Evaluation Report on the Partnership for Student Success: Year Seven

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 2012-13 academic year.

Writing Center statistics continue to show (as they have for the past six years) a substantially higher level of success for students who used this service compared to peers in comparable courses who did not. For Fall 2012, we see that on average for students across disciplines that success rate is 15% higher and for spring 2013 the success rate is 13% higher. Data on basic skills students show that in the Fall 2012 Writing Center users were 15% more successful than their peers who did not use the service, and that number is even higher in the Spring of 2013 where the higher success rate rises to 18% higher level of success. The results are all the more impressive because WCenter practice (reflected by our SLOs) emphasize self-reliance and self-efficacy so the success rates are indicative of skills development, and are not the product of line editing or content suggestions from tutors. This WCenter approach was recently highlighted at the Strengthening Student Success Conference in a well-received presentation on the effects of SLO assessment.

The Gateway to Success Program continues to maintain a strong presence on campus. The following are the number of Gateway sections for 2012 – 13: Basic Skills Math, English and ESL - total: 326 (fall: 170, spring: 154); 1st in Sequence - total: 296 (fall: 142, spring: 154); technology - total: 50 (fall: 25, spring: 25). Gateway tutoring takes place throughout the campus in classrooms, labs, the LRC, the library, and departmentally-designated tutoring rooms. As an example, the Gateway Center had 9,931 logged tutoring sessions during the 2012-13 academic year. This number represents an all-time high of students who logged into the Gateway Center. It is important to note that many students use Gateway without logging in for a particular class. Students in Gateway classes are statistically more successful than students in the same, Non-Gateway courses, and participation in the Gateway Program at the basic skills level is a strong indicator of future success at SBCC. The Gateway Program's statistical research continues to show that this program helps students achieve success in basic skills and first in sequence classes, promoting continued success at SBCC.

As in the past, the success rates for students using the Math Lab services are significantly higher than for those who do not use the lab and increase as students use the lab more frequently. However, the gap appears to be closing this year because of the expansion of learning communities in math courses. These learning communities heavily use Gateway tutors inside and outside of class and the students often meet with their Gateway tutors in places other than the Math Lab, such as the Library, the Learning Resource Center or the Gateway Center. We may need to start examining the Gateway math data in conjunction with the Math Lab data to get a more complete picture of tutoring in math courses. The lab continues to be very busy and, unfortunately, students often do not return to the lab after one or two attempts to find space or access to a tutor. At the present time, we are unable to expand the space. We may be able to increase the number of tutors and expand the number of hours with increased funding, but these changes would not address the problems during peak hours. The lab director, Allison Chapin, is working with the Math Department and the Director of Academic Technology Support to secure a Lab Teaching Assistant (LTA) for the Math Lab.

In the Academic Achievement Zone (AAZ), this was the first year collecting data from the new Grades First/On Track system. Our ability to track and compare persistence rates and transfer readiness between AAZ users and non-users shows a significant success rate for users of the Achievement Zone completing a transfer-level English course, English 110-116 or English 120 or higher. Early indications also show that AAZ users are successfully completing a transfer-level math course, Math 108, Math 114 or higher or Psych 150, from Spring 2013 forward. As in the past, the more hours spent in the Achievement Zone, the higher level of course success. In addition, AAZ users' experienced an impressive increase in GPA in comparison to the prior year, with an average term GPA of 3.06 in Fall 2012 and an average term GPA of 3.79 in Spring 2013.

A new addition to the AAZ is a more intensified intervention for student-athletes that remain on our radar of being "at-risk." During the time the student-athlete is in the AAZ, he/she will receive additional one-on-one attention. We are also investigating a computer-based program called Vizual Edge to determine if visual performance assessment and enhancement can be a tool we can use to increase visual perception, decision-making, concentration skills. The coaches, faculty and athletes are seeing the rewards of our unique program. We continue to enhance our program based on self-efficacy and sports psychology assisting student athletes in capitalizing on the transfer of skills from the athletic to the academic domain that can help them to build on skills such as discipline, focus and concentration, leadership, teamwork, responsibility, and determination and apply them to academic endeavors.

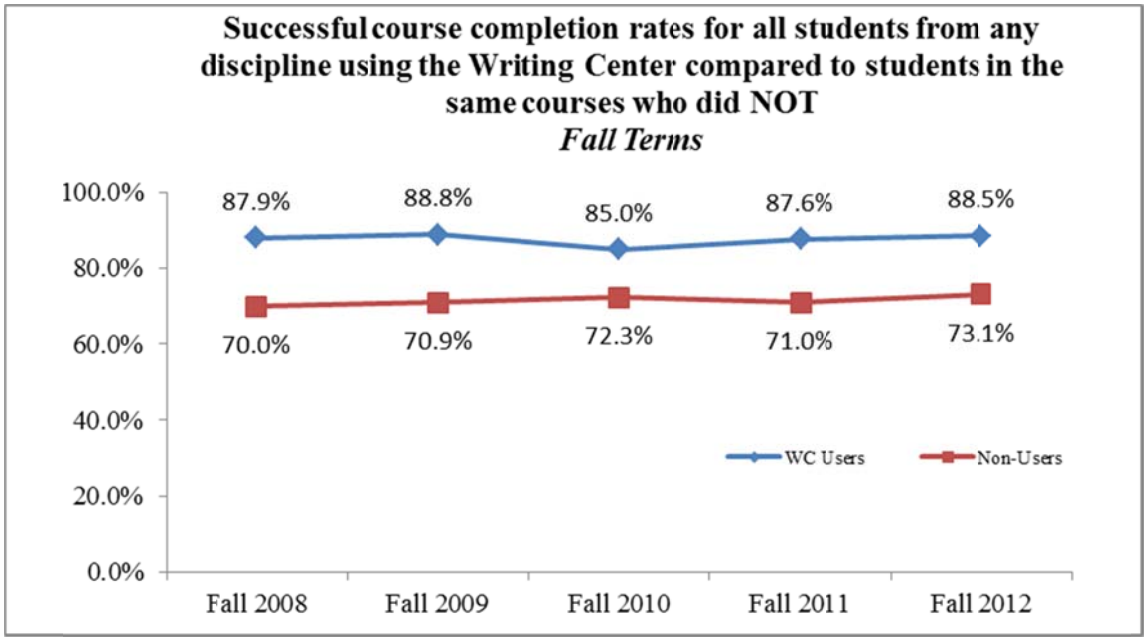
The Partnership for Student Success continues to expand its role in helping SBCC students achieve success by supporting programs implemented through the Title V HSI grant and STEM grant. Grant funds have allowed us to significantly improve the way that tutors are trained and provide intensive tutoring for Express to Success (ESP) and STEM students. Coupled with efforts to increase professional development for faculty by providing them with support and strategies to effectively use peer tutors in their classrooms, we are making this successful program even more effective.

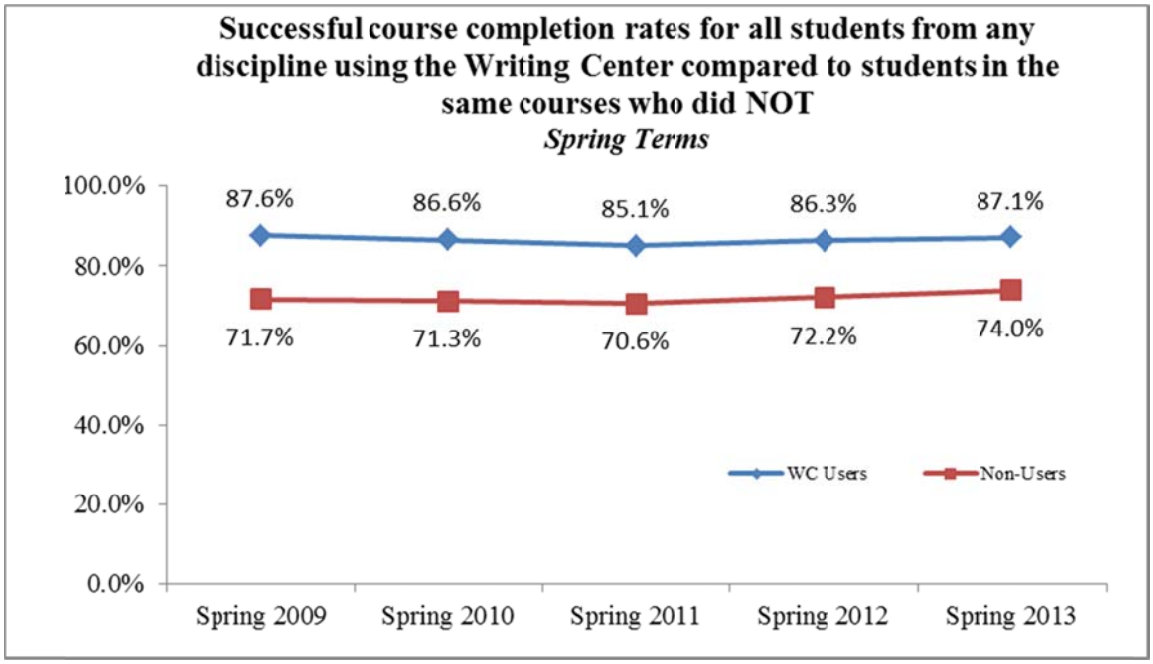
Respectfully submitted,

Kathy Molloy
Chair, PSS Steering Committee

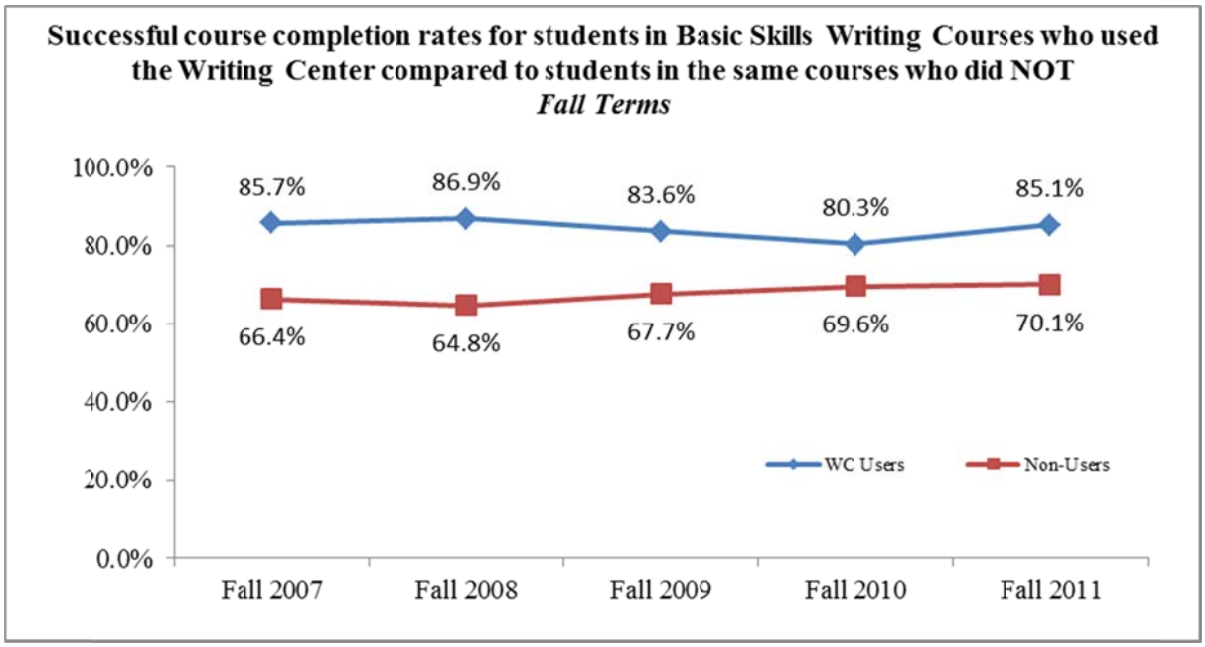
The Writing Center 2012-13

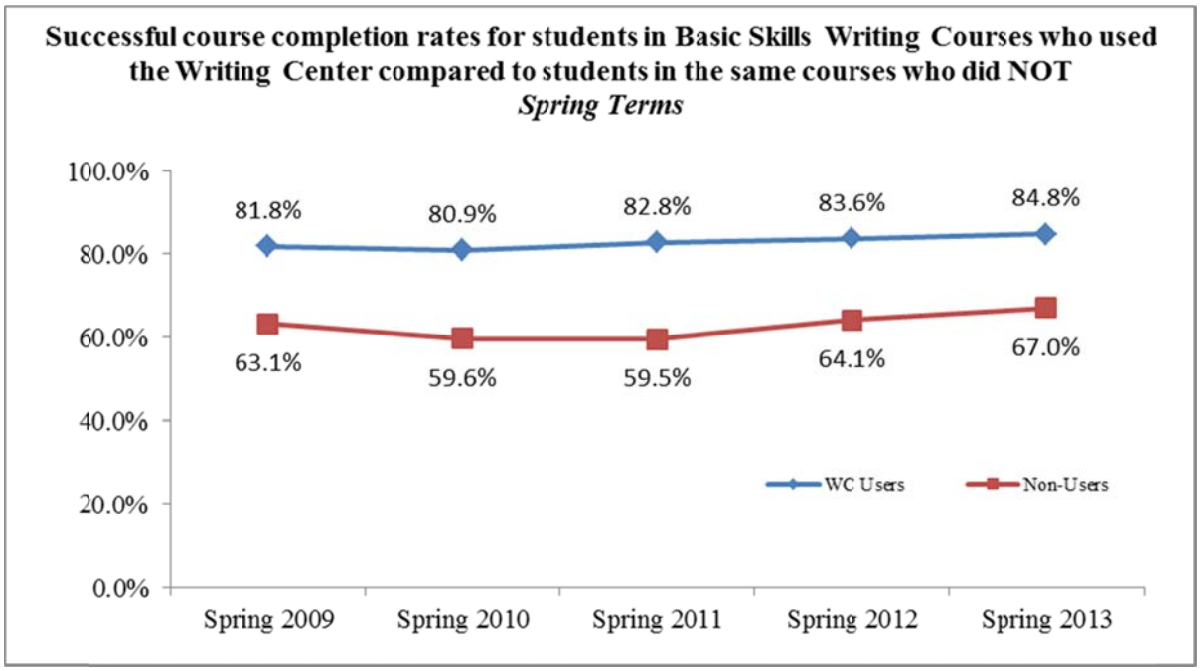
Writing Center statistics continue to show (as they have for the past six years) a substantially higher level of success for students using this service compared to peers in comparable courses who did not. **For Fall 2012** we see that on average **for students across disciplines** that **success rate** is **15% higher** and for **spring 2013** the success rate is **13% higher.** The results are all the more impressive because WCenter practice (reflected by our SLOs) emphasize self-reliance and self-efficacy so the success rates are indicative of skills development, and are not the product of line editing or content suggestions from tutors.



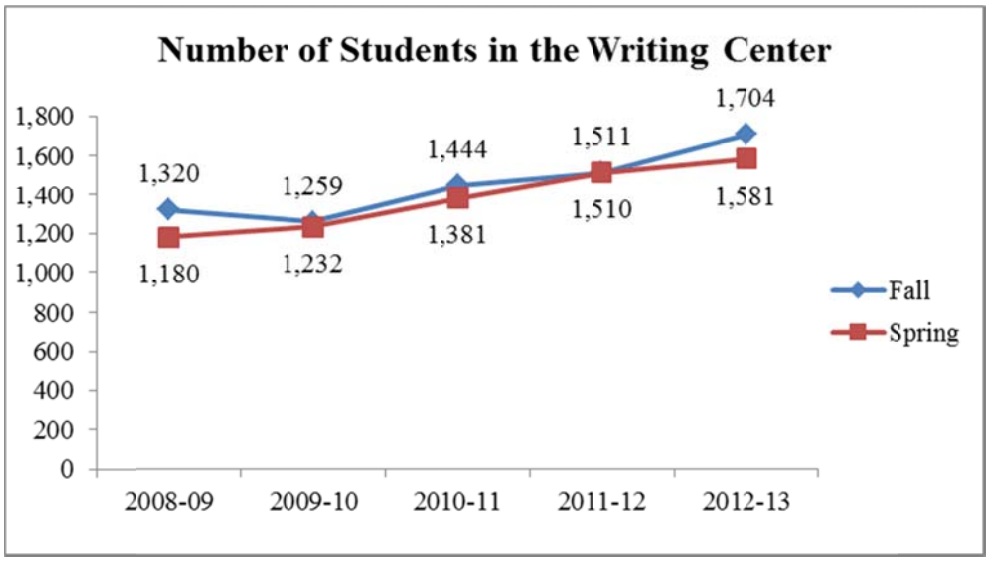


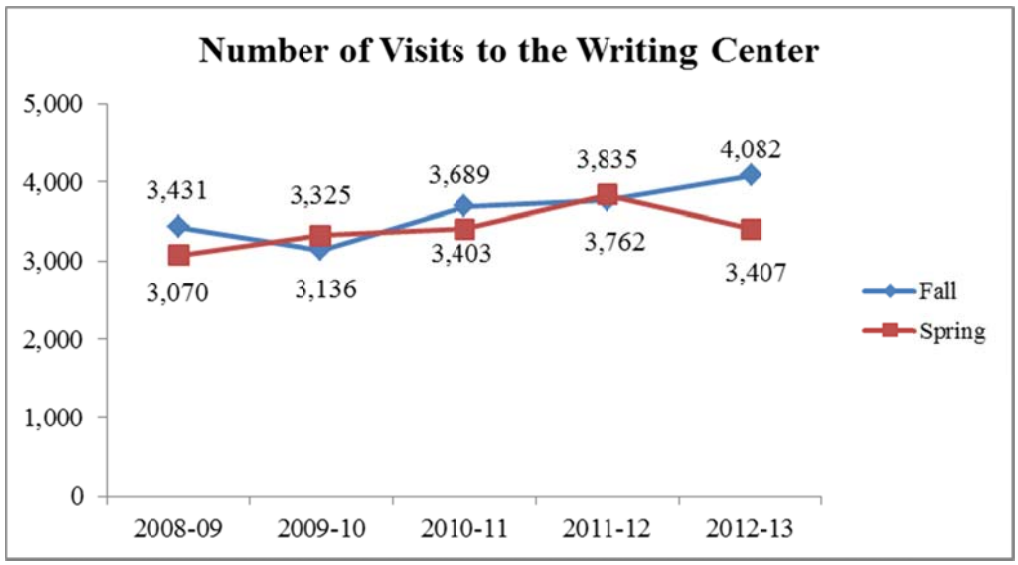
Data on **basic skills students** show that in the **Fall 2012** Writing Center users were **15% more successful** than their peers who did not use the service, and that number is even higher in the **Spring of 2013** where the **higher success rate** rises to **18% higher level of success**.





The following graphs indicate the steady increase of students using the WCenter and show that the number of visits greatly exceeds the number of students, indicating that a substantial number of students are coming to the WCenter multiple times during the semester. The anomaly in the "visits" graph below primarily occurred in the first part of the Spring 2013? semester. Strategic relationships with faculty in disciplines outside of English and English Skills (the vast majority of which have assigned Gateway tutors) dramatically increased traffic for the second half of Spring 2013 semester, and we intend to continue in this vein to increase traffic in the early part of the Spring 2014 semester.

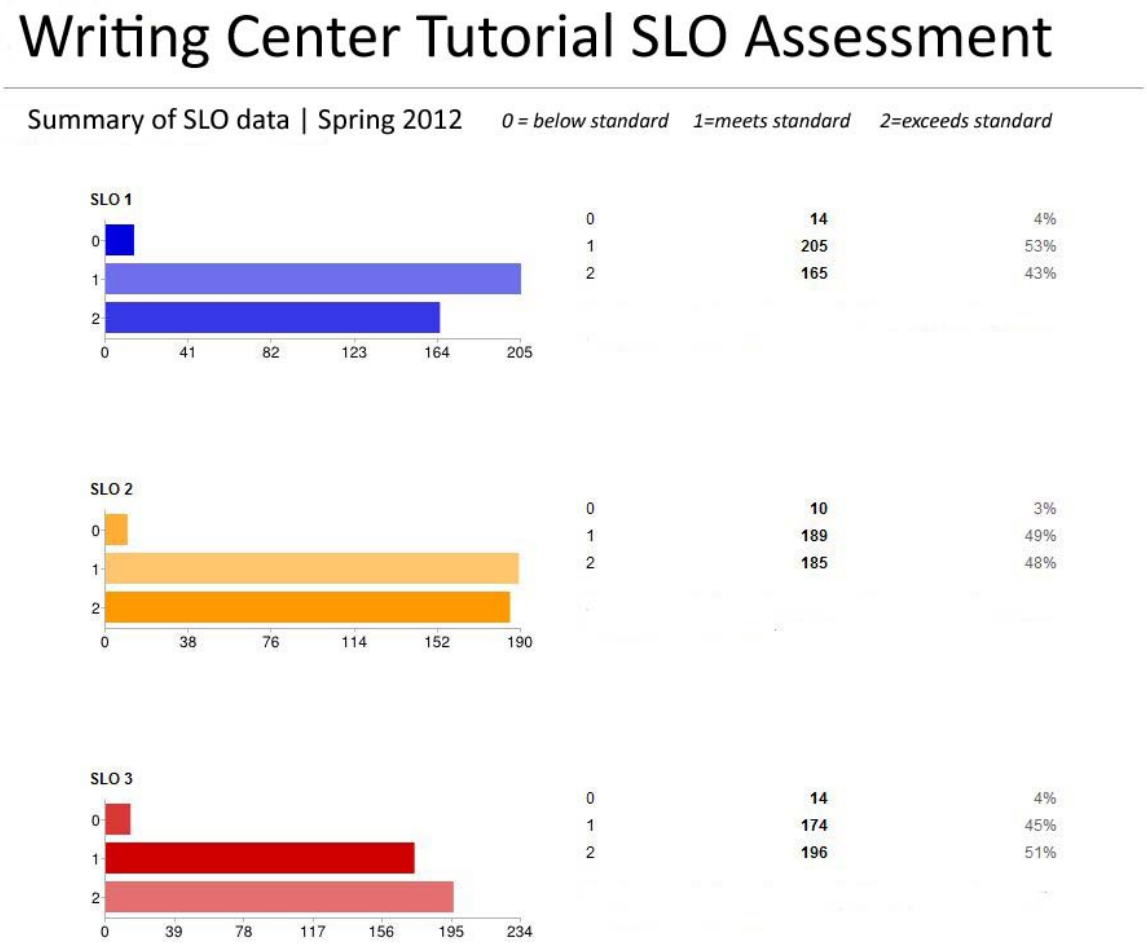




One of the most service-enhancing WCenter projects has been the fruition of SLO implementation and assessment, an undertaking that began a couple of years ago but came into full bloom over the past academic year. We worked with tutors to build a shared sense of our SLOs, provided training opportunities for discussion of how to assess students' achievement levels, developed methods for recording students' SLO performance (using our most experienced tutors), and compiled the data.

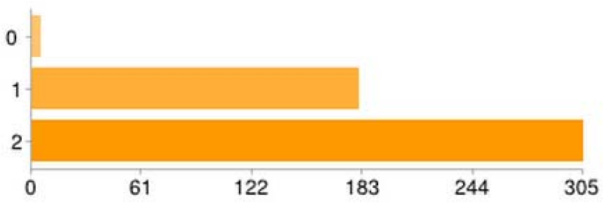
Observations of WCenter tutors are fundamental to their training. We folded SLO assessment into regular observation process and found that discussing learning outcomes with tutors awakened them to some gaps in their process. Many tutors realized that they had insufficient information to make an assessment of performance, and that use of the forms in a more thoughtful communicative way, a more "learning-centered" fashion, would have revealed skills that the student had not been given an opportunity to demonstrate.

The most affirmative part of this SLO work has been the affirmation that WCenter practice substantially enhances a student's ability to practice and implement foundational learning skills tied to our SLOs. In other words, following the sequence and using the forms makes avoiding the development of the skills nearly impossible!



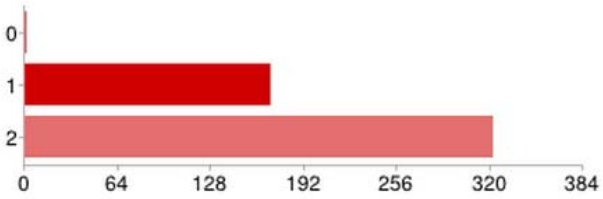
Summer 2013 SLO Data:

SLO 1 (Preparedness & time management)



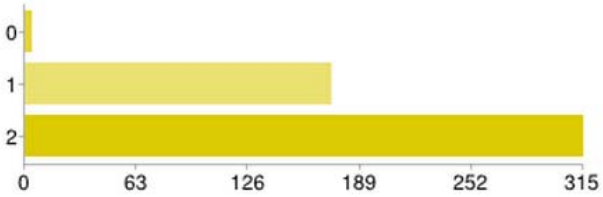
0	**5**	1%
1	**181**	37%
2	**305**	62%

SLO 2 (self-reliance and self-direction)



0	**1**	0%
1	**169**	34%
2	**322**	65%

SLO 3 (problem solving and creative thinking)



0	**4**	1%
1	**173**	35%
2	**315**	64%

Another positive outgrowth of this SLO assessment in the WCenter was our being chosen to present at the Fall 2013 RP Student Success Conference in SF. Since we were in the process of preparing for the RP Conference, we videotaped recent meetings with tutors where they reflected on the impact of SLO assessment on their practice. We also videotaped a number of tutoring sessions to include in the RP presentation. Apart from enhancing the RP workshop, these videos also provide another tool for tutor training. SLO assessment also impacted key documents (the DLA and the Session Record forms) to increase a student's ability to demonstrate skills associated with our SLOs. Developing the presentation with the two LTAs, Michelle Detorie and Beth Taylor-Schott, has allowed us to look very closely at the results of our SLO implementation as well as the intentional practice of learning-centeredness in the WCenter. The concept continues to accrue significance as a philosophical and pedagogical focal point as our practice in the WCenter evolves.

As stated in every report on the Writing Center's success, we need to return to the old model or devise a new comparable pay structure for tutors with advanced degrees working in lab environments where their education and content knowledge are critical to their ability to function effectively, labs such as the WCenter and the Math Lab. 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 ($14.50 per hour). Given the level of support

they provide, WCenter tutors should be paid at least $50 per hour. While we recognize this level of pay is not realistic in this economy, we do believe that we could at least pay the previous $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 (always with regret) for higher-paying employment.

Submitted by Jerry Pike,
Director, CLRC

The Gateway to Success Program 2012 – 13

The Gateway program is firmly established throughout the campus. In 2012-13, 277 faculty, both full-time and adjunct, participated in the Gateway program and 217 tutors worked with faculty in the classrooms, labs, LRC, library, and departmentally-designated tutoring rooms across the campus. For example, the Gateway Center had 9,931 logged tutoring sessions during the 2012-13 academic year. This number represents an all-time high of students who logged into the Gateway Center. It is important to note that many students use Gateway without logging in for a particular class.

Total Gateway sections for 2012-13: 627

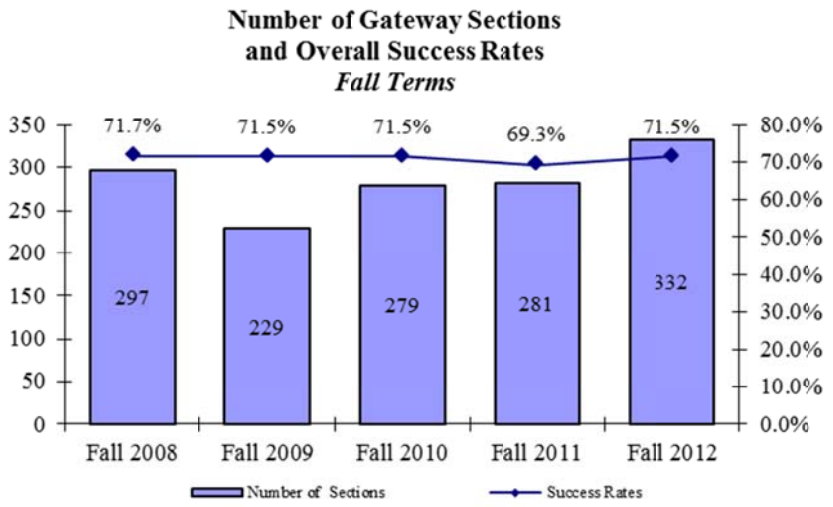
Basic Skills: Math, English, and ESL – total 326
Fall: 170 Spring: 154

1st in Sequence – total 296
Fall: 142 Spring: 154

Technology: - total 50
Fall: 25 Spring 25

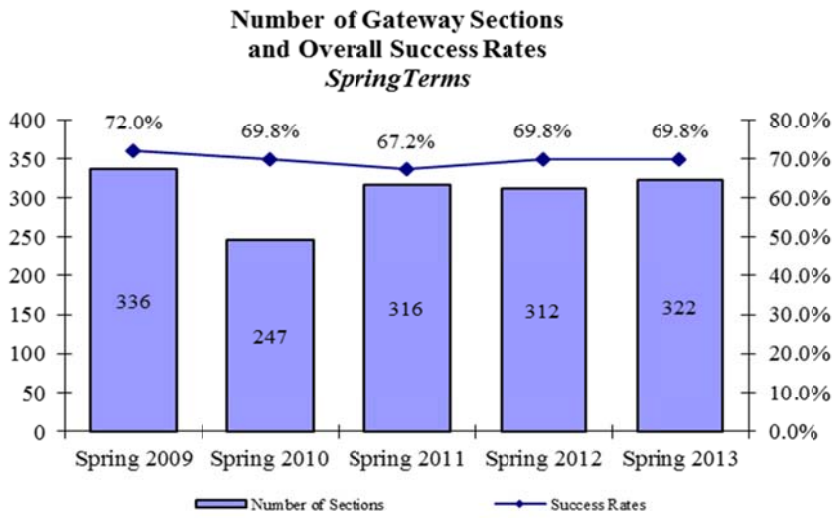
Overall Fall 2012:

The overall success rates increased to 71.5% in fall 2012 from 69.3% in fall 2011. The 71.5 % success rate is consistent with prior years, but it is important to note that the number of Gateway sections increased from an average of 271 (in academic years 2008-2010) to 332 in fall 2012 – an 18.3% increase in the number of sections.



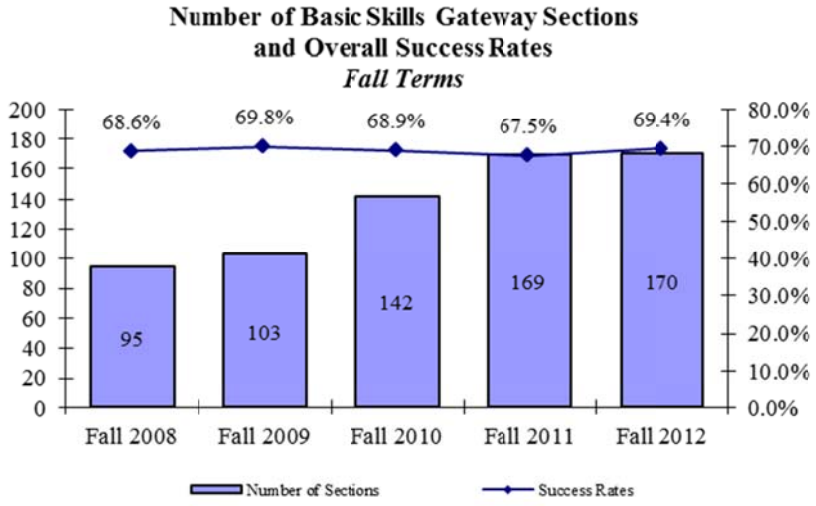
Overall Spring 2013:

The overall rate of 69.8% in spring 2013 is consistent with the rates seen in previous spring terms. The number of Gateway sections has averaged 317 in the last three spring terms.



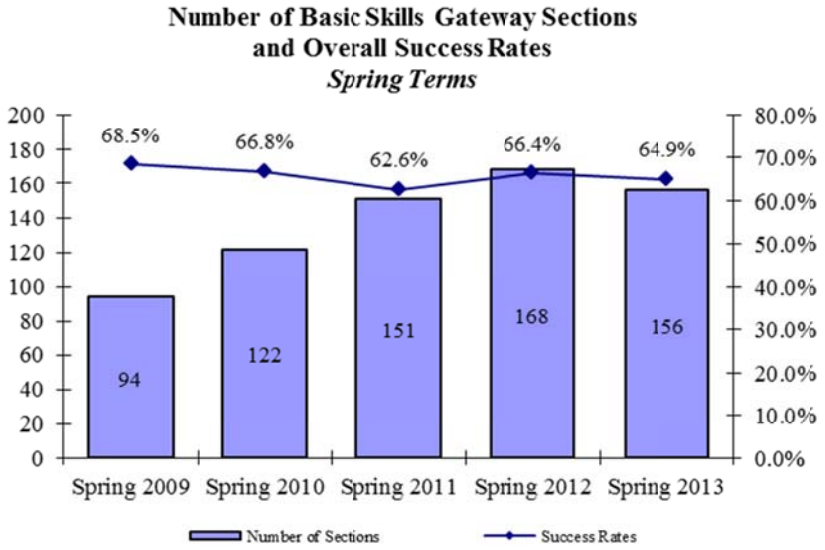
Basic Skills, Fall 2012:

The success rate among basic skills courses increased from 67.5% in fall 2011 to 69.4% in fall 2012 – a 1.9% point increase. It is important to note that even with an increase from 95 sections in fall 2008 to 170 sections in fall 2012, a 44% increase the success rate has remained near 70% throughout the academic years.



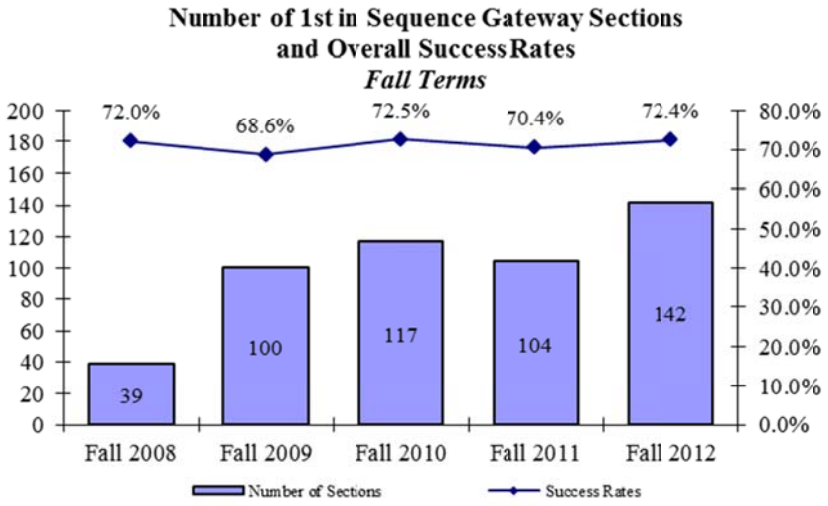
Basic Skills, Spring 2013:

There was an decrease from a success rate of 66.4% in spring' 2012 to 64.9% in spring 2013. In addition, the number of Gateway sections decreased from 168 in spring 2012 to 156 in spring 2013. It is important to note that Gateway faculty introduced new tutoring practices during the spring 2013 semester (e.g. tracking tutor appointments, trying different tutoring formats with their classes) as suggested by CLRA (College Reading and Learning Association), which may have impacted the success rate in these courses.



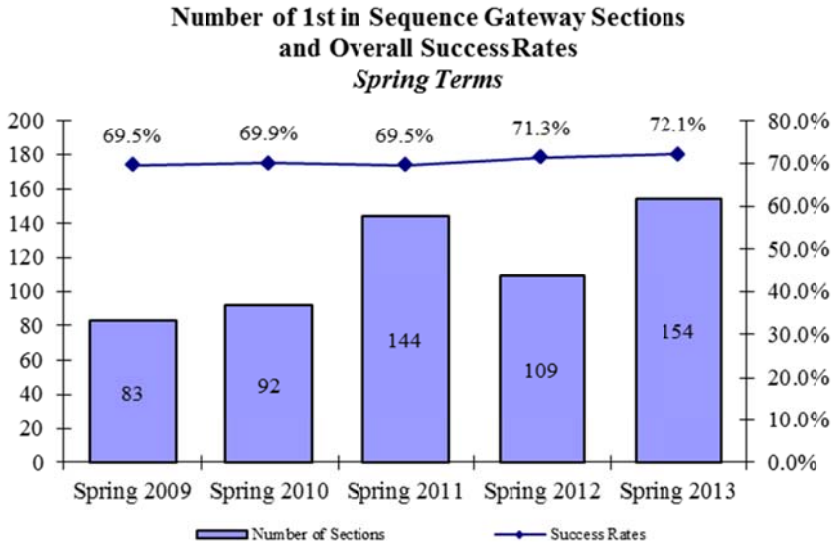
First in Sequence, Fall 2012:

There was an increase from 104 to 142 sections from fall 2011 to fall 2012, and the success rate increased from 70.4% in fall 2011 to 72.4 in fall 2012 – a 2% point increase. It is important to note that the number of first-in-sequence sections has increased from 39 in fall 2008 to 142 in fall 2012, a 72.5% increase. The success rate of 72.4% in fall 2012 is consistent with the rates seen in previous academic years, in spite of tripling the number of sections.



First in Sequence, Spring 2013:

There was an increase from 109 to 154 sections from spring 2012 to spring 2013. In addition, the success rate increased from 71.3% in spring 2012 to 72.1% in spring 2013 – a 0.8% point increase. It is important to note that the number of first-in-sequence sections has increased from 83 in spring 2009 to 154 in spring 2013, a 53.8% increase. The success rate of 72.1% represents the highest rate in the past five academic years, and was achieved in spite of doubling the number of sections.



Analysis:

The Gateway Program has maintained or increased success rates in those courses with a Gateway tutor. These successes may be credited to the following factors:

1. All Gateway tutors participate in a 10 hour seminar specifically designed to teach effective tutoring practices taken during the beginning weeks of a tutor's first term of tutoring.
2. The college has increased the publicity of the many success-oriented programs on campus, specifically Gateway, Express to Success, TAG (Transfer Admission Guarantees), EOPS (Equal Opportunity Program and Services), DSPS (Disabled Students Program and Services), the Writing Center, and TAP (Transfer Achievement Program), which guides students to programs that will assist them in completing classes in a timely and successful manner.
3. The Gateway program is strengthened by the longevity and experience of the Gateway faculty, who participate in two faculty forums per academic year. These forums specifically address best tutoring practices and facilitate communication among Gateway faculty. These forums are a critical factor in communication because it is during the forums that innovative practices are introduced (e.g. student satisfaction survey, tutor appointment tracking).
4. The Gateway team continues to work diligently with Institutional Research in an ongoing effort to maintain the high quality of quantitative data.
5. The Gateway faculty participated in the CRLA re-certification program where the following components were implemented:
    a. Establishing and applying criteria for selecting tutors, including an interview and letter of recommendation
    b. Regular evaluation of tutors by students that is shared with the tutors
    c. Regular evaluation of tutors by their supervising instructor that is shared with the tutors
    d. Creating a method in fall 2013 for tracking the time tutors spend with students and how that time is spent: (e.g., the date, time, duration and description of activity).
6. Enacting a policy where tutors are hired and working with the students by the end of the second week of classes.
7. The Express to Success Program (ESP) was able to fund additional Gateway tutoring hours to all ESP learning communities.
8. A new and improved Gateway website that contains:
    - tutor schedules

- FAQs for faculty, tutors, and students who would like to become tutors
- tutor appointment logs
- tutor application forms

9. In the student satisfaction survey, administered in fall 2012, students indicated strong satisfaction with Gateway tutors. The survey also showed that close to 50% of respondents visited their tutor outside the classroom and 15% did so more than 10 times.

10. Students noted the following strengths of the Gateway program:
    - Knowledgeable tutors
    - Free
    - Non-judgmental attitude of tutors
    - Easy availability of tutors
    - Attitude of success throughout program
    - Tutor schedule posted

11. The students utilized the tutor to: (listed in order of importance):
    - Clarify concepts
    - Review lectures
    - Exam preparation
    - Essay development

12. Representative quote from the student satisfaction survey:

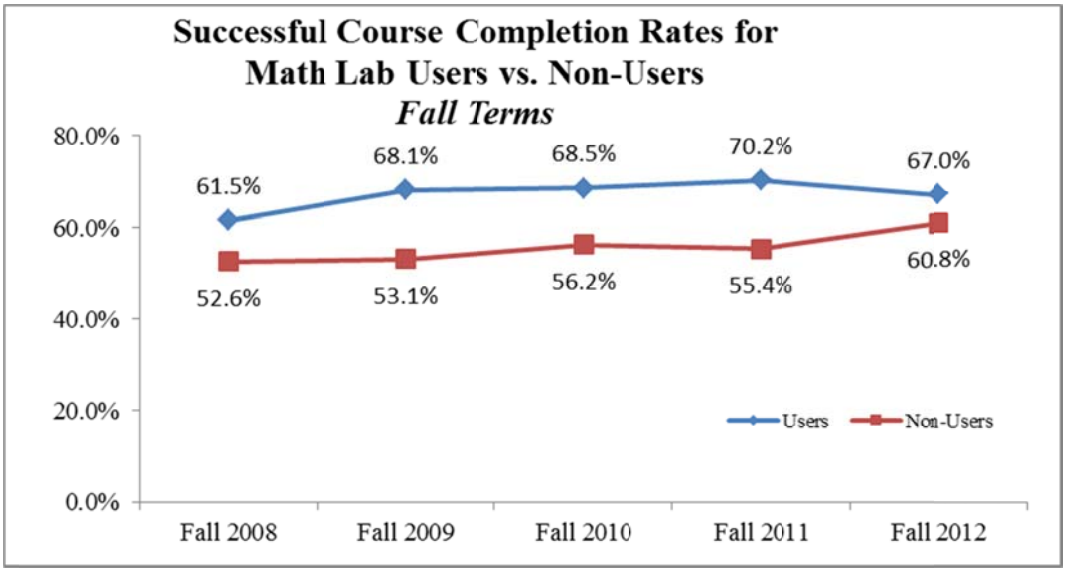
"I have used Gateway tutoring for every class that it is offered in and if it is offered for a class I will try to ensure that is the class I sign up for. It is very helpful and has improved my grades and my understanding of the course work."

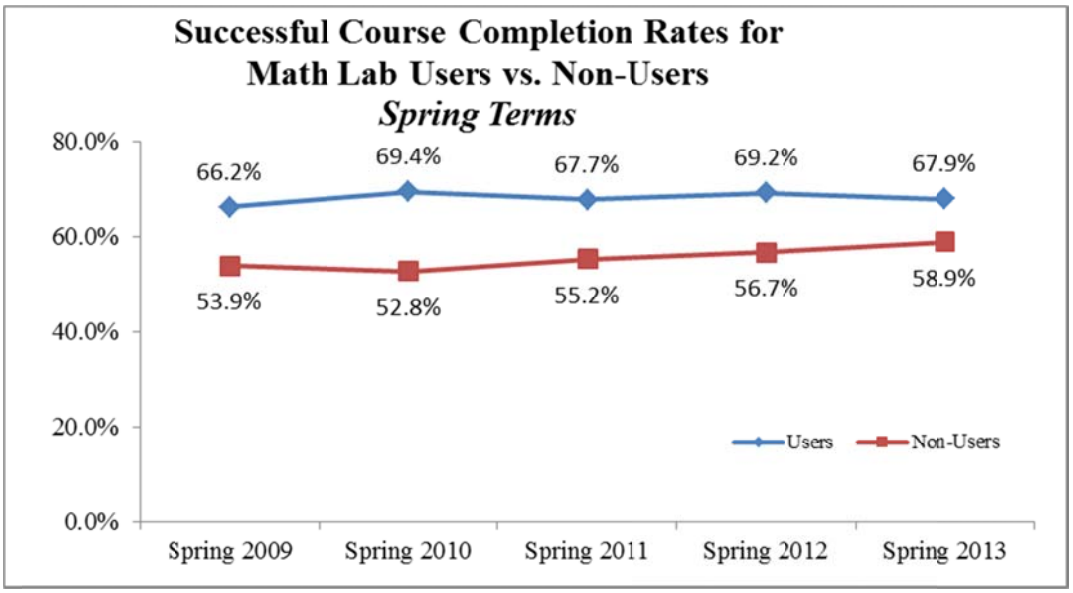
Submitted by Sheila Wiley and Jerry Pike,
Co-Directors of the Gateway Program

The Math Lab 2012-13

Math Lab

The graphs and data for successful course completion for students that use the Math Lab are given below. The success rates for students using the lab services are still higher than for those that do not use the lab, although the gap appears to be closing this year. A possible reason for this change is the expansion of learning communities in math courses. These learning communities heavily use Gateway tutors inside and outside of class and the students often meet with their Gateway tutors in places other than the Math Lab, such as the Library, the Learning Resource Center or the Gateway Center. We will need to look at these data in 2013-14 in order to determine if the 2012-13 data are an anomaly or the beginning of a trend.





For the Fall 2012 semester, there continued to be success rates over 80% among students that visited the lab 20 or more times in the semester, which reflects visiting the center slightly more than once per week during the semester. However, for the Spring 2013 semester, this trend was no longer the case. It might be worth a closer examination of the students in this category to determine

the cause for this dip and see if it is tied to any specific courses. These students are still passing at a higher rate than non-users, but it would be worth watching next year's data to see if this trend continues or was a one-time occurrence.

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

Fall Terms

	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	Success		Success		Success		Success		Success	
Visits	Rate	Count	Rate	Count	Rate	Count	Rate	Count	Rate	Count
One	53.1%	367	59.7%	380	61.1%	228	61.3%	204	64.4%	251
Two	58.0%	207	69.7%	228	65.0%	156	66.5%	113	62.8%	113
Three to Four	62.2%	304	68.6%	271	68.4%	156	70.2%	177	59.7%	148
Five to Nine	57.5%	301	66.1%	295	67.3%	210	69.9%	181	64.9%	172
Ten to 19	70.4%	267	74.2%	221	79.3%	172	76.9%	153	68.5%	124
20 or more	81.5%	124	83.5%	127	92.5%	98	82.5%	156	86.8%	171
All Users	**61.5%**	**1,570**	**68.1%**	**1,522**	**68.5%**	**1,020**	**70.2%**	**984**	**67.0%**	**979**
Non-Users	**52.6%**	**2,690**	**53.1%**	**2,912**	**56.2%**	**1,745**	**55.4%**	**1,734**	**60.8%**	**2,025**
Difference	**9.0%**		**15.0%**		**12.3%**		**14.8%**		**6.2%**	

Spring Terms

	Spring 2009		Spring 2010		Spring 2011		Spring 2012		Spring 2013	
	Success		Success		Success		Success		Success	
Visits	Rate	Count	Rate	Count	Rate	Count	Rate	Count	Rate	Count
One	60.1%	323	61.1%	334	60.6%	234	61.7%	216	67.1%	210
Two	65.5%	206	71.6%	190	66.8%	155	67.0%	148	68.4%	128
Three to Four	61.0%	236	72.0%	264	66.4%	178	68.2%	165	65.3%	160
Five to Nine	68.5%	276	65.0%	266	65.2%	249	65.7%	186	68.8%	137
Ten to 19	72.0%	200	71.0%	217	75.5%	191	72.0%	162	72.3%	120
20 or more	82.2%	101	85.2%	162	83.1%	123	91.1%	154	67.4%	151
All Users	**66.2%**	**1,342**	**69.4%**	**1,433**	**67.7%**	**1,130**	**69.2%**	**1,031**	**67.9%**	**906**
Non-Users	**53.9%**	**2,598**	**52.8%**	**2,588**	**55.2%**	**1,602**	**56.7%**	**1,608**	**58.9%**	**1,955**
Difference	**12.4%**		**16.7%**		**12.5%**		**12.5%**		**9.1%**	

There appears to be a drop in the number of users from Spring 2012 to Spring 2013. Again, we'll need to examine next year's data to see if this drop is the beginning of a trend or if something unique occurred in Spring 2013.

Her proposal identifies the following challenges in the MathLab:

- Space issues
    - Lab was not originally designed with current use and volume in mind.
    - No front desk area with four separate rooms and three entrances makes it impossible to manage student check-in and check-out at high volume times; data collection is inaccurate and likely a vast underestimate of activity as a result.
- Staffing issues

    - Having one supervisor limits the hours the lab can be open, and students always demand later open hours.
    - Lack of available time to implement and maintain improved strategies, in addition, this activity also falls outside of existing position descriptions.
    - Many of our students are in evening courses and may work during the day.

- Software demands
    - Increases in use of computer lab assignments and online homework systems are leading to increased demand for tutoring to shift into the computer labs at unpredictable times.
    - Heavy computer lab users include students from Math 1 through 220, and it is typically extremely difficult to find individual tutors who can work at all math levels including statistics.
- Coverage of course topics
    - Math 1-111 remain the most difficult courses to find good tutors for because these courses tend to require more flexibility, patience and better communication than most tutors are capable of. Tutor applicants are often more interested in tutoring calculus. The best tutors often run into the 19.5 hours cap with hours split between the lab and Gateway.
    - Math 108, 114 and 117 are very different from the algebra courses and not usually familiar to student tutors. Statistics in particular is a popular course, and has such a variety in teaching methods that there is a tremendous learning curve in tutoring the subject even for tutors familiar with it.
    - Math 200, 210 and 220 do not actually suffer from a lack of people wanting to tutor them, but they are usually more time consuming.

The addition of an LTA position in the lab will add supervisory coverage for extended lab hours and improve coverage of the topics for which it is more difficult to find tutors, as well as provide time for the director and LTA to develop and implement strategies to encourage students to take greater responsibility for their mathematics tutoring and studying and improve efficiency of individual and group mathematics tutoring. This proposal has been part of the Math Department's program review for several years now, but is gaining quite a bit of traction at the present time.

It might also be worthwhile to explore expanding the use of Gateway tutors in math classes by actively recruiting more faculty to the program. This effort would likely increase the need for Gateway funding, but might allow more students access to tutoring for their math courses.

On the next two pages, we have 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
2012-2013

Fall 2012

Course	Users			Non-Users			Difference
	Total	Success Count	Success Rate	Total	Success Count	Success Rate	
MATH 001	65	36	55.4%	145	59	40.7%	14.7%
MATH 001N	30	24	80.0%	2	1	50.0%	30.0%
MATH 004	71	46	64.8%	201	106	52.7%	12.1%
MATH 074	1	1	100.0%	21	16	76.2%	23.8%
MATH 080	1	1	100.0%	29	11	37.9%	62.1%
MATH 100	185	107	57.8%	452	226	50.0%	7.8%
MATH 100N	36	31	86.1%	32	26	81.3%	4.9%
MATH 103	8	4	50.0%	57	41	71.9%	-21.9%
MATH 107	242	157	64.9%	642	375	58.4%	6.5%
MATH 107N	38	18	47.4%	65	49	75.4%	-28.0%
MATH 111	31	16	51.6%	64	30	46.9%	4.7%
MATH 114	8	8	100.0%	103	98	95.1%	4.9%
MATH 117	238	186	78.2%	549	362	65.9%	12.2%
MATH 120	128	72	56.3%	273	153	56.0%	0.2%
MATH 130	67	54	80.6%	153	122	79.7%	0.9%
MATH 131	10	4	40.0%	23	15	65.2%	-25.2%
MATH 137	48	30	62.5%	85	57	67.1%	-4.6%
MATH 138	51	31	60.8%	95	54	56.8%	3.9%
MATH 150	54	46	85.2%	165	118	71.5%	13.7%
MATH 160	55	38	69.1%	85	57	67.1%	2.0%
MATH 188	2	2	100.0%	17	8	47.1%	52.9%
MATH 200	50	35	70.0%	25	10	40.0%	30.0%
MATH 210	28	19	67.9%	34	19	55.9%	12.0%
MATH 220	14	13	92.9%	12	12	100.0%	-7.1%
Total	1,461	979	67.0%	3,329	2,025	60.8%	6.2%

For Fall 2012, all but four courses had higher success rates among the students that utilized Math Lab services compared to that among students who did not. Math 103 (Math for Allied Health), Math 107N (Math Study Skills), Math 131 (Business and Life Science Calculus), and Math 220 (Differential Equations) all have very small class sizes. It is worth noting again that in Math 1, Math 4, and Math 100 (all basic skills courses with traditionally low success rates), the students that visited the Math Lab passed at higher rates than those that did not.

Successful course completion rates by math course for students who used vs. those who did not use Math Lab services 2012-2013

Spring 2013

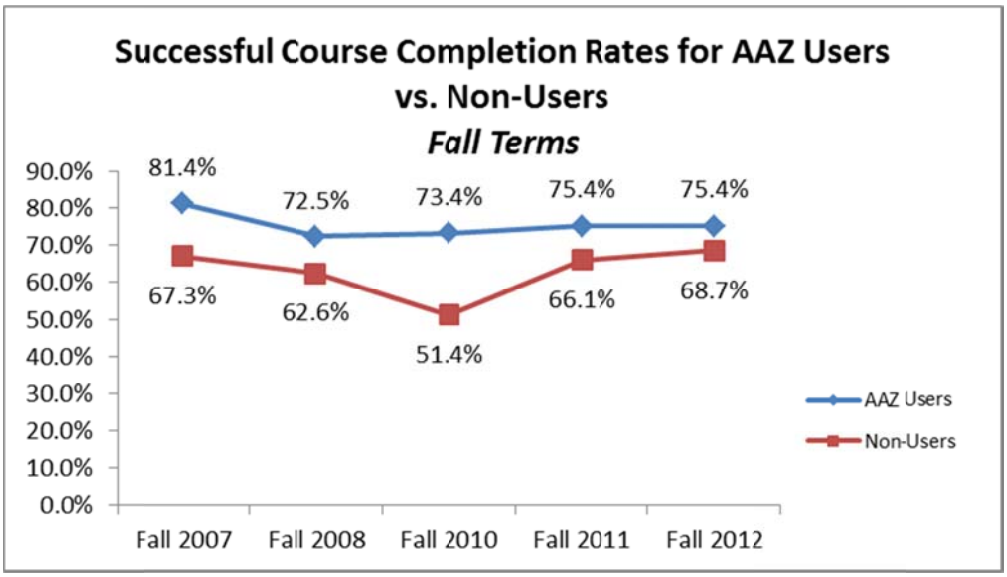
Course	Users			Non-Users			Difference
	Total	Success Count	Success Rate	Total	Success Count	Success Rate	
MATH 001	40	23	57.5%	184	80	43.5%	14.0%
MATH 001N	14	12	85.7%	9	8	88.9%	-3.2%
MATH 004	46	29	63.0%	258	126	48.8%	14.2%
MATH 074	1	1	100.0%	17	10	58.8%	41.2%
MATH 100	153	93	60.8%	487	216	44.4%	16.4%
MATH 100N	51	38	74.5%	13	8	61.5%	13.0%
MATH 107	228	131	57.5%	516	260	50.4%	7.1%
MATH 107N	35	26	74.3%	53	45	84.9%	-10.6%
MATH 111	15	12	80.0%	92	29	31.5%	48.5%
MATH 114	5	5	100.0%	90	84	93.3%	6.7%
MATH 117	186	149	80.1%	616	450	73.1%	7.1%
MATH 120	124	56	45.2%	217	112	51.6%	-6.5%
MATH 130	72	58	80.6%	155	117	75.5%	5.1%
MATH 131	18	13	72.2%	17	10	58.8%	13.4%
MATH 137	54	40	74.1%	143	87	60.8%	13.2%
MATH 138	52	35	67.3%	108	58	53.7%	13.6%
MATH 150	56	49	87.5%	145	113	77.9%	9.6%
MATH 160	46	32	69.6%	110	76	69.1%	0.5%
MATH 188	5	2	40.0%	11	7	63.6%	-23.6%
MATH 200	44	32	72.7%	40	27	67.5%	5.2%
MATH 210	42	37	88.1%	32	27	84.4%	3.7%
MATH 220	47	33	70.2%	9	5	55.6%	14.7%
Total	1,334	906	67.9%	3,322	1,955	58.9%	9.1%

Again, most courses show a higher success rate for the students who sought tutoring in the Math Lab than for those who did not. However, for Math 001N (Math Study Skills), Math 107N (Math Study Skills), Math 120, and Math 188 this finding was not the case. The class sizes for Math 001N and Math 188 are very small and make it difficult to draw meaningful conclusions. Similarly for Math 107N, the class size is not large, but the success rate is still quite high among both users and non-users. The concerning data point here is in Math 120, where the students using the lab did worse than the students who did not use the lab. These data have been shared with the department and will likely be considered in making the course improvement plan for Math 120. It would also be worthwhile to delve a little bit deeper into these data to determine how many of the 120 students who visit the lab were part of a learning community in previous courses or were currently part of a learning community. Those students would likely use the lab more frequently by design, though may not be doing enough individual work to be successful in the course. This practice is something that can be emphasized within the course, but can also be addressed in tutor training.

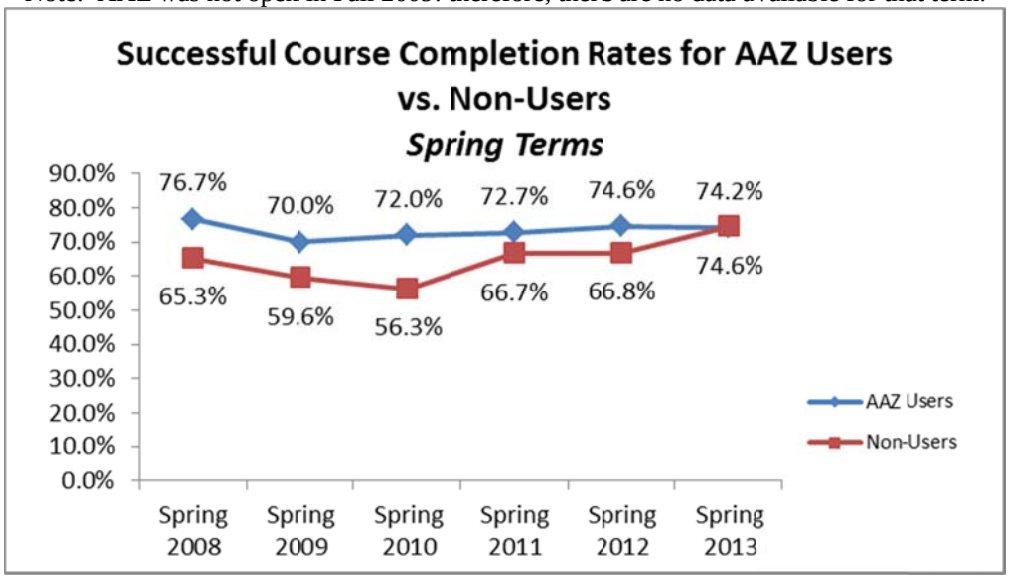
Submitted by Pam Guenther,
Math Lab Program Leader

The Academic Achievement Zone 2012-13

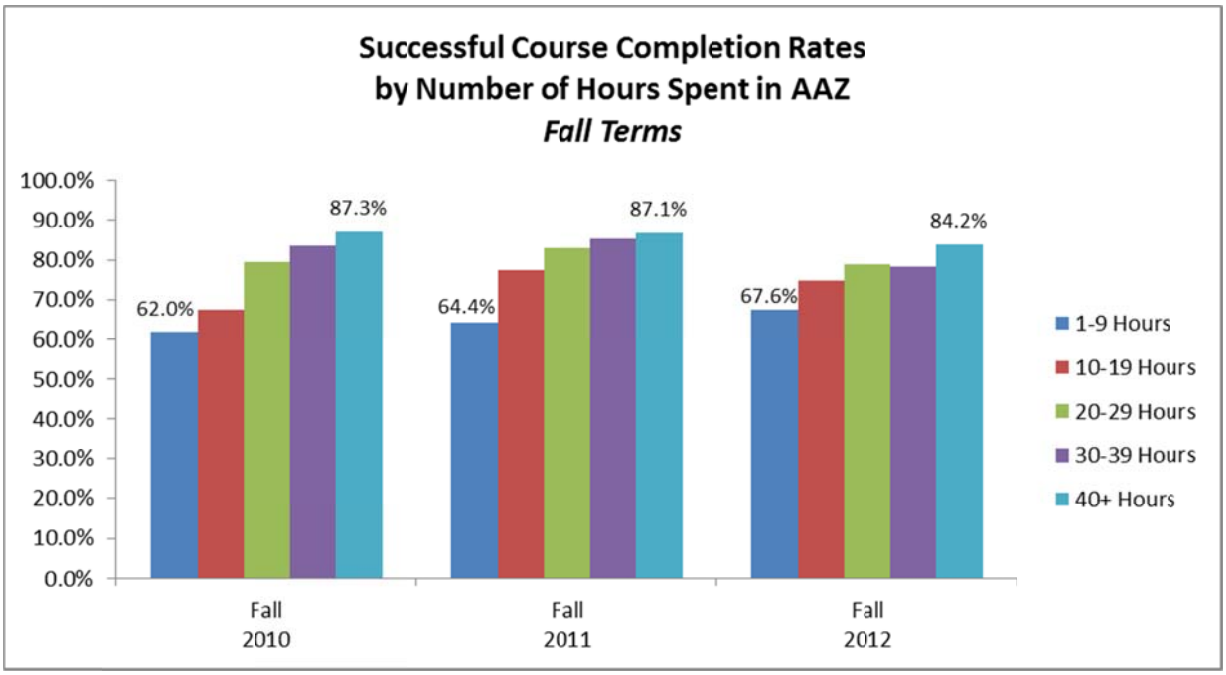
The Achievement Zone continues to show that the program's unique approach that draws on the role of sports psychology designed for student athletes has the power to enhance the ability of student athletes transferring skills acquired from sports to academic pursuits. In addition to the direct effects of tutoring on academic performance, the motivation techniques shared by the Achievement Zone tutors has indirect effects on increasing students' academic achievement. These motivational techniques are based on encouraging student-athletes to fully engage in personal growth and to support them in their achievement of empowerment. Communication, team chemistry, cohesion, discipline and mental toughness are elements that can be integrated into any environment or situation. All of these concepts are a natural fit in the Achievement Zone. Student-athletes can build a community of learners who take active responsibility for their academic achievement while enjoying the accolades of their athletic accomplishments. Achievement Zone data continue to show the success of student-athletes using the tutors and services available compared to non-users of the facility. Fall 2012 data show that AAZ users had a 75.4% success rate compared to non-users 68.7%, a 6.7% difference.

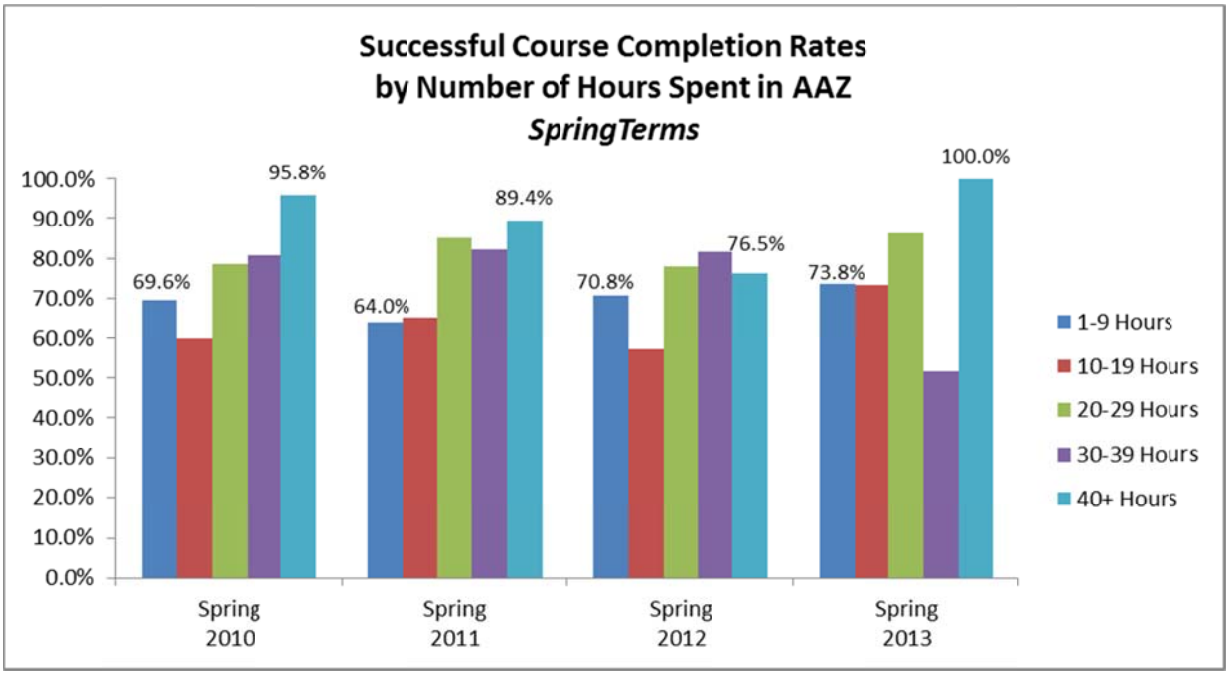


Note: AAZ was not open in Fall 2009: therefore, there are no data available for that term.



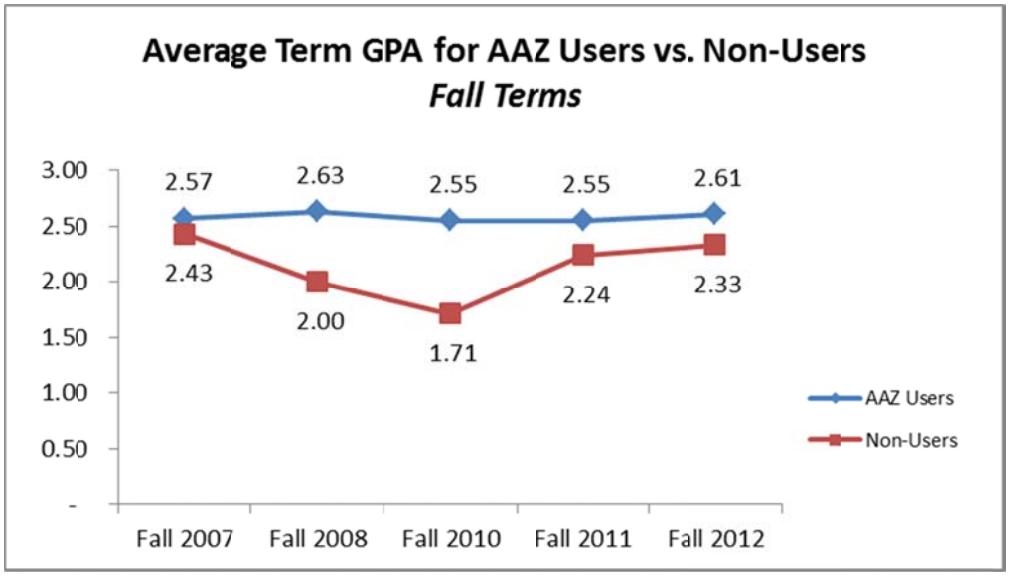
The data presented in the charts below for Fall 2012 and Spring 2013 show that the more hours spent in the Achievement Zone, the higher level of course success. In addition, AAZ users' experienced an impressive increase in GPA in comparison to the prior year, with an average term GPA of 3.06 in Fall 2012 and an average term GPA of 3.79 in Spring 2013.



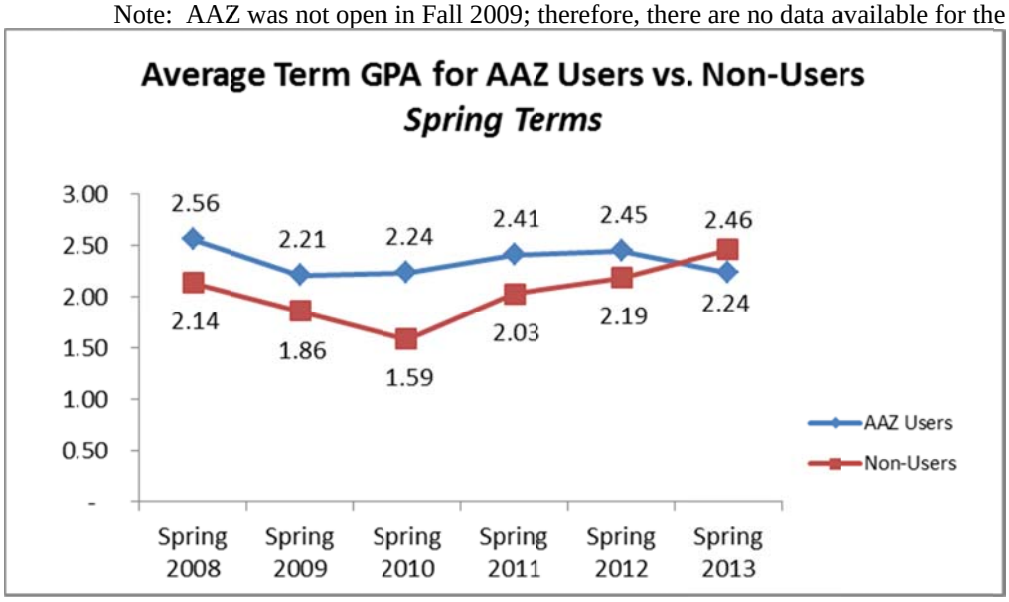


The following charts show a steady increase in AAZ users' GPA compared to non-users from fall 2007 to fall 2012. In Spring 2013, there were fewer students using the AAZ, and some students who had used the AAZ in Fall 2012, were not logged in for Spring 2013. Since it was the first time the student-athletes logged in using a new system called Grades First, it is possible that due to inexperience, not all the visits to AAZ were logged into the Grades First system. As a result, the lower success rates and term GPAs for AAZ users in Spring 2013 may be related to the use of this new software program. We will need to

examine the data for 2013-14 in order to determine whether the results from Spring 2013 are an anomaly and most likely related to the newness of the system, or are the beginning of a trend.



Note: AAZ was not open in Fall 2009; therefore, there are no data available for the term.



New data were also collected as part of the new Grades First system's capabilities. The following charts indicate our ability to track and compare persistence rates and transfer readiness between AAZ users and non-users for Fall 2012 and Spring 2013. These data represent a significant success rate for users of the Achievement Zone completing a transfer-level English course, English 110-116 or English 120 or higher. Early indications also show that AAZ users are successfully completing a transfer-level math course Math 108, Math 114 or higher, or Psy 150 from Spring 2013 forward.

Comparison of Persistence Rates and Transfer Readiness between AAZ Users and Non-Users

Fall 2012

	AAZ Users		AAZ Non-Users		
	Count	Percent	Count	Percent	**Difference**
Enrolled Spring 2013	114	90.5%	158	82.3%	8.2%
Enrolled Fall 2013[2]	85	70.2%	108	58.1%	12.2%
Trans Level Math[3]	30	23.8%	40	20.8%	3.0%
Trans Level English[4]	52	41.3%	50	26.0%	15.2%
Total Headcount	126		192		

[2]The denominator for AAZ Users is 121, and for Non-Users is 186, as 5 and 6 students, respectively, completed degrees and did not enroll in Fall 2013
[3]Successfully completed a transfer-level math course (Math 108, Math 114 or higher, or Psy 150) from Fall 2012 forward
[4]Successfully completed a transfer-level English course (Eng 110-116 or Eng 120 or higher) from Fall 2012 forward

Comparison of Persistence Rates and Transfer Readiness between AAZ Users and Non-Users

Spring 2013

	AAZ Users		AAZ Non-Users		
	Count	Percent	Count	Percent	**Difference**
Enrolled Fall 2013[2]	40	93.0%	91	66.9%	26.1%
Trans Level Math[3]	6	14.0%	11	8.0%	6.0%
Trans Level English[4]	10	23.3%	19	13.8%	9.5%
Total Headcount	43		138		

[2]The denominator for Non-Users is 136, as two students completed degrees and did not enroll in Fall 2013
[3]Successfully completed a transfer-level math course (Math 108, Math 114 or higher, or Psy 150) from Spring 2013 forward
[4]Successfully completed a transfer-level English course (Eng 110-116 or Eng 120 or higher) from Spring 2013 forward

A new addition to the Achievement Zone is a more intensified intervention for student-athletes that remain on our radar of being "at-risk." During the time the student-athlete is in the AAZ, he/she will receive additional one-on-one attention. I am also investigating a computer-based program called Vizual Edge to determine if visual performance assessment and enhancement can be a tool we can use to increase visual perception, decision-making, concentration skills.

Each week, as the director of the program, I visit the Zone, developing rapport with the various student-athletes and engaging them in a discussion of our program. Overwhelming support has been expressed as far as favorable perceptions of the staff, the tutoring services, the support and assistance they receive from the staff, and having the opportunity to study with other athletes.

The coaches, faculty and athletes are seeing the rewards of our unique program. We continue to enhance our program based on self-efficacy and sports psychology assisting student athletes in capitalizing on the transfer of skills from the athletic to the academic domain that can help them to build on skills such as discipline, focus and concentration, leadership, teamwork, responsibility, and determination and apply them to academic endeavors.

Submitted by Paula Congleton,
Director of the AAZ