196	448	494	433	605	542	593	590	544	388	407	5,240
		%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

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

Table TLC16. Persistence by Student Category

Term		Persisted to Next Term	Student Category					
			Escondido Center		Other Student		TLC User	
			Number	Percent	Number	Percent	Number	Percent
2009-10	Fall	No	1,283	34.9%	7,267	34.9%	100	21.1%
		Yes	2,395	65.1%	13,550	65.1%	373	78.9%
	Spring	No	1,525	50.9%	9,483	47.9%	541	39.1%
		Yes	1,471	49.1%	10,312	52.1%	842	60.9%
2010-11	Fall	No	1,107	35.0%	6,673	33.3%	261	21.2%
		Yes	2,052	65.0%	13,347	66.7%	973	78.8%
	Spring	No	1,381	49.2%	9,455	47.2%	486	37.9%
		Yes	1,424	50.8%	10,576	52.8%	796	62.1%
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%
2013-14	Fall	No	808	31.8%	5,796	30.1%	251	19.9%
		Yes	1,735	68.2%	13,455	69.9%	1,013	80.1%
	Spring	No	1,263	47.3%	8,831	45.9%	384	39.3%
		Yes	1,405	52.7%	10,423	54.1%	594	60.7%

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.

Table T1. Number and Hours of Tutoring Students				
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
2013-14	Fall	2,104	14,113.70	6.71
	Spring	1,952	11,879.00	6.09
2014-15	Fall	2,120	12,998.20	6.13

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
2013-14	Fall	245	1,359	860	417	448	637
	Spring	207	1,050	808	308	376	628
2014-15	Fall	265	1,250	471	309	425	1,022

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
2013-14	Fall	991.6	22,922.1	5,050.4	2,380.3	2,467.8	3,188.9
	Spring	958.4	19,335.3	4,202.1	1,841.1	2,305.3	2,572.1
2014-15	Fall	2,138.9	26,225.2	2,601.5	1,538.5	1,840.3	4,881.9

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.

Table T4. Number of Tutoring Students by Type

		Tutoring Students by Type of Service				
Year	Term	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
2013-14	Fall	312	1,340	1,541	19	754
	Spring	276	1,161	1,214	15	711
2014-15	Fall	334	833	1,390	29	1,156

Table T5. Hours of Tutoring by Type

		Tutoring Hours by Type of Service				
Year	Term	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
2013-14	Fall	1,374.7	7,639.6	24,216.5	66.0	3,704.3
	Spring	1,414.2	6,171.1	20,524.6	118.2	2,986.2
2014-15	Fall	2,449.5	4,251.5	26,801.3	126.0	5,598.0

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	57.7%	41.2%	1.0%
	Spring	No	46.5%	52.8%	0.7%
		Yes	55.6%	43.1%	1.3%
2010-11	Fall	No	45.4%	54.0%	0.7%
		Yes	56.9%	41.8%	1.3%
	Spring	No	45.5%	53.8%	0.7%
		Yes	53.6%	45.1%	1.2%
2011-12	Fall	No	44.4%	54.9%	0.7%
		Yes	55.4%	43.5%	1.1%
	Spring	No	44.1%	55.2%	0.7%
		Yes	57.1%	41.5%	1.3%
2012-13	Fall	No	44.3%	55.1%	0.6%
		Yes	55.1%	44.3%	0.7%
	Spring	No	44.1%	55.3%	0.6%
		Yes	55.1%	44.3%	0.6%
2013-14	Fall	No	42.5%	56.8%	0.6%
		Yes	53.6%	45.8%	0.6%
	Spring	No	43.2%	56.2%	0.6%
		Yes	53.5%	45.9%	0.6%
2014-15	Fall	No	43.4%	56.0%	0.6%
		Yes	54.0%	45.2%	0.8%

Race and Ethnicity. About 38% 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.

Table T7. Percent of Students Using Tutoring by Ethnicity

Year	Term	Used Tutoring	African American	Asian	Filipino	Hispanic	Multi Ethnic	Native American	Pacific Islander	Unknown	White
						Ethnicity					
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%	9.3%	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%	8.8%	2.4%	33.2%	1.2%	0.5%	1.0%	6.9%	42.5%
2010-11	Fall	No	2.8%	3.7%	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%	7.5%	41.9%
	Spring	No	2.9%	3.9%	2.5%	28.4%	2.9%	0.9%	0.8%	5.0%	52.7%
		Yes	3.9%	7.6%	2.6%	33.8%	2.1%	0.9%	0.9%	7.4%	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%	35.0%	3.0%	1.0%	0.7%	6.5%	40.3%
	Spring	No	2.8%	3.8%	2.7%	31.1%	3.6%	0.9%	0.8%	4.5%	49.9%
		Yes	3.2%	8.8%	2.5%	36.6%	2.3%	0.6%	0.6%	6.9%	38.4%
2012-13	Fall	No	3.1%	3.9%	2.6%	31.7%	3.7%	0.8%	0.7%	4.5%	49.0%
		Yes	2.6%	8.3%	3.0%	39.1%	3.2%	1.0%	0.9%	5.5%	36.4%
	Spring	No	2.9%	3.8%	2.8%	33.1%	3.8%	0.8%	0.7%	4.4%	47.6%
		Yes	3.4%	8.8%	3.3%	39.4%	2.7%	0.8%	0.6%	5.8%	35.1%
2013-14	Fall	No	2.9%	3.8%	2.7%	33.7%	4.1%	0.8%	0.6%	4.4%	47.0%
		Yes	3.0%	8.4%	2.9%	41.9%	2.7%	0.5%	0.6%	4.0%	36.0%
	Spring	No	2.9%	4.0%	2.7%	34.7%	4.1%	0.9%	0.6%	4.2%	45.9%
		Yes	3.2%	7.8%	2.9%	41.3%	3.6%	0.9%	0.7%	4.3%	35.3%
2014-15	Fall	No	2.9%	3.8%	2.8%	35.7%	4.1%	0.9%	0.6%	4.2%	45.0%
		Yes	3.6%	8.0%	2.9%	44.9%	3.7%	0.6%	0.5%	3.8%	32.1%

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

Table T8. Percent of Students Using Tutoring by Age Category							
			Age Category				
Year	Term	Used Tutoring	19 and Under	20 to 24	25 to 49	50 and Over	Unknown
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	20.3%	40.8%	31.5%	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	27.7%	36.6%	31.7%	4.0%	0.0%
	Spring	No	18.8%	41.8%	31.9%	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%	30.3%	4.9%	0.0%
	Spring	No	18.1%	43.8%	31.4%	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	16.5%	45.4%	32.8%	5.3%	0.0%
		Yes	12.6%	49.9%	32.0%	5.5%	0.0%
2013-14	Fall	No	24.8%	38.2%	30.7%	6.3%	0.0%
		Yes	28.6%	40.2%	26.8%	4.3%	0.1%
	Spring	No	14.3%	45.7%	33.6%	6.3%	0.1%
		Yes	13.2%	49.5%	32.5%	4.7%	0.0%
2014-15	Fall	No	23.7%	39.0%	31.1%	6.1%	0.0%
		Yes	31.2%	37.8%	27.0%	4.0%	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.

Table T9. Success and Retention by Used Tutoring					
		Success		**Retention**	
		Used Tutoring		Used Tutoring	
Year	Term	No	Yes	No	Yes
2009-10	Fall	70.8%	77.8%	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	72.6%	77.1%	95.0%	95.4%
2011-12	Fall	72.4%	78.8%	94.1%	96.0%
	Spring	72.2%	79.1%	94.9%	96.1%
2012-13	Fall	69.8%	77.3%	91.4%	94.3%
	Spring	70.0%	76.9%	92.1%	94.8%
2013-14	Fall	70.3%	74.0%	92.1%	93.9%
	Spring	70.4%	74.8%	91.0%	93.2%
2014-15	Fall	69.3%	72.8%	90.6%	92.5%

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 65% in English 10, 73% in English 50, and 79% in English 100.

Table T10. Success Rates in English by Used Tutoring							
		English 10		English 50		English 100	
		Used Tutoring		Used Tutoring		Used Tutoring	
Year	Term	No	Yes	No	Yes	No	Yes
2009-10	Fall	51.4%	57.5%	68.5%	79.3%	67.6%	75.3%
	Spring	49.4%	63.3%	62.6%	67.9%	63.4%	80.2%
2010-11	Fall	58.9%	53.1%	73.7%	79.3%	70.5%	80.8%
	Spring	49.0%	68.9%	69.6%	70.2%	65.7%	73.6%
2011-12	Fall	54.6%	64.7%	72.2%	73.7%	72.9%	79.6%
	Spring	49.0%	73.1%	67.1%	73.3%	63.2%	81.1%
2012-13	Fall	60.4%	70.8%	72.5%	73.7%	68.3%	80.4%
	Spring	55.5%	65.1%	61.3%	73.8%	64.5%	78.3%
2013-14	Fall	58.8%	60.9%	70.4%	71.5%	66.9%	82.1%
	Spring	49.1%	67.0%	65.9%	67.1%	62.6%	78.2%
2014-15	Fall	58.0%	68.0%	67.0%	77.2%	67.5%	74.8%

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.

Table T11. Retention Rates in English by Used Tutoring

Year	Term	English 10 Used Tutoring No	English 10 Used Tutoring Yes	English 50 Used Tutoring No	English 50 Used Tutoring Yes	English 100 Used Tutoring No	English 100 Used Tutoring Yes
2009-10	Fall	92.4%	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%	89.8%	95.0%	95.7%	92.2%	95.2%
	Spring	90.1%	94.3%	93.2%	93.2%	93.5%	95.9%
2011-12	Fall	92.7%	96.4%	93.8%	95.4%	95.2%	96.7%
	Spring	93.9%	98.1%	95.2%	96.9%	92.9%	96.2%
2012-13	Fall	89.4%	95.8%	94.1%	94.9%	91.1%	95.6%
	Spring	92.0%	93.4%	88.6%	94.9%	90.8%	95.0%
2013-14	Fall	89.9%	93.1%	90.7%	93.2%	90.1%	98.2%
	Spring	82.0%	95.6%	89.5%	92.5%	86.3%	94.2%
2014-15	Fall	89.0%	93.6%	90.4%	96.9%	89.3%	94.9%

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.

Table T12. Success Rates in English by Received Tutoring on Writing							
		English 10		**English 50**		**English 100**	
		Received Tutoring on Writing		Received Tutoring on Writing		Received Tutoring on Writing	
Year	Term	No	Yes	No	Yes	No	Yes
2009-10	Fall	51.7%	58.3%	69.5%	75.6%	68.0%	78.4%
	Spring	50.6%	61.5%	63.1%	67.9%	64.7%	81.3%
2010-11	Fall	58.0%	58.0%	74.2%	78.1%	71.5%	80.6%
	Spring	51.2%	66.0%	69.2%	72.9%	66.1%	75.7%
2011-12	Fall	55.6%	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%	73.3%	68.8%	68.5%	86.4%
	Spring	56.4%	63.2%	62.5%	74.3%	65.8%	79.5%
2013-14	Fall	58.9%	62.5%	71.2%	66.9%	68.6%	85.6%
	Spring	51.1%	61.9%	66.1%	67.0%	63.6%	84.0%
2014-15	Fall	58.6%	72.2%	68.4%	77.1%	68.0%	76.2%

Table T13. Retention Rates in English by Received Tutoring on Writing

Year	Term	English 10 Received Tutoring on Writing		English 50 Received Tutoring on Writing		English 100 Received Tutoring on Writing	
		No	Yes	No	Yes	No	Yes
2009-10	Fall	92.2%	95.8%	94.8%	97.8%	92.5%	95.5%
	Spring	91.4%	96.9%	91.4%	93.6%	89.9%	96.7%
2010-11	Fall	92.6%	89.8%	95.1%	95.6%	92.2%	96.9%
	Spring	90.7%	92.5%	92.9%	94.7%	93.6%	95.9%
2011-12	Fall	93.0%	96.3%	94.2%	94.4%	95.3%	96.9%
	Spring	94.3%	98.2%	95.3%	97.7%	92.9%	98.6%
2012-13	Fall	89.7%	97.0%	94.1%	95.5%	91.2%	97.4%
	Spring	92.1%	92.6%	89.2%	94.9%	91.0%	96.4%
2013-14	Fall	90.1%	95.0%	91.0%	93.7%	91.0%	100.0%
	Spring	83.3%	95.2%	90.1%	91.3%	86.9%	96.3%
2014-15	Fall	89.3%	95.4%	91.2%	96.8%	89.6%	96.3%

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. However, for tutoring students this variability was reduced. Overall, tutoring students had higher success rates than did other students.

Table T14. Success Rates in Math by Used Tutoring							
		Math 15		Math 50		Math 60	
		Used Tutoring		Used Tutoring		Used Tutoring	
Year	Term	No	Yes	No	Yes	No	Yes
2009-10	Fall	59.6%	60.0%	54.3%	52.8%	50.8%	61.5%
	Spring	52.8%	57.0%	51.2%	60.3%	43.8%	54.4%
2010-11	Fall	59.0%	58.7%	53.6%	56.2%	54.0%	61.2%
	Spring	49.0%	53.8%	48.9%	52.7%	51.5%	60.2%
2011-12	Fall	60.0%	65.6%	56.1%	59.2%	60.3%	67.9%
	Spring	52.8%	66.1%	50.9%	57.7%	49.7%	57.4%
2012-13	Fall	58.3%	70.5%	49.1%	61.0%	50.7%	59.5%
	Spring	55.3%	68.4%	46.4%	48.9%	48.5%	62.2%
2013-14	Fall	61.2%	43.7%	49.7%	50.3%	53.0%	55.1%
	Spring	53.2%	52.0%	47.7%	48.7%	53.4%	50.0%
2014-15	Fall	58.6%	57.2%	51.0%	53.0%	50.4%	52.0%

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							
		Math 15		Math 50		Math 60	
		Used Tutoring		Used Tutoring		Used Tutoring	
Year	Term	No	Yes	No	Yes	No	Yes
2009-10	Fall	94.2%	94.8%	90.1%	88.6%	89.4%	95.5%
	Spring	92.9%	91.9%	90.1%	90.7%	87.7%	92.1%
2010-11	Fall	93.3%	92.8%	89.6%	92.8%	92.5%	91.8%
	Spring	92.4%	91.1%	90.2%	87.8%	92.5%	92.2%
2011-12	Fall	93.7%	92.8%	92.2%	94.4%	91.0%	96.4%
	Spring	90.4%	92.7%	92.0%	93.7%	90.8%	94.2%
2012-13	Fall	89.2%	96.5%	88.5%	93.8%	84.6%	92.0%
	Spring	86.8%	94.3%	89.7%	92.9%	90.6%	95.5%
2013-14	Fall	92.4%	80.1%	90.2%	85.8%	89.1%	89.3%
	Spring	89.4%	84.8%	88.3%	85.0%	87.0%	86.9%
2014-15	Fall	93.2%	83.3%	88.2%	86.6%	87.8%	89.2%

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							
		Math 15		Math 50		Math 60	
		Received Tutoring on Math		Received Tutoring on Math		Received Tutoring on Math	
Year	Term	No	Yes	No	Yes	No	Yes
2009-10	Fall	60.0%	47.1%	54.1%	53.8%	51.5%	61.6%
	Spring	53.3%	53.2%	51.7%	64.0%	44.8%	51.5%
2010-11	Fall	59.1%	57.6%	53.6%	57.7%	54.7%	59.3%
	Spring	48.9%	57.4%	49.4%	51.0%	52.8%	53.8%
2011-12	Fall	60.5%	66.7%	56.4%	59.0%	61.0%	69.3%
	Spring	53.8%	69.0%	51.5%	59.0%	50.5%	58.0%
2012-13	Fall	59.1%	75.3%	50.6%	58.5%	51.6%	60.8%
	Spring	56.9%	64.5%	46.0%	54.6%	50.0%	63.2%
2013-14	Fall	61.7%	31.4%	50.8%	43.6%	54.9%	47.8%
	Spring	54.3%	43.0%	47.9%	48.1%	54.0%	44.2%
2014-15	Fall	60.7%	44.8%	51.9%	47.7%	52.2%	41.7%

Table T17. Retention Rates in Math by Received Tutoring on Math							
		Math 15		Math 50		Math 60	
		Received Tutoring on Math		Received Tutoring on Math		Received Tutoring on Math	
Year	Term	No	Yes	No	Yes	No	Yes
2009-10	Fall	94.4%	88.2%	90.0%	88.5%	89.8%	94.6%
	Spring	93.1%	87.2%	90.2%	90.0%	87.7%	94.7%
2010-11	Fall	93.3%	92.4%	89.7%	94.2%	92.5%	91.1%
	Spring	92.2%	92.1%	90.2%	86.3%	92.8%	89.3%
2011-12	Fall	93.7%	92.3%	92.5%	93.8%	91.7%	94.9%
	Spring	90.4%	95.2%	92.3%	92.9%	91.1%	95.0%
2012-13	Fall	90.0%	95.9%	89.1%	93.3%	85.7%	89.9%
	Spring	87.5%	96.8%	89.9%	93.4%	91.2%	95.6%
2013-14	Fall	93.7%	67.0%	90.6%	81.2%	89.9%	85.9%
	Spring	89.6%	80.2%	88.7%	80.3%	87.6%	83.2%
2014-15	Fall	93.8%	73.2%	88.7%	82.1%	88.6%	85.4%

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.
- Generally, success rates were higher in the Math courses examined 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.

Table SB1. Summer Bridge 2014 Student Gender

Gender	Number
Female	82
Male	40
Unknown	1
Total	123

Table SB2. Summer Bridge 2014

Ethnicity	Number
Afr.Am. Non-Hisp	2
Asian	7
Hispanic	85
Multi Ethnic	6
Nat.Am.	1
White Non-Hisp	19
Unknown	3
Total	123

Summer Bridge Impact

Fall Enrollment

Enrollment in math in the Fall 2014 term was an important outcome for Summer Bridge 2014 students. Of the 123 Summer Bridge students, 111 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 111 enrolled, 68% took a math course in the fall. Over half (55%) of the Summer Bridge students advanced to Math 50 or higher. Of those enrolled in the fall, 61% took a math course higher than Math 15, and only one of those enrolled in the fall did not take math at all.

Table SB3. Math Course Taken in Fall, 2014 Following Summer Bridge		
	2014-15	
Fall Math Course	Fall	
MATH 15	8	7.2%
MATH 50	29	26.1%
MATH 60	10	9.0%
Other Math	29	26.1%
No MATH	35	31.5%
Total	111	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 three out of nine of those who took Math 15 succeeded, and 60% of the 35 who took Math 50 met with success. The very small numbers of Summer Bridge students enrolled in these classes should be considered when evaluating these results.

Table SB4. Success and Retention of Summer Bridge Students in Fall 2014-15 Math Courses

Course Number	Ns		Summer Bridge	
			No	Yes
MATH 15	1176, 9	Success	58.3%	33.3%
		Retention	90.5%	100.0%
MATH 50	1594, 35	Success	51.2%	60.0%
		Retention	87.8%	97.1%
MATH 56	314, 8	Success	43.3%	37.5%
		Retention	84.7%	87.5%
MATH 60	1441, 10	Success	50.2%	70.0%
		Retention	87.7%	90.0%

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 106 students responded to the Summer Bridge survey in the summer of 2014. 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.

Figure SBS1. Overall Satisfaction with Summer Bridge (Ns = 44, 34, 67, 106)

Year	Satisfaction
2011	8.61
2012	8.84
2013	8.67
2014	8.24
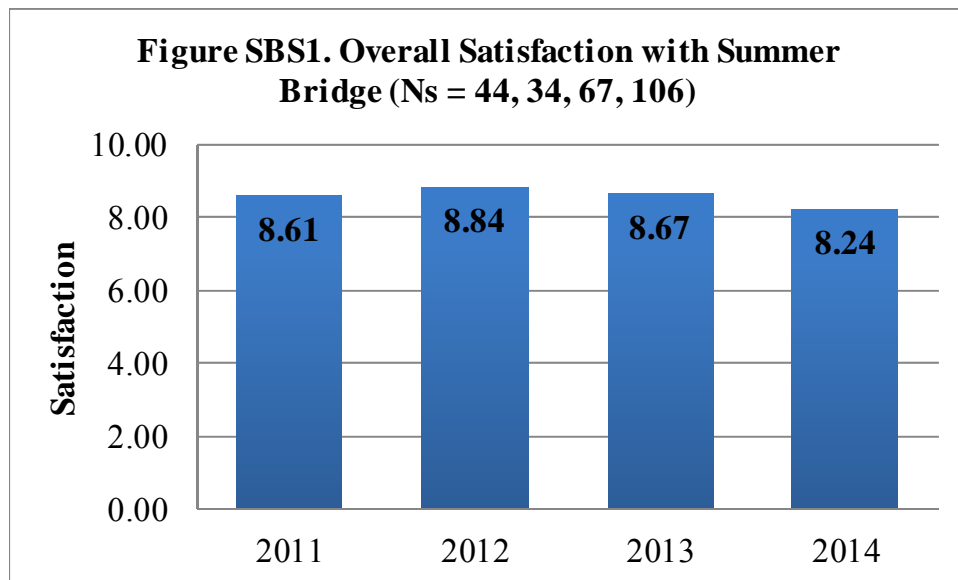
Consistent with the average overall satisfaction score, all the individual satisfaction items had high average ratings. This is seen in Figure SBS2. In fact, all of the average ratings were over 8 on the 0-to-10 scale. Not all of these items were asked in 2011, but for those items asked in both years, a comparison was made. The satisfaction ratings tended to be highest in 2012.

Figure SBS2. Average Ratings on Satisfaction Items (Ns=44, 34, 67, 106)

Item	2014	2013	2012	2011
Reading	7.93	8.90	8.06	
Math Tutoring	8.38	8.24	9.12	
Math	7.88	8.44	9.12	8.70
Reading	7.77	8.90	8.29	8.09
Counseling	8.75	8.97	9.41	8.77
General Satisfaction	8.29	8.66	8.94	8.61
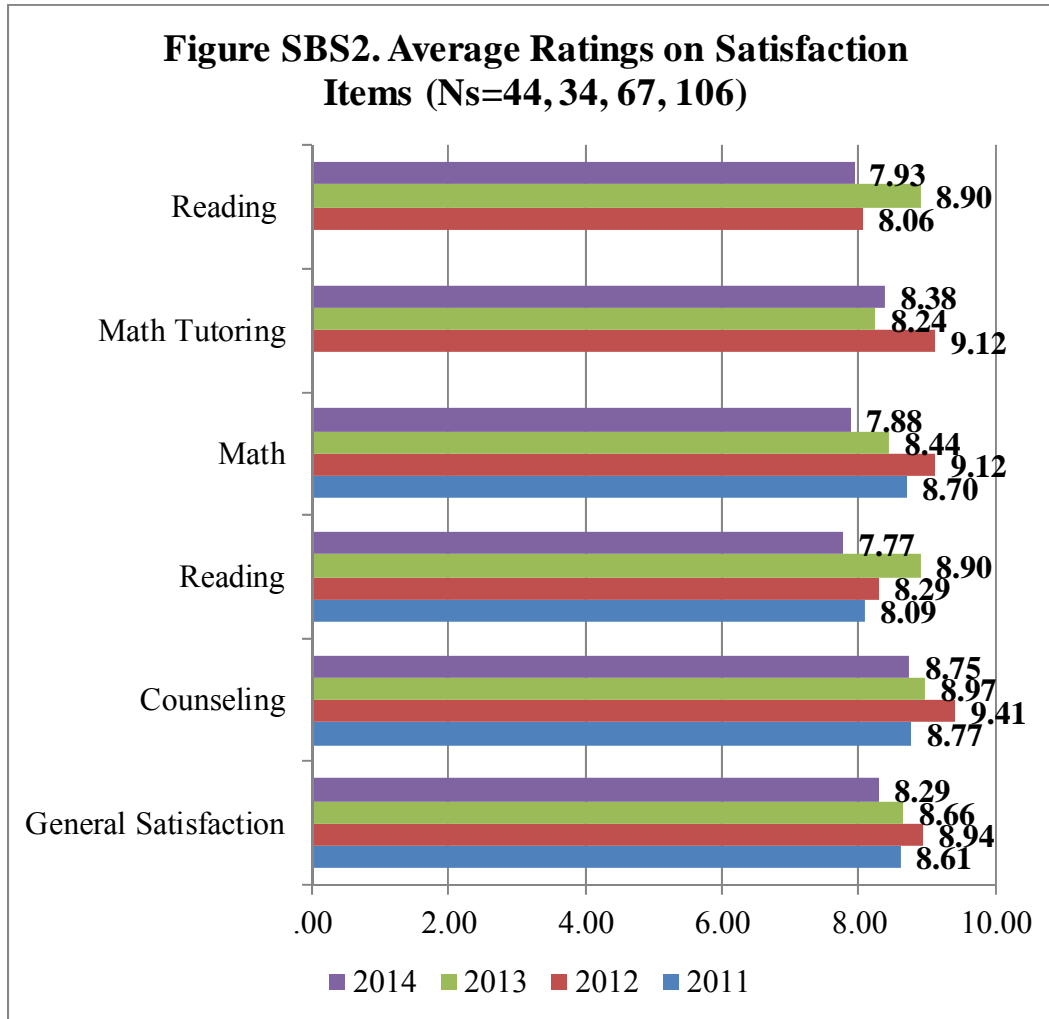
Preparedness

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 from 8.32 to 9.31 on the 0-to-10 scale.

The Greatest Benefit of Participating in Summer Bridge:

"I am better prepared for college and I have a backround of what college is going to be like. Participating in Summer Bridge made me realize that I can be not only a better math student, but a better reader as well."

Figure SBS3. Overall Preparedness Level of Summer Bridge Students (Ns = 44, 34, 67, 106)
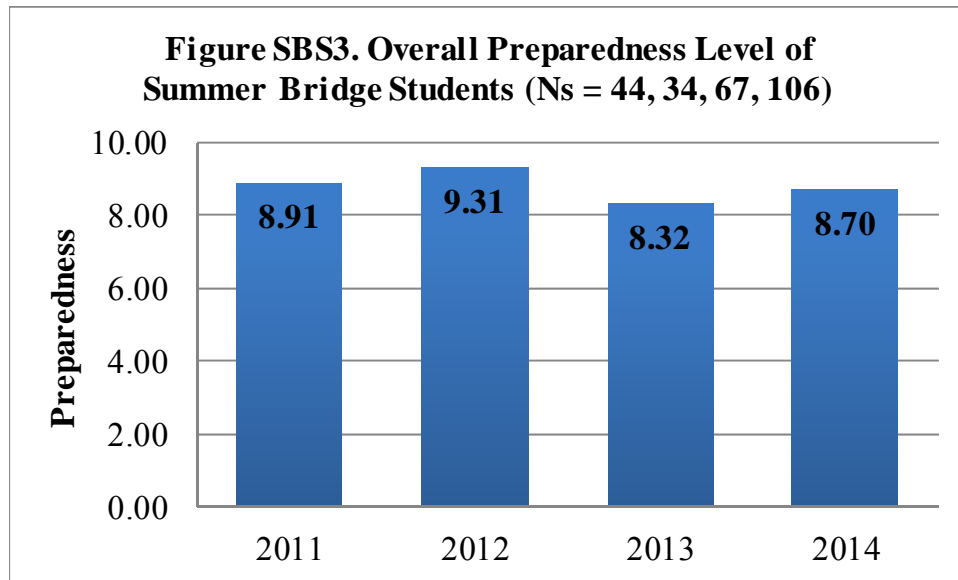
Figure SBS4 shows the ratings for the preparedness items. All the item ratings were quite high, with none less than 8.

Figure SBS4. Average Ratings on Preparedness Items (Ns=44, 34, 67, 105)

Item	2014	2013	2012	2011
Ready To Start College	8.60	8.48	9.36	9.14
Comfortable AskingFor Assistance	8.82	8.07	9.32	8.70
Prepared To Be Successful	8.77	8.26	9.35	9.11
Learned Valuable Skills	8.59	8.42	9.21	8.68
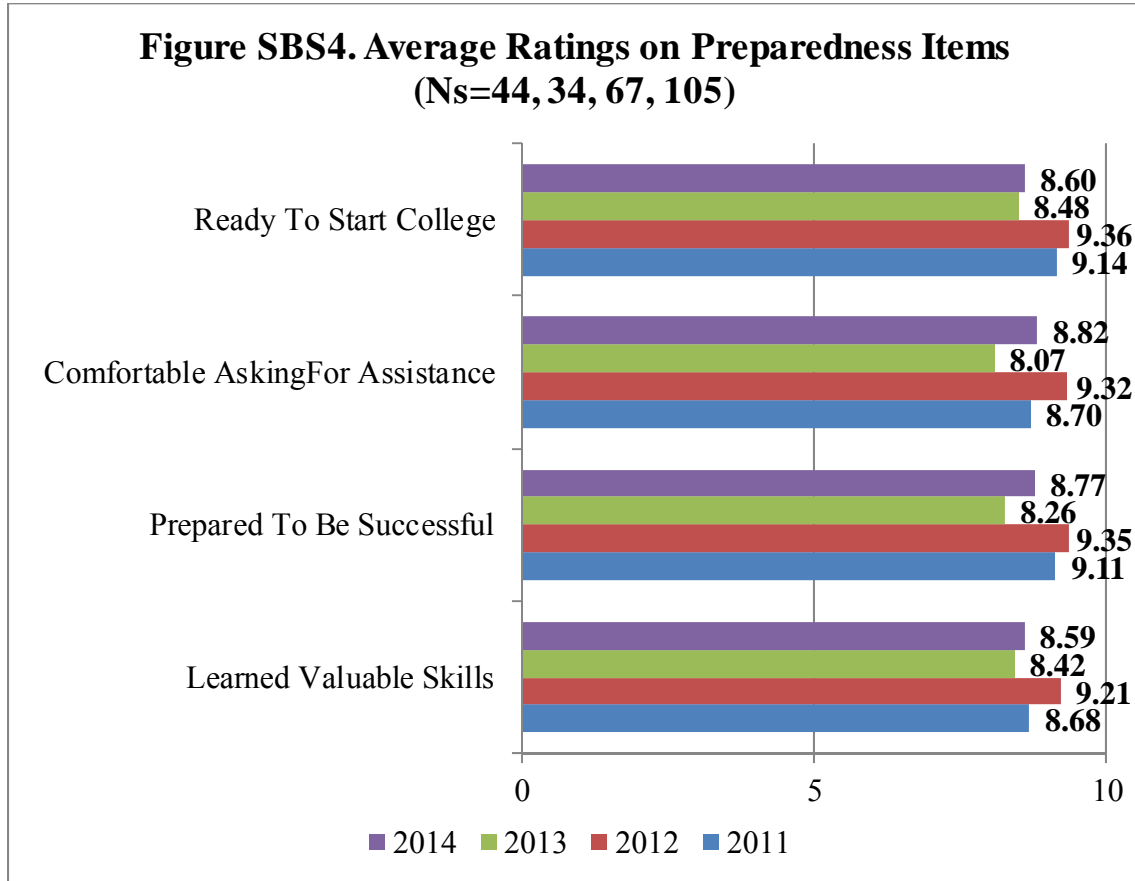
The Greatest Benefit of Participating in Summer Bridge:

"I got one on one help with a tutor and the counselors really gave us alot of valuable information that will help me throughout my college experience."

Knowledge

Summer Bridge participants were asked about some of the knowledge they had gained about themselves or library resources. Figure SBS5 shows that students 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.

Figure SBS5. Average Ratings on Knowledge Items (Ns=44, 34, 66, 105)

Item	2014	2013	2012	2011
Clear Understanding Of My Reading Level	8.08	9.19	8.65	8.52
I Know My Preferred Learning Style	8.46	8.56	9.12	8.84
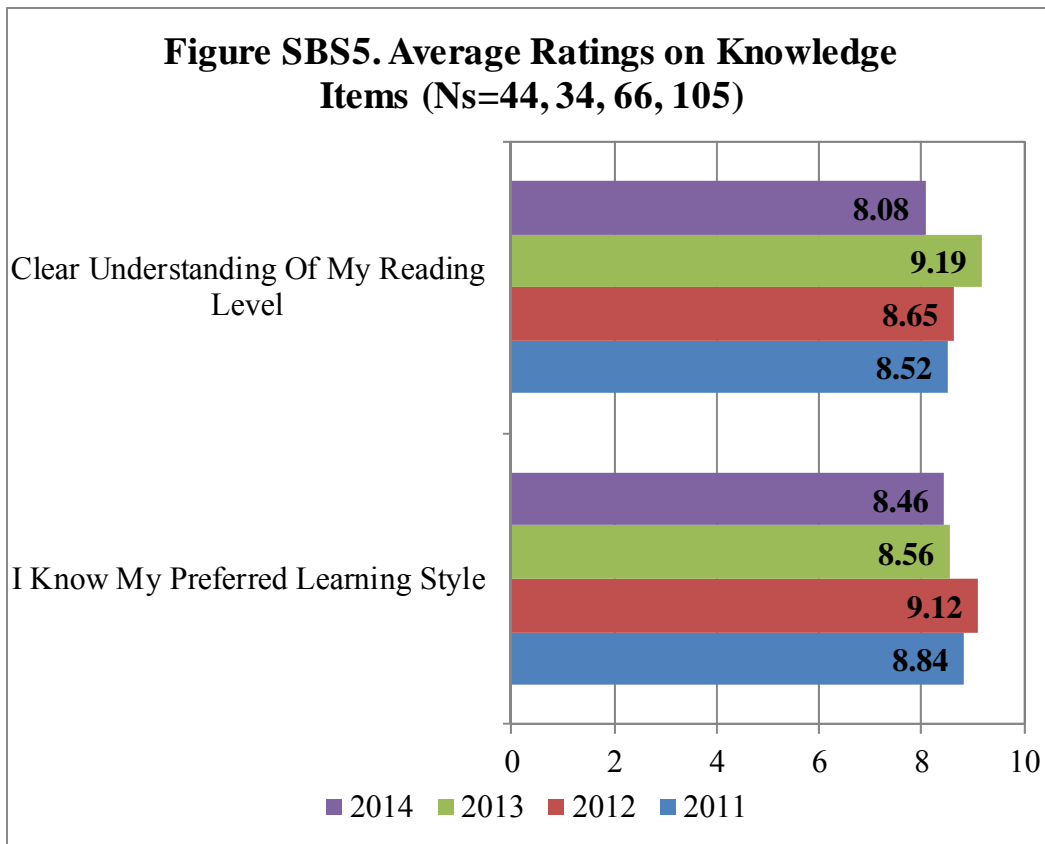
Instruction Modalities

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.

The Greatest Benefit of Participating in Summer Bridge:
"The greatest benefit of participating in Summer Bridge program was the chance to get to know the school more and the staff members."

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.

Figure SBS6. Effectiveness Ratings of Instruction Modalities for Math (Ns=34, 45)
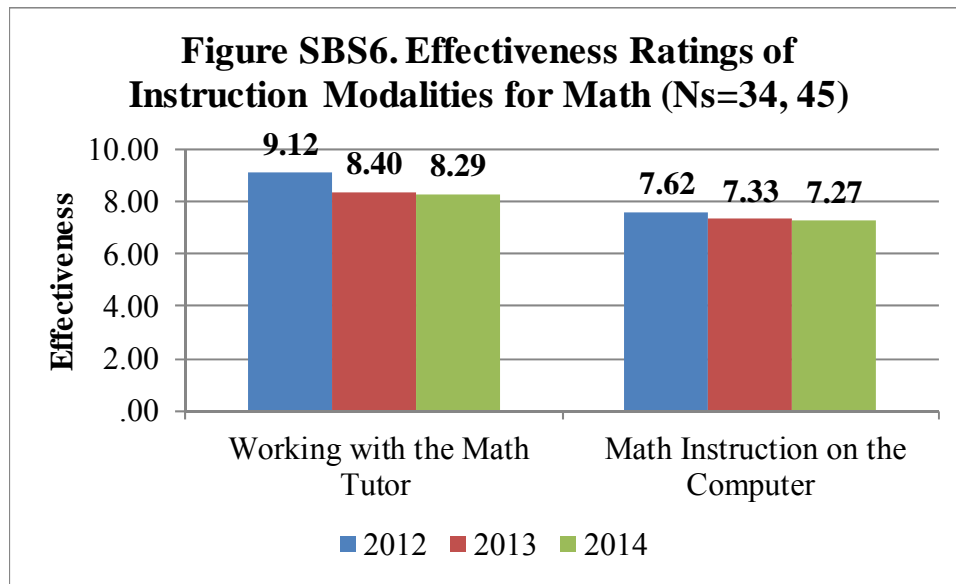
The effectiveness ratings for the reading component are found in Figure SBS7. While all three modes of instruction were regarded by participants as effective, the classroom reading lectures were perceived as more effective than working with the reading tutor.

Figure SBS7. Effectiveness Ratings of Instruction Modalities for Reading
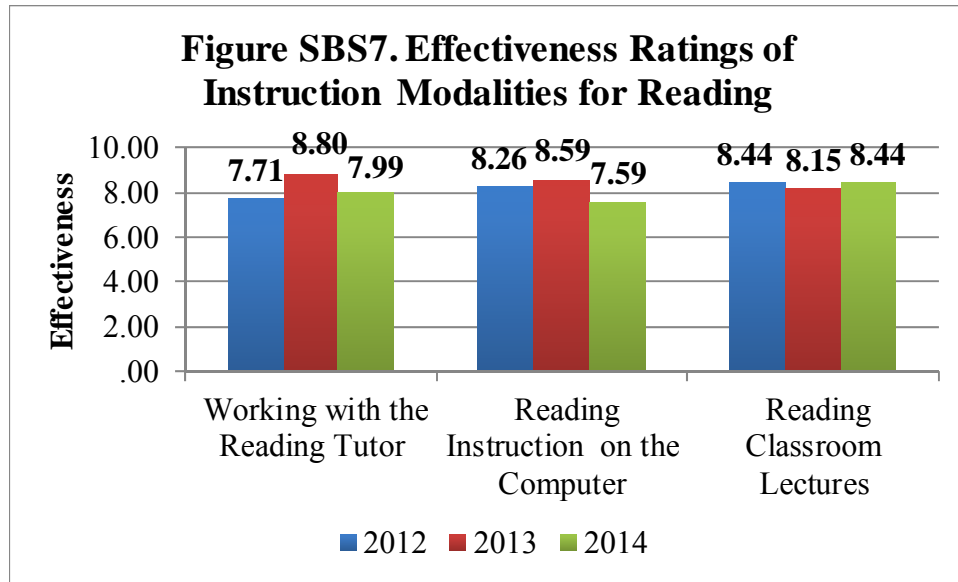
Summer Bridge participants were also asked about the amount of time they thought should be allotted in the future to the different modalities for each component of Summer Bridge. The tables that follow reveal that for each modality within each component, a large proportion of the students suggested keeping 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 for math, most (72%) students recommended more time working with the tutor, and over a third (39%) called for more math instruction on the computer.

Table SBS1. Recommended Time Allocation for Math				
Activity	Recommended Time	2012	2013	2014
Working with the Math Tutor	A Lot Less	0.0%	0.0%	0.0%
	A Little Less	8.8%	2.2%	1.3%
	Keep It about the Same	47.1%	26.7%	26.7%
	A Little More	26.5%	37.8%	36.0%
	A Lot More	17.6%	33.3%	36.0%
	Count	34	45	75
Math Instruction on the Computer	A Lot Less	6.5%	13.3%	4.0%
	A Little Less	12.9%	24.4%	25.3%
	Keep It about the Same	45.2%	33.3%	32.0%
	A Little More	29.0%	11.1%	8.0%
	A Lot More	6.5%	17.8%	30.7%
	Count	31	45	75

Reading. Student recommendations for how much time should be spent on the different instruction modalities for the reading component are found in Table SBS2. Two thirds (66%) students recommended more reading time allocated to working with the tutor. As many students (52%) recommended an increase in reading instruction on the computer as recommended keeping it the same (52%). This is interesting in light of the higher average effectiveness rating given to reading classroom lectures.

Table SBS2. Recommended Time Allocation for Reading				
Activity	Recommended Time	2012	2013	2014
Working with the Reading Tutor	A Lot Less	0.0%	0.0%	3.4%
	A Little Less	2.9%	0.0%	4.5%
	Keep It about the Same	35.3%	26.7%	27.3%
	A Little More	41.2%	33.3%	38.6%
	A Lot More	20.6%	40.0%	26.1%
	Count	34	30	88
Reading Instruction on the Computer	A Lot Less	0.0%	0.0%	3.3%
	A Little Less	9.1%	10.0%	13.3%
	Keep It about the Same	45.5%	40.0%	28.9%
	A Little More	36.4%	26.7%	42.2%
	A Lot More	9.1%	23.3%	12.2%
	Count	33	30	90
Reading Classroom Lectures	A Lot Less	3.0%	0.0%	1.1%
	A Little Less	6.1%	3.4%	9.1%
	Keep It about the Same	54.5%	34.5%	35.2%
	A Little More	27.3%	34.5%	30.7%
	A Lot More	9.1%	27.6%	23.9%
	Count	33	29	88

Library. Over half (60%) of the students favored increased time to library instruction on the computer, and just under half (48%) of the students favored increased time to library classroom lectures. This is seen in Table SBS3.

Table SBS3. Recommended Time Allocation for Library				
Activity	Recommended Time	2012	2013	2014
Library Instruction on the Computer	A Lot Less	0.0%	4.8%	0.0%
	A Little Less	0.0%	0.0%	0.0%
	Keep It about the Same	47.1%	52.4%	18.5%
	A Little More	38.2%	28.6%	29.6%
	A Lot More	14.7%	14.3%	51.9%
	Count	34	21	27
Library Classroom Lectures	A Lot Less	0.0%	0.0%	3.7%
	A Little Less	3.0%	22.7%	11.1%
	Keep It about the Same	45.5%	40.9%	33.3%
	A Little More	39.4%	22.7%	25.9%
	A Lot More	12.1%	13.6%	25.9%
	Count	33	22	27

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.

Table SBS4. Perceived Benefit of Participating in Summer Bridge						
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%
2014	0	9	25	51	20	105
	0.0%	8.6%	23.8%	48.6%	19.0%	100.0%

Table SBS5. Greatest Benefit of Participating in Summer Bridge - 2014

The greatest benefit was the tutors help and their solving techniques helped me understand better how to solve math problems.
Access to tutors and counselers.
Being able to refresh my mind with math and learning more.
counseling and lab work
Exposure to the campus and faculty.
free pizza and getting help by the tutors
Free tutoring.
great tutors
great tutors and staff
Grinding away at math
Having the counselors talk to us and give us some good tools to use in the fall and trying to get advanced in math.
having the tutors
I could ready for placement test.
I develop my math skills and remember something that I ready studied in the past, I learn take notes in the class, and I know right now that is very helpful.
I felt, before entering the program, that I would be left to my own devices at college, but I have found that I will be able to have many resources and help in order for me to attain my goals.
I got a lot benefits in grammar. I have more clearly how I have to speak, read and write. I think is a big door that just is oppened for me.
I got a lot of practice on math. I got to refresh my memory and that got me to feel ready to start in the fall.
I have benefitted most from the math study. I only attended the first day of reading but chose to attend math sessions twice a day, to improve my math skills. The math tutors have been fantastic to work with in class. They all have great attitudes, and Mr. [Name Redacted] has been very encouraging and supportive. I appreciate being given this opportunity to advance my math skills in a casual, non-judgmental atmosphere, with extremely helpful, knowledgeable tutors.
I have remember most of math problems that I have studied in the past.
I improve my reading and grammar skills.
I learn more about grammar and i improve my skills to identify the tenses and another things about grammar
I learned a lot of math and study skills.

Table SBS5. Continued
I learned a lot of new things, and I feel prepared for next semester
I learned a lot, in this program, but I need at least one or two more weeks to be able to analyze any information that I received in class before I'll take a new test. I learned a lot grammar rules, some reading techniques.
I learned more grammar and I improved my grammar skill.
I learned more in these two weeks than in the whole last semester. It helps a lot to have the tutors in the classroom for when I need help.
I learned that college is not that hard as many people say.
I learned valuable information during summer bridge. I learned more about Palomar College than a regular person coming straight out of high school, who has never taken a college class. Summer Bridge has helped me boost my confidence and it has prepared for college.
I like that you can go to the areas where you need help, instead of sitting in a class and being bored because you know some prealgebra but you're weak in another area.
I think the greatest benefit is to learn math skills, transferring information, and know about benefits.
I was able to learn at my own pace and made some friends that will make my experience at Palomar fun.
I would say tha the geratest benefit of Summer Bridge has been the extensive review of old material that I had previously forgotten. While I seemed to have spent too much time on the old stuff and not enough time on the new material, it did help me become more confident in the older stuff.
Improve skills and understanding of those skills. How best to put them to use.
improving my math skills & finding out my reading and vocabulary level.
It help me review my math because i havent taken a math for two years.
Learn more gramar that I actually know and improve my skills in english.
Learned more about English and math.
Learning from my mistakes and correcting them.
learning new grammar
Learning study skills.
Meeting a couple new people and having the chance to work with the great tutors and get help from them!
Meeting different people who all have the same goal.

Table SBS5. Continued

meeting new people
Meeting new people and learning more math skills.
meeting with the tutors and getting the help i needed and getting all the information we needed to suceed
My greatest benefit has been to improve my English skills, such as reading, writing, and grammar.
My greatest benefit of participating in Summer Bridge was that I learn more things about grammar and that consolers helped me prepared for fall.
my greatest benefit was improving my math skills
My pre-algebra skills were refreshed
No really, I think for Math you need more time and the tutor need to be focus in help to the student no to came and try to be socialite with the classmates. The room was too noise
reading has been the greatest benfit in summer bridge and grammer as well
Recieving aid into college is great and the reading/English/LA helped prepare and showed what college is like. I believe the math portion helped me with great review over what i have already learned and was patient with my flaws in the subject. The counselors helped a lot on my class selections and what I needed.
refreshing my math skills
Summer bridge helped me a lot
Summer Bridge helped me improve my grammar, reading and vocabulary in English well.
Summer Bridge helped me into the First Year Experience program and helped me bond with some new study friends for the Fall Semester.
Summer Bridge thank you!! For give me the oportunity to take this program
Talking to counselors and having lectures in the morning.
TEAM WORKING AND LEARNING A LOT ABOUT TOO MANY THINGS.
The benefit of being in the summer bridge was being able to have all the help we had. For example, the counselors and the financial aid help.
The benefit of how to be prepared for college in the future.
the best program in Summer Bridge was tutoring assistance every morning and get familiar with each bling and who can help us for transfer or other things
The consuling was really helpful. Helps you perform better in class and test; keeping a more positive day.
The counseling and help they afford

Table SBS5. Continued

the counseling hour was really helpful the gave us a lot of support to be successful in the fall
The greatest benefit of coming to the summer bridge program is learning and remembering my math that i forgot and i knew if i would of started college with out this i would of not known anything and now i have a better knowledge of what i am going to be doing.
The greatest benefit of participating in Summer Bridge is that now i know how much tutor are so helpfull in math and that they are always there for us (all the tutors that we had know what they were doing "Jason, Erik, and Toriana" they were so much help for me because they help me inprove my math alot . And also that you have to study a lot so you dont forget what you learn.
The greatest benefit of participating in the Summer Bridge program is that it has helped better prepare me for the fall semester, strengthened my math skills, and has made me more knowledgeable of how college works.
The greatest benefit of summer bridge was that I was able to learn many about Palomar that I didn't know. One of the great thing was that the counselors help you understand what kind of classes to take during the fall and what you need to be prepared for. also the go over with you the steps to transfer and get your associates and how to get you prepared for fasfa, and meet your goal I really liked the fact that they really motivate you to do better every day.
The greatest benefit to participating in Summer Bridge was with out a doubt working with the math tutors [Name Redacted], [Name Redacted] [Name Redacted], and [Name Redacted]. The tutors provided were not only knowledgeable, but also very approachable. The tutors served as math scholar role models. All of the tutors I worked with seemed passionate about math and sharing their knowledge.
The greatest benefit would be that Summer Bridge has helped me refresh my mind with many topics that i had forgoten about. It has also helped me feel more secure on campus.
The greatest benifit of participating in summer bridge is that a tutor is always helpful when asking any unknown questions, and helps to keep up motivting with the skill of math.
The most benificial part of summer bridge was refreshing my memory and making new friends
THE PROGRAM ALLOWED ME TO STAY FOCUSED ON MATH, BRUSHING UP ON SKILLS. I DID NOT PASS MY LAST MATH 50 CLASS, SO I NEEDED A CONFIDENCE BOOSTER.

Table SBS5. Continued

The programs, learning about what assistance we have here at palomar; and the assistance in "relearning" what I forgot in math especially.
The Summer Bridge help me a lot. I improve my Grammar skills, and now I feel confident here in the Palomar College.
The summer Bridge helped me to improve my knowledge in English, and prepared me to be ready to higher level
the teachers help and teaching us new skills that we didn't know before
The tutors will take their time to fully explain on any quesion that one needs help on.
THE TUTORS WOULD EXPLIAN THE PROBLEM IN A CLEAR WAY SO I CAN ASNWER THE QUESTION ON MY OWN.
To get counseling from people that would help you get into the higher math classes
tutor. info. guidance. all the help
using my brain
Well, Iwas able to learn new component in math and I was ablet to be more organized in my math notes. I was able to to get most help from my instructor and the tutors aswell.
When the councler was helping us with class opptions. Whwhen she also give us stragities.
Working with the math tutors and counselors receiving a lot of attention for math and to help succeed in the future classes for the fall. Receiving great lectures & info every morning that will help me succeed as a new college student. a better look on what college will be like in the fall and what to expect.
working with the tutors. They all seem like they want to teach you the material.
You get to meet new people and have hands on experience with how the college works. You get to talk one on one with the tutors and they help out with anything you need.

Improvement

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

Table SBS6. Recommendation for Improvement of Summer Bridge - 2014
At the pretest should have an example or procces of how to do the problems.
better tutors, more math to real world related examples.
CLASS SCHEDULE: FOR 1ST WEEK/2D WEEK 0900 COUNSELING 0900 COUNSELING 1000 READING   1000 MATH 1200 LUNCH   1200 LUNCH 1230 MATH 1230 MATH
Congratulation team
During the math class I should be instructed instead of being all on computes all the time.
give out free burritos not just pizza
Have less time on the computer, and have more instruction time with the actual professor
have teachers teach the math lessons
having some worshops during class, walking around going to a different environment for a change
I don't thing I would recommend any improvement in summer bridge because I think that summer bridge is fits just right for students barely graduating high school.
I enjoye the math progrm and I wish countinue this progaram for future.
I LIKE IS, I NOT CHANGE NATHIG.
I like they way how it is, it was very organized and it gave a lot of useful information.
I really like the reading part but I feel like since the class is so short it really cuts into the math time and I'm not getting the full benefits of the reading program. Maybe if it was the week before math bridge, so there's more time for both?
I THINK IT SHOULD BE 3 FULL WEEKS AND WE SHOULD HAVE PROFESSORS INSTEAD OF LEARNING ON THE COMPUTER, AND MORE TUTORS.
I think that there should be more time where instructers teach and less time spent on doing the math on computers. While the computers made it more self-taught learning, it also made it more difficult to learn new information.

Table SBS6. Continued

I think the counseling in the morning was pointless because some topics they spoke about or the activities we did were not helpful at all. It was a waste of time. I think that hour should be spent on learning the ESL, Eng, or Math. Also, I think it was useless to have English tutors because we never learned anything valuable during that hour. We should move to reading right after English. The class days are to long and a lot of time is wasted by having to do lectures that are pointless. For the math summer bridge, I find it pointless to take a reading class. We should be using those class hours to work on math. That way we have more chance to complete the topics. I think the summer bridge should be from Monday-Thursday from 10am-2pm. Those hours should be only focused on the subject and not counseling or reading (no reading for the math summer bridge).

I understand the importance of the reading portion we had to do, however I was here to focus on my math, so therefore it was a bit of a waste of time for me. That's just my personal opinion some might have loved it. The reading teacher was great none the less. For future summer bridges, I don't see why it doesn't begin sooner. We take our placement test tomorrow and most of the classes I have to take are already booked up, and as we all know crashing is no fun. If summer bridge, or at least the math portion of it, would have began sooner, I might have had a higher chance of enrolling in my desired course.

I was just not too happy with the math portion. I asked questions with the tutors and friends, but still left not knowing completely the concept or problem. To me the tutorshad to sit with me a long time, but most of the time they just left with me being confuse and stuck on hard equations.

I was not the biggest fan of reading, so no reading.

I would like the summer Bridge progpam could be longer

I would probably make it 1 week longer to try to skip 2 math classes instead of just one. overall I had a lot of fun met new friends and learned A LOT!

I would recommend a longer Reading Summer Bridge. It would benefit people, we only had 6 days with Mrs. Carillo. She has helped us with our reading and comprehension skills. She needs to teach a full 2/3 weeks of Summer Bridge students.

I would recommend to improve the tutors to give more information steps for a math problem, and to give more food for others who do not have the money to buy anything or have time to make food at home.

I would say more one on one time, more lecturing, working out problems, less time on the computers, and no English component.

Table SBS6. Continued

I would suggest to have more tutors in every classroom since one time I waited more than ten minutes to get help from one tutor. Know who you get for turors because one of them does not know a lot and has to google how to do the problems and ask other tutors.

If a time of program a little bit more it's very effective for learn more grammar.

In my opinion, this is a good program, but I would like to work in several activities no just stay in the computer all day.

increasing the reading class will be so helpfull for all students

instead of working all day on the computer, have at least tutors giving a more broader information about the certain math on the board and have short breaks to allow the brain to obtain the information

Keep the counseling portion at the beginning to a minimum, as there is a lot of work to be done and not a lot of time to do it.

Make Summer Bridge longer than 2 weeks.

make the program longer. have a longer break time.

Math summer bridge program need to be different because students disagree to take the class in the computer, we should take with a teacher.

May the instructor can explain every single lessons to be sure step by step.

maybe do another activity other than using the computers for the whole program could be fun and a change of learning for some

Maybe to be a little longer and to have more activities done instead of just sitting in front of the computer for four hours.

More class activites to help people feel more comfortable, and not as tense or bored.

More time and En explain in class the subject

More time! It ended too quick.

more tutors

My biggest and most important recommendation for the Summer Bridge program would be to allow math students to attend only math sessions. Your existing program is excellent for new college students, but for a "seasoned" college student like myself, choosing to forego the morning counseling session, and the afternoon reading session, to attend math all day has been greatly beneficial for me. Math is the only area where I needed to progress.

no

No

NO

No i think it is very well organized.

Table SBS6. Continued
No recommendation.
No, everything is exelent.
No, everything is so well composed.
no, except it shouldn't be as much hard core all the time math work on the computer. we should have more one on one and interactive experience with tutors/teachers.
No, it was just perfect.
No, they are doing everything very well.
No.
none
None right now

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.

- Of the 123 Summer Bridge students, 111 enrolled in the fall term.
- Over half (55%) of the Summer Bridge students advanced to Math 50 or higher.
- 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.

First-Year Experience

The First-Year Experience (FYE) at Palomar College is aimed at integrating new students into the college community. It is a program geared toward providing first-year students with support and resources that will make their transition into college more successful and enriching.

FYE Use and Impact

The first FYE cohort consisted of 114 students. This is seen in Table F1. Table F2 shows the success rate and average number of units accumulated in 2013-14 by the 13-14 FYE cohort.

Table F1. FYE Head Count

FYE Cohort	Head Count
13-14	114

Table F2. FYE Success Rates and Units

FYE Cohort	2013-14		
	Head Count	Success Rate	Units
13-14	114	65.8%	21.9

FYE Survey

A survey was conducted with FYE students at the end of year. Nine students responded to the survey, which addressed student satisfaction and use of services. With only nine respondents, results from the survey should be viewed very cautiously.

The FYE students offered extremely positive ratings of the FYE program. Effectiveness, satisfaction, usefulness, and support all received average ratings over 9 on a 0-to10 scale, as indicated in Table FS1.

Table FS1. Overall FYE Program Evaluation					
Year		FYE Effectiveness in Helping Student toward Academic Goals	Overall Satisfaction with FYE	Usefulness of the FYE Program	Supported by FYE Program
2014	Mean	9.56	9.22	9.56	9.56
	Count	9	9	9	9
Total	Mean	9.56	9.22	9.56	9.56
	Count	9	9	9	9

Table FS2 shows what FYE services the participants reported using. Eight of the nine respondents utilized the counseling appointments.

Table FS2. Use of FYE Services		
		Year
Service Use		2014
Counseling Appointments	%	88.9%
	Count	9
Education Plan Development	%	44.4%
	Count	9
Financial Aid Application Assistance	%	55.6%
	Count	9
Orientation	%	55.6%
	Count	9
Registration Assistance Days	%	11.1%
	Count	9
Student Activity Card	%	44.4%
	Count	9
Tutoring	%	22.2%
	Count	9
Website	%	22.2%
	Count	9
Workshops	%	22.2%
	Count	9

Table FS3 summarizes the importance that respondents placed on the services provided by FYE that they used. Table FS4 provides their satisfaction ratings.

Table FS3. Importance of FYE Services		
		Year
Service		2014
Counseling Appointment	Mean	9.75
	N	8
Education Development	Mean	9.75
	N	4
Financial Aid Application Assistance	Mean	9.50
	N	4
Orientation	Mean	9.00
	N	5
Registration Assistance Days	Mean	9.00
	N	1
Student Activity Card	Mean	8.75
	N	4
the TLC	Mean	
	N	0
Tutoring	Mean	10.00
	N	2
Website	Mean	10.00
	N	2

Table FS4. Satisfaction with FYE Services Used

FYE Services Used		Year 2014
Counseling Appointment	Mean	9.38
	N	8
Education Development	Mean	10.00
	N	4
Financial Aid Application Assistance	Mean	9.40
	N	5
Orientation	Mean	9.20
	N	5
Registration Assistance Days	Mean	9.00
	N	1
Student Activity Card	Mean	9.00
	N	4
the TLC	Mean	
	N	0
Tutoring	Mean	10.00
	N	2
Website	Mean	9.00
	N	2

FYE survey respondents were asked about how their attitudes about the extent to which they felt supported[2] at Palomar College. Table FS5 shows that the students were satisfied with the availability of the FYE Counselor.

Figure FS1. Student Support (N=9)

Category	2014
Directed	9.28
Focused	9.22
Nurtured	9.44
Connected	9.00
Valued	9.28
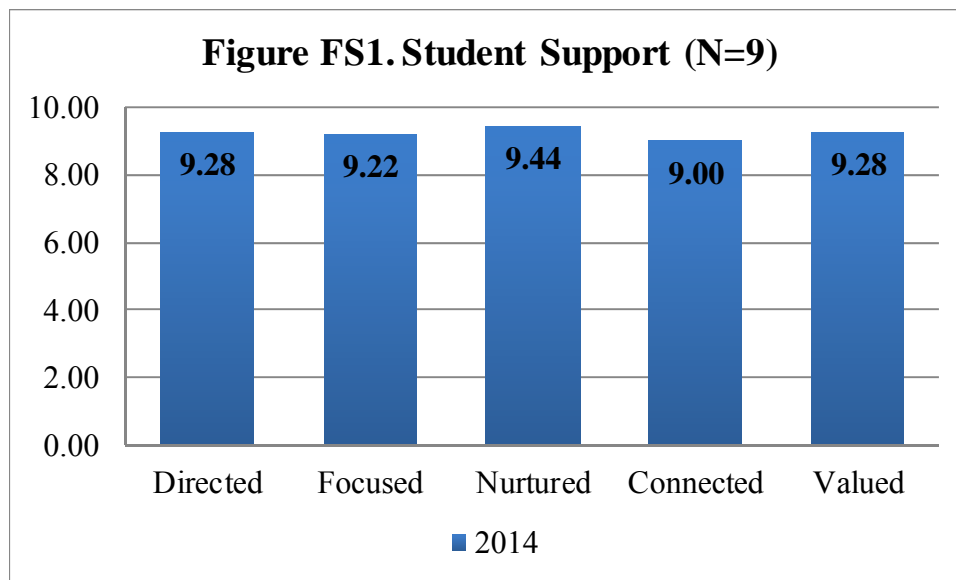
Table FS5. Satisfaction with FYE Counselor Availability		
	2014	
Satisfaction	Count	%
Not at all satisfied	0	0.0%
A little satisfied	0	0.0%
Somewhat satisfied	0	0.0%
Very satisfied	2	22.2%
Completely satisfied	7	77.8%
Total	9	100.0%

---

[2] Student support was measured using the framework developed in Student Support (Re)defined: Using student voices to redefine support What community college students say institutions, instructors and others can do to help them succeed; http://rpgroup.org/Portals/0/Documents/Archive/StudentPerspectivesResearchReportJan2013.pdf ?ver=2016-10-24-232810-360

Tables FS6 and FS7 show that FYE students found the e-mails and the planner that they received to be useful.

Table FS6. Usefulness of the FYE E-mails		
	2014	
FYE E-mail Usefulness	Count	%
Not at all useful	0	0.0%
A little useful	1	11.1%
Somewhat useful	3	33.3%
Very useful	2	22.2%
Extremely useful	3	33.3%
Total	9	100.0%

Table FS7. Usefulness of the FYE Planner		
	2014	
FYE Planner Usefulness	Count	%
Not at all useful	0	0.0%
A little useful	0	0.0%
Somewhat useful	1	12.5%
Very useful	4	50.0%
Extremely useful	3	37.5%
Total	8	100.0%

FYE survey respondents also offered comments about what they wish they had known at the start of the year, and what they would recommend to improve FYE. Theirs comments are found in Tables FS8 and FS9.

Table FS8. What Students Wish They Had Known at the Beginning of the Year (2014)
I wish I would of known what my major was going to be, but now I know!
My academic goals.
that FYE paid for my student activitycard!
What classes to take before I signed up for them.

Table FS9. Comments about How to Improve FYE (2014)
For this survey try not to be so repetitive with the questions asked and place a back button from the start of the survey (the back button appeared half way through the survey).
I am very glad to be part of the FYE. I had really helped me a lot.
Thank You
The FYE group seems very small, as in, it seems not many members (students) participate.
Very satisfied, the only thing I wish could change is to have some workshops in the morning because I work in the afternoon

SUMMARY

Overall, the findings of this report were positive. Each of the BSI-HSI activities addressed in this report showed a positive impact on student outcomes. 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?

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 <u>math tutor</u>?

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

MT2. <u>math</u> 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. <u>math</u> 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 <u>reading</u> tutor?

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

MT5. <u>reading</u> 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. <u>reading</u> 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. <u>library</u> 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. <u>library</u> 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?

FYE Program

Q1. Using a scale of 0-to-10, where 0 means *not at all effective* and 10 means *completely effective,* how effective would you say the FYE program has been in helping move you toward your academic goals?

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

Q2. Using a scale of 0-to-10, where 0 means *not at all satisfied* and 10 means *completely satisfied,* how satisfied are you with the FYE program as a whole?

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

Q3. Using a scale of 0-to-10, where 0 means *not at all useful* and 10 means *completely useful,* how useful would you say the FYE program has been in helping you to succeed in your first year at Palomar College?

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

Q4. Using a scale of 0-to-10, where 0 means *not at all supported* and 10 means *completely supported,* how supported would you say you have been by the FYE program?

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

_____

F1. Using a scale of 0-to-10, where 0 means *not at all* and 10 means *a great deal,* how much would you say that the FYE program helped you clarify your academic goals?

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

F2. Using a scale of 0-to-10, where 0 means *not at all* and 10 means *a great deal,* how much would you say that the FYE program helped you understand how to achieve your academic goals?

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

F3. Using a scale of 0-to-10, where 0 means *not at all* and 10 means *a great deal,* how much would you say that the FYE program has helped you stay focused on your academic goals?

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

F4. Using a scale of 0-to-10, where 0 means *not at all* and 10 means *completely*, how much do you think the FYE program has helped you stay on track to achieve your goals?

0   1   2   3   4   5   6   7   8   9   10

F5. Using a scale of 0-to-10, where 0 means *not at all* and 10 means *completely,* how much do you think the FYE staff care about your success?

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

F6. Using a scale of 0-to-10, where 0 means *not at all* and 10 means *completely*, how much do you think the FYE staff want you to succeed?

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

F7. Using a scale of 0-to-10, where 0 means *not at all* and 10 means *completely,* how much do you think being in the FYE program has helped you become connected to the Palomar College community?

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

F8. Using a scale of 0-to-10, where 0 means *not at all* and 10 means *completely,* how much do you think the FYE program has helped you feel like you are a part of the college community?

    0   1   2   3   4   5   6   7   8   9   10

F9. Using a scale of 0-to-10, where 0 means *not at all* and 10 means *completely,* how much do you think your abilities and experiences are valued at the college as a result of participating in the FYE program?

    0   1   2   3   4   5   6   7   8   9   10

F10. Using a scale of 0-to-10, where 0 means *not at all* and 10 means *completely,* how much do you think the FYE program has made you feel that you are an important part of the Palomar College community?

    0   1   2   3   4   5   6   7   8   9   10

C1. Which of the following FYE program components did you use?

    a. Counseling Appointments
    b. Education Plan Development
    c. Financial Aid Application Assistance
    d. Orientation
    e. Registration Assistance Days
    f. Student Activity Card
    g. TLC [Not included first year]
    h. Tutoring
    i. Website
    j. Workshops

I1. Using a scale of 0-to-10, where 0 means *not at all important* and 10 means *extremely important,* how important was/were the FYE Counseling Appointments to your success as a student?

I2. Using a scale of 0-to-10, where 0 means *not at all important* and 10 means *extremely important,* how important was the FYE Education Plan Development to your success as a student?

I3. Using a scale of 0-to-10, where 0 means *not at all important* and 10 means *extremely important,* how important was the FYE Financial Aid Application Assistance to your success as a student?

I4. Using a scale of 0-to-10, where 0 means *not at all important* and 10 means *extremely important,* how important was the FYE Orientation to your success as a student?

I5. Using a scale of 0-to-10, where 0 means *not at all important* and 10 means *extremely important,* how important were the FYE Registration Assistance Days to your success as a student?

I6. Using a scale of 0-to-10, where 0 means *not at all important* and 10 means *extremely important,* how important was the FYE Student Activity Card to your success as a student?

I8. Using a scale of 0-to-10, where 0 means *not at all important* and 10 means *extremely important,* how important was the Tutoring to your success as a student?

I9. Using a scale of 0-to-10, where 0 means *not at all important* and 10 means *extremely important,* how important was the FYE Website to your success as a student?

I10. Using a scale of 0-to-10, where 0 means *not at all important* and 10 means *extremely important,* how important was/were the FYE Workshops to your success as a student?

S1. Using a scale of 0-to-10, where 0 means *not at all satisfied* and 10 means *completely satisfied,* how satisfied are you with the <u>Counseling Appointments</u>?

S2. Using a scale of 0-to-10, where 0 means *not at all satisfied* and 10 means *completely satisfied,* how satisfied are you with the <u>Education Plan Development</u>?

S3. Using a scale of 0-to-10, where 0 means *not at all satisfied* and 10 means *completely satisfied,* how satisfied are you with the <u>Financial Aid Application Assistance</u>?

S4. Using a scale of 0-to-10, where 0 means *not at all satisfied* and 10 means *completely satisfied,* how satisfied are you with the FYE <u>Orientation</u>?

S5. Using a scale of 0-to-10, where 0 means *not at all satisfied* and 10 means *completely satisfied,* how satisfied are you with the <u>Registration Assistance Days</u>?

S6. Using a scale of 0-to-10, where 0 means *not at all satisfied* and 10 means *completely satisfied,* how satisfied are you with the <u>Student Activity Card</u>?

S8. Using a scale of 0-to-10, where 0 means *not at all satisfied* and 10 means *completely satisfied,* how satisfied are you with the <u>Tutoring</u>?

S9. Using a scale of 0-to-10, where 0 means *not at all satisfied* and 10 means *completely satisfied,* how satisfied are you with the FYE <u>Website</u>?

S10. Using a scale of 0-to-10, where 0 means *not at all satisfied* and 10 means *completely satisfied,* how satisfied are you with the <u>Workshops</u>?

O1. How satisfied were you with the availability of the FYE counselor?

    a. Not at all satisfied
    b. A little satisfied
    c. Somewhat satisfied
    d. Very satisfied
    e. Completely satisfied

    f. Don't Know

O2. How useful have the e-mails been that you received from the FYE program?

    a. Not at all useful
    b. A little useful
    c. Somewhat useful
    d. Very useful
    e. Extremely useful

    f. Don't Know

O3. How useful has the planner you received from the FYE program?

    a. Not at all useful
    b. A little useful
    c. Somewhat useful
    d. Very useful
    e. Extremely useful

    f. Don't Know

General

G1. Is there anything you know now that you wish you had known at the very beginning of the year?

    a. Yes
    b. No [GO TO G2]

G1a. What do you wish you had known at the very beginning of the year?

+---+
| |
| |
| |
| |
+---+

G2. Do you have any comments about how to improve the FYE program?

+---+
| |
| |
| |
+---+