Evaluation Report on the Partnership for Student Success: Year Nine

The following report shows that SBCC's award-winning Partnership for Student Success, the Senate-led initiative to increase the academic success of SBCC students, continues to demonstrate strong success rates, especially among basic skills students. Course completion rates increase even further when students take full advantage of our Partnership programs. The following is a summary of results for the 2014-15 academic year and an update on current issues and concerns.

The Writing Center:

The primary developments in the Writing Center over the past year are four-fold:

1. We have started working on online access to tutoring in the WCenter in conjunction with the Online Tutoring Pilot that Barb Freeman (LRC Supervisor) is leading in support of eventual campus-wide, discipline-wide access to online tutoring.
2. We assessed SLOs during the spring semester with very favorable results that are illustrated below.
3. We changed the DLA and Session Record; they are now on a single page, which has streamlined the check-in process and clarified the pedagogical connection between those two documents.
4. As stated in every report on the Writing Center's success, we need to devise a new pay structure for tutors with advanced degrees working in the WCenter.

SLO results show that students using the WCenter are learning valuable skills that will make them more successful students. **SLO Results**:

- **SLO1**. Students from disciplines across the curriculum **will demonstrate preparedness** by planning for their tutorial session and arriving with relevant materials. 0=2.6% 1=62.2% 2=35.2%
- **SLO2**. Students will **demonstrate self-reliance** by identifying which phase of the writing process, which writing skills, and which portions of their writing sample on which to focus during the tutorial session. 0=1.5% 1=50% 2=48.5%
- **SLO3**. Students will **demonstrate problem solving/creative thinking ability** by identifying the main points of discussion raised during the tutorial session to plan next steps in the writing process. 0=1.8% 1=44.6% 2=53.6%

Furthermore, success rates of students using the WCenter relative to peers who are not remain very high: averaging about 15% higher course completion success rates. However, the number of visits declined by 384 in the fall compared to the previous year's rate and by 357 for spring. This decline should be measured within the context of substantial increases in tutorial support for programs such as Express to Success as well as ongoing Gateway support for English and English Skills classes. I think it would be useful to stress among Gateway faculty that the Writing Center tutoring is substantially different from that provided by Gateway writing tutors.

The Gateway to Success Program:

In 2014-15, 205 full-time and adjunct faculty participated in the Gateway Program. 180 tutors worked with these faculty in the classrooms, labs, LRC, library, and departmentally-designated tutoring rooms across the campus. A total of 782 sections were Gateway designated in 2014-15. In order to implement best practices and further communication, two liaisons were added to the Gateway program - Pam Guenther for the Math Department and Sarah Boggs for the English Department. Additionally, a mentor program was fully implemented for all new Gateway tutors through the Tutor Training Seminars as a continuing source of support for new tutors. Finally, the Gateway program expanded by adding participating faculty from iPATH and STEM programs.

The Math Lab:

As has the data has consistently shown, the students who visit the Math Lab are more likely to succeed in their courses than the students who do not visit the lab. In last year's report, it was noted that the gap between users and non- users in fall appeared to be getting smaller and that this trend should be investigated. With the current data, it appears that the downward trend did not continue for fall 2014. It is unclear if this rebound is due to improved data collection or other factors. It is hoped that when new software is acquired by the college, the data collection for the lab will be improved. The spring data did not appear to be following this same trend and, in fact, has been on the rise since 2013. It is worth noting again that users appear to withdraw from their math courses at lower rates than non-users. Also, it continues to be the case that the more visits students make to the lab, the higher the success rates.

The Math Lab finally acquired a second LTA! As a result, the lab has expanded its hours to better serve evening students. The lab hours are Monday—Thursday 8am to 8pm, Fridays 9am to 2pm, and Saturdays 10am to 2pm. The LTAs have reported that the lab stays busy right up to closing time. The additional LTA will also allow time for exploring, analyzing and implementing best practices for tutoring in the lab setting.

The Academic Achievement Zone:

The AAZ data continues to show consistency and success for student-athletes who use the services available to them. Based on the 2014-15 data, it appears that providing at-risk student-athletes with a structured environment and tutoring and mentoring support has a positive impact on their academic success. The 2014-2015 findings suggest that success relates to the processes of tutoring and the benefits of tutoring to both tutors and tutees. Using best practice techniques in tutoring can assist underprepared students achieve academic success. The belief is a community of student-athletes has a connectedness with each other and with the tutors in the Academic Achievement Zone. Many have the same classes which creates an integration and reinforcement of scaffolding from modules created for students and tutors to use in the Achievement Zone. Recognizing the challenges posed to student-athletes because of time and effort consumed by practice and competition schedules, as well as academic obligations and study requirements, the Academic Achievement Zone has expanded the hours of operation during the evening sessions to 6pm

– 9pm. We have also increased the scope of the tutoring program, extending the training of our tutoring to include the newly created modules that help supplement instruction and tutor support. The modules include college success, information processing, research, note taking, essay writing and active reading.

As is clear from the above program summaries, the Partnership for Student Success continues to expand its role in helping SBCC students achieve success, increasing the efficacy of its tutoring programs and supporting programs implemented through the Title V HSI grants and STEM grant. Not only has tutor training become required for all tutors at the beginning of the semester, but a tutor mentor program has also been established. Exemplary tutors are selected to work with new tutors during their training and observe them after their training to provide feedback and strategies for working effectively with students.

Finally, it's important to note that PSS and the College will be losing one of their most respected advocates for student success and effective tutoring practices. To say that Dr. Jerry Pike will be missed when he retires at the end of the semester is an enormous understatement. Fortunately, he has established sound practices and trained a dedicated staff that will continue to provide exceptional tutoring services to our students and support to faculty. We are grateful for his many contributions to student success and thank him for all he has done to create an exemplary tutoring program at SBCC.

Respectfully submitted,

Kathy Molloy
Chair, PSS Steering Committee

The Writing Center: 2014-2015

The primary developments in the Writing Center over that past year are four-fold:

1. We now use SARS exclusively for making appointments and tracking use; it has taken awhile to get the report to include CRNs but that nut has now been cracked thanks to the assistance of Nancy Tolivar who worked with Darla Cooper to make this happen.
2. We assessed SLOs during the spring semester
3. We changed the DLA and Session Record; they are now on a single page, which has streamlined the check-in process and improved the sense of the pedagogical connection between those two documents.
4. We have started working on online access to tutoring in the WCenter in conjunction with the Online Tutoring Pilot that Barb Freeman (LRC Supervisor) is leading in support of eventual campus-wide, discipline-wide access to online tutoring.
5. As stated in every report on the Writing Center's success, we need to devise a new pay structure for tutors with advanced degrees working in the WCenter. The selection process is rigorous as is the training, and clearly tutors recognize the value of their experience here relative to their career goals. But the level of pay is inadequate and demoralizing ($15.35 per hour). Given the level of educational support they provide, WCenter tutors should be paid at least $50 per hour. This level of pay is not realistic in this economy, but we could at least pay $20 per hour or the previous (prior to last period of major cut-backs) $18.50 per hour rate to those tutors with graduate degrees. We lose too many well-trained tutors who need better pay just to survive. The constant turnover among tutors is a drain on our full-time staff as well who invest time and energy in training part-time employees who then leave with regrets for higher-paying employment. This time would be better spent on tutoring, and less turn-over would enhance consistent practice among the whole staff.
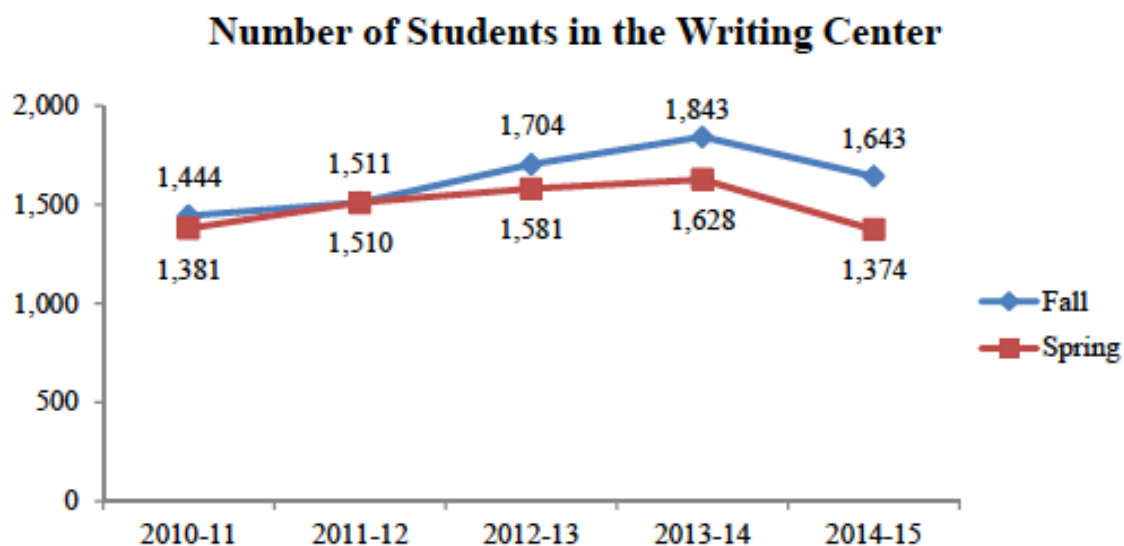
SLO Results (Spring, 2015)

1. Students from disciplines across the curriculum **will demonstrate preparedness** by planning for their tutorial session and arriving with relevant materials. 0=2.6% 1=62.2% 2=35.2%

2. Students will **demonstrate self-reliance** by identifying which phase of the writing process, which writing skills, and which portions of their writing sample on which to focus during the tutorial session. 0=1.5% 1=50% 2=48.5%

3. Students will **demonstrate problem solving/creative thinking ability** by identifying the main points of discussion raised during the tutorial session to plan next steps in the writing process. 0=1.8% 1=44.6% 2=53.6%

Given the way students engage with the Writing Center with its consistent use of DLAs and standard sequencing and pedagogy applied consistently by all tutors, students demonstrate acceptable achievement of SLOs; otherwise, the sessions don't proceed in a meaningful way.

TRAFFIC:

The number of visits declined very slightly during the past 2014-15 academic year:

Number of Visits to the Writing Center

Year	Fall	Spring
2010-11	3,689	3,403
2011-12	3,835	3,762
2012-13	4,082	3,407
2013-14	3,937	3,379
2014-15	3,553	3,022

Number of Students in the Writing Center

Year	Fall	Spring
2010-11	1,444	1,381
2011-12	1,511	1,510
2012-13	1,704	1,581
2013-14	1,843	1,628
2014-15	1,643	1,374
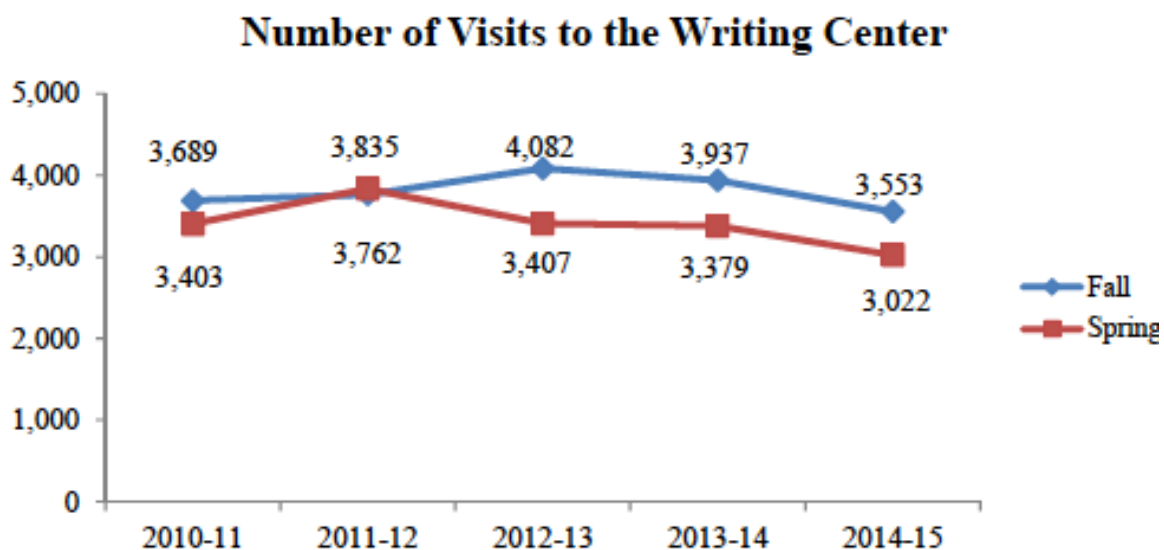
We have maintained our policy allowing students to come twice per week for as many weeks as they like, and this seems to be working well.

SUCCESS (COMPARED TO ALL SBCC STUDENTS):

Writing Center statistics continue to show (as they have for the past eight years) a substantially higher level of success for students using this service compared to peers in comparable courses who did not: approximately 15% on average.

Successful course completion rates for all students from any discipline using the Writing Center compared to students in the same courses who did NOT
Fall Terms

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
WC Users	85.0%	87.6%	88.5%	86.6%	85.7%
Non-Users	72.3%	71.0%	73.1%	70.5%	72.5%

Successful course completion rates for all students from any discipline using the Writing Center compared to students in the same courses who did NOT
Spring Terms

	Spring 2011	Spring 2012	Spring 2013	Spring 2014	Spring 2015
WC Users	85.1%	86.3%	87.1%	84.6%	86.3%
Non-Users	70.6%	72.2%	74.0%	71.6%	70.9%

SUCCESS (COMPARED TO OTHER BASIC SKILLS STUDENTS):

Data on **basic skills students** show that in the **Fall 2014 and Spring 2015** Writing Center users were **14% more successful** than their peers who did not use the service.

Successful course completion rates for students in Basic Skills Writing Courses who used the Writing Center compared to students in the same courses who did NOT
Fall Terms

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
WC Users	80.3%	85.1%	87.9%	80.3%	81.9%
Non-Users	69.6%	70.1%	68.3%	65.4%	68.4%

Successful course completion rates for students in Basic Skills Writing Courses who used the Writing Center compared to students in the same courses who did NOT
Spring Terms

	Spring 2011	Spring 2012	Spring 2013	Spring 2014	Spring 2015
WC Users	83.6%	83.6%	84.8%	76.7%	79.9%
Non-Users	59.5%	64.1%	67.0%	59.6%	65.7%

The Gateway Program: 2014-15

The Gateway Program, ending its 9th year, is an award-winning campus-wide tutoring program – one that includes Basic Skills, First-in-Sequence, and Career Tech courses. In 2014-15, 205 faculty, full-time and adjunct, participated in the Gateway program and 180 tutors worked with faculty in the classrooms, labs, LRC, library, and departmentally-designated tutoring rooms across the campus. The Gateway Center, where students meet with their tutors, logged 782 tutoring sessions during the 2014-15 academic year.

Total Gateway sections for 2014-15: 782
Fall: 164 Spring: 156

**Basic Skills:** Math, English, and ESL – total: 320
Fall: 164 Spring: 156

1st in Sequence – total: 417
Fall: 193 Spring: 224
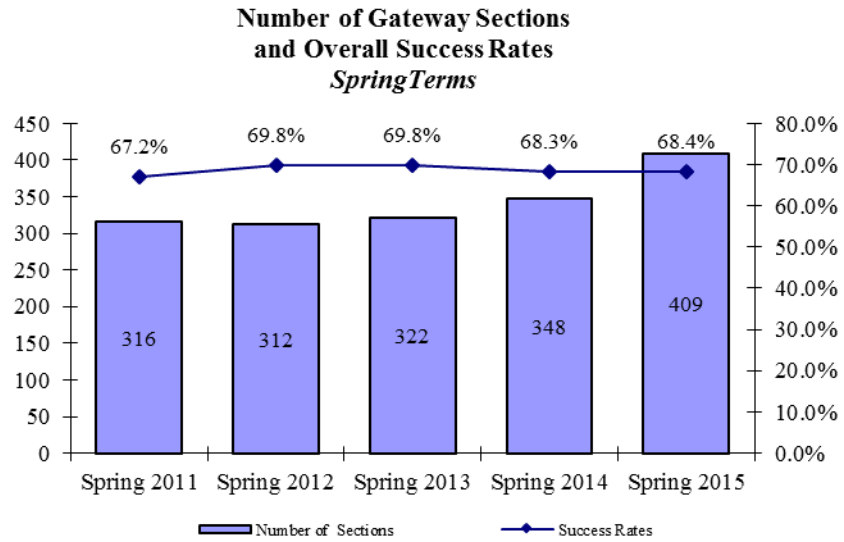
Overall Fall 2014:

The overall success rates increased from 69.0% in fall 2013 to 69.7% in fall 2014. The increase in the success rate, while statistically remaining flat, shows a slight increase of 0.7 percentage points. The number of Gateway sections since fall 2013 has increased by 10 sections, a 0.03% increase. Overall, the number of Gateway sections has steadily increased from 279 sections in fall 2010 to 373 sections in fall 2014, an increase of 34.0%.
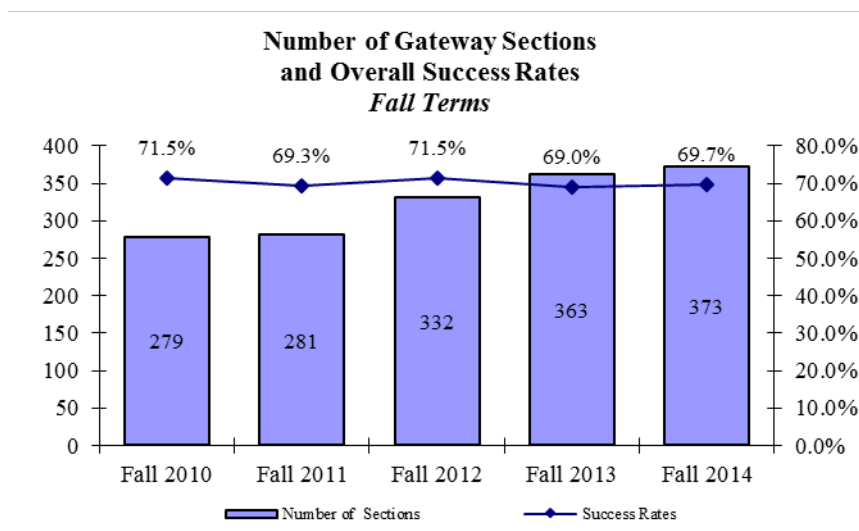
Overall Spring 2015:

The overall success rate of 68.4% in spring 2015 stayed statistically flat; however, the number of sections increased from 348 in spring 2014 to 409 in spring 2015, a 0.18 % increase.

Number of Gateway Sections and Overall Success Rates
Spring Terms

Term	Number of Sections	Success Rate
Spring 2011	316	67.2%
Spring 2012	312	69.8%
Spring 2013	322	69.8%
Spring 2014	348	68.3%
Spring 2015	409	68.4%

Number of Sections ◆ Success Rates

Basic Skills, Fall 2014:

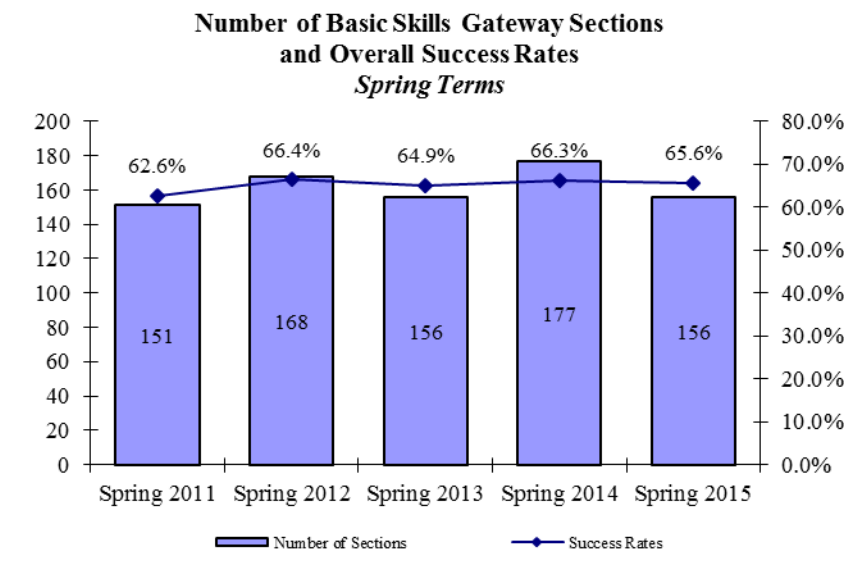The success rate among basic skills courses increased from 66.8% in fall 2013 to 68.5% in fall 2014 – a 2.3% point increase. It is important to note that while the number of sections from 170 in fall 2013 to 164 in fall 2014 dropped by 6, a 4% decrease, the success rate was 1.7 percentage points higher.
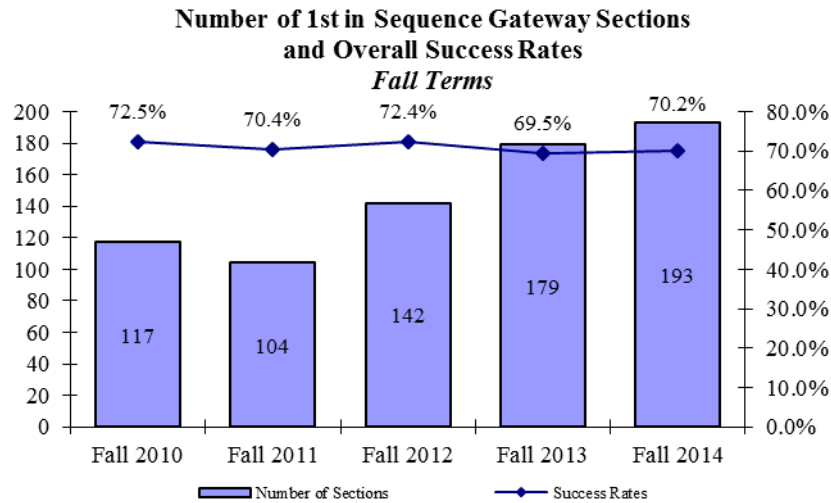
Number of Basic Skills Gateway Sections and Overall Success Rates
Fall Terms

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Number of Sections	142	169	170	170	164
Success Rates	68.9%	67.5%	69.4%	66.8%	68.5%
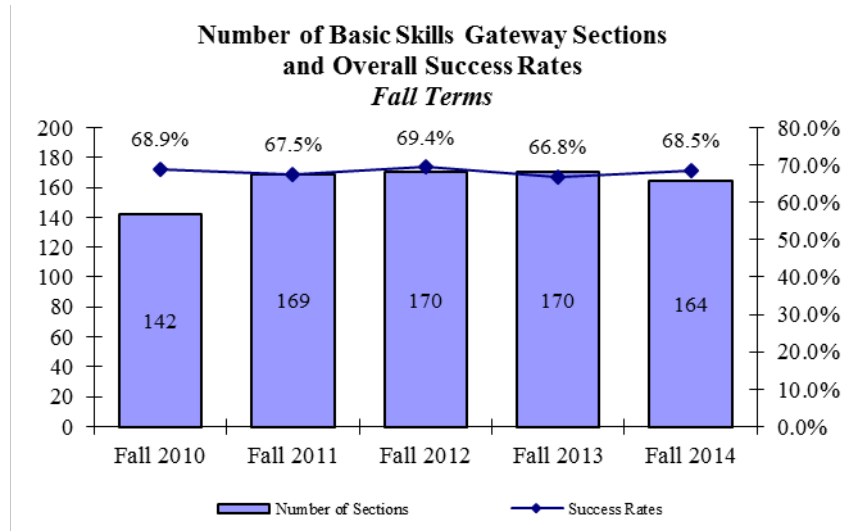
Basic Skills, Spring 2015:

There was a 0.07 percentage point decrease in the success rate of sections in spring 2015 compared to spring 2014. In addition, the number of Gateway sections decreased from 177 in spring 2014 to 156 in spring 2015 - a 12 % decrease.

Number of Basic Skills Gateway Sections and Overall Success Rates
Spring Terms

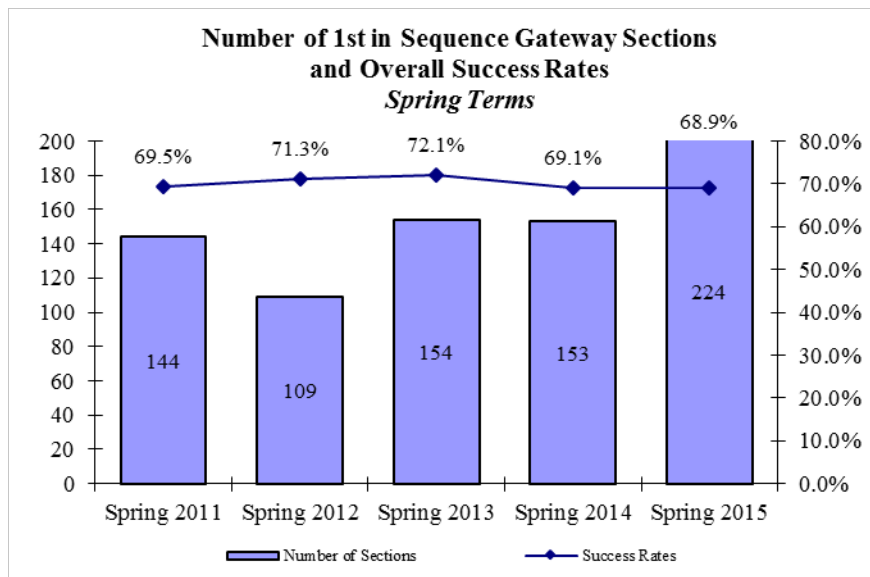|	Spring 2011	Spring 2012	Spring 2013	Spring 2014	Spring 2015
Number of Sections	151	168	156	177	156
Success Rates	62.6%	66.4%	64.9%	66.3%	65.6%

First in Sequence, Fall 2014:

There was a increase in success rates from 69.5% in fall 2013 to 70.2% in fall 2014 – a 0.7 percentage point increase. It is also important to note that the number of first-in-sequence sections increased from 179 in fall 2013 to 193 in fall 2014, a 7% increase.

Number of 1st in Sequence Gateway Sections and Overall Success Rates
Fall Terms

Term	Number of Sections	Success Rate
Fall 2010	117	72.5%
Fall 2011	104	70.4%
Fall 2012	142	72.4%
Fall 2013	179	69.5%
Fall 2014	193	70.2%

First in Sequence, Spring 2015:

The success rate decreased from 69.1% in spring 2014 to 68.9% in spring 2015 – a 0.2 percentage point decrease. However, it is important to note that the number of first-in-sequence sections increased from 153 in spring 2014 to 224 in spring 2015 – 32.0% increase.

Number of 1st in Sequence Gateway Sections and Overall Success Rates
Spring Terms

| Term	Number of Sections	Success Rate
Spring 2011	144	69.5%
Spring 2012	109	71.3%
Spring 2013	154	72.1%
Spring 2014	153	69.1%
Spring 2015	224	68.9%

Success Rates for Students Placing Below College Level in Reading, Fall 2014:

The success rate increased from 63.9% in fall 2013 to 67.6% in fall 2014 – a 3.7 percentage point increase. It is important to note that the success rate of basic skills students placing below college level in reading in fall 2014 in Gateway courses is 9.7 percentage points higher than the basic skills students in comparable non-Gateway sections. After dropping in fall 2013, the success rate among these students rebounded in fall 2014.
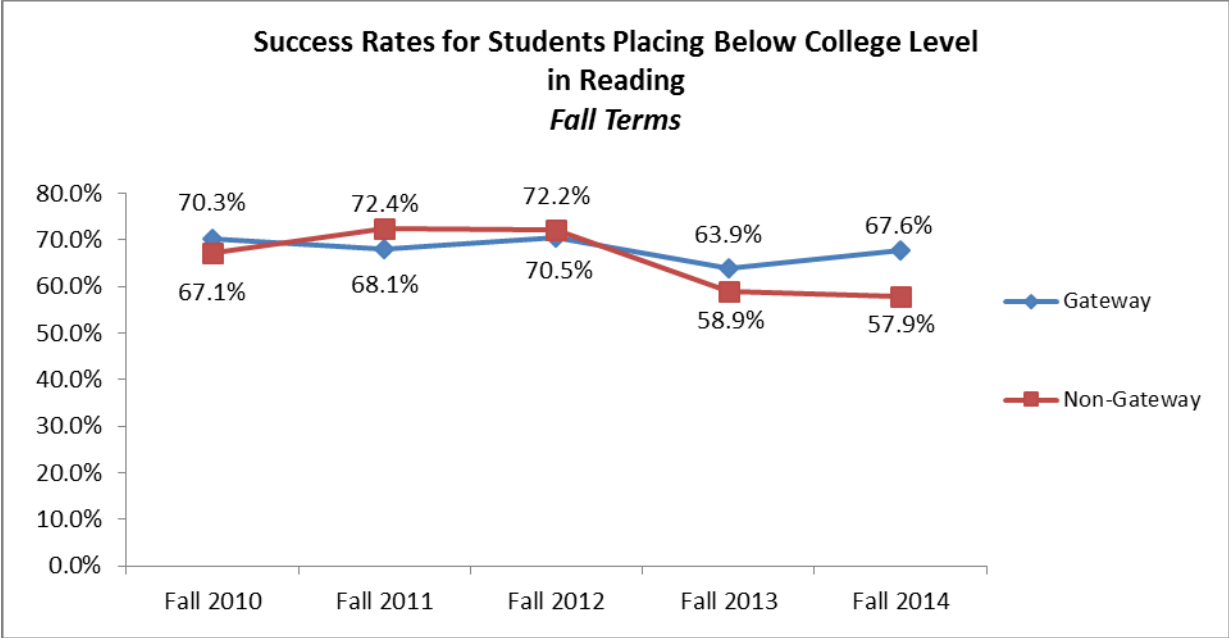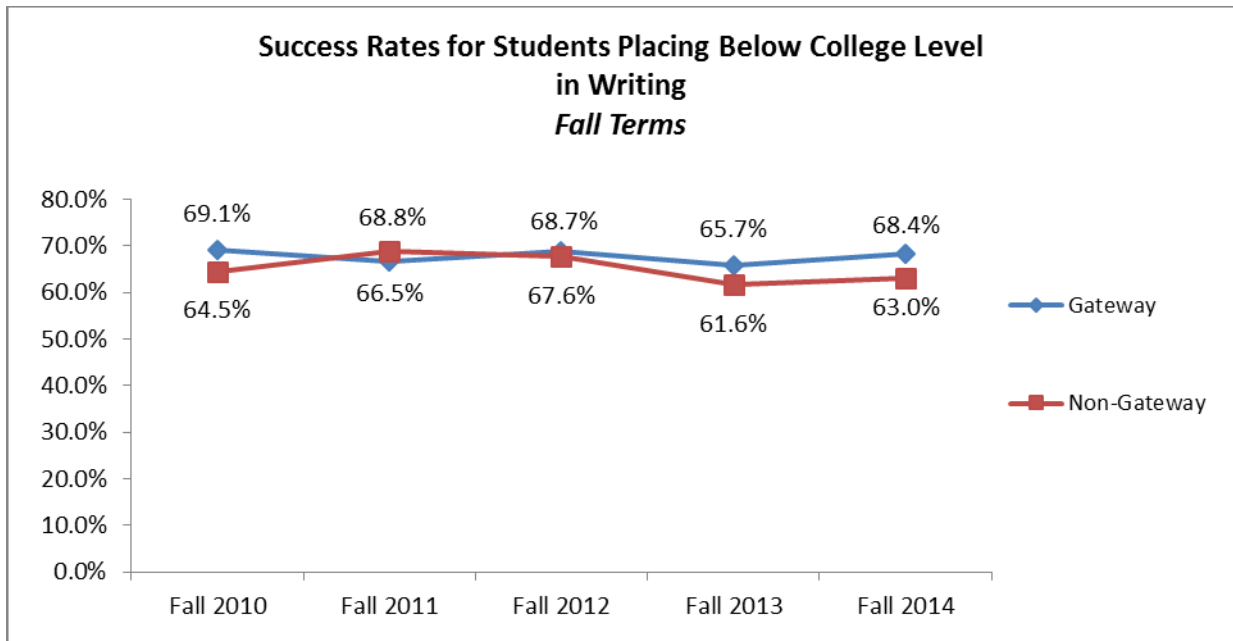
Success Rates for Students Placing Below College Level in Reading, Spring 2015:

The success rate increased from 66.1% in spring 2013 to 70.2% in spring 2015 – a 4.1 percentage point increase. It is important to note that the spring 2015 success rate for basic skills students in Gateway courses is lower than the success rate among basic skills students in comparable non-Gateway courses (73.1%).
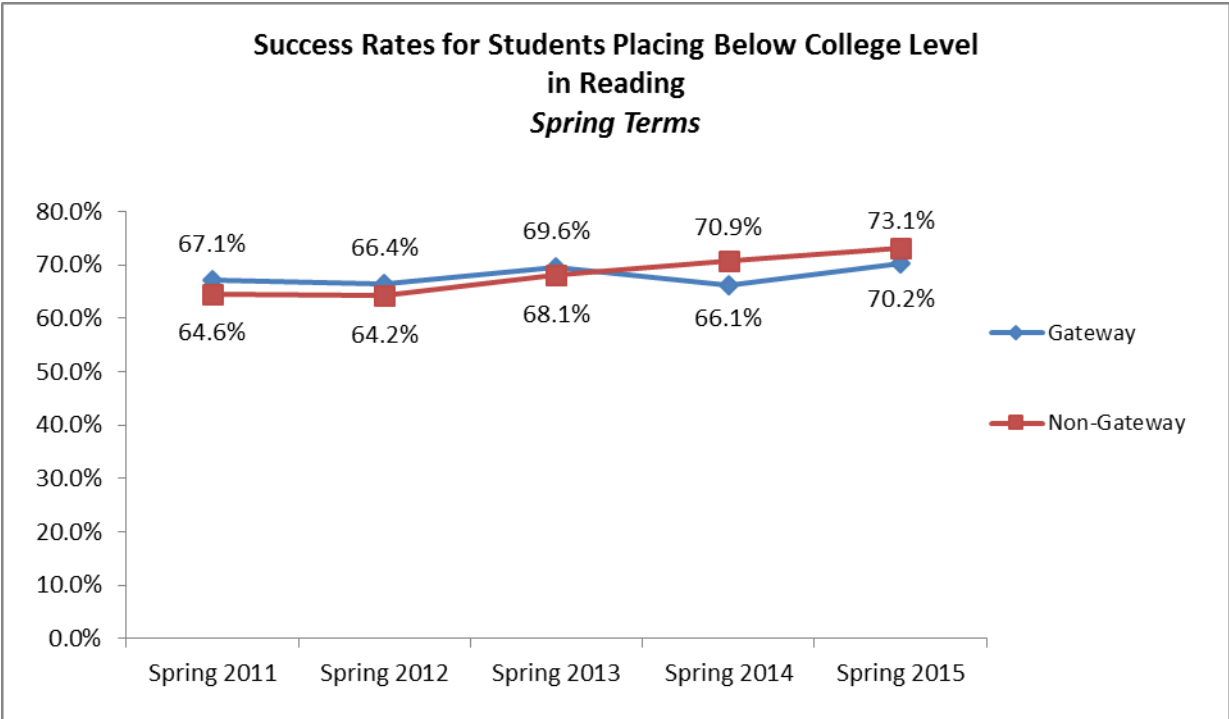
**Success Rates for Students Placing Below College Level in Writing, Fall 2014:**

The success rate inreased from 65.7% in fall 2013 to 68.4% in fall 2014 – a 2.7 percentage point increase. It is important to note that the fall 2014 success rate of basic skills students in Gateway courses is 5.4 percentage points higher than basic skills students in comparable non-Gateway sections.

Success Rates for Students Placing Below College Level in Writing, Spring 2015:

The success rate decreased from 68.3% in spring 2014 to 67.58% in spring 2015 – a 0.86 percentage point decrease. In addition, the success rate is 1.4 points lower than the non-Gateway students (68.9%) in spring 2015.
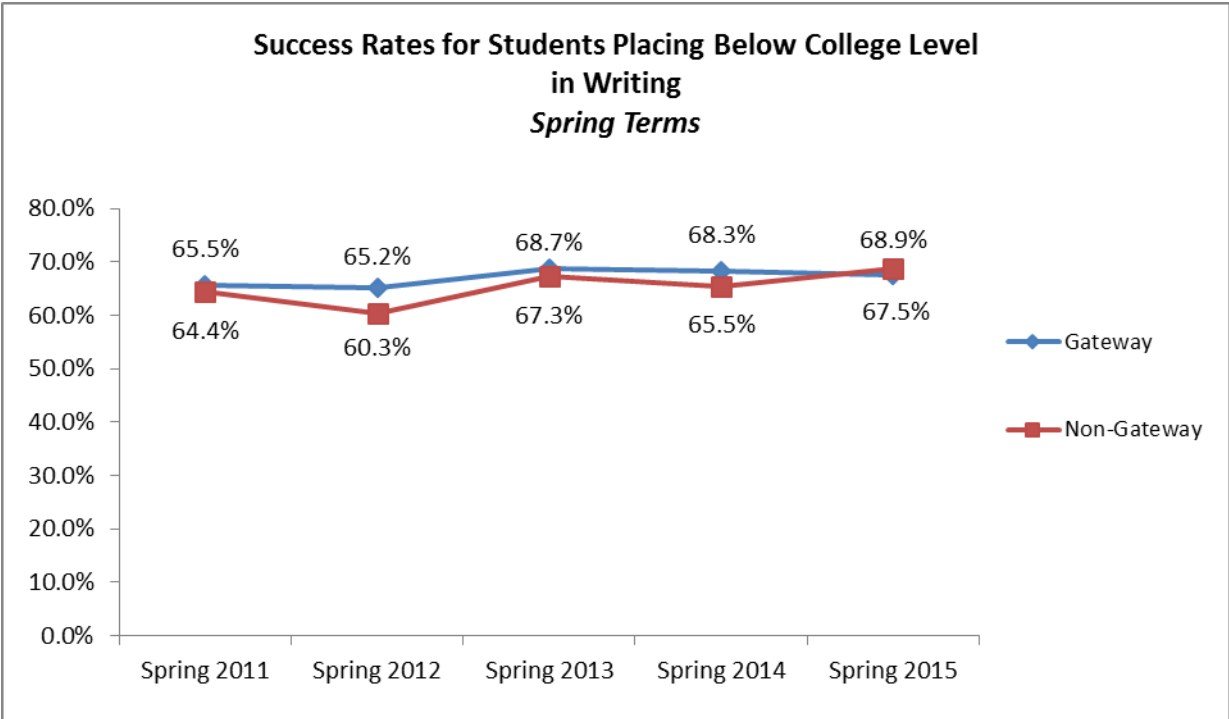
Analysis:

In an effort to ascertain why there was an increase as well as a decrease in success rates for the 2014 – 2015 academic year, the Gateway team will:
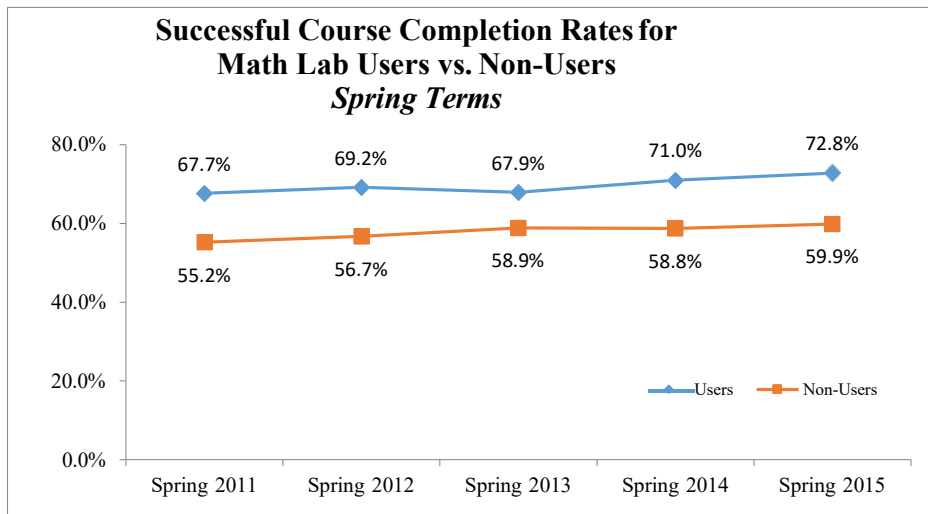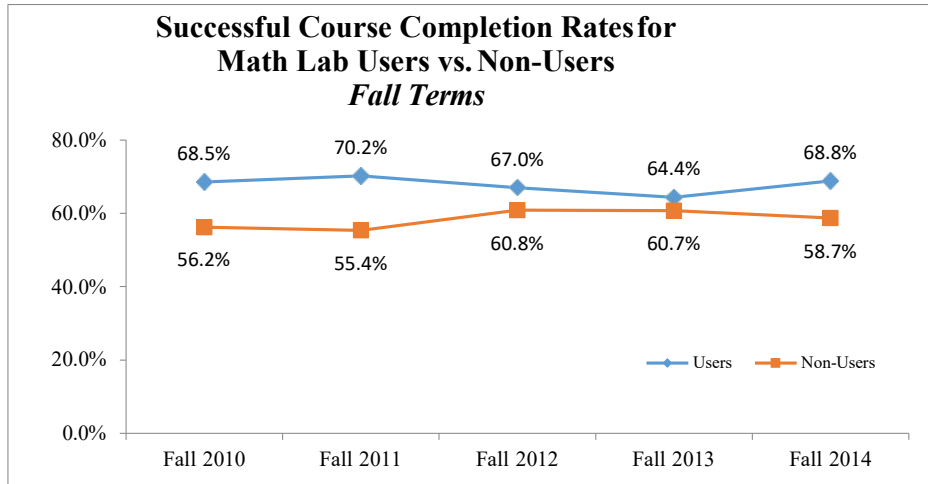
1. Establish Gateway Liaisons with the Math and English department. The role of the liaisons will include the following:

    a. Serve as the primary liaison between the respective departments and Co-Directors.
    b. Help develop and share best practices with department Gateway faculty and tutors.
    c. Assist in constructing allocation formulas for department.
    d. Make sure all new Gateway faculty meet with Gateway Co-Director.
    e. Maintain regular communication with Gateway Center Co-ordinator.
    f. Alert Gateway Co-Directors to any possible departmental tutorial issues.
    g. Facilitate communication between the departments and the Gateway Co-Directors.
    h. Be active in the Gateway program and attend necessary meetings.
    i. Abide by Gateway policies and procedures and assist departmental faculty to do the same.

2. Work with Institutional Research to further analyze sections that have a historically low success rate.

3. Further analyze sections that have a historically increase in success to strengthen best tutor practices.

4. Continue to meet with new Gateway faculty to discuss responsibilities and best practices.

5. Expand the Tutor Mentor program by adding new mentors and further incorporating the mentors into the Tutor Training Seminars.

6. Continue to have all potential tutors complete an application and meet with their faculty before being hired as Gateway tutors.

7. Continue best practices roundtables in the English division.

8. Expand participation in iPATH and STEM programs.

9. The Fall Faculty Forum will focus on the Tutor Training Seminar, so faculty can maintain an ongoing discussion about the seminar topics with their tutors.

10. Continue to meet with department chairs who have Gateway sections with historically-low succcess rates.

11. Meet with Dean of Math to discuss Math 1 and Math 4 and strategies to increase their respective success rates through Gateway.

The Math Lab: 2014-15

The graphs and data for successful course completion for students that use the Math Lab are given below. In last year's report, it was noted that the gap between users and non-users in fall appeared to be getting smaller and that this trend should be investigated. One of the possible reasons shared by Allison Chapin, the Math Lab LTA, was that capturing accurate data has been troublesome. There is no tutor dedicated to any of the entrances to the lab to ensure students log in when entering the lab. Tutors are trained to remind students to log in, but that does not guarantee they do. Inaccurate data collection means that there are likely students who visited the lab, but are being characterized as "non-users" because they are not logging in. Therefore, if these "non-users" are getting higher grades because they are visiting the lab, as is the case among lab users, their grades are inflating the non-user success rate.

With the current data, it appears that the downward trend did not continue for Fall 2014. It is unclear if this rebound is due to improved data collection or other factors. It is hoped that when new software is acquired by the college, the data collection for the lab will be improved. The spring data did not appear to be following this same trend and, in fact, has been on the rise since 2013.

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

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Users	68.5%	70.2%	67.0%	64.4%	68.8%
Non-Users	56.2%	55.4%	60.8%	60.7%	58.7%

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

	Spring 2011	Spring 2012	Spring 2013	Spring 2014	Spring 2015
Users	67.7%	69.2%	67.9%	71.0%	72.8%
Non-Users	55.2%	56.7%	58.9%	58.8%	59.9%

It is worth noting again that users appear to withdraw from their math courses at lower rates than non-users (9.7% vs. 15.1% for Fall 2013; 7.9% vs. 14.0% for Spring 2014.) Also, note that it continues to be the case that the more visits students make to the lab, the higher the success rates.

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

Fall Terms

Visits	Fall 2010 Success Rate	Count	Fall 2011 Success Rate	Count	Fall 2012 Success Rate	Count	Fall 2013 Success Rate	Count	Fall 2014 Success Rate	Count
One	61.1%	228	61.3%	204	64.4%	251	62.8%	235	61.4%	162
Two	65.0%	156	66.5%	113	62.8%	113	67.2%	127	67.8%	103
Three to Four	68.4%	156	70.2%	177	59.7%	148	61.5%	115	61.7%	66
Five to Nine	67.3%	210	69.9%	181	64.9%	172	62.0%	134	70.5%	98
Ten to 19	79.3%	172	76.9%	153	68.5%	124	67.6%	98	76.1%	102
20 or more	92.5%	98	82.5%	156	86.8%	171	70.6%	72	81.7%	107
All Users	**68.5%**	**1,020**	**70.2%**	**984**	**67.0%**	**979**	**64.4%**	**781**	**68.8%**	**638**
Non-Users	**56.2%**	**1,745**	**55.4%**	**1,734**	**58.7%**	**2,025**	**60.7%**	**2,144**	**58.7%**	**2,098**
Difference	**12.3%**		**14.8%**		**8.3%**		**3.7%**		**10.1%**	

Spring Terms

Visits	Spring 2011 Success Rate	Count	Spring 2012 Success Rate	Count	Spring 2013 Success Rate	Count	Spring 2014 Success Rate	Count	Spring 2015 Success Rate	Count
One	60.6%	234	61.7%	216	67.1%	210	71.7%	213	71.8%	186
Two	66.8%	155	67.0%	148	68.4%	128	62.8%	86	64.7%	90
Three to Four	66.4%	178	68.2%	165	65.3%	160	66.1%	84	73.3%	85
Five to Nine	65.2%	249	65.7%	186	68.8%	137	61.3%	95	70.0%	112
Ten to 19	75.5%	191	72.0%	162	72.3%	120	73.9%	102	74.8%	83
20 or more	83.1%	123	91.1%	154	67.4%	151	88.7%	134	83.1%	128
All Users	**67.7%**	**1,130**	**69.2%**	**1,031**	**67.9%**	**906**	**71.0%**	**714**	**72.8%**	**684**
Non-Users	**55.2%**	**1,602**	**56.7%**	**1,608**	**58.9%**	**1,955**	**58.8%**	**1,981**	**59.9%**	**2,061**
Difference	**12.5%**		**12.5%**		**9.1%**		**12.3%**		**12.9%**	

The Math Lab finally acquired a second LTA. As a result, the lab has expanded its hours to better serve evening students. The lab hours are Monday—Thursday 8am to 8pm, Fridays 9am to 2pm, and Saturdays 10am to 2pm. The LTAs have reported that the lab stays busy right up to closing time. The additional LTA will also allow time for exploring, analyzing and implementing best practices for tutoring in lab settings. Allison Chapin has already prepared and is implementing tutor training and ongoing professional development for the tutors and is pursuing CRLA certification for the tutor training. The math department is also putting a Math Lab remodel into the Program Review Process. It is hoped that a redesign of the space could help improve efficiency and the number of students served. A thin client (laptop "shells" connected to a hard drive in a classroom) proposal has also been put into the Program Review to convert one or two classrooms into portable computer labs, to help alleviate the pressure on the current lab that has resulted from an increased use of technology in math courses. The next two pages present an analysis of pass rates by specific courses.

Successful course completion rates by math course for students who used vs. those who did not use Math Lab services 2014-2015

Fall 2014

Course	Users			Non-Users			Difference
	Total	Success Count	Success Rate	Total	Success Count	Success Rate	
MATH 001	8	1	12.5%	83	25	30.1%	-17.6%
MATH 004	10	8	80.0%	121	71	58.7%	21.3%
MATH 041	38	30	78.9%	113	47	41.6%	37.4%
MATH 080	2	2	100.0%	26	10	38.5%	61.5%
MATH 087	1	1	100.0%	23	9	39.1%	60.9%
MATH 100	107	65	60.7%	556	275	49.5%	11.3%
MATH 100N	30	29	96.7%	5	1	20.0%	76.7%
MATH 107	127	76	59.8%	599	348	58.1%	1.7%
MATH 107N	14	10	71.4%	52	40	76.9%	-5.5%
MATH 111	19	9	47.4%	115	38	33.0%	14.3%
MATH 114	3	3	100.0%	70	63	90.0%	10.0%
MATH 117	162	122	75.3%	671	468	69.7%	5.6%
MATH 120	86	51	59.3%	242	132	54.5%	4.8%
MATH 130	67	52	77.6%	153	115	75.2%	2.4%
MATH 131	13	12	92.3%	21	18	85.7%	6.6%
MATH 137	43	27	62.8%	132	60	45.5%	17.3%
MATH 138	35	25	71.4%	101	48	47.5%	23.9%
MATH 150	46	31	67.4%	196	137	69.9%	-2.5%
MATH 160	49	36	73.5%	156	84	53.8%	19.6%
MATH 200	40	29	72.5%	64	49	76.6%	-4.1%
MATH 210	17	11	64.7%	56	44	78.6%	-13.9%
MATH 220	10	8	80.0%	18	16	88.9%	-8.9%
Total	**927**	**638**	**68.8%**	**3,573**	**2,098**	**58.7%**	**10.1%**

Most courses show a higher success rate for the students who sought tutoring in the Math Lab than for those who did not. The Math 001 numbers are concerning as that is a high- risk population and it appears very few of these students are utilizing the lab. The Math 1/4/41 Director will be meeting with the Math 001 instructors to discuss best practices for this population of students, including the use of Gateway tutoring and encouraging Math Lab use.

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Successful course completion rates by math course for students who used vs. those who did not use Math Lab services 2014-2015

Spring 2015

Course	Users			Non-Users			Difference
	Total	Success Count	Success Rate	Total	Success Count	Success Rate	
MATH 001	8	2	25.0%	107	35	32.7%	-7.7%
MATH 004	9	6	66.7%	117	58	49.6%	17.1%
MATH 041	15	9	60.0%	71	44	62.0%	-2.0%
MATH 074	1	0	0.0%	27	19	70.4%	-70.4%
MATH 087	1	0	0.0%	22	6	27.3%	-27.3%
MATH 100	129	84	65.1%	402	196	48.8%	16.4%
MATH 100N	45	35	77.8%	49	24	49.0%	28.8%
MATH 107	149	105	70.5%	687	431	62.7%	7.7%
MATH 107N	15	13	86.7%	43	40	93.0%	-6.4%
MATH 111	12	8	66.7%	111	32	28.8%	37.8%
MATH 114	10	10	100.0%	56	54	96.4%	3.6%
MATH 117	120	104	86.7%	605	426	70.4%	16.3%
MATH 120	57	31	54.4%	267	133	49.8%	4.6%
MATH 130	76	60	78.9%	123	94	76.4%	2.5%
MATH 131	21	19	90.5%	38	18	47.4%	43.1%
MATH 137	44	28	63.6%	136	80	58.8%	4.8%
MATH 138	41	30	73.2%	93	54	58.1%	15.1%
MATH 150	52	34	65.4%	132	92	69.7%	-4.3%
MATH 160	32	23	71.9%	149	85	57.0%	14.8%
MATH 188	3	2	66.7%	17	5	29.4%	37.3%
MATH 200	40	31	77.5%	61	38	62.3%	15.2%
MATH 210	31	26	83.9%	79	58	73.4%	10.5%
MATH 220	28	24	85.7%	49	39	79.6%	6.1%
Total	939	684	72.8%	3,441	2,061	59.9%	12.9%

There appears to be a negative difference for Math 41, but the number of lab users from this course does not appear to be accurate. There were at approximately 120 students enrolled in Math 41 and these courses heavily utilized the computers in the Math Lab. It is unlikely that only 15 of these 120 students attended the Math Lab. It is suspected that Math 41 students from those courses did not log in to the lab. This may be occurring because the course meets in the lab and students may not be logging in if they stay after class and work. This information will be shared with Math 41 instructors so they may remind their students how important it is for them to log in when they are using the lab.

The Academic Achievement Zone: 2014-15

The AAZ data continues to show consistency and success for student-athletes that use the services available to them. Based on the 2014-15 data it appears that providing at-risk student-athletes with a structured environment with tutoring and mentoring support has a positive impact on their academic success.

The data for successful course completion, GPA's, persistence rates and transfer readiness have consistently shown that the student athletes using the Academic Achievement Zone have a higher level of success compared to student athletes in comparable courses who did not. The data for fall 2014 shows a notable difference in GPA's and course completion rates with AAZ Users Success rate at 73.6% while Non-Users success rate was 68.9% showing a 4.7% difference. Average term GPA is also impressive as AAZ Users have a 2.54 GPA vs. Non-Users Average a 2.47 GPA.

The graph below present percentages for successful course completion rates of AAZ users versus non-users from fall 2010 to fall 2014. Successful completion of a course is designated by a grade of C or above.

	AAZ Users	Non-Users
Fall 2010	73.4	51.4
Fall 2011	75.4	66.1
Fall 2012	75.4	68.7
Fall 2013	77.8	71.5
Fall 2014	73.6	68.9
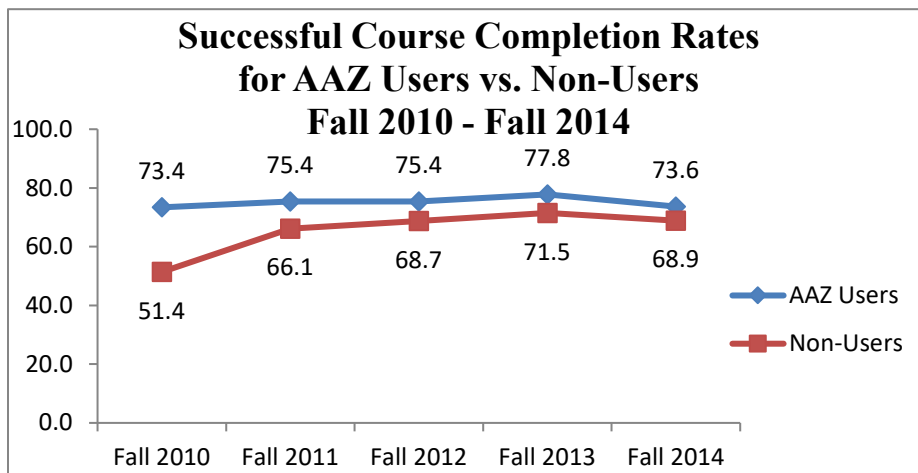
The overall success rate of AAZ Users from fall 2013 to fall 2014 has dropped slightly from 77.8% in fall 2013 to 73.6% in fall 2014. However, in comparing AAZ users and

non-users in fall 2014 the difference was 4.7%. The GPA of AAZ users remains higher 2.54 GPA than non-users 2.47.

The success rate for number of visits in fall 2014 demonstrate that AAZ users visiting the Achievement Zone between 20-30 times a semester have an 80% successful course completion rate with the highest GPA 3.02.

Successful Course Completion Rates by Number of Visits to AAZ

Fall 2014

Number of Visits	Successful		Unsuccessful		Withdrawn		Total Enrollment	Total Headcount	Avg Term GPA
	Count	Percent	Count	Percent	Count	Percent			
Zero	562	68.9%	142	17.4%	112	13.7%	816	163	2.47
1 to 9	132	65.0%	48	23.6%	23	11.3%	203	40	2.21
10 to 19	63	79.7%	12	15.2%	4	5.1%	79	17	2.58
20 to 29	76	80.0%	15	15.8%	4	4.2%	95	19	3.02
30 to 39	52	82.5%	7	11.1%	4	6.3%	63	12	2.85
40 or More	9	81.8%	2	18.2%		0.0%	11	2	2.35
Total Enrollments[1]	894	70.6%	226	17.8%	147	11.6%	1,267	253	

The correlation between visits and number of hours spent in the AAZ follows a similar trend. AAZ users spending a minimum of 40 hours in the AAZ have the highest GPA 3.13.

Successful Course Completion Rates by Number of Hours Spent in AAZ

Fall 2014

Number of Hours	Successful		Unsuccessful		Withdrawn		Total Enrollment	Total Headcount	Avg Term GPA
	Count	Percent	Count	Percent	Count	Percent			
Zero	562	68.9%	142	17.4%	112	13.7%	816	163	2.47
1 to 9	128	64.6%	47	23.7%	23	11.6%	198	39	2.20
10 to 19	33	71.7%	9	19.6%	4	8.7%	46	10	2.47
20 to 29	57	85.1%	7	10.4%	3	4.5%	67	14	2.97
30 to 39	79	76.7%	19	18.4%	5	4.9%	103	20	2.73
40 or More	35	94.6%	2	5.4%		0.0%	37	7	3.13
Total Enrollments[1]	894	70.6%	226	17.8%	147	11.6%	1,267	253	
[1]These counts represent course enrollments, not individual students									

Fall 2014 comparison of Persistence Rates and transfer readiness between AAZ users and non-users in math courses, AAZ users were less successful in completing math courses. 47.5% of the AAZ users were successful in transferring where 51.9% of the non-users successfully completed a transfer-level math course (math 108,114 or higher). It is worth noting that AAZ users had a higher GPA 2.92 versus non-users 2.51 in persistence rates and transfer readiness in math.

The opposite was found in the English courses successfully completed. 76.6% successfully completed a transfer-level English course (English 110-116 or 120 or higher) than non-users 71.9%. The overall fall term GPA of AAZ users was also higher 3.19 than non-users 2.69 GPA.

Fall 2014

Math Courses	AAZ Users		AAZ Non-Users		
	Count	Percent	Count	Percent	Difference
Successful	19	47.5%	40	51.9%	-4.4%
Unsuccessful	12	30.0%	23	29.9%	0.1%
Withdrawn	9	22.5%	14	18.2%	4.3%
Total Enrollments[1]	40		77		
Total Headcount	6		26		
Average Term GPA	2.92		2.51		0.41

Fall 2014

English Courses	AAZ Users		AAZ Non-Users		
	Count	Percent	Count	Percent	Difference
Successful	59	76.6%	100	71.9%	4.7%
Unsuccessful	16	20.8%	27	19.4%	1.4%
Withdrawn	2	2.6%	12	8.6%	-6.0%
Total Enrollments[1]	77		139		
Total Headcount	11		20		
Average Term GPA	3.19		2.69		0.50

Spring 2015 Data

Data for spring 2015 shows an overall success rate of AAZ users consistently higher than non-users. The success rate is 8% higher when comparing successful course completion of AAZ users and non-users.

**Successful Course Completion Rates
for AAZ Users vs. Non-Users
Spring 2011 - Spring 2015**

90.0	72.7	74.6	74.2	74.4	75.9
70.0			74.6		
50.0	66.7	66.8		66.5	67.8
30.0					AAZ Users
10.0					Non-Users
-10.0	Spring 2011	Spring 2012	Spring 2013	Spring 2014	Spring 2015
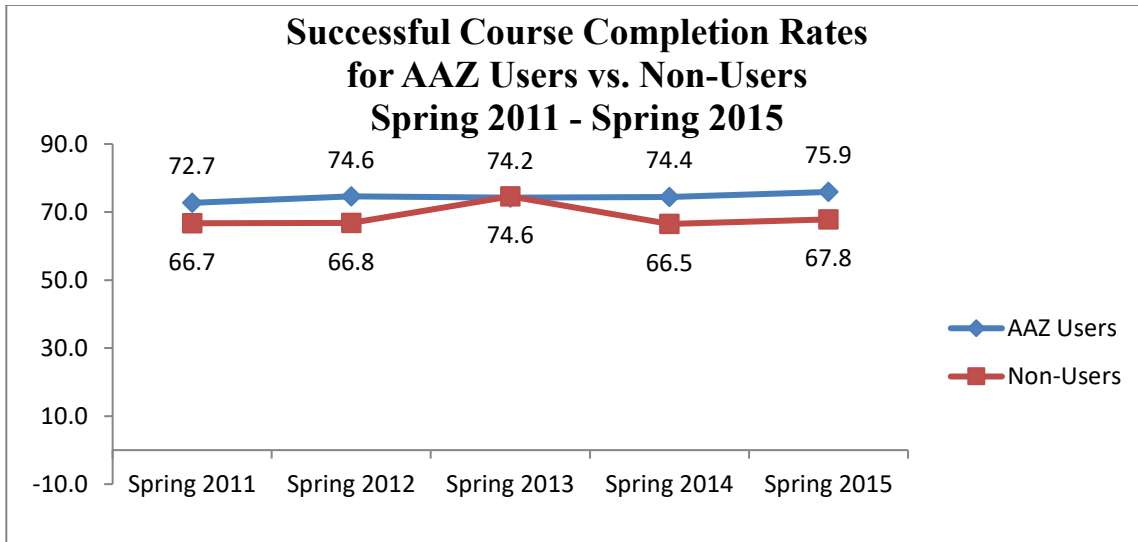
One category that did not change was the 2015 rates of transfer readiness between AAZ users and non-users. The AAZ users were 72.4% successful in completing a transfer-level math course than non-users. However, when comparing GPA of student-athletes using the Achievement Zone, the term GPA average was 1.69 compared to 2.63 for non-users, a -0.94 difference.

Spring 2015

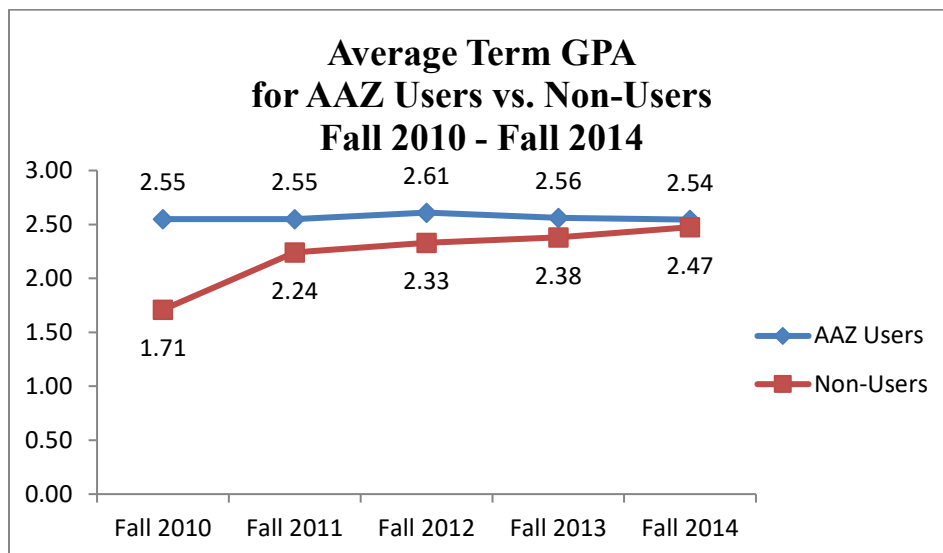| Math Courses	AAZ Users		AAZ Non-Users		Difference
	Count	Percent	Count	Percent	
Successful	23	52.3%	17	41.5%	10.8%
Unsuccessful	11	25.0%	11	26.8%	-1.8%
Withdrawn	10	22.7%	13	31.7%	-9.0%
Total Enrollments[1]	44		41		
Total Headcount	7		9		
Average Term GPA	1.69		2.63		-0.94

The success of AAZ users completing a transferable level English course was 73.3% compared to non-users 58.6% representing a 14.7% difference. GPA of AAZ users was 3.19 whereas 2.69 for non-users for spring 2015.
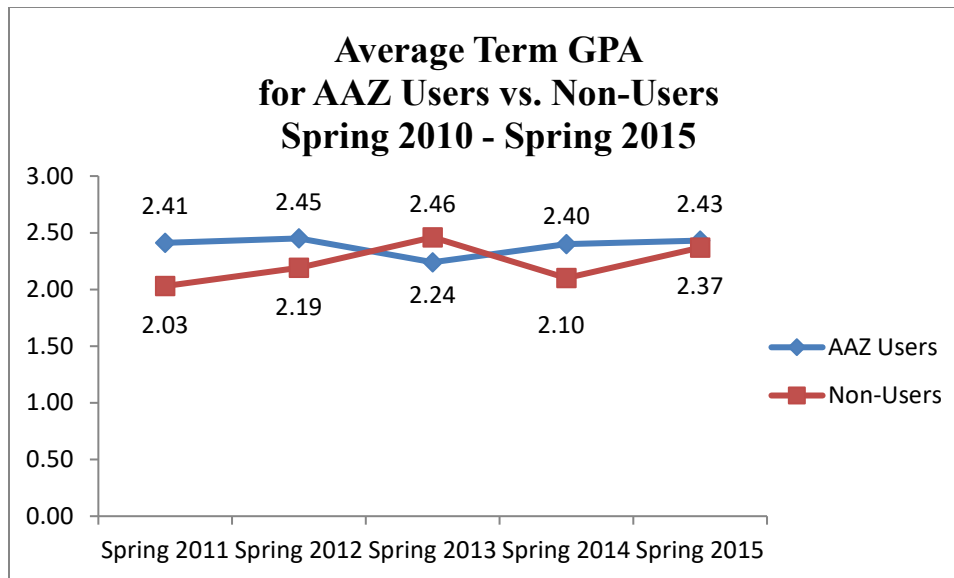
Spring 2015

English Courses	AAZ Users		AAZ Non-Users		
	Count	Percent	Count	Percent	Difference
Successful	55	73.3%	58	58.6%	14.7%
Unsuccessful	15	20.0%	27	27.3%	-7.3%
Withdrawn	5	6.7%	14	14.1%	-7.5%
Total Enrollments[1]	75		99		
Total Headcount	32		38		
Average Term GPA	2.49		2.22		0.28

The 2014-2015 findings suggest that success relates to the processes of tutoring and the benefits of tutoring to both tutors and tutees. Using best practice techniques in tutoring can assist underprepared students achieve academic success. The belief is a community of student-athletes has a connectedness with each other and with the tutors in the Academic Achievement Zone. Many have the same classes which create an integration and reinforcement of scaffolding from modules created for students and tutors to use in the Achievement Zone.

In an effort to understand why the gap in GPA has narrowed between users and non-users one explanation may include the increase students entering college underprepared for the rigors of college level coursework requiring learning support services and developmental and remedial courses. Many of the student-athletes attending community colleges have done so because it is the only viable option for some talented high school students with marginal academic qualifications to continue their athletic careers.

Average Term GPA for AAZ Users vs. Non-Users Fall 2010 - Fall 2014

**Average Term GPA
for AAZ Users vs. Non-Users
Spring 2010 - Spring 2015**

A line chart comparing AAZ Users and Non-Users average term GPA.

AAZ Users: 2.41, 2.45, 2.46, 2.40, 2.43
Non-Users: 2.03, 2.19, 2.46, 2.10, 2.37

(Additional labels: 2.24)

X-axis: Spring 2011, Spring 2012, Spring 2013, Spring 2014, Spring 2015
Y-axis: 0.00 to 3.00
Legend: AAZ Users, Non-Users

Another possible explanation may be that student-athletes appear to be utilizing the structured environment of the Achievement Zone. Tutors and student-athletes have developed a spirit of camaraderie where student-athletes realize they are not alone in their efforts. Students must learn and vigilantly practice goal-setting and self-monitoring in order to effectively regulate their time and academic performance.

What's new in the Zone?

Recognizing the challenges posed to student-athletes because of time and effort consumed by practice and competition schedules, academic obligations and study requirements, the Academic Achievement Zone has expanded the hours of operation during the evening sessions to 6pm – 9pm. We have also increased the scope of the tutoring program, extending the training of our tutoring to include the newly created modules that help supplement instruction and tutor support. The modules include college success, information processing, research, note taking, essay writing and active reading.