Evaluation Report on the Partnership for Student Success: Year Ten

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 2015-16 academic year and an update on current issues.

The Writing Center: During 2015-16, staffing changed significantly in the Writing Center. We welcomed a new Writing Center LTA, the campus hired a new faculty Director of Learning Support Services, and we trained several of our qualified tutors to cover the Front Desk during the extended absence of our Office Assistant. Our attempts to develop our online tutoring practice in the Writing Center were met with very low participation, so we continue to consider alternatives to ensure that we offer equitable service to our online students. For both Basic Skills Writing Courses and for all disciplines, a greater number of visits correlated to higher course completion rates (especially for those students who visit the Writing Center from 5-9 times during a semester). With this in mind, we changed guidelines about the number of visits allowed per semester to better serve our users. Overall, traffic in the Writing Center has declined, but this follows the campus trend of decreased enrollment. We continue to conduct outreach through workshops, orientations, etc. to inform students and faculty about our services and encourage greater participation.

The Gateway to Success Program: In 2015-16, 220 full-time and adjunct faculty members participated in the award-winning Gateway Program. 186 tutors worked with these 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 3,844 tutoring sessions during the 2015-16 academic year. (Note: these were "captured" log-ins; many students did not log in before their tutoring sessions. The Gateway team estimated that as many as 1,000 students did not log in before their tutoring session). A total of 568 sections were Gateway designated in 2015-16. (Note: these numbers do not reflect the Career Tech Gateway supported classes.) In order to implement best practices and further communication, Social Sciences and Modern Languages liaisons were added to the Gateway program – in addition to the already established Math and English liaisons. The Tutor Training Seminars are a continuing source of support for new tutors. Moreover, the Gateway Program was expanded by adding participating faculty from iPATH and STEM programs. On a final note, our new LRC and Gateway Director, Vandana Gavaskar, has led the effort to find software to accurately identify those students in Gateway classes who take advantage of the Gateway tutoring. Until now, we have only been able to compare success rates in Gateway classes to their non-Gateway cohort classes. With the selection of Accudemia, a software program recently purchased with Lottery funds, we will now be able to compare the success of those who use the Gateway tutors in their classes with those who don't use these tutoring services in the same Gateway class.

The Math Lab: As has been the case for all of the years of the Partnership, the users continue to have higher course completion rates than non-users. There does not appear to be any significant change in the success rates or trends over the last year. The trend that users appear to withdraw from their math courses at lower rates than non-users continues (12.0% vs. 13.8% for Fall 2015; 5.6% vs. 11.6% for Spring 2016.) It's also worth noting that the trend continues where more visits equal higher success rates, with 86% of the students that attend 20 or more times per semester successfully

completing their courses. In addition, the Math Lab has begun the process of remodeling with funds from the recent Title III STEM grant. When this project is completed, the lab will be a much more functional, inclusive space. In addition, the Math Lab submitted a proposal for a President's Award to expand weekend tutoring hours. The proposal was successful and the lab has expanded weekend hours from 10am to 2pm on Saturday to 10am to 6pm Saturdays ***and*** 12pm to 8pm Sundays. Preliminary data suggest the hours are being used well, with an average of 30 students at any given time in the lab. Also, with the recent hire of an additional LTA, regular tutor training has been developed and implemented in the lab. CLRA certification for this training is in process now.

The Academic Achievement Zone: The AAZ, a tutoring center geared to the needs of SBCC student athletes, continues to flourish, encouraging student-athletes to fully engage in personal growth and to support them in the achievement of empowerment. The number of student athletes enrolled as fulltime students has steadily increased from 275 in 2007 to 425 in 2016. At SBCC, each student athlete must be enrolled in a minimum of 12 academic units, including nine units of mandatory core academic courses in order to be eligible to complete at the California Community College Athletic Association (CCCAA) level. Since 2007 the course completion rates have consistently remained higher for AAZ users compared to non-users. In 17 semesters, the AAZ users' course completion rate of 74.7% compared to 62.4% for non-users shows a difference of 12.3%, indicating that those student athletes who are using the AAZ are staying in class and trying to succeed instead of withdrawing, whereas the non AAZ student athletes are withdrawing more frequently. In this nontraditional environment, effective tutor and mentor training has assisted these tutors and mentors with strategies and qualities that continue to support student achievement, progressively increasing the GPA, persistence, transfer readiness and course completion rates of underprepared student athletes.

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 grants 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) students, STEM students and iPATH 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.

Finally, the Partnership for Student Success has been rigorously evaluated each year since it began in Fall 2006. Now, with the recent acquisition of Accudemia, we will begin tracking actual usage of Gateway tutors in Gateway classes beginning in Fall 2017 and, as a result, more accurately determine the impact of Gateway tutoring on our students. We will also be able to track usage more effectively and accurately in the Math Lab and the Academic Achievement Zone. Because of this, the PSS Steering Committee has decided to postpone the next evaluation report until the 2017-18 academic year when we will have a full year of Accudemia data to more accurately assess the impact of our tutoring programs.

Respectfully submitted,

Kathy Molloy
Chair, PSS Steering Committee

The Writing Center: 2015-2016

The primary developments in the past year in the Writing Center relate to staffing and the implementation of online tutoring to provide equitable access to services for online students.

Staffing

Significant staffing changes occurred in the Writing Center during 2015-2016. Jerry Pike, former Director of Learning Support Services and one of the key faculty involved in development of our Writing Center practice, retired in May 2016. His replacement is Vandana Gavaskar, who brings twenty years of experience with evolving Learning Support Services at different institutions. Barb Freeman, LRC Supervisor, continues to oversee Writing Center operations, including hiring and training. One of the Writing Center LTAs, Michelle Detorie, was separated from the College in April 2016 after an extended leave. During her leave, our second LTA, Beth Taylor-Schott, filled in to cover key responsibilities related to weekly scheduling, tutor training, resource management, and outreach. She also transitioned to the day shift to allow for coverage during the Center's busiest hours. In June 2016, we hired Natalie Damjanovich-Napoleon as our second Writing Center LTA. Natalie brings four years of experience as a Writing Tutor, in addition to an extensive background teaching ESL and previous experience in university administration. Another Writing Center staffing update to note: our Office Assistant at the front desk, Ivonne Ornelas, was also out on leave for six weeks from early October 2015 until late November 2015. During this time, our LTAs helped to fill in and to train some of our more experienced tutors to perform Ivonne's duties, which require the ability to multitask and to manage a fairly complicated intake and session management process. We continue to have a need to hire experienced tutors who can understand and carry out the Writing Center mission, so we recruit and hire qualified tutors to replace those who have moved on to other roles, graduate school, etc. to ensure that we continue to provide students with a high level of service. We recruit tutors through an SBCC on-campus job posting, through our outreach to local universities and organizations, and through referrals by current tutors.

Online Tutoring

We have continued to develop our online tutoring (OLT) program in the Writing Center to provide equitable access to services for online students. We expanded the pilot program, which began with approximately five faculty members in Feb. 2015, to offer service to all online or hybrid courses that may include a writing component. We have also trained additional tutors to serve in this capacity. To inform instructors and students about our service, we have presented at COI, reached out via email to 125 online instructors, and created business cards for distribution, which include tips on how to connect and hours that tutors are available. While we have allocated time on our weekly Tutor Schedule for online tutors, student participation continues to be very low. In Fall Semester 2016, for example, we have only seen two students in online sessions (in comparison to the much larger numbers of students we see in person - on average, 200 students per week for all courses and all disciplines). For now, we want to provide supervision and support, so we are offering online tutoring by appointment only during the Writing Center's open hours (Monday-Thursday from 9 am-7 pm and Friday from 9 am until 3 pm). It could potentially increase student participation if tutors worked remotely during extended hours, but this option brings up potential concerns that we would need to address with Human Resources, and we might also need to receive IT input prior to rollout.

We use Zoom Video Conferencing to connect with students and Google Forms to simplify the sharing of information between students and tutors. Zoom allows screen sharing and also provides reports to show usage. To assist students in using these tools, we have developed detailed instructions on how to prepare for an online tutoring session; we have revised and refined these several times to improve clarity. Our initial goal when developing tools for Writing Center online tutoring was to translate the traditional session flow between a tutor and student in the Writing Center physical space to best meet the needs of online students. One way we have accomplished this is by implementing the Directed Learning Activity (DLA) and the Session Record in an electronic format.

In the future, we'll continue to refine our online tutoring practice and increase awareness of this alternative form for meeting with a Writing Center Tutor. Our LTAs presented at All-Campus Kickoff this year to promote the Writing Center in general, so it may benefit us to determine how best to inform and collaborate with online instructors in a similar fashion.

Tutor Training

As mentioned above, recent staffing changes have required that we consider alternatives to providing consistent student service at the Writing Center Front Desk. While our LTAs are able to provide backup, they have other responsibilities related to tutor training and oversight that limit their ability to work in the Office Assistant role for extended periods. In response, we have also cross-trained several of our more experienced tutors to serve in this capacity. The benefit to this approach is that our Writing Center Tutors have a deep understanding of the different components of our program and can inform students at check-in how to best prepare to meet with a tutor. It also gives tutors first-hand experience with the importance of following policies related to staying on time during sessions, fully completing paperwork, etc.

We allocate professional development time for tutor training based upon the number of shifts tutors are scheduled to cover per week. We also hold two to three Writing Centered Discussions per semester, when the Writing Center closes for tutors to meet and discuss current topics or issues of interest. In the past year, topics have included working with Students of Concern, emergency preparedness, and how best to serve students at different times during the semester. With the final topic, we asked tutors to consider what occurs at the start, in the middle, and at the end of the semester and how they can adjust their practice to best serve students at those times.

Review of Policies: Number of Visits/DSPS Sessions

To better accommodate the compressed timing of summer sessions, we reviewed our Writing Center policies and determined that we needed to increase the limits on number of sessions. During a regular semester, students can visit the Writing Center two times per week but no more than once per day. Appointments sessions are 30 minutes in length. During Summer Sessions 1 and 2, students were allowed to visit four times per week.

The Writing Center LTAs work closely with students in tutoring sessions where students have requested additional time for DSPS accommodations. Students bring in memos issued by DSPS and tutors are informed of the extended session prior to its start. This practice will continue unless we determine that it needs review and consultation with our DSPS leadership team.

Physical Space
We have some constraints on space, especially related to our evolving online tutoring (OLT) training and practice. Due to the low volume of OLT sessions booked and completed to date, this doesn't have an immediate impact on the area. However, this could become more of an issue if and when demand for the service picks up.

Tutor Pay
As has been mentioned in each previous report on the Writing Center's success, there is still a need to devise a new pay structure to compensate tutors with advanced degrees working in the Writing Center. Prior to the last period of major cut-backs, tutors were paid $18.50 per hour. It would benefit both tutors and students to reinstate this previous pay rate (at a minimum), since the pay rate directly affects the Writing Center's ability to attract and retain top talent. Retention of a qualified and well-trained staff results in more consistent practice, which in turn, has a positive effect on students.

SLO RESULTS

SLO results continue to show that students are learning valuable skills that will contribute to their success.

SLO Results - need to update for 2015-16:

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%

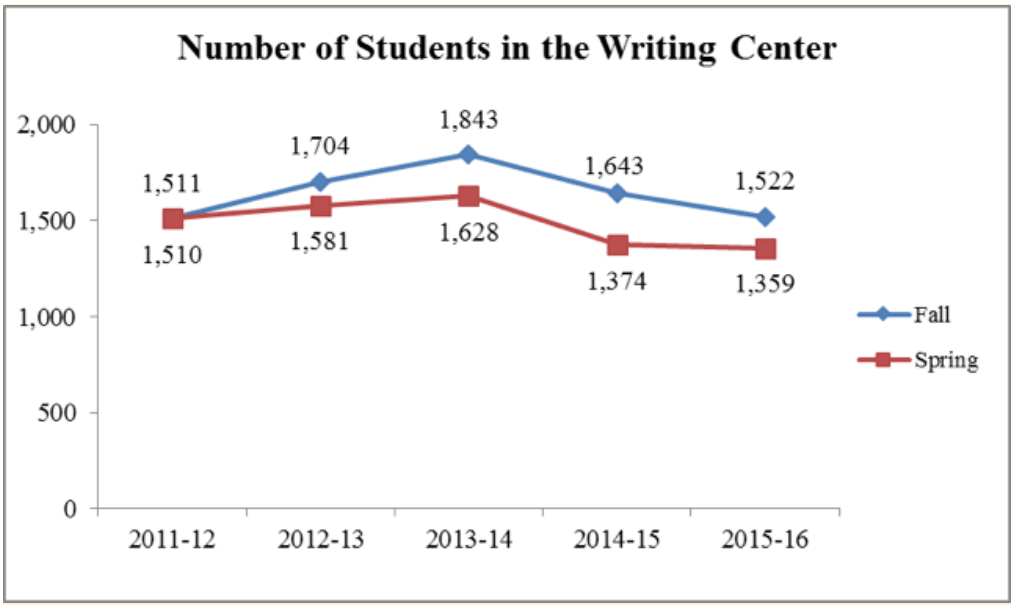
2. Students will **demonstrate self-reliance** by identifying which phase of the writing process, which writing skills, and which portions of their writing sample on which to focus during the tutorial session. 0=1.5% 1=50% 2=48.5%

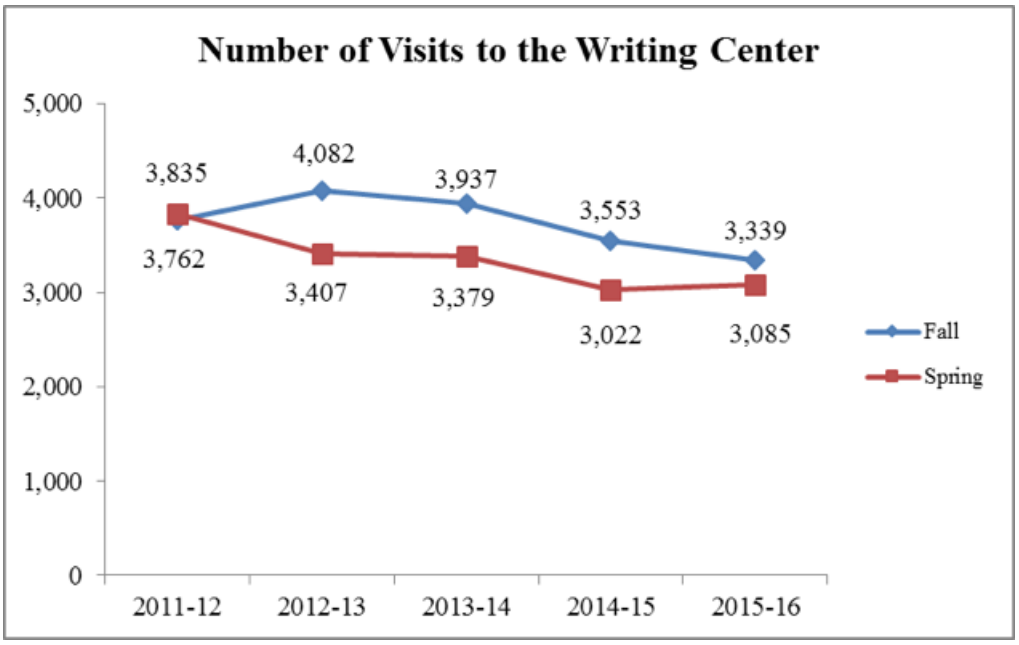
3. Students will **demonstrate problem solving/creative thinking ability** by identifying the main points of discussion raised during the tutorial session to plan next steps in the writing process. 0=1.8% 1=44.6% 2=53.6%

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:

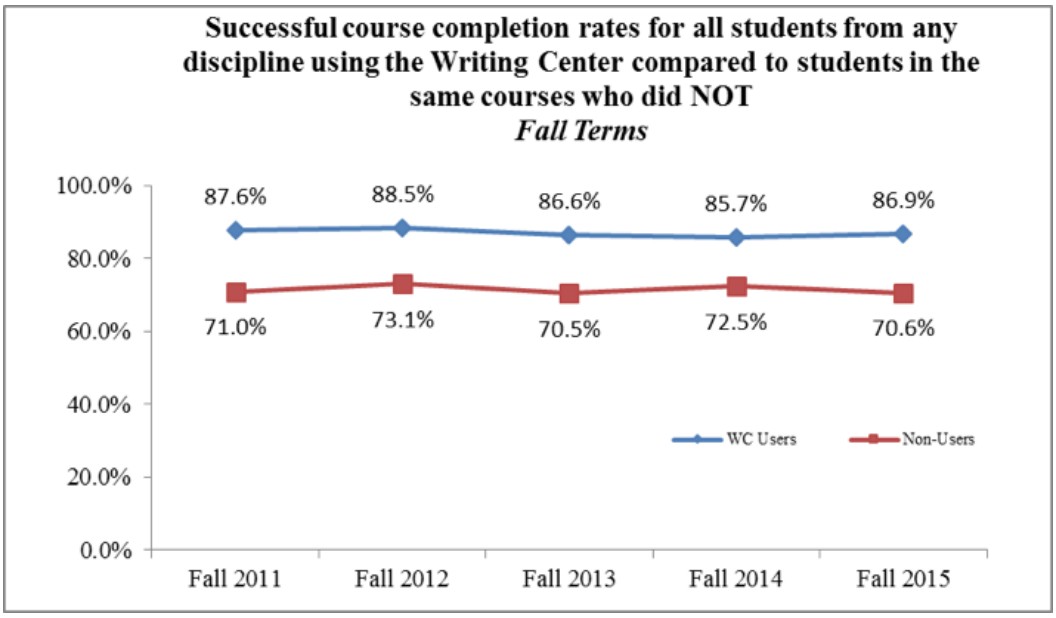
The number of students visiting the Writing Center decreased by 5% during the past academic year, from a total of 3017 to a total of 2881 with Fall and Spring Semester combined. This correlates with the overall campus declines in enrollment and declines in English Division enrollments during AY 2015-16. We have maintained our policy allowing students to visit the Writing Center twice per week for as many weeks as they like, which seems to be working well.





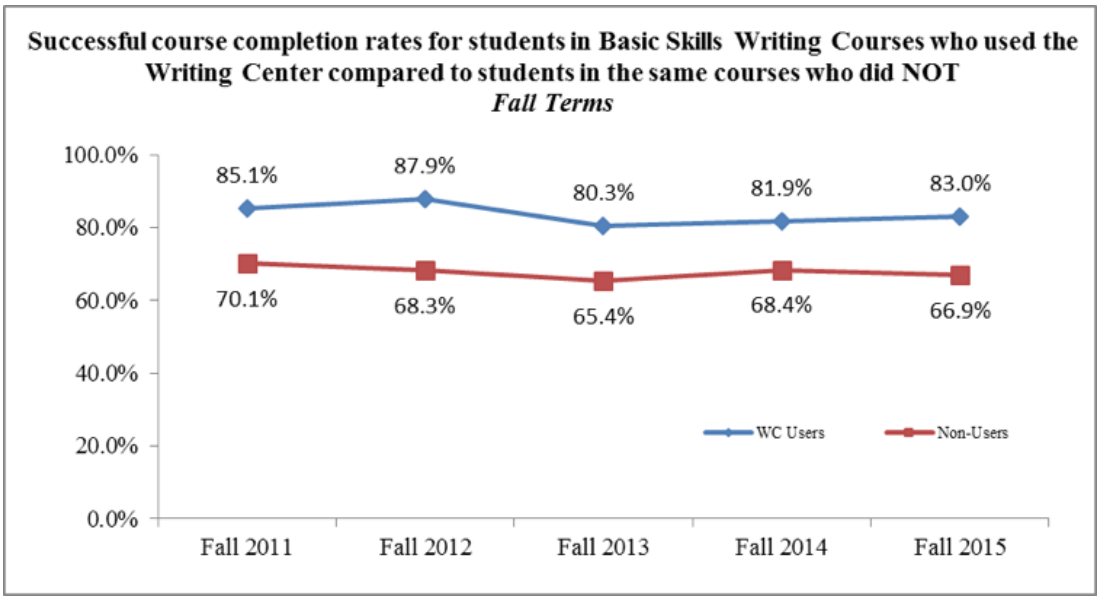
SUCCESS (COMPARED TO ALL SBCC STUDENTS):

Writing Center statistics continue to show (as they have for the past nine years) a substantially higher level of success for students using this service compared to peers in comparable courses who did not: approximately 16% on average.



SUCCESS (COMPARED TO OTHER BASIC SKILLS STUDENTS):

Data on **Basic Skills students** show that in the **Fall 2015 and Spring 2016** Writing Center users were **16.1% and 18.3%** (respectively) **more successful** than their peers who did not use the service.



The Gateway Program: 2015-2016

The Gateway Program, ending its tenth year, is an award-winning campus-wide tutoring program – one that includes Basic Skills, First-in-Sequence, Career Tech, iPATH, STEM, and ESP (Express to Success) courses. In 2015-16, 220 faculty, full-time and adjunct, participated in the Gateway program and 186 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 3,844 tutoring sessions during the 2015-16 academic year. (Note: these were "captured" log-ins; many students did not log in before their tutoring sessions. The Gateway team estimated that as many as 1,000 students did not log in before their tutoring session.)

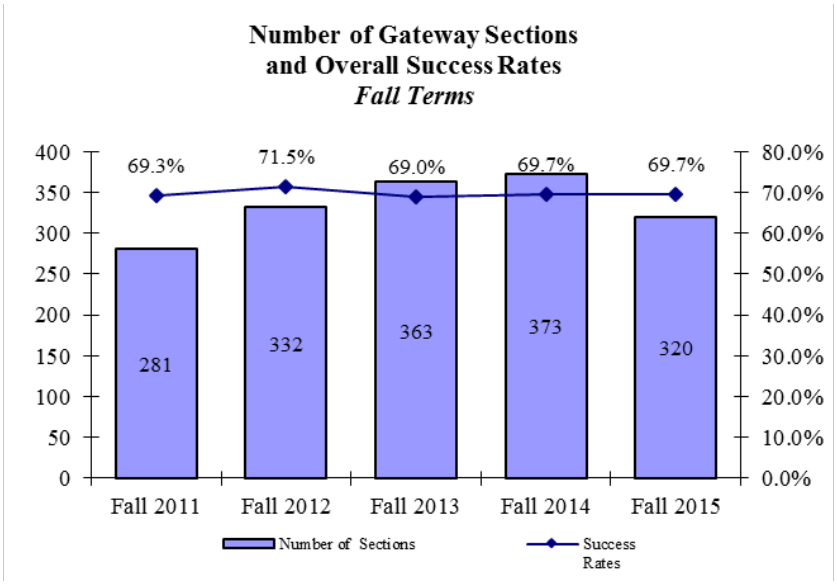
Total Gateway sections for 2015-16: 568
Fall: 267 Spring:301

Basic Skills: Math, English, and ESL – total: 228

Fall: 98 Spring: 130

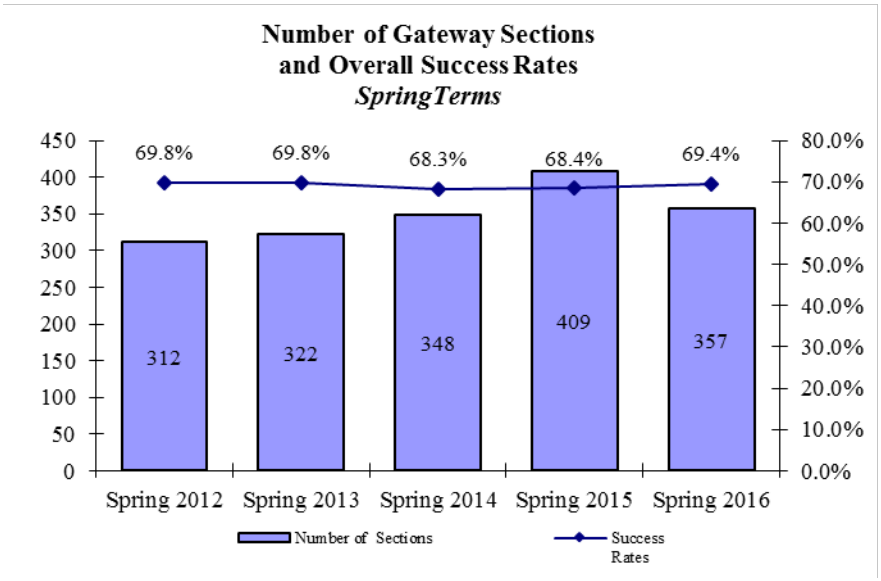
1st in Sequence – total: 340

Fall: 169 Spring: 171



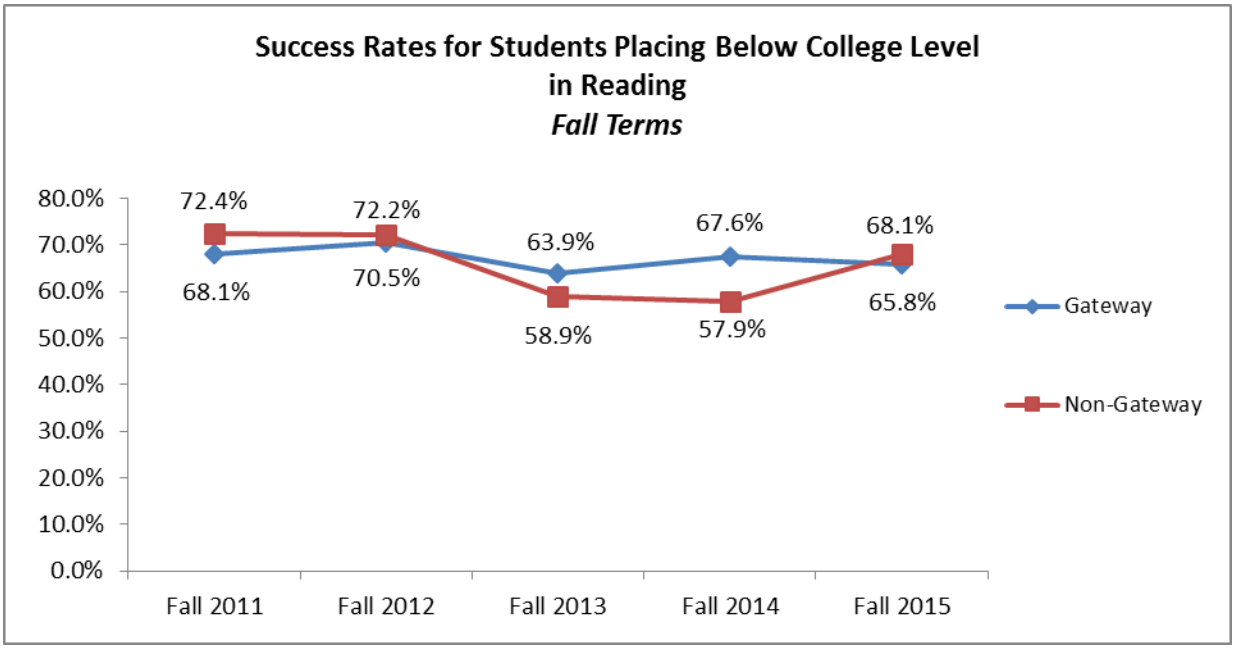
Overall Fall 2015:

The overall success rate remained the same 69.7% in fall 2015 as compared to 69.7% in fall 2014. The number of Gateway sections since fall 2014 decreased by 53 sections. This may be due to a 7% enrollment decrease campus-wide.



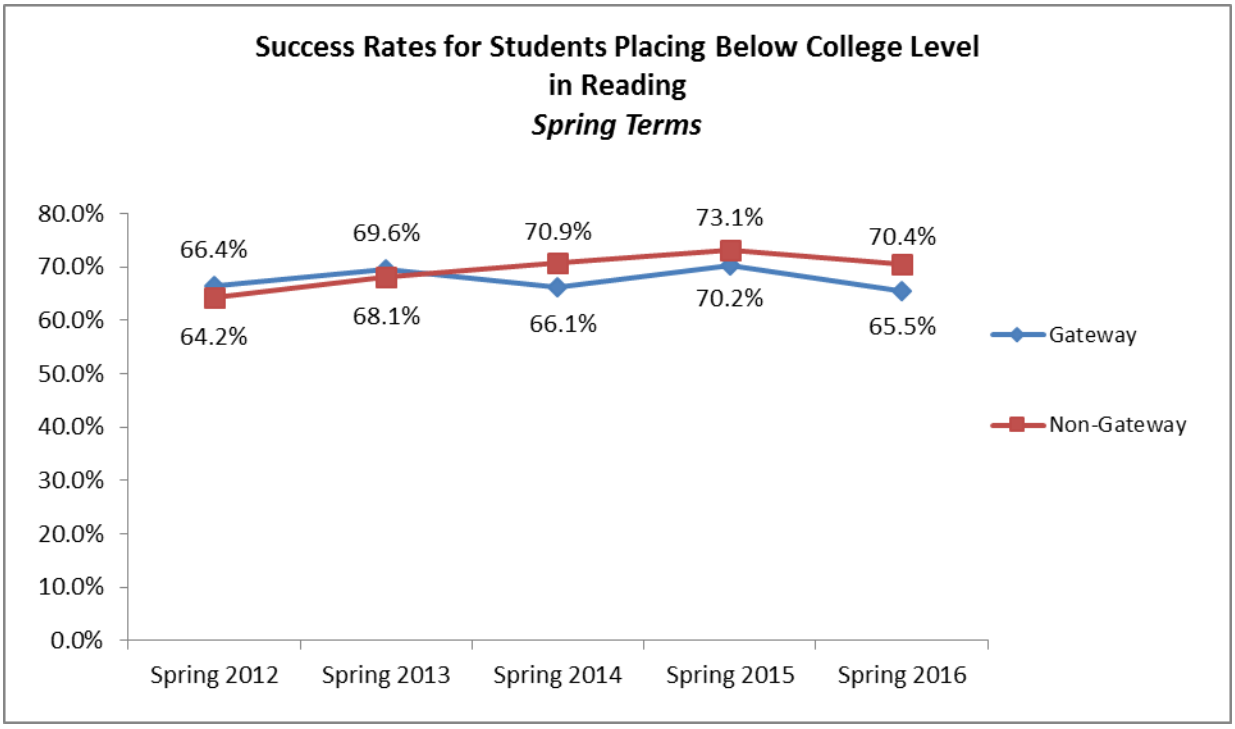
Overall Spring 2015:

The overall success rate of 69.4% in spring 2016 increased by 1.0 % over 68.4 in spring 2015; however, the number of sections decreased from 409 in spring 2015 to 357 in spring 2016, a 52 section decrease. Note: the campus enrollment dropped 7% in 2015-16.



Success Rates for Students Placing Below College Level in Reading, Fall 2015:

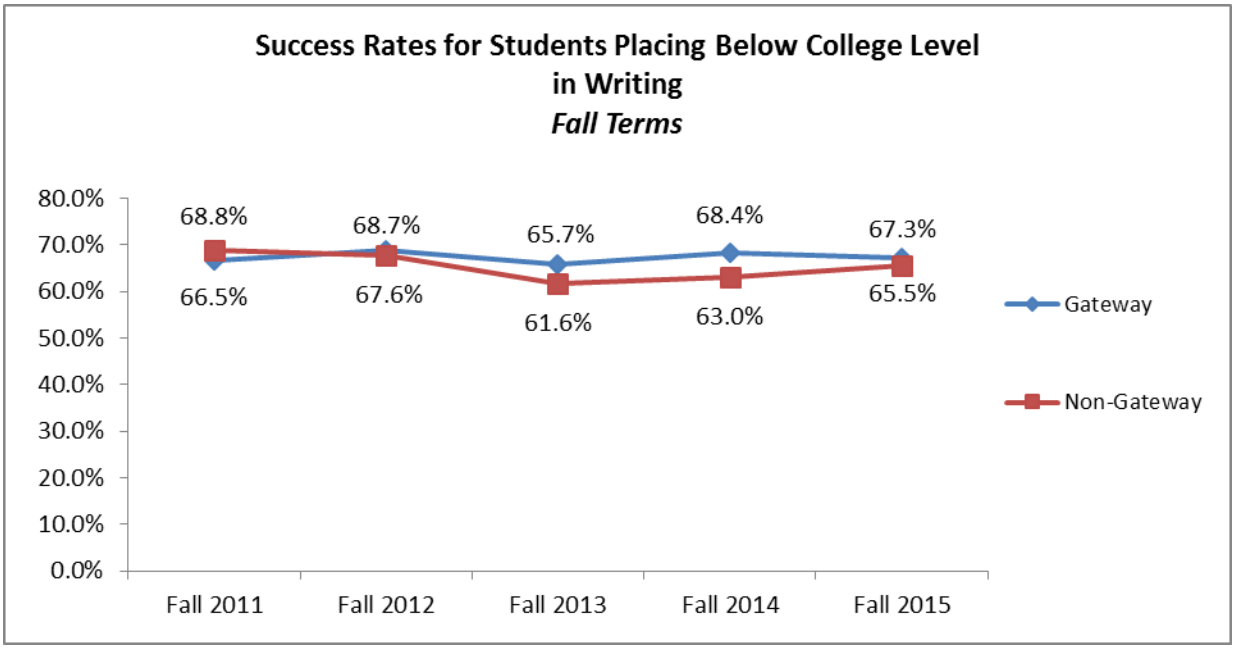
The success rate increased from 67.6% in fall 2014 to 68.1% in fall 2015 – a 0.5 percentage point increase. Note that the success rate of basic skills students placing below college level in reading in fall 2015 in Gateway courses is 2.3 percentage points higher than the basic skills students in comparable non-Gateway sections.



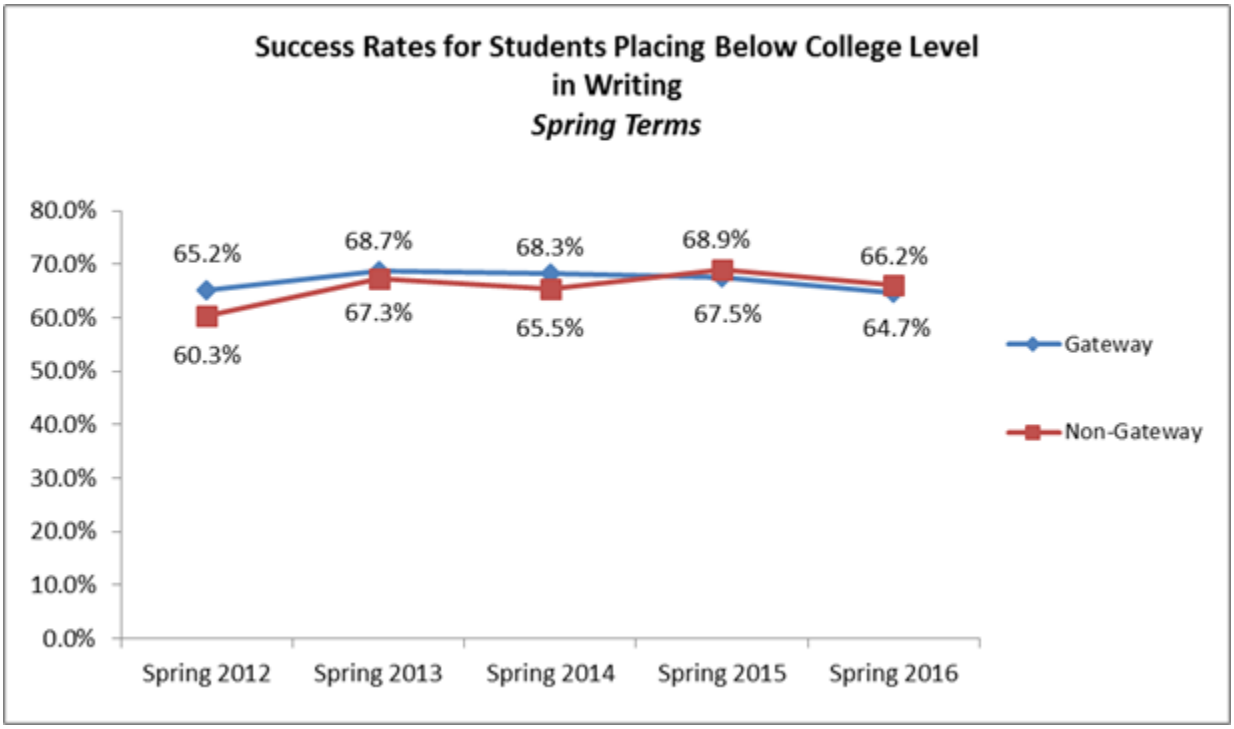
Success Rates for Students Placing Below College Level in Reading, Spring 2016:

The success rate decreased from 70.2% in spring 2015 to 65.5 % in spring 2016 – a 4.7 percentage point decrease. The spring 2016 success rate for basic skills students in Gateway courses is lower than the success rate among basic skills students in comparable non-Gateway courses by 4.9 percentage points. The Gateway team will look into the number of comparable non-Gateway sections to see why the reason behind the 4.9 percentage point difference.

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



The success rate decreased from 68.4% in fall 2014 to 67.3% in fall 2015 – a 1.1 percentage point decrease. Note that the fall 2014 success rate of basic skills students in Gateway courses is 1.8 percentage points higher than basic skills students in comparable non-Gateway sections.



Success Rates for Students Placing Below College Level in Writing, Spring 2016:

The success rate decreased from 68.9% in spring 2015 to 66.2% in spring 2016 – a 2.7 percentage point decrease. However, the success rate is 1.5 points higher than the non-Gateway students in spring 2016.

Analysis:

1. One of the Gateway Co-Directors retired in spring 2016. Upon the retirement, a new Learning Resource Director was hired. The new Director's responsibilities incorporated both roles of the former Co-Directors. One former Co-Director, who did not retire, will work closely with the new Director to ensure a smooth transition.

2. The Tutor Coordinator, who was responsible for the hiring of Gateway tutors, retired in January 2015. It was a difficult adjustment for the new hire as the campus hiring procedures underwent a dramatic change. In addition, due to additional STEM funding, there was confusion on getting STEM tutors properly hired under the correct PAF. It was a very challenging experience. The new Tutor Coordinator, along with the Gateway Center Coordinator, did an extraordinary job trying to hire new tutors under their correct PAF budget numbers and schedule them into Tutor training Seminars. The Fall Faculty Forum devoted a significant portion of the program to alerting faculty to the new hiring procedure and timesheet approval.

3. The Gateway Center Coordinator and the Tutor Coordinator will work continue to work

closely together to ensure that all tutors are correctly hired, trained, and actively involved in their assigned sections.

4. After the success rates of 2015-16 were made available, the Gateway team double-checked the sections with success rates below 50%. It was determined that several of these sections had either never hired a Gateway tutor or that the tutor had stopped tutoring. These sections were pulled from the Gateway data. The Gateway team has implemented a procedure to double-check that all Gateway sections have a properly hired and continuing tutor. Lastly, the Gateway team will further analyze sections that have a low or decrease in success rates.

5. The Director will continue to work with the Math and English Gateway Liaisons. In addition, two new liaisons from the School of Modern Languages and Social Sciences were added. The role of the liaisons will include the following:

a. Serve as the primary liaison between the respective departments and Director.

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 the liaison or the Gateway Director at the beginning of the semester.

e. Maintain regular communication with Gateway Center Coordinator and Tutor Training Coordinator.

f. Alert Gateway Director to any possible departmental tutorial issues.

g. Facilitate communication between the departments and the Gateway Director.

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.

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

6. Continue the Tutor Mentor program by adding new mentors and further incorporating the mentors into the Tutor Training Seminars.

7. Update the Tutor Training Seminar to include more Growth Mindset information and activities.

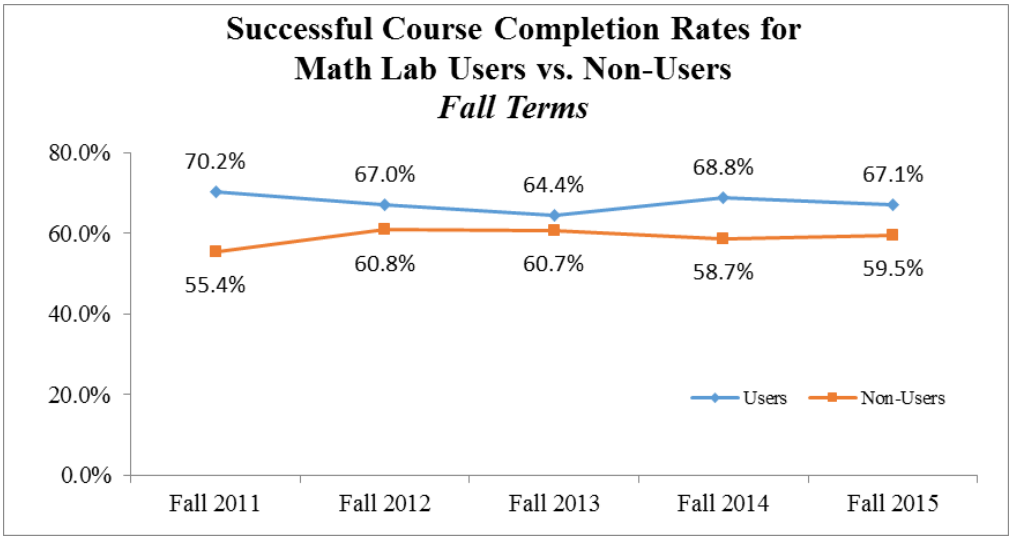
8. Continue to explore ways to capture "log-in" data in the Gateway Center.

9. Campus-wide, we are experiencing a drop in enrollment. The Gateway team will brainstorm ideas to assist Gateway faculty in the retention and success rates of all our Gateway sections.

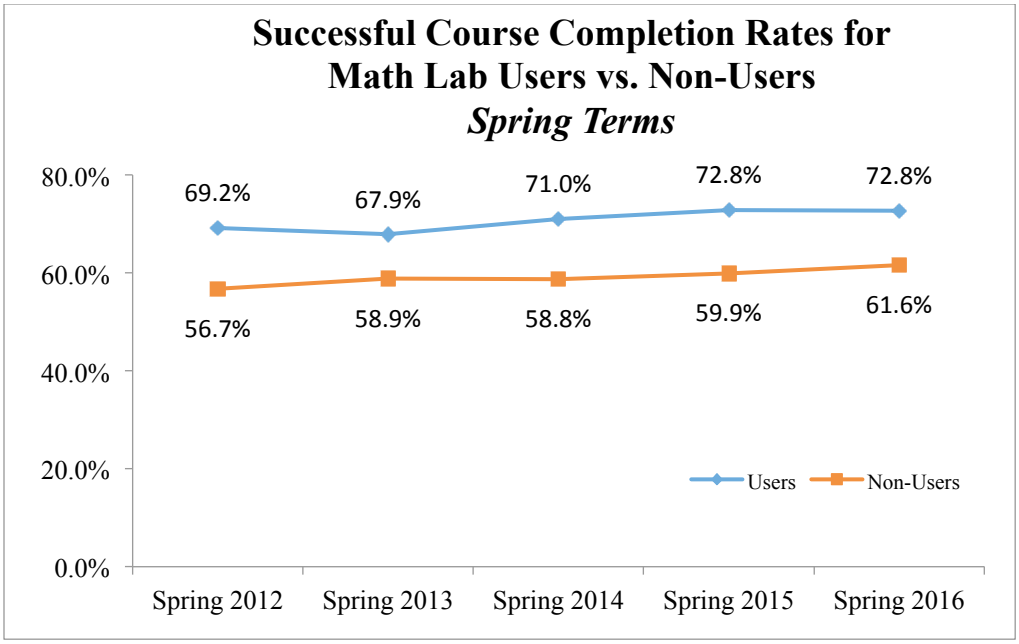
10. The Gateway Center Coordinator will become involved in 3CSN, especially professional development in best tutoring practices.

The Math Lab: 2015-16

The graphs and data for successful course completion for students that use the Math Lab are given below. As noted in previous reports, the data collection for the lab is likely still not particularly accurate. No new software has been acquired and there is still no central location for students to enter the lab and be forced to login upon entrance. The data collection for the computer labs should be more accurate as students must login to the computer prior to using it, but the computer lab data is not disaggregated in this report.



As has been the case for all of the years of the Partnership, the users continue to have higher course completion rates than non-users.



There does not appear to be any significant change in the success rates or trends over the last year.

The trend that users appear to withdraw from their math courses at lower rates than non-users continues (12.0% vs. 13.8% for Fall 2015; 5.6% vs. 11.6% for Spring 2016.) Also, it continues to be the case that the more visits students make to the lab, the higher the success rates, with 86% of the students that attend 20 or more times per semester successfully completing their courses.

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

Fall Terms

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	Success		Success		Success		Success		Success	
Visits	Rate	Count	Rate	Count	Rate	Count	Rate	Count	Rate	Count
One	61.3%	204	64.4%	251	62.8%	235	61.4%	162	62.3%	127
Two	66.5%	113	62.8%	113	67.2%	127	67.8%	103	59.4%	41
Three to Four	70.2%	177	59.7%	148	61.5%	115	61.7%	66	55.0%	55
Five to Nine	69.9%	181	64.9%	172	62.0%	134	70.5%	98	70.9%	95
Ten to 19	76.9%	153	68.5%	124	67.6%	98	76.1%	102	71.7%	76
20 or more	82.5%	156	86.8%	171	70.6%	72	81.7%	107	86.5%	77
All Users	**70.2%**	**984**	**67.0%**	**979**	**64.4%**	**781**	**68.8%**	**638**	**67.1%**	**471**
Non-Users	**55.4%**	**1,734**	**59.5%**	**2,025**	**60.7%**	**2,144**	**58.7%**	**2,098**	**59.5%**	**2,195**
Difference	**14.8%**		**7.5%**		**3.7%**		**10.1%**		**7.6%**	

Spring Terms										
	Spring 2012		Spring 2013		Spring 2014		Spring 2015		Spring 2016	
	Success		Success		Success		Success		Success	
Visits	Rate	Count	Rate	Count	Rate	Count	Rate	Count	Rate	Count
One	61.7%	216	67.1%	210	71.7%	213	71.8%	186	65.8%	144
Two	67.0%	148	68.4%	128	62.8%	86	64.7%	90	67.9%	91
Three to Four	68.2%	165	65.3%	160	66.1%	84	73.3%	85	73.5%	100
Five to Nine	65.7%	186	68.8%	137	61.3%	95	70.0%	112	69.2%	92
Ten to 19	72.0%	162	72.3%	120	73.9%	102	74.8%	83	89.9%	80
20 or more	91.1%	154	67.4%	151	88.7%	134	83.1%	128	86.7%	65
All Users	**69.2%**	**1,031**	**67.9%**	**906**	**71.0%**	**714**	**72.8%**	**684**	**72.8%**	**572**
Non-Users	**56.7%**	**1,608**	**58.9%**	**1,955**	**58.8%**	**1,981**	**59.9%**	**2,061**	**61.6%**	**2,227**
Difference	**12.5%**		**9.1%**		**12.3%**		**12.9%**		**11.2%**	

The Math Lab was able to get an architect to visit the lab and give an estimate for remodeling the lab. This estimate was submitted as part of the Title III grant and in October the school was notified that it had received the grant. As is common in these situations, the actual costs of the remodel have increased from the original estimate, so it may take some time and fundraising to begin breaking ground on this project. When this project is completed, the lab will be a much more functional, inclusive space.

In addition, the Math Lab submitted a proposal for a President's Award to expand weekend tutoring hours. The proposal was successful and the lab has expanded weekend hours from 10am to 2pm on Saturday to 10am to 6pm Saturdays ***and*** 12pm to 8pm Sundays. Preliminary data suggest the hours are being used well, with an average of 30 students at any given time in the lab. The patterns are being analyzed to see which times are most desirable, and if no funds are found to continue the project as is into spring, adjustments will be made in the regular budget to attempt to cover the desirable weekend hours.

With the additional LTA, regular tutor training has been developed and implemented in the lab. CLRA certification for this training is in process at this time.

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 2015-2016

Fall 2015

Course	Users			Non-Users			Difference
	Total	Success Count	Success Rate	Total	Success Count	Success Rate	
MATH 001	10	6	60.0%	75	23	30.7%	29.3%
MATH 004	11	7	63.6%	154	87	56.5%	7.1%
MATH 041	18	10	55.6%	143	74	51.7%	3.8%
MATH 087	1	1	100.0%	20	5	25.0%	75.0%
MATH 100	50	31	62.0%	555	257	46.3%	15.7%
MATH 100N	2	1	50.0%	30	23	76.7%	-26.7%
MATH 107	106	77	72.6%	650	399	61.4%	11.3%
MATH 107N	14	13	92.9%	20	15	75.0%	17.9%
MATH 108	1	1	100.0%	13	11	84.6%	15.4%
MATH 111	14	6	42.9%	106	29	27.4%	15.5%
MATH 114	2	2	100.0%	62	54	87.1%	12.9%
MATH 117	110	87	79.1%	588	402	68.4%	10.7%
MATH 120	72	54	75.0%	370	256	69.2%	5.8%
MATH 130	46	30	65.2%	175	125	71.4%	-6.2%
MATH 131	12	8	66.7%	17	11	64.7%	2.0%
MATH 137	23	13	56.5%	158	98	62.0%	-5.5%
MATH 138	29	12	41.4%	110	61	55.5%	-14.1%
MATH 150	61	37	60.7%	156	80	51.3%	9.4%
MATH 160	71	48	67.6%	90	53	58.9%	8.7%
MATH 200	18	8	44.4%	91	50	54.9%	-10.5%
MATH 210	26	15	57.7%	81	63	77.8%	-20.1%
MATH 220	5	4	80.0%	26	19	73.1%	6.9%
Total	**702**	**471**	**67.1%**	**3,690**	**2,195**	**59.5%**	**7.6%**

Successful course completion rates by math course for students who used vs. those who did not use Math Lab services 2015-2016

Spring 2016

Course	Users			Non-Users			Difference
	Total	Success Count	Success Rate	Total	Success Count	Success Rate	
MATH 001	2	2	100.0%	51	17	33.3%	66.7%
MATH 004	41	32	78.0%	117	66	56.4%	21.6%
MATH 041	18	10	55.6%	71	28	39.4%	16.1%
MATH 074	2	2	100.0%	40	30	75.0%	25.0%
MATH 087	1		0.0%	24	4	16.7%	-16.7%
MATH 100	74	47	63.5%	530	254	47.9%	15.6%
MATH 100N	5	4	80.0%	29	18	62.1%	17.9%
MATH 107	126	93	73.8%	710	431	60.7%	13.1%
MATH 111	9	4	44.4%	63	16	25.4%	19.0%
MATH 114	5	5	100.0%	80	75	93.8%	6.3%
MATH 117	116	95	81.9%	649	466	71.8%	10.1%
MATH 120	79	59	74.7%	266	161	60.5%	14.2%
MATH 130	66	54	81.8%	153	108	70.6%	11.2%
MATH 131	13	10	76.9%	38	31	81.6%	-4.7%
MATH 137	26	21	80.8%	161	99	61.5%	19.3%
MATH 138	34	22	64.7%	121	83	68.6%	-3.9%
MATH 150	40	28	70.0%	131	73	55.7%	14.3%
MATH 160	57	32	56.1%	129	87	67.4%	-11.3%
MATH 188	1	1	100.0%	12	6	50.0%	50.0%
MATH 200	25	19	76.0%	85	51	60.0%	16.0%
MATH 210	20	15	75.0%	78	60	76.9%	-1.9%
MATH 220	26	17	65.4%	78	63	80.8%	-15.4%
Total	**786**	**572**	**72.8%**	**3,616**	**2,227**	**61.6%**	**11.2%**

In the analysis of success rates by course, it appears that users that are in some of the STEM courses (Math 120 and above) are not completing as successfully as non-users. In Spring 2016, Gateway tutoring was expanded into STEM courses. This tutoring may have taken place in the LRC or the Gateway center, rather than in our Math Lab, so it's possible that this is having an effect on the success of "non-users." The Gateway data for this courses has been requested. However, this would not explain the differences for Fall 2015. The new Title III grant has a focus on improving success rates in the STEM math course, so this data will be shared with the grant team and with the Math Lab LTAs to explore possible causes and solutions.

The Academic Achievement Zone: 2015-16

The Academic Achievement Zone, a tutoring center geared to the needs of SBCC student athletes opened its doors in fall 2007. In 2008 The Achievement Zone along with the Student Success Program received the Hewlett Award recognizing and demonstrating our innovative approach to success in basic skills. In 2009 the AAZ received the Chancellor's Award and in 2011 received the Exemplary Program Award. The program continues to flourish encouraging student-athletes to fully engage in personal growth and to support them in the achievement of empowerment.

The number of student athletes enrolled as fulltime students has steadily increased from 275 in 2007 to 425 in 2016. Recent changes to NCAA academic eligibility criteria may be a factor for the increase in the enrollment of intercollegiate athletes. At SBCC each student athlete must be enrolled in a minimum of 12 academic units, including nine units of mandatory core academic courses in order to be eligible to complete at the California Community College Athletic Association (CCCAA) level. The 2015-2016 evaluation data is representative of male and female student athletes in their freshmen and/or their sophomore year.

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. Table 1 presents the data for fall 2015 showing a difference in GPA's and course completion rates with AAZ Users success rate at 74.8% while AAZ Non-Users success rate was 71.3% showing a 3.5% difference. Average term GPA is also impressive as AAZ Users have a 2.62 GPA vs. AAZ Non-Users Average a 2.53 GPA.

Table 1

Comparison of Successful Course Completion Rates between AAZ Users and Non-Users

Fall 2015					
	AAZ Users		**AAZ Non-Users**		
	Count	Percent	Count	Percent	**Difference**
Successful	451	74.8%	456	71.3%	3.5%
Unsuccessful	114	18.9%	117	18.3%	0.6%
Withdrawn	38	6.3%	67	10.5%	-4.2%
Total Enrollments[1]	603		640		
Total Headcount	111		129		
Average Term GPA	2.62		2.53		0.09

Table 2 presents frequencies and percentages for successful, unsuccessful, and withdrawn students in Basic Skill Courses. Successful completion of a course is designated by a grade of C or above. Spring 2016 data remained higher for AAZ Users compared to Non-Users however, spring showed a greater difference in term GPA for Users 2.60 compared to AAZ Non-Users 2.36 GPA.

Table 2

Comparison of Successful Course Completion Rates between AAZ Users and Non-Users						
Spring 2016						
		AAZ Users		**AAZ Non-Users**		
	Count	Percent	Count	Percent	**Difference**	
Successful	159	75.4%	429	71.9%	3.5%	
Unsuccessful	31	14.7%	91	15.2%	-0.6%	
Withdrawn	21	10.0%	77	12.9%	-2.9%	
Total Enrollments[1]	211		597			
Total Headcount	38		115			
Average Term GPA	2.60		2.36		0.24	

As Indicated by Charts 1 and 2 below, Achievement Zone users showed consistently higher course completion rates than non-users during each fall and spring semester for which data are available.

Chart 1

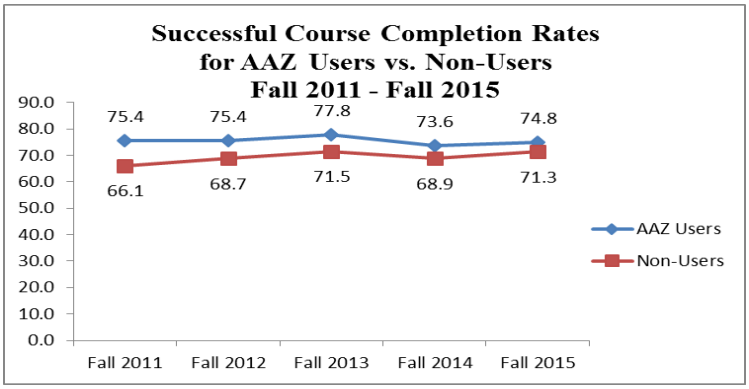
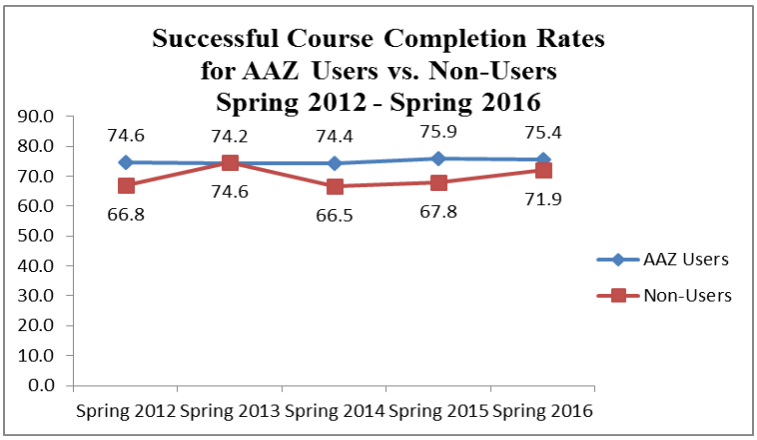


Chart 2



Successful course completion rates can also be linked to the number of visits. The data for fall 2015 represents the more a student athlete visits the AAZ, the more successful they are evident by increased GPA. The Achievement Zone continues to be at maximum capacity during the morning session, 8am – noon, when it is located in the Sports Pavilion PE214 (conference room). During the evening session, 6pm-8pm, we move into the Gateway Center where tutors have ample room to integrate small group sessions or individual tutoring.

Successful Course Completion Rates by Number of Visits to AAZ

Fall 2015

	Successful		Unsuccessful		Withdrawn		Total	Total	Avg Term
Number of Visits	Count	Percent	Count	Percent	Count	Percent	**Enrollments**	**Headcount**	**GPA**
Zero	456	71.3%	117	18.3%	67	10.5%	640	129	2.53
1 to 9	215	70.7%	72	23.7%	17	5.6%	304	58	2.44
10 to 19	109	77.9%	23	16.4%	8	5.7%	140	25	2.71
20 to 29	72	82.8%	10	11.5%	5	5.7%	87	15	2.92
30 to 39	33	67.3%	9	18.4%	7	14.3%	49	9	2.69
40 or More	22	95.7%	0	0.0%	1	4.3%	23	4	3.41
Total Enrollments[1]	907	73.0%	231	18.6%	105	8.4%	1,243	240	

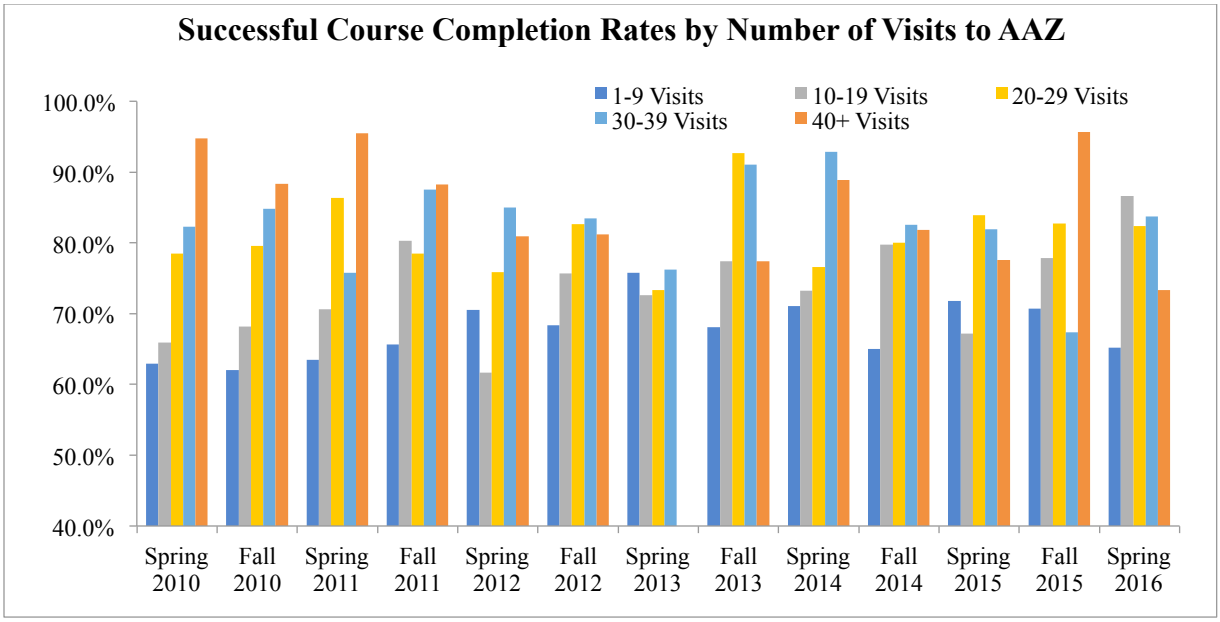
Spring 2016 number of visits data shows a decline in GPA and successful course completion rates. 73.3% visited the AAZ 40 or more hours representing a 2.49 GPA compared to 86.7% Success rate and average GPA of 2.78 for those visiting AAZ 10 to 19 times. Attributes that may contribute to the decrease in numbers may include: fall semester sport student athletes transferring; student athletes completing their eligibility felt it was not necessary to attend; student athletes grappling with time demands; and student athletes that decide not to continue playing sports at SBCC did not feel they had an obligation to attend the AAZ.

Successful Course Completion Rates by Number of Visits to AAZ

Spring 2016

	Successful		Unsuccessful		Withdrawn		Total	Total	Avg Term
Number of Visits	Count	Percent	Count	Percent	Count	Percent	**Enrollments**	**Headcount**	**GPA**
Zero	429	71.9%	91	15.2%	77	12.9%	597	115	2.36
1 to 9	58	65.2%	17	19.1%	14	15.7%	89	16	2.49
10 to 19	26	86.7%	3	10.0%	1	3.3%	30	5	2.78
20 to 29	28	82.4%	3	8.8%	3	8.8%	34	6	2.64
30 to 39	36	83.7%	5	11.6%	2	4.7%	43	8	2.73
40 or More	11	73.3%	3	20.0%	1	6.7%	15	3	2.49
Total Enrollments[1]	588	72.8%	122	15.1%	98	12.1%	808	153	

Overall the successful course completion rates of student athletes have been consistently higher for AAZ Users compared to Non-Users as identified in the chart below containing several years of data from spring 2010 to spring 2016 exhibiting impressive increases for AAZ Users GPA showing the more hours spent in the Achievement zone the higher level of successful course completion.



Tracking and comparing persistence rates and transfer readiness between AAZ Users and Non-Users 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 in spring 2016 however, fall 2015 shows a difference of -4.3% completing a transfer-level English course between AAZ Users and Non-Users. Early indication also shows AAZ users with a slight decline in successfully completing a transfer-level math course Math 108, Math 114 or higher, or Psy 150 from fall 2015 forward.

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

Fall 2015

	AAZ Users		AAZ Non-Users		
	Count	Percent	Count	Percent	**Difference**
Enrolled Spring 2016	87	78.4%	100	77.5%	0.9%
Enrolled Fall 2016[2]	54	48.6%	76	59.8%	-11.2%
Trans Level Math[3]	21	18.9%	28	21.7%	-2.8%
Trans Level English[4]	40	36.0%	52	40.3%	-4.3%
Total Headcount	111		129		

[2]The denominator for AAZ Non-Users is 127, as 2 students completed degrees and did not enroll in Fall 2016

[3]Successfully completed a transfer-level math course (Math 108, Math 114 or higher, or Psy 150) from Fall 2015 forward

[4]Successfully completed a transfer-level English course (Eng 110-116, or Eng 120 or higher) from Fall 2015 forward

Comparison of Persistence Rates and Transfer Readiness between AAZ Users and Non-Users								
Spring 2016								
	AAZ Users		**AAZ Non-Users**					
	Count	Percent	Count	Percent	**Difference**			
Enrolled Fall 2016[2]	31	81.6%	79	71.2%	10.4%			
Trans Level Math[3]	3	7.9%	10	8.7%	-0.8%			
Trans Level English[4]	13	34.2%	22	19.1%	15.1%			
Total Headcount	38		115					
[2]The denominator for AAZ Non-Users is 111, as 4 students completed degrees and did not enroll in Fall 2016								
[3]Successfully completed a transfer-level math course (Math 108, Math 114 or higher, or Psy 150) from Spring 2016 forward								
[4]Successfully completed a transfer-level English course (Eng 110-116 or Eng 120 or higher) from Spring 2016 forward								

In summary course completion rates since 2007 have consistently remained higher for AAZ users compared to Non-Users. In 17 semesters, the AAZ Users course completion rate of 74.7% compared to 62.4% for Non-Users shows a difference of 12.3% indicating that those student athletes who are using the AAZ are staying in class and at least trying to succeed instead of withdrawing, whereas the non AAZ student athletes are withdrawing more frequently. The Academic Achievement Zone program components have shown to be congruent with research on effective tutoring programs. In this nontraditional environment, effective tutor and mentor training can assist the tutors and mentors with strategies and qualities that continue to support student achievement progressively increasing the GPA, persistence and transfer readiness and course completion rates of underprepared student athletes.