

# Evaluation Report on the Partnership for Student Success: Year Six

SBCC's award-winning program is the product of a collaborative effort to provide tutoring and supplemental instruction for SBCC students. The following report shows that the 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. This year's report also includes data from a CTE-Basic Skills Task Force project, a collaborative effort to improve the math and reading skills of "at risk" LVN students. The following is a summary of results.

Writing Center statistics continue to show (as they have for the past five years) a substantially higher level of success for students who used this service compared to peers in comparable courses who did not. For Fall 2011 we see that on average for students across disciplines that rate is 17% higher and for spring the number is 14%. These numbers are especially impressive because they have been maintained over the long term. Even more impressive, though, is that the Writing Center grows ever more vigilant in providing what we call "learning-centered" tutoring, where the student is an active participant in the process of improvement. With this approach, the focus is more on learning than on perfecting an assignment, where the assignment simply facilitates learning, and where the improvement of the writing is truly the student's responsibility. So this self-reliance, self-efficacy enhancing model of tutoring means that success rates are indicative of skills development, and are not the product of line editing or content suggestions from tutors.

The Gateway Program continues to maintain its strong presence throughout the campus. The

Gateway sections for 2011 – 12 were the following: Basic Skills Math and English - total: 301 (fall: 166, spring: 135); 1st in Sequence - total: 250 (fall: 125, spring: 125); technology - total: 62 (fall: 33, spring: 29). 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 8,078 logged tutoring sessions during the 2011-2012 academic year. This fall we are projecting totals near 4,500 visits to the Gateway Center for this semester alone. Students of 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. These success rates increase as lab use increases, with students who visit the lab 20 or more times in the semester - slightly more than once per week - achieving an 87% success rate in the 2011-12 academic year. In

addition, Math Lab Director, Allison Chapin, has been implementing regular “debriefing” sessions for tutors to discuss specific tutoring issues and strategies. This approach is designed to improve tutoring by facilitating communication among tutors about best practices and concerns/issues they may have. Lab usage was up from Fall 2010 to Fall 2011, most likely due to the expanded lab hours that occurred last fall (the lab was open until 8pm rather than 6pm.) In addition, we have seen a continued increase in Gateway sections for mathematics courses. As a result of these two factors, we are serving a large number of mathematics students with tutoring services on campus.

During the 2011-12 academic year, the Academic Achievement Zone served approximately 275 - 327 student athletes who enrolled full-time in a minimum of 12 academic units, including nine units of mandatory core academic courses. The 2011-2012 evaluation data is representative of male and female student athletes entering their first semester at SBCC and classified as academically underprepared. The data also includes academically underprepared second year students deemed academically at risk due to low GPA. The data for successful course completion, GPAs, persistence rates and transfer readiness have consistently shown that the student athletes using the Academic Achievement Zone have a higher level of success than student athletes in comparable courses who do not utilize the AAZ. The data for fall 2011 shows a notable difference in GPAs and course completion rates with AAZ Users success rate at 75.4% while AAZ Non-Users success rate was 66.1%, a 9.3% difference. Average term GPA is also impressive as AAZ Users have a 2.55 GPA vs. AAZ Non-Users Average of a 2.24 GPA.

Finally, SBCC’s Vocational Nursing Program, a participant in the CTE-Basic Skills Task Force, has been pro-active in developing and evaluating two courses that seek to help students who are identified as “at risk” for program failure. The VN/ESL 160 course, developed by Priscilla Butler, and Math 103 course, developed by Pam Guenther, provide an early intervention to assist students as they develop their reading and math skills. The VN 160 class was designed to be a bridge between the CNA and LVN programs, with its focus on building the academic skills needed by pre-nursing students. Math 103 (Nursing and Allied Health Math) was designed to provide additional preparation in basic math skills that are necessary to be successful in nursing and other Allied Health occupations. By increasing these skill levels in LVN students, they are better prepared to successfully complete their coursework and more likely to complete the LVN Program.

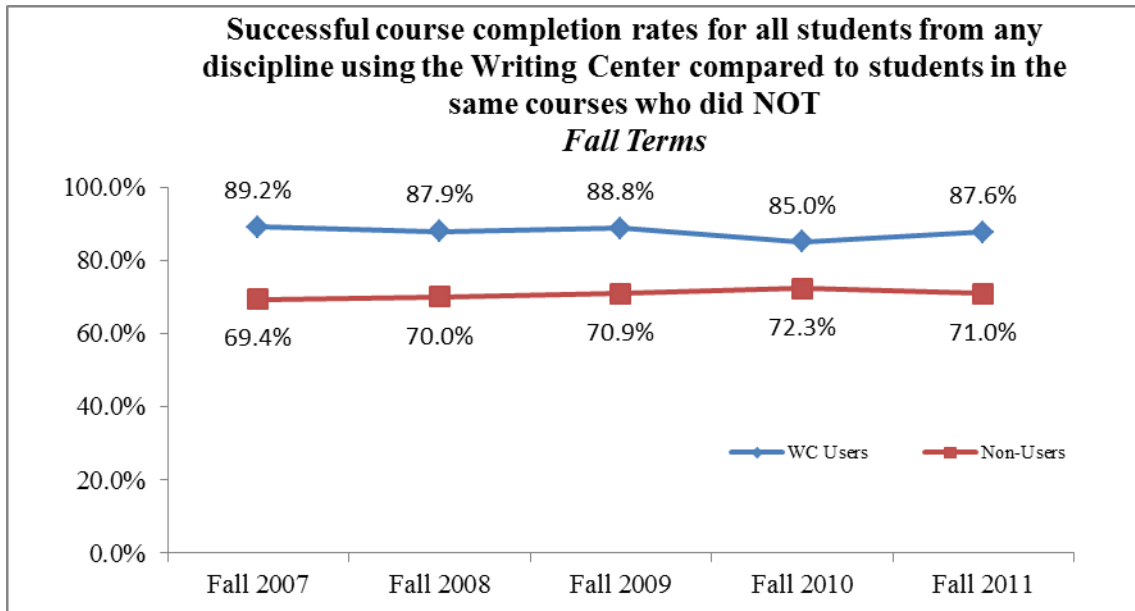
The Partnership for Student Success continues to expand its role in helping SBCC students achieve success by supporting programs implemented through the Title V HSI grant and STEM grant. Grant funds have allowed us to significantly improve the way that tutors are trained and provide intensive tutoring 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.

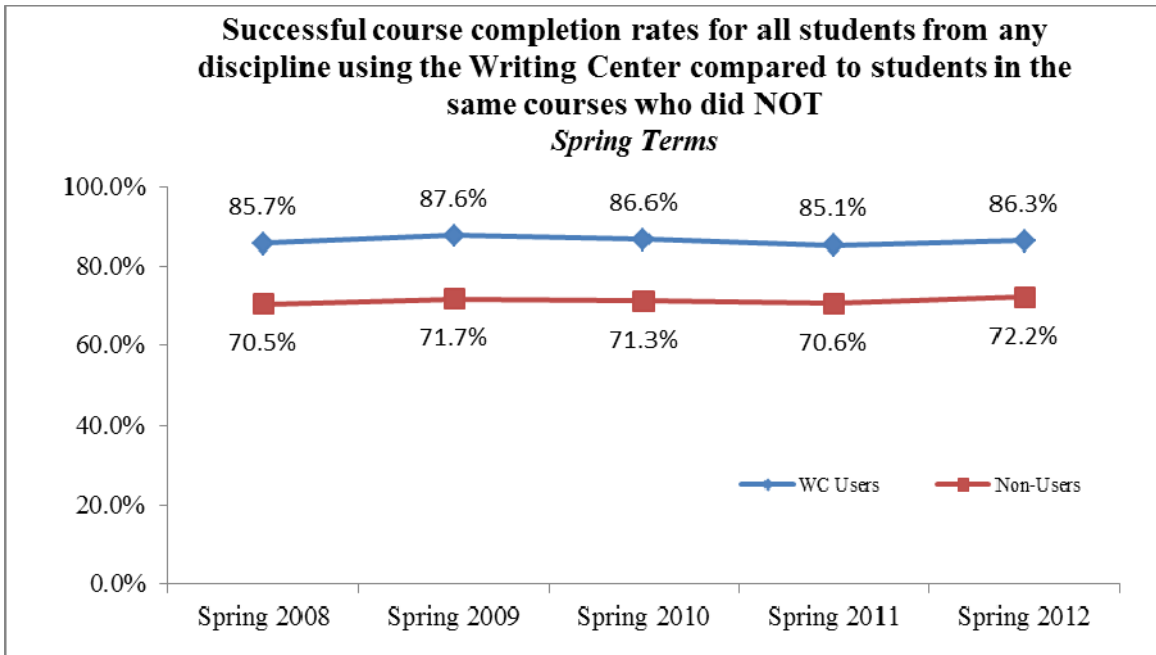
Respectfully submitted,

Kathy Molloy  
Chair, PSS Steering Committee

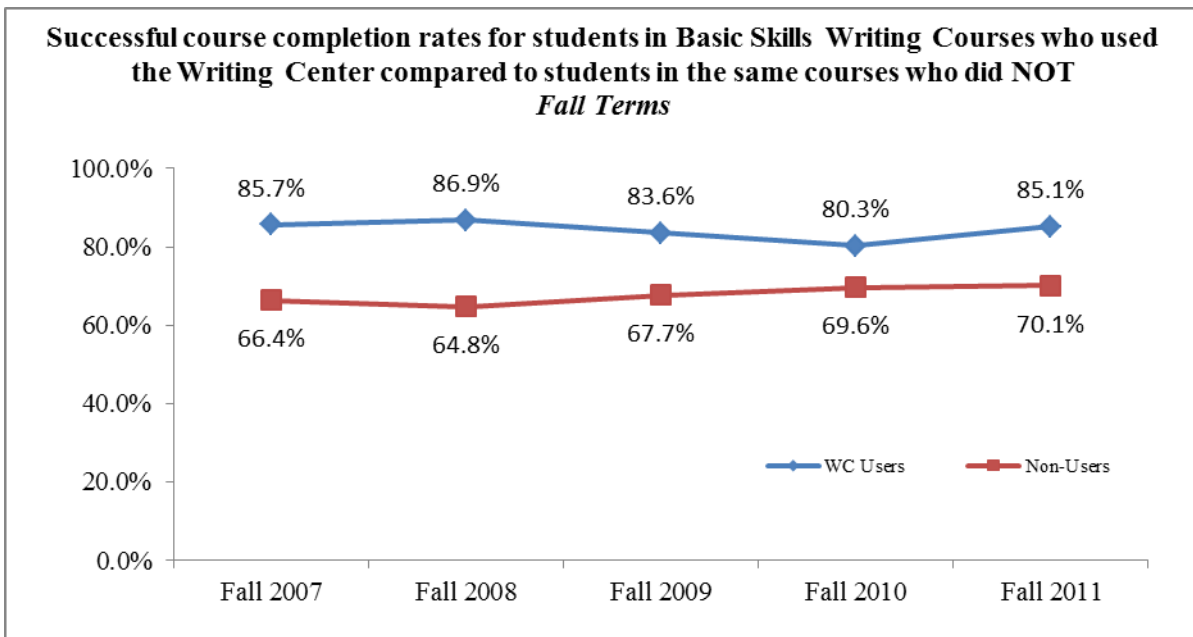
## Writing Center 2011-12 Evaluation

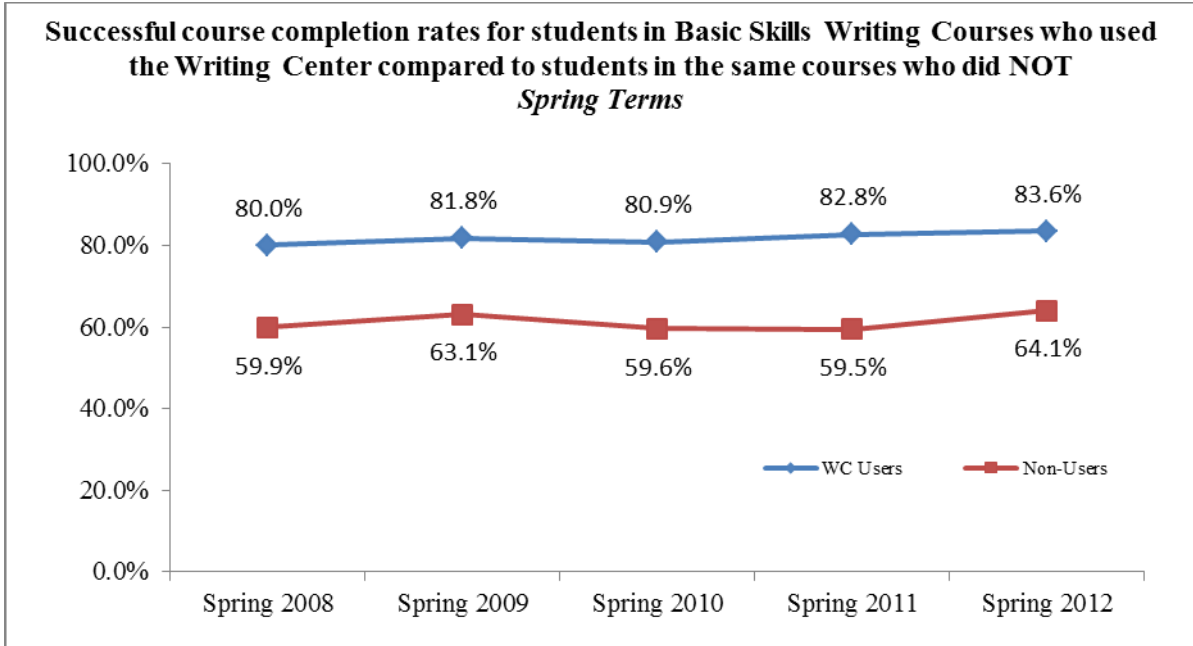
Writing Center statistics continue to show (as they have for the past five years) a substantially higher level of success for students using this service compared to peers in comparable courses who did not. For Fall 2011 we see that on average for students across disciplines that rate is **17% higher** and for spring the number is **14%**. These numbers are especially impressive because they have been maintained over the long term. Even more impressive, though, is that the Writing Center grows ever more vigilant in providing what we call “learning-centered” tutoring, where the student is an active participant in the process of improvement. With this approach, the focus is more on learning than on perfecting an assignment, where the assignment simply facilitates learning, and where the improvement of the writing is truly the student’s responsibility. So this self-reliance, self-efficacy enhancing model of tutoring means that success rates are indicative of skills development, and are not the product of line editing or content suggestions from tutors.



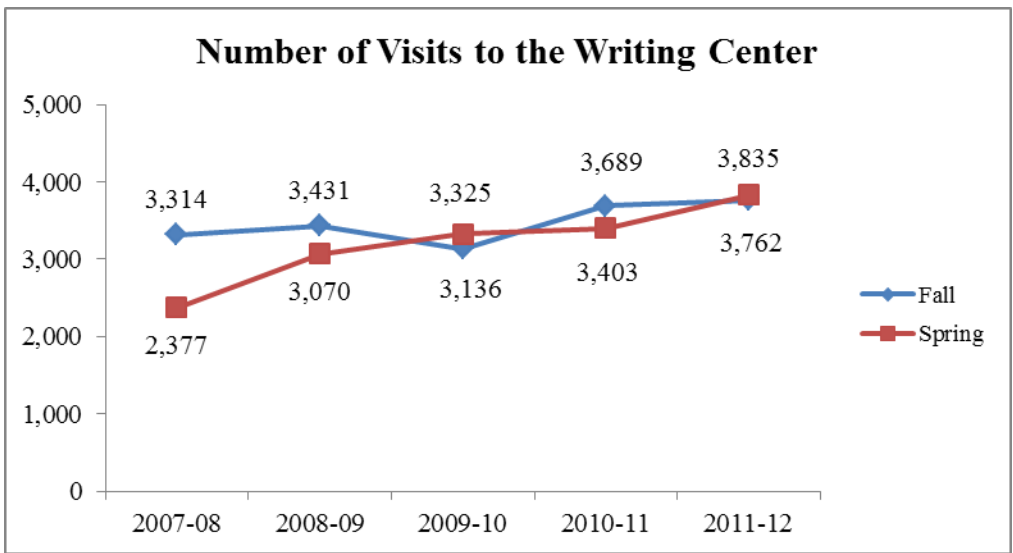


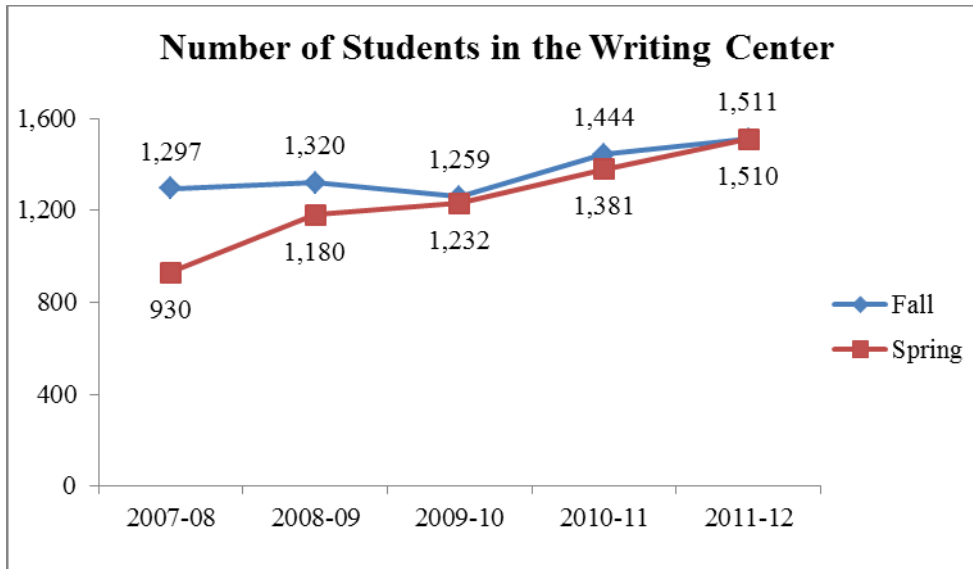
Data on basic skills students show that in the Fall 2011 Writing Center users were **15% more successful** than their peers who did not use the service, and that number is even higher in the Spring of 2012 where the disparity between the two groups rises to **20% higher** level of success.





Student use of the Writing Center has increased steadily over the years, since it was first enhanced by PSS funding. The numbers also indicate that on average students are coming multiple times, and we notice from our ever-expanding methods of using research, that many students come back on their own after having been required to attend initially. Looking more globally, as reflected in the graphs below, the number of visits exceeds the number of students by roughly a 3 to 1 ratio.





At the end of the 2011-12 school year, the WCenter along with the LRC received a Measure V funded interior upgrade. This funding has made it possible to expand the footprint of the WCenter substantially. We have also seen about a 20% increase in utilization this fall (2012) compared to last fall (2011).

Here are some other developments in 2011-12:

- Added topics to the Writing Workshop series to better capture the stages and associated tasks that go into completing a writing assignment
- More active utilization of Moodle as a professional development tool for tutors; nearly all tutors now participate in Moodle discussions of work-related topics, discussions mediated by Michelle Detorie, Beth Taylor-Schott, and Jerry Pike.
- Substantial revision of the pre-tutoring Directed Learning Activity so that it uses simpler language and invites more detailed yet less labor-intensive responses from students. This is the half-sheet that all students fill out before meeting with a tutor. It asks them to give a self-assessment regarding their understanding of the assignment, their progress so far, their intended outcomes for the tutoring session, and any other questions they may have.
- Revision to the Session Record form so that students and tutors are reminded of the governing principles of tutoring, particularly regarding the tutorial session as one link in an on-going process and recognition not only of what transpired in the tutorial session, but how this knowledge might be applied in the future and or in other contexts.

We have ongoing needs for enhancements:

- 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 career goals; however, 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 realize this rate is not realistic in this economy, we could at least pay the old \$18.50 per hour to those with graduate degrees. We lose too many well trained tutors who need better pay just to survive, which is a drain on our full-time staff as well who invest their time and energy training and supporting part-time employees who then leave (always with regret) for higher-paying employment.

# The Gateway to Success Program 2011-12 Evaluation

## Participation Update

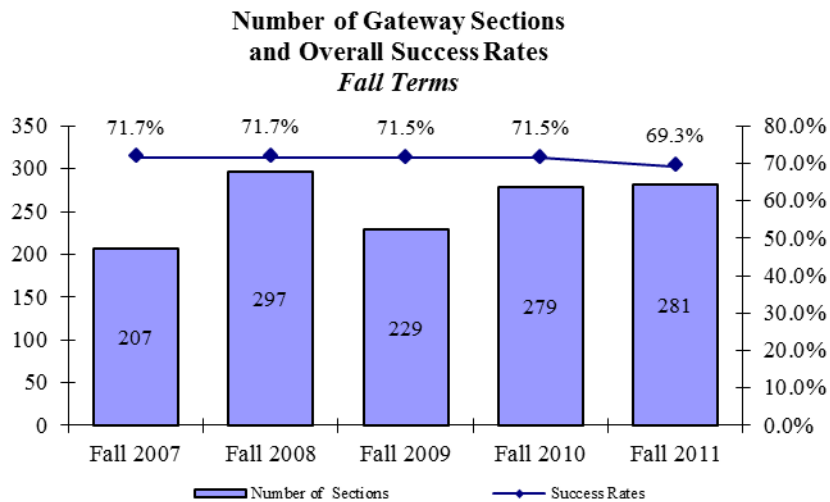
The Gateway Program continues to maintain its strong presence throughout the campus. The

Gateway sections for 2011 – 12 were the following: Basic Skills Math and English - total: 301(fall: 166, spring: 135); 1st in Sequence - total: 250 (fall: 125, spring: 125); technology - total: 62 (fall: 33, spring: 29).

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 8,078 logged tutoring sessions during the 2011-2012 academic year. This fall semester to date, there have been 3,122 visits to the Gateway Center. We are projecting totals near 4,500 visits this semester.

## Fall 2011:

**Overall:** The scores dipped to 69.3% in overall success from an average of 71% the preceding four academic years. The decrease in overall Gateway Success Rates in the 2011-2012 academic year may be attributed to the general increase in the number of Basic Skills sections, but particularly in the area of Mathematics. Between the 2010-11 academic year and the 2011-12 academic year, the number of Gateway-designated Math sections almost doubled, going from 71 to 120.

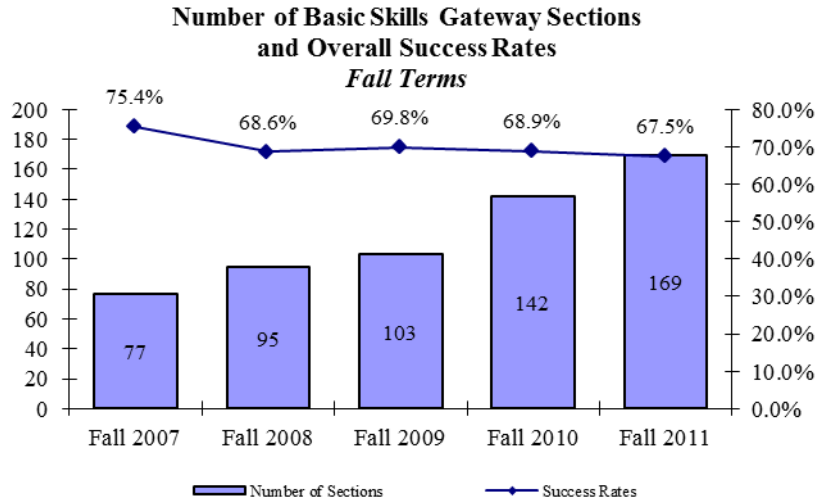


These math courses had much lower passing rates than other Basic Skills Gateway classes, with MATH 001 averaging a 43% passing rate for Gateway students in 2011-2012; MATH 004 averaging a 51% passing rate; MATH 100 averaging a 50% passing rate; and MATH 111 a 40% passing rate for the 2011-2012 school year. Further analysis of these low passing rates is ongoing, including what the passing rates for these courses' non-Gateway counterparts were for the past academic year.

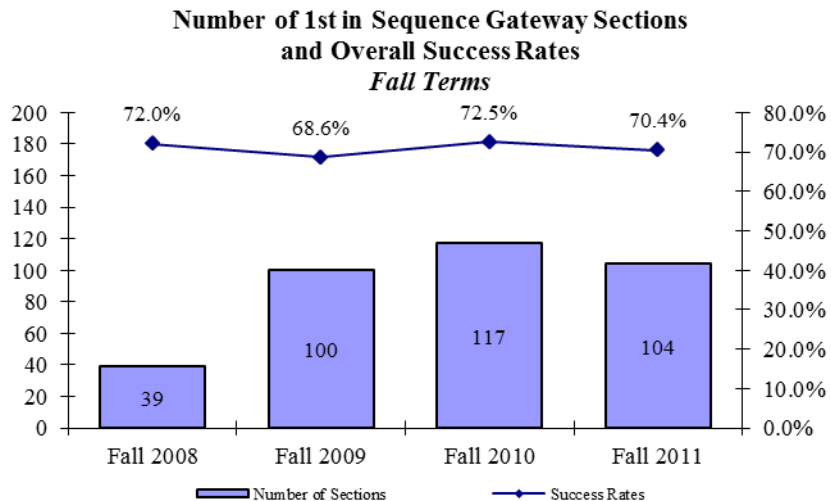


However, the low passing rates indicate a high need for tutoring in the Basic Skills Math sections; the Gateway Team’s emphasis on improving tutoring both quantitatively and qualitatively through instructor participation and communication with tutors will serve to bolster tutoring in these sections with low pass rates.

**Basic Skills:** There was an increase from 103 to 169 sections from 2010-11 to 2011-12. The success numbers remained somewhat consistent in spite of the increase of 66 additional sections, most of which were in Math.

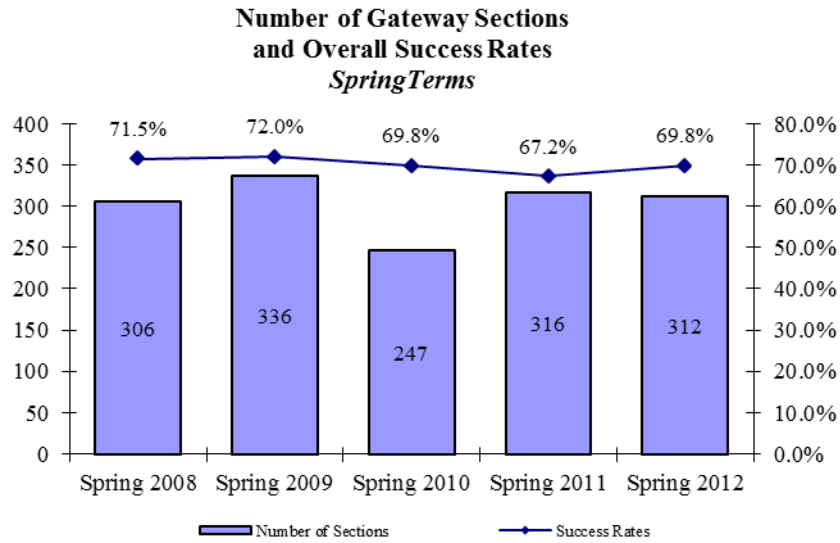


**1<sup>st</sup> in Sequence:** The numbers remained consistent with an average of 71% over five academic years.

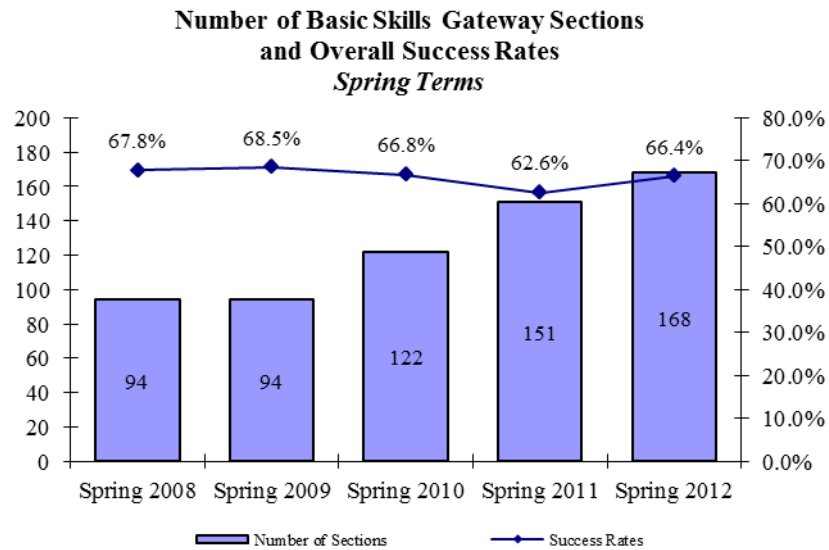


## Spring 2012:

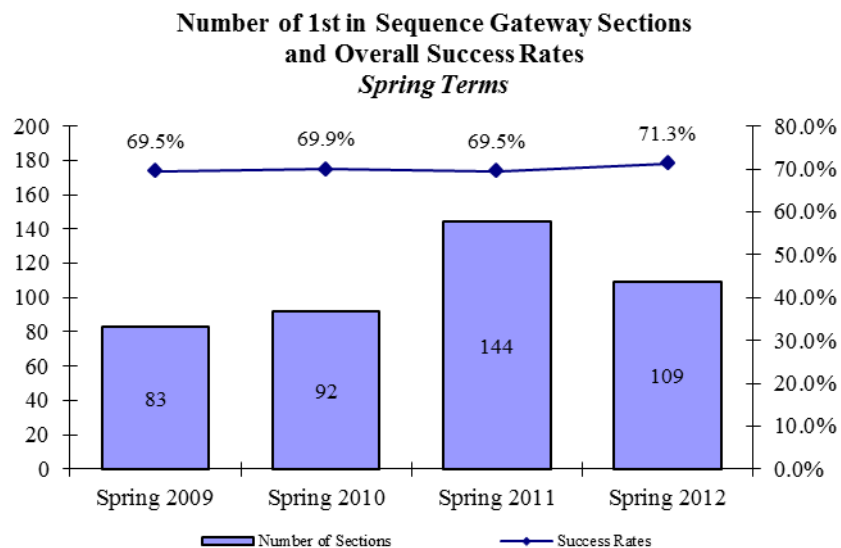
**Overall:** The success rates rose 2.6% between 2010-11 and 2011-12.



**Basic Skills:** The success rates rose 3.8%.



**1<sup>st</sup> in Sequence:** The success rates rose 1.8%. The success rates were at the highest point since we began researching the data.



These increases in success might be attributed to the following:

- a.) a growing concern amongst students that their college pathway is becoming narrower and more expensive and that it is important to succeed in the first attempt.
- b.) success of the “Express to Success Program,” which developed 18 learning communities in Math and English. Express to Success is aimed at first-time college students, primarily underrepresented or low-income, who test one to two levels below college level in math and English. The goal is for the students to complete their required Math and English courses more quickly and with better academic skills so that they can earn their associate degree or transfer within three years.
- c.) tutor training requirement for all beginning Gateway tutors which improved the quality of tutoring earlier in the semester.
- d.) continued support from the SBCC Foundation and the campus administration.
- e.) the higher success rates in Spring 2012 versus the lower rates in Fall 2011 could be attributed to faculty fully implementing their Fall 2011 action plans for improved tutor communication and best tutoring practices.

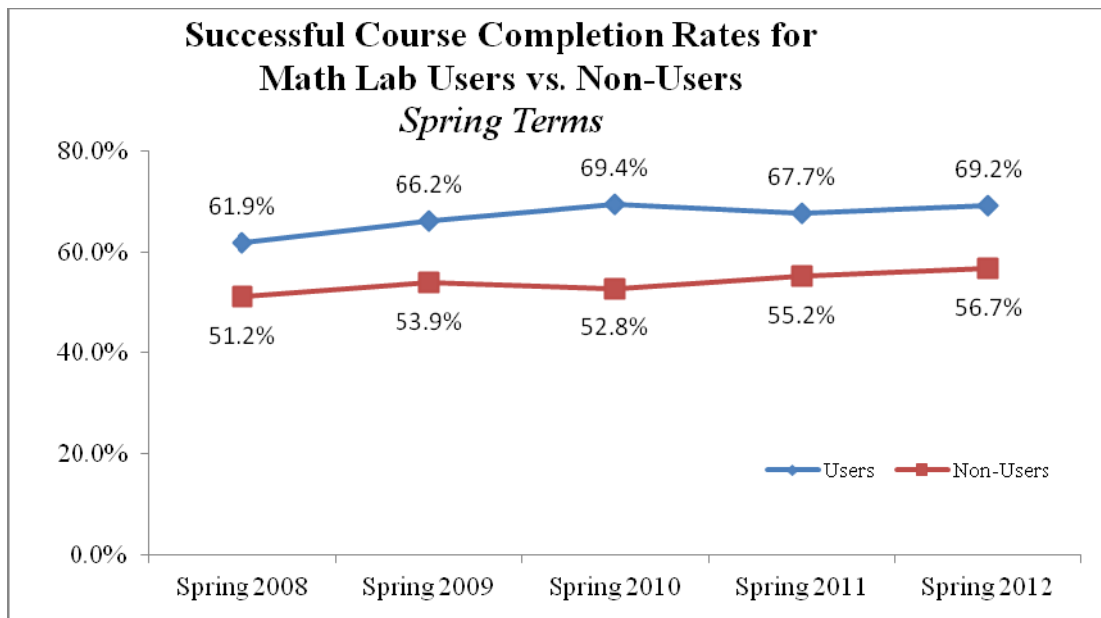
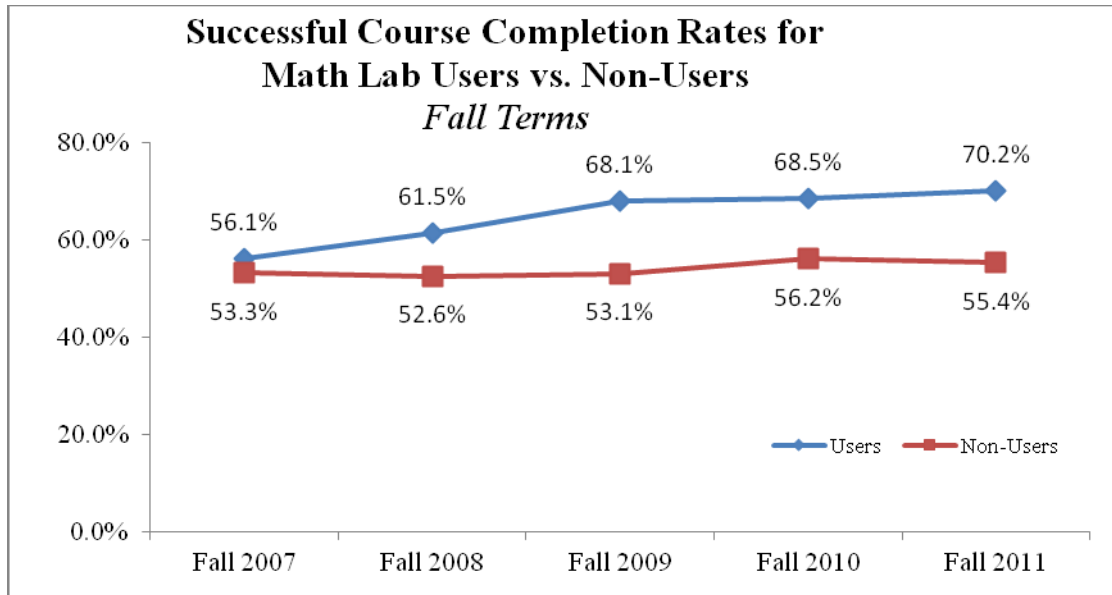
**In an effort to continuously improve Gateway, thus far in Fall 2012, the Gateway team:**

- a. improved the quality and quantity of faculty contributions (such as action plans and effective tracking of tutor hours) to the Gateway program.
- b. created a student satisfaction survey to be distributed to Gateway students in latter November.
- c. implemented strategies to increase student/tutor activity by increased communication between faculty and tutor.
- d. worked with the Bio-Medical departments in the newly created “Week 0” as part of the Title V STEM Transfer grant. Based upon feedback from the BMS faculty, this week was very successful; in-coming nursing students had an opportunity to meet their faculty and tutors, visit the labs, and acclimate to the academic requirements of the BMS labs.
- e. continued to work closely with Institutional Research to utilize SIRS data.
- f. continued to implement faculty Action Plans (which were developed in Fall 2011) to give instructors information on tutoring outside the classroom.
- g. requested the faculty to work together to generate ideas for increasing tutoring activity and best tutoring practices. At the Fall 2012 forum, faculty were urged to create an “activity log” for the Fall 12 semester. This activity log track was designed to increase and account for student/tutor interactions.
- h. maintained on-going Tutor Training Seminars.
- i. activated a Gateway Facebook page.
- j. updated Gateway website to FAQs, tutor schedules and resources, and instructor resources to pre-existing features. Students can access tutor schedules through the website.
- k. using Title V grant funds, purchased an additional conference table in the Gateway Center for large group tutoring.
- l. using Title V grant funds, purchased 12 laptops for large group tutoring.
- m. using Title V grant funds, purchased one moveable white boards for large group tutoring.

The Gateway Program’s statistical research continues to show that this award-winning program helps students achieve success in Basic Skills and First in Sequence classes, promoting continued success at SBCC.

## Math Lab 2011-12 Evaluation

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 significantly higher than for those that do not use the lab. There continues to be success rates over 80% among students that visit the lab 20 or more times in the semester, which is just a little bit more than once per week during the semester.



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

**Fall Terms**

<b>Visits</b>	<b>Fall 2007</b>		<b>Fall 2008</b>		<b>Fall 2009</b>		<b>Fall 2010</b>		<b>Fall 2011</b>	
	Success Rate	Count	Success Rate	Count	Success Rate	Count	Success Rate	Count	Success Rate	Count
One	48.0%	175	53.1%	367	59.7%	380	61.1%	228	61.3%	204
Two	59.8%	117	58.0%	207	69.7%	228	65.0%	156	66.5%	113
Three to Four	57.3%	124	62.2%	304	68.6%	271	68.4%	156	70.2%	177
Five to Nine	55.6%	133	57.5%	301	66.1%	295	67.3%	210	69.9%	181
Ten to 19	61.8%	76	70.4%	267	74.2%	221	79.3%	172	76.9%	153
20 or more	75.0%	24	81.5%	124	83.5%	127	92.5%	98	82.5%	156
<b>All Users</b>	<b>56.1%</b>	<b>649</b>	<b>61.5%</b>	<b>1,570</b>	<b>68.1%</b>	<b>1,522</b>	<b>68.5%</b>	<b>1,020</b>	<b>70.2%</b>	<b>1,734</b>
<b>Non-Users</b>	<b>53.3%</b>	<b>2,131</b>	<b>52.6%</b>	<b>2,690</b>	<b>53.1%</b>	<b>2,912</b>	<b>56.2%</b>	<b>1,745</b>	<b>55.4%</b>	<b>984</b>
<b>Difference</b>	<b>2.8%</b>		<b>9.0%</b>		<b>15.0%</b>		<b>12.3%</b>		<b>14.8%</b>	

**Spring Terms**

<b>Visits</b>	<b>Spring 2008</b>		<b>Spring 2009</b>		<b>Spring 2010</b>		<b>Spring 2011</b>		<b>Spring 2012</b>	
	Success Rate	Count	Success Rate	Count	Success Rate	Count	Success Rate	Count	Success Rate	Count
One	54.0%	213	60.1%	323	61.1%	334	60.6%	234	61.7%	216
Two	60.9%	115	65.5%	206	71.6%	190	66.8%	155	67.0%	148
Three to Four	76.6%	158	61.0%	236	72.0%	264	66.4%	178	68.2%	165
Five to Nine	55.0%	140	68.5%	276	65.0%	266	65.2%	249	65.7%	186
Ten to 19	63.5%	52	72.0%	200	71.0%	217	75.5%	191	72.0%	162
20 or more	82.4%	17	82.2%	101	85.2%	162	83.1%	123	91.1%	154
<b>All Users</b>	<b>61.9%</b>	<b>695</b>	<b>66.2%</b>	<b>1,342</b>	<b>69.4%</b>	<b>1,433</b>	<b>67.7%</b>	<b>1,130</b>	<b>69.2%</b>	<b>1,031</b>
<b>Non-Users</b>	<b>51.2%</b>	<b>2,110</b>	<b>53.9%</b>	<b>2,598</b>	<b>52.8%</b>	<b>2,588</b>	<b>55.2%</b>	<b>1,602</b>	<b>56.7%</b>	<b>1,608</b>
<b>Difference</b>	<b>10.7%</b>		<b>12.4%</b>		<b>16.7%</b>		<b>12.5%</b>		<b>12.5%</b>	

There seems to have been a jump in the number of students using the lab from Fall 2010 to Fall 2011, though this jump was not sustained to Spring 2012. Perhaps this jump is linked to a jump in enrollment in Fall 2011 or to the expanded lab hours that occurred last fall (lab was open until 8pm rather than 6pm.) There continue to be many Gateway sections of mathematics, so we are still serving a large number of mathematics students with tutoring services on campus.

The director, Allison Chapin, has been implementing “debriefing” sessions for tutors to discuss specific tutoring issues and strategies. This approach is hoped to improve tutoring by facilitating communication amongst tutors about best practices and concerns/issues they may have.

As has been the case for several years now, the lab continues to be very busy and is often overflowing with students. The demand for lab services continues to increase, but students often do not return for tutoring services due to the inability to get timely intervention, or even a space to sit. The Gateway tutoring services help alleviate some of

the lab burden, so it is crucial to maintain both the Gateway tutoring budget and the Math Lab tutoring budget, and expand them when money is available. With the fairly recent change in the graduation requirement from Math 100 to Math 107, students must complete one more semester of math. As more and more students look to complete their degrees and the stigma of tutoring continues to go away, our tutoring services are going to become more and more in demand. It is hoped that funding for these services will be maintained and increased when possible. This money goes directly to help our students succeed and the data indicate that the lab is indeed making a difference in helping students succeed.

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  
2011-2012**

**Fall 2011**

Course	Users			Non-Users			Difference
	Total	Success Count	Success Rate	Total	Success Count	Success Rate	
MATH 001	76	39	51.3%	174	50	28.7%	22.6%
MATH 004	69	41	59.4%	227	124	54.6%	4.8%
MATH 074	1	1	100.0%	22	18	81.8%	18.2%
MATH 080	2	1	50.0%	39	15	38.5%	11.5%
MATH 087	2	0	0.0%	16	3	18.8%	-18.8%
MATH 100	164	93	56.7%	494	233	47.2%	9.5%
MATH 100N	25	23	92.0%	5	2	40.0%	52.0%
MATH 107	200	159	79.5%	676	382	56.5%	23.0%
MATH 107N	27	26	96.3%	37	29	78.4%	17.9%
MATH 108	3	2	66.7%	19	14	73.7%	-7.0%
MATH 111	27	15	55.6%	91	32	35.2%	20.4%
MATH 114	5	5	100.0%	52	41	78.8%	21.2%
MATH 117	263	203	77.2%	477	313	65.6%	11.6%
MATH 120	122	73	59.8%	285	143	50.2%	9.7%
MATH 130	71	56	78.9%	150	105	70.0%	8.9%
MATH 131	17	11	64.7%	12	5	41.7%	23.0%
MATH 137	48	37	77.1%	64	40	62.5%	14.6%
MATH 138	39	21	53.8%	29	13	44.8%	9.0%
MATH 150	35	25	71.4%	158	116	73.4%	-2.0%
MATH 160	80	52	65.0%	73	39	53.4%	11.6%
MATH 188	13	7	53.8%	11	5	45.5%	8.4%
MATH 200	65	50	76.9%	11	6	54.5%	22.4%
MATH 210	31	30	96.8%	5	4	80.0%	16.8%
MATH 220	17	14	82.4%	5	2	40.0%	42.4%
Total	1,402	984	70.2%	3,132	1,734	55.4%	14.8%

For Fall 2011, all but three courses had higher success for the students that utilized Math Lab services. Math 087 (Intermediate Algebra Refresher) and Math 108 (Math for Elementary Students) are very small samples sizes and the Math 150 (Calculus I) had a relatively small number of students seek tutoring compared to those that did not. It is possible those students were not well prepared for Math 150 to begin with. It is worth noting 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  
2011-2012**

**Spring 2012**

Course	Users			Non-Users			Difference
	Total	Success Count	Success Rate	Total	Success Count	Success Rate	
MATH 001	86	44	51.2%	160	47	29.4%	21.8%
MATH 001N	23	19	82.6%	3	1	33.3%	49.3%
MATH 004	64	39	60.9%	176	86	48.9%	12.1%
MATH 074	1	0	0.0%	15	8	53.3%	-53.3%
MATH 100	156	82	52.6%	458	224	48.9%	3.7%
MATH 100N	24	15	62.5%	4	2	50.0%	12.5%
MATH 107	242	165	68.2%	582	325	55.8%	12.3%
MATH 111	29	18	62.1%	95	40	42.1%	20.0%
MATH 114	16	14	87.5%	75	63	84.0%	3.5%
MATH 117	273	223	81.7%	394	262	66.5%	15.2%
MATH 120	132	75	56.8%	253	136	53.8%	3.1%
MATH 130	80	58	72.5%	136	99	72.8%	-0.3%
MATH 131	15	9	60.0%	29	12	41.4%	18.6%
MATH 137	40	23	57.5%	78	49	62.8%	-5.3%
MATH 138	41	25	61.0%	81	43	53.1%	7.9%
MATH 150	25	23	92.0%	101	72	71.3%	20.7%
MATH 160	64	45	70.3%	129	98	76.0%	-5.7%
MATH 188	2	0	0.0%	14	4	28.6%	-28.6%
MATH 200	66	55	83.3%	24	16	66.7%	16.7%
MATH 210	61	57	93.4%	18	14	77.8%	15.7%
MATH 220	50	42	84.0%	9	7	77.8%	6.2%
Total	1,490	1,031	69.2%	2,834	1,608	56.7%	12.5%

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 074, Math 130, Math 160, and Math 188 this was not the case. Only one out of the 16 students in Math 074 student visited the lab, so that sample is not large enough to draw any meaningful conclusions. A similar situation is seen with Math 188, where only two of the 16 students in the course used the lab. The number of students using the lab is a bit larger for Math 130 and 160, however, we should point out that the difference in success rates in Math 130 is less than one percentage points, which essentially means the rates are equal. In Math 160, the difference is a bit more pronounced; however, it is important to note that while the success rate of those using the lab was lower, it is still 70%.

## Student Athlete Academic Achievement Zone 2011-2012 Evaluation

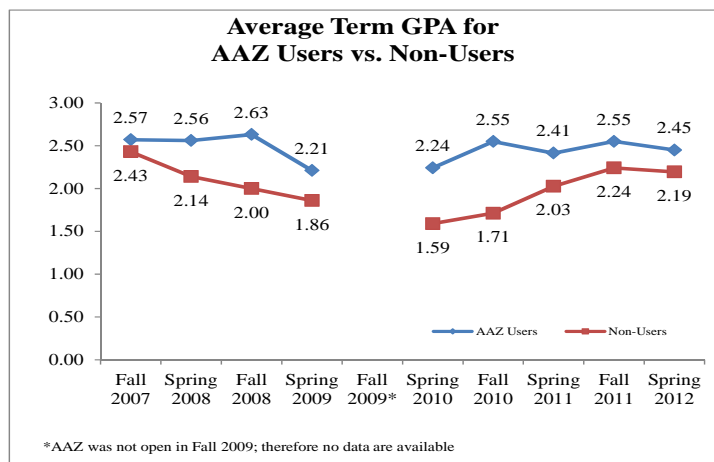
Yearly, approximately 275 - 327 student athletes enroll full-time in a minimum of 12 academic units, including nine units of mandatory core academic courses. The 2011-2012 evaluation data is representative of male and female student athletes entering their first semester at the institution and classified as academically underprepared on the basis of scoring at or below Eng. 100 on the English Placement Test and/or at or below Math 100 on the Mathematical Placement Test. The data also includes second year students deemed academically at risk based on the criteria of completing two semesters and 24 academic units and enrollment in Mathematics 107 or English 100 or below, and having a cumulative GPA of 2.3 or lower.

The data for successful course completion, GPAs, 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 utilize the AAZ. The data for fall 2011 shows a notable difference in GPAs and course completion rates with AAZ Users Success rate at 75.4% while AAZ Non-Users success rate was 66.1%, a 9.3% difference. Average term GPA is also impressive as AAZ Users have a 2.55 GPA vs. AAZ Non-Users Average a 2.24 GPA.

<b>Comparison of Successful Course Completion Rates between AAZ Users and Non-Users</b>					
<b>Fall 2011</b>	<b>AAZ Users</b>		<b>AAZ Non-Users</b>		<b>Difference</b>
	<b>Count</b>	<b>Percent</b>	<b>Count</b>	<b>Percent</b>	
Successful	582	75.4%	467	66.1%	9.3%
Unsuccessful	146	18.9%	150	21.2%	-2.3%
Withdrawn	44	5.7%	90	12.7%	-7.0%
<b>Total Enrollments<sup>1</sup></b>	<b>772</b>		<b>707</b>		
<b>Total Headcount</b>	<b>143</b>		<b>136</b>		
<b>Average Term GPA</b>	<b>2.55</b>		<b>2.24</b>		<b>0.31</b>

In spring 2012, the GPA for AAZ Users went down slightly; however, total enrollments were drastically lower compared to fall enrollments. Some variables to consider for this difference may include the following: mid-year transfers; medical red-shirts; financial hardship; fall athletes who are sophomores and do not continue to attend AAZ; athletes not in season; or some student athletes not returning to school. AAZ Users still maintain a higher GPA of 2.45 over the Non-Users GPA of 2.19.

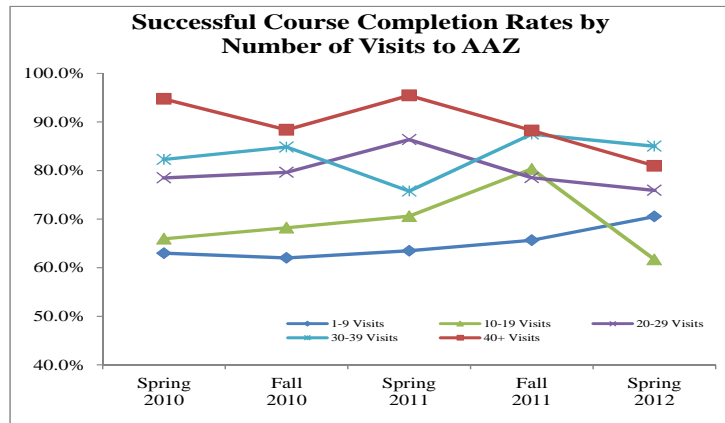
<b>Comparison of Successful Course Completion Rates between AAZ Users and Non-Users</b>					
<b>Spring 2012</b>					
	<b>AAZ Users</b>		<b>AAZ Non-Users</b>		
	<b>Count</b>	<b>Percent</b>	<b>Count</b>	<b>Percent</b>	<b>Difference</b>
Successful	315	74.6%	366	66.8%	7.9%
Unsuccessful	75	17.8%	123	22.4%	-4.7%
Withdrawn	32	7.6%	59	10.8%	-3.2%
Total Enrollments <sup>1</sup>	422		548		
Total Headcount	72		105		
Average Term GPA	2.45		2.19		0.26



Successful course completion rates can also be linked to the number of visits. The data for fall 2011 and spring 2012 shows that the more student athletes visit the AAZ, the more successful they are as evidenced by increased GPA. The Achievement Zone continues function at maximum capacity during the morning sessions, 8am – noon, when it is located in the Sports Pavilion PE214 (conference room). During the evening sessions, 6pm-8pm, we move into the Gateway Center where tutors have ample room to integrate small group sessions or individual tutoring.

<b>Successful Course Completion Rates by Number of Visits to AAZ</b>									
<b>Fall 2011</b>									
<b>Number of Visits</b>	<b>Successful</b>		<b>Unsuccessful</b>		<b>Withdrawn</b>		<b>Total Enrollments</b>	<b>Total Headcount</b>	<b>Avg Term GPA</b>
	<b>Count</b>	<b>Percent</b>	<b>Count</b>	<b>Percent</b>	<b>Count</b>	<b>Percent</b>			
Zero	467	66.1%	150	21.2%	90	12.7%	707	136	2.24
1 to 9	191	65.6%	66	22.7%	34	11.7%	291	56	2.29
10 to 19	200	80.3%	45	18.1%	4	1.6%	249	45	2.75
20 to 29	106	78.5%	25	18.5%	4	3.0%	135	26	2.53
30 to 39	70	87.5%	8	10.0%	2	2.5%	80	13	2.92
40 or More	15	88.2%	2	11.8%	0	0.0%	17	3	3.28
Total Enrollments <sup>1</sup>	1049	70.9%	296	20.0%	134	9.1%	1479	279	

Successful Course Completion Rates by Number of Visits to AAZ									
Spring 2012									
Number of Visits	Successful		Unsuccessful		Withdrawn		Total Enrollments	Total Headcount	Avg Term GPA
	Count	Percent	Count	Percent	Count	Percent			
Zero	366	66.8%	123	22.4%	59	10.8%	548	105	2.19
1 to 9	67	70.5%	17	17.9%	11	11.6%	95	17	2.12
10 to 19	37	61.7%	16	26.7%	7	11.7%	60	10	2.10
20 to 29	126	75.9%	31	18.7%	9	5.4%	166	27	2.52
30 to 39	68	85.0%	9	11.3%	3	3.8%	80	14	2.75
40 or More	17	81.0%	2	9.5%	2	9.5%	21	4	3.21
Total Enrollments <sup>1</sup>	681	70.2%	198	20.4%	91	9.4%	970	177	



For the first time we have been able to track and compare persistence rates and transfer readiness between AAZ Users and Non-Users. The data represents 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 indication also shows AAZ users successfully completing a transfer-level math course, Math 108, Math 114 or higher, or Psy 150 from spring 2012 forward.

Comparison of Persistence Rates and Transfer Readiness between AAZ Users and Non-Users					
Spring 2012					
	AAZ Users		AAZ Non-Users		Difference
	Count	Percent	Count	Percent	
Enrolled Fall 2012 <sup>2</sup>	54	75.0%	69	67.6%	7.4%
Trans Level Math <sup>3</sup>	7	9.7%	10	9.5%	0.2%
Trans Level English <sup>4</sup>	25	34.7%	19	18.1%	16.6%
Total Headcount	72		105		

<sup>2</sup>The denominator for Non-Users is 102, as three students completed degrees and did not enroll in Fall 2012

<sup>3</sup>Successfully completed a transfer-level math course (Math 108, Math 114 or higher, or Psy 150) from Spring 2012 forward

<sup>4</sup>Successfully completed a transfer-level English course (Eng 110-116 or Eng 120 or higher) from Spring 2012 forward

The coaches, faculty and athletes are seeing the rewards of our unique program. Our model is based on self-efficacy and Sports Psychology and assists student athletes in

capitalizing on the transfer of skills from the athletic to the academic domain and enabling the student athlete to build on skills such as discipline, focus and concentration, leadership, teamwork, responsibility, and determination and apply them to academic endeavors.

In view of the prevalence of academically underprepared students, the Achievement Zone is clearly serving our comprehensive college mission. Student success is directly linked to and supported by the college Institutional Student Learning Outcome of Personal, Academic and Career Development. We continue to have a greater understanding of the factors underlying student athletes' academic performance, as well as heightened academic self-efficacy to help counteract the stereotype of the "dumb jock" that is still perpetuated on college campuses. Our program evaluation clearly attests to the effectiveness of AAZ practices and overall philosophy.

# **Partnership for Student Success Update on Basic Skills for Vocational Nursing: Reading and Math for Spring 2013 Cohort**

## **Background**

Santa Barbara City College's Vocational Nursing program has experienced an increase in students requiring significant remediation in basic math and reading skills over the past 7 years. This trend is echoed by over 90% of the directors attending the recent Director Forum in Los Angeles sponsored by the Board of Vocational Nursing (BVN). The BVN requires all Vocational Nursing programs in California to demonstrate effectiveness by posting an NCLEX-PN pass rate of "*less than 10% below*" the California Average (which is currently 74%) and limiting attrition to less than 20-25%. Programs that allow under-prepared students admission risk Board disciplinary action and/or loss of Board approval.

SBCC's Vocational Nursing Program, along with the Partnership for Student Success (PSS), has been pro-active in developing and evaluating two courses that seek to help students who are identified as "at risk" for program failure. The VN/ESL 160 course and Math 103 course provide an early intervention to assist students develop their reading and math skills. The VN 160 class was designed to be a bridge between the CNA and LVN programs, with its focus on building the academic skills needed by pre-nursing students. Math 103 (Nursing and Allied Health Math) was designed to provide additional preparation in basic math skills that are necessary "to be successful in nursing and other Allied Health occupations."

## **Identifying "At-Risk" Students**

The VN program has been assessing students' reading, English, and math skills utilizing the TEAS (Test of Essential Academic Skills) Assessment tool for the past 9 years. The TEAS is a standardized assessment tool that is designed "to provide assessment data regarding a student's overall academic preparedness for nursing related content" and is "correlated with early program success." ATI (Assessment Technologies Institute) is a respected leader in nursing student assessment and recently completed their "National Cut Score" study, establishing recommended cut scores.

Partnership for Student Success worked with the VN program to examine the data from the cohort entering in the fall of 2011. These data demonstrated that students coming into the program with extremely low reading scores, essentially at developmental levels for reading preparedness, were not successful and should be counseled to consider remediation *before* entering the VN 160 course. Although well designed, VN 160 cannot provide the extensive levels of remediation required for students who are testing at a "very low level of overall academic preparedness necessary to support learning of nursing-related content." Similarly, the PSS data looking at success in the first VN math course (VN 134 Principles of Administration of Therapeutic Agents) revealed that students who had improved their TEAS math score from "basic" to "proficient", effectively completed the basic math competency test within the first three weeks of VN 134. Those with extremely low initial assessment scores were unable to pass the Math 103 course.

## Troubling Data for Incoming Class

In May 2012 we administered the TEAS-V (Test of Essential Academic Skills) assessment for all incoming VN students. Students were assessed for their basic reading, math, and English skills. Unfortunately, the decline in basic skills seen in previous years continues.

Of the 64 applicants for 45 seats in the class entering in Spring 2013 only 23 students met the minimum Reading proficiency score of 69% correct. Forty-one applicants scored below the “Proficient” category for the TEAS-V assessment. The 5 categories from the recent National Cut Score study published by ATI are provided below. Each category includes:

- the minimum percentage required to achieve that category for Reading and Math
- the number of SBCC students achieving that category
- the percentage of students from the National study and from SBCC’s cohort who achieved each category for both Reading (R) and Math (M)

CATEGORIES	DESCRIPTION
<p>Exemplary (R-2% / M-5% National versus R- 2% / M-0% SBCC)</p> <p>Reading:95.2% Correct (minimum) –1 Student Math: 96.7% Correct (minimum)—0 Students</p>	<p>Exemplary scores generally indicate a very high level of overall academic preparedness necessary to support learning of nursing-related content. Students at this level are not likely to require additional preparation for the objectives assessed on TEAS.</p>
<p>Advanced (R-19% / M-20% National versus R- 3% / M- 3% SBCC)</p> <p>Reading: 83.3% Correct (minimum) –2 Students Math: 86.7% Correct (minimum)—2 Students</p>	<p>Advanced scores generally indicate a high level of overall academic preparedness necessary to support learning of nursing-related content. Students at this level are not likely to require additional preparation for the objectives assessed on TEAS.</p>
<p>Proficient (R-41% / M-44% National versus R-31% / M-39.7% SBCC)</p> <p>Reading—69% Correct (minimum) –20 Students Math: 63.3% Correct (minimum)—25 Students</p>	<p>Proficient scores generally indicate a moderate level of overall academic preparedness necessary to support learning of nursing-related content. Students at this level may require additional preparation for some objectives assessed on TEAS (see Topics to Review on the score report).</p>
<p>Basic (R-28% / M-19% National versus R-31% / M-36.5% SBCC)</p> <p>Reading—47.6% Correct (minimum) –22 Students Math: 46.7% Correct (minimum)—23 Students</p>	<p>Basic scores generally indicate a low level of overall academic preparedness necessary to support learning of nursing-related content. Students at this level are likely to require additional preparation for many objectives assessed on TEAS (see Topics to Review on the score report).</p>
<p>Developmental (R-10% / M-12% National versus R-30%/ M- 20.6% SBCC)</p> <p>Reading---&lt;47.6% correct— 19 Students Math: &lt;46.7% Correct—13 Students</p>	<p>Developmental scores generally indicate a very low level of overall academic preparedness necessary to support learning of nursing-related content. Students at this level will require additional preparation for most objectives assessed on TEAS (see Topics to Review on the score</p>

Students scoring below the “proficient” category in reading were directed to take the VN 160 course. Only 30 of the 36 students requiring remediation entered Priscilla Butler’s fall VN 160 course. Three students dropped after the VN 160 midterm due to failing grades. Those three students TEAS-V Reading scores were 21.4% (1 percentile), 38.1% (4<sup>th</sup> percentile), and 54.8% (17<sup>th</sup> percentile).

Twenty students passed the Math 103 short course offered in the first 8 weeks of the semester and 9 students failed. Looking at the TEAS-V scores for the students who failed, 8 of the 9 did not reach 63.3% minimal proficiency math, with most scoring less than 50% correct. Five of the 9 students who failed have re-enrolled in the Math 103 short course that is offered in the last 8 weeks of the semester.

## Policy Revision

Data from the PSS study and an earlier study have supported that the student's TEAS reading score is directly related to success in SBCC's VN program. Students who have scored below the 15<sup>th</sup> percentile in the TEAS and who score below the "developmental" level in the TEAS-V are not successful in the VN program, requiring more remediation than the VN 160 course provides.

Historically, ALL students who completed the VN pre-requisites were granted admission to the VN program and VN 160, regardless of very low TEAS reading scores. Careful evaluation of the data found that students scoring in the "developmental" level for reading were unsuccessful in VN 160. These students required extensive remediation and lacked the ability to benefit from this course. To address this issue, in addition to reviewing the PSS data, the Vocational Nursing Program studied ATI's newest recommendations from their recent National Cut Score study, and submitted a change in the admission policy for the cohort who will be admitted in the fall of 2014. This change incorporates the formal use of the TEAS-V for placement and was approved by the Board of Vocational Nursing and is currently under review by CAC's Laura Castro. The change in admission policy is listed below:

*Students who have completed all of the academic pre-requisites will be eligible to take the TEAS placement assessment which is required before admission to the program. Students will be directed as follows:*

- *A TEAS-V reading score of **69%** is required for admission without additional reading skill development*
- *A TEAS-V reading score of **47.6% to 68.9%** is required for conditional admission and students are required to take and pass ESL/VN 160. This course is a non-graded course to assist the student in further developing reading, communication and study skills needed in the Licensed Vocational Nursing Program. A bridge between the CNA and LVN programs, it focuses on the academic skills needed by pre-nursing students.*
- *All students scoring **below 47.6%** will have their records reviewed by the appropriate academic counselors and, in collaboration with the Vocational Nursing Director, a remediation plan will be established to address the identified deficiencies. One TEAS-V retesting following remediation activities is allowed.*



## **Top Ten Take-Home Points**

- 1. A large number of students admitted to the VN program lack basic reading and math skills that are essential for success in this rigorous 18-month program.*
- 2. Poor preparation in basic skills is increasingly problematic for a growing number of Vocational Nursing Programs throughout the state.*
- 3. Under-prepared students entering the program are at high-risk for failure, which endangers continued program accreditation with the Board of Vocational Nursing (BVN).*
- 4. Under-prepared students take up limited seats for qualified students who possess the basic skills but applied later (under the current practice, seating is based on “first come, first served”).*
- 5. Students entering the Vocational Nursing Program must commit time and money to begin the program, with many quitting jobs and moving to be closer to campus—it requires a substantial life-style change.*
- 6. Students who begin the VN program should have a moderate to high level of overall academic preparedness required to support success in this nursing program.*
- 7. The VN program has been working diligently over the past 9 years to identify factors that predict success and failure and have found that the score on the TEAS reading assessment is a strong predictor for academic success.*
- 8. VN 160 and Math 103 were designed in cooperation with the English Skills and Math departments to strengthen identified weaknesses in these basic skills with the goal of improving the academic preparedness for learning nursing related content.*
- 9. VN 160 and Math 103 were implemented for the fall 2011 incoming class and pre-post assessment with the TEAS demonstrated significant improvements in both reading and math skills, with students previously predicted to fail due to their pre-assessment scores, succeeding and graduating this December.*
- 10. A new admission procedure which directs students to the resources that will build and strengthen the basic skills necessary to support learning of nursing-related content will be implemented for the fall 2014 cohort, ensuring that students who require assistance to succeed receive that assistance prior to entry.*