

## **Evaluation Report on the Partnership for Student Success: Year Eight**

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 2013-14 academic year and an update on current issues and concerns.

**The Writing Center** continues to influence significant course completion (averaging between 16 and 20%) among students who use the Center relative to peers who do not. For basic skills students the success rates are even higher than for non-basic skills students. We have a rigorous selection and training process for a remarkably well-educated and dedicated group of tutors a wide range of academic majors and who support students across all disciplines. In fact, nearly all Writing Center tutors have an MA. Many are in PhD programs and several have completed their PhDs. These tutors are not only the most highly educated on campus; they are also by far the most highly trained and supervised. They are also the most regularly engaged in tutoring. Appointments last 30 minutes, and the highly efficient schedule of appointments is such that tutors are pretty much solidly engaged in 1:1 tutoring for the entirety of their shifts. When they are not working directly with students, they are engaged in professional development activities. They are not doing the same work as other tutors on campus, but they are paid at the same rate as any other SBCC tutor who has a BA degree. This is a long standing inequity, and we would like to see the implementation of a pay increase for Writing Center tutors from the current \$14.50 per hour. The cost would be minimal, it would recognize the excellent work being done, and it would encourage tutor retention.

**The Gateway Program** is a vital component of student success. 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. However, in order to continue the vitality of the Gateway Program, program leaders are addressing three issues. The main issue entails further analysis of sections that have historically lower success rates than comparable sections. The Gateway team will work with Institutional Research to determine sections that have dipped in success levels over the past academic year. Once these sections have been determined, the team will work with these faculty on how to make tutoring more effective, how tutors can be utilized more effectively in and out of the classroom, and how faculty can work with their tutors so that tutors have more contact with students. In addition, all new incoming Gateway faculty will meet with the Co-Director to discuss the responsibilities of being a participating member of the program and share best tutoring practices. Finally, a Gateway tutor-mentor program will be piloted for all incoming tutors in Spring 2015.

**The Math Lab** continues to provide strong support for students in math courses, and the success rates for students using Math Lab services are consistently higher than for those who do not use the lab. In particular, for Math 1, Math 4, and Math 100 (all basic skills courses with traditionally low success rates), the students who visited the Math Lab passed at higher rates than those who did not. The gap between users and non-users appears to be closing, and this may be, in part, due to the expansion of the ESP program. ESP tutoring often takes place in locations other than the Math Lab, and those sections have higher success rates than the traditional sections. These students would be counted as non-users in the Math Lab data. However, this ESP tutoring and any Gateway tutoring taking place in other buildings is helping to alleviate the pressure on the Lab. Collaboration between these three programs (Math Lab, Gateway, and ESP) will continue and hopefully expand as we explore ways the tutoring programs can more efficiently support each other in increasing success rates in mathematics.

**The Academic Achievement Zone** is designed for student-athlete success. We are taking ownership by identifying obstacles to student success with the intent to assist and enable our SBCC community to develop solutions in order to move students toward educationally significant learning outcomes. The data consistently show that AAZ users out-perform non-users. In comparing the data from previous years, it suggests that developmental students like peer tutoring, are more relaxed in the environment we have created, and feel that the tutors are helping them achieve higher grades. There is a commonly held belief within the intercollegiate athletics community that student-athletes perform better academically during their season of athletics competition than they do outside the season of competition. The thought is that the structured nature of the playing season leads to more structure in student-athletes' academic lives and better academic performance. Based on eight years of data, the AAZ has been a successful addition to the student-athletes' academic success at Santa Barbara City College.

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.

Respectfully submitted,

Kathy Molloy  
Chair, PSS Steering Committee

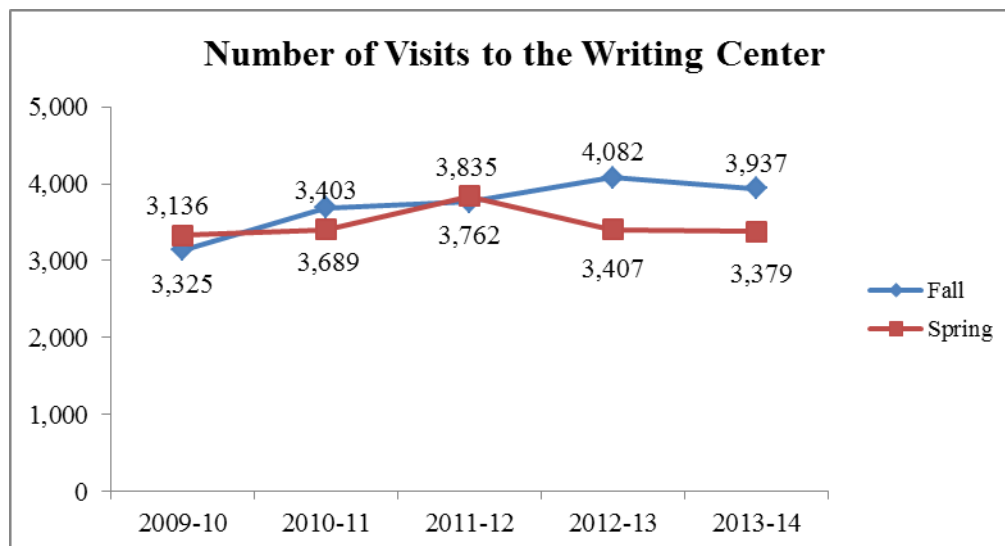
## The Writing Center 2013-14

Since last year's report, several changes have occurred affecting the Writing Center. We have a new manager, Barb Freeman (MA in Education/UCLA). Barb has worked as a tutor in our Writing Center but also has substantial background in education, particularly in the area of teacher training at UCLA. We also are the lucky new colleagues of Ivonne Ornelas Limon who was transferred from Continuing Education, replacing Brian Moreno as the administrative assistant for the Writing Center. The other major change is that we are now using SARS as our appointment and check-in software for the Writing Center and we anticipate that shift for the CLRC check-in as well. If the campus chooses to use SARS as its exclusive student tracking data base, as I believe (and hope) we will, this may enhance and link institutional data gathering for various student success service areas around campus.

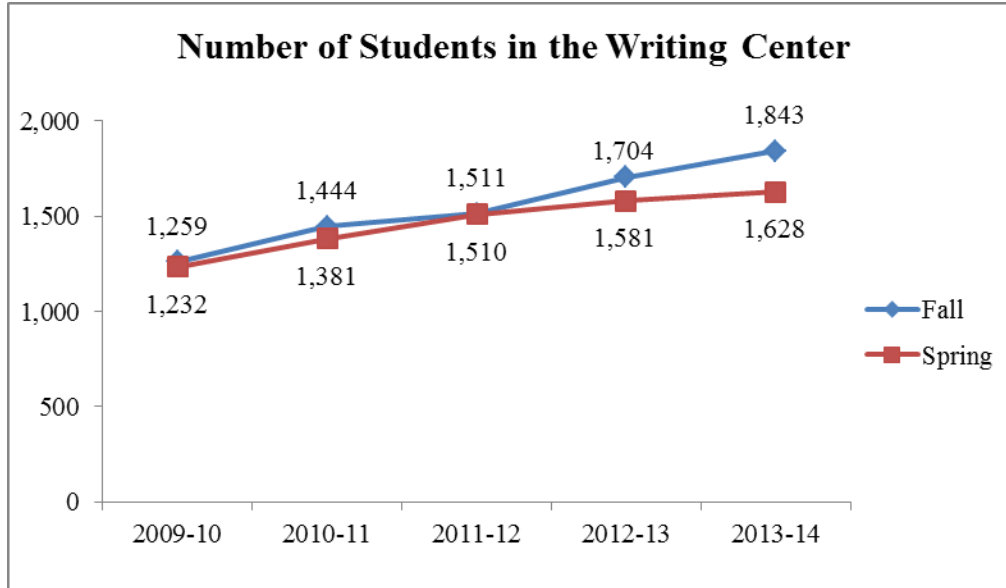
As stated in every report on the Writing Center's success, we need to devise a new pay structure for tutors with advanced degrees working in the WCenter. The selection process is rigorous as is the training, and clearly tutors recognize the value of their experience here relative to their career goals. But the level of pay is inadequate and demoralizing (\$15.35 per hour). Given the level of educational support they provide, WCenter tutors should be paid at least \$50 per hour. This level of pay is not realistic in this economy, but we could at least pay \$20 per hour or the previous (prior to last period of major cut-backs) \$18.50 per hour rate to those tutors with graduate degrees. We lose too many well-trained tutors who need better pay just to survive. The constant turnover among tutors is a drain on our full-time staff as well who invest time and energy in training part-time employees who then leave with regrets for higher-paying employment. This time would be better spent on tutoring, and less turn-over would enhance consistent practice among the whole staff.

### TRAFFIC:

The number of visits declined very slightly during the past 2013-14 academic year:



However, the number of students using the WCenter increased both semesters:



The above charts indicate that more students are coming but for fewer appointments per student. The disparity, though, with past years could be described as marginal. The most significant point is that our Writing Center compared to other colleges (both two and four year) is very busy, according to communications I have had with colleagues from around the state. I believe we are far ahead of the norm in terms of student-tutor contact, and I know that we are extremely progressive and effective, particularly when measured against Writing Centers at community colleges around the state.

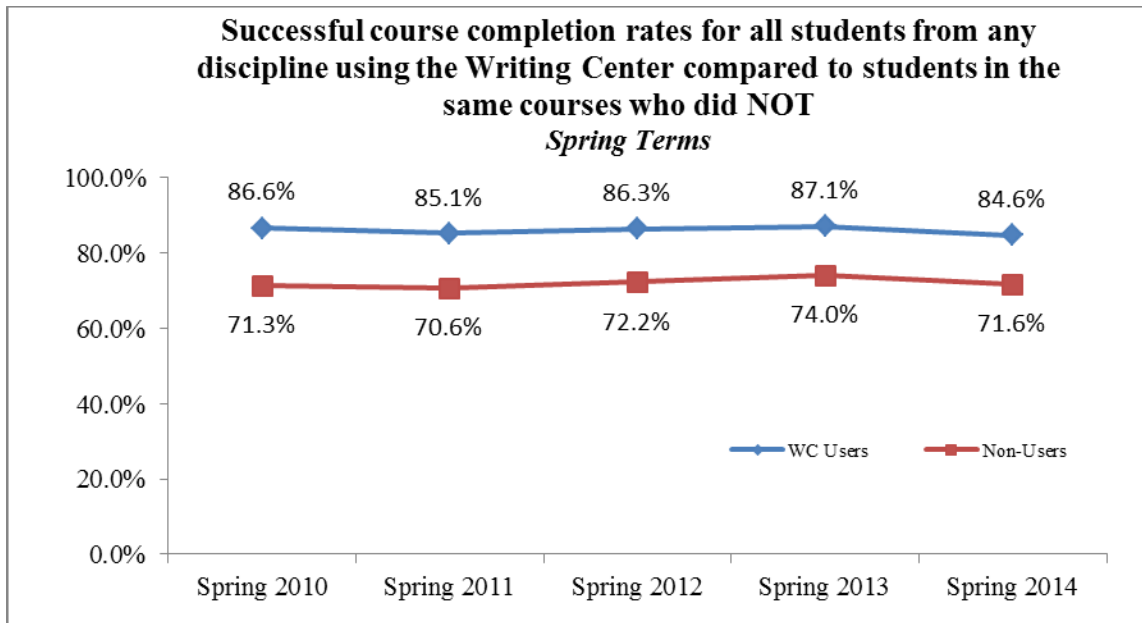
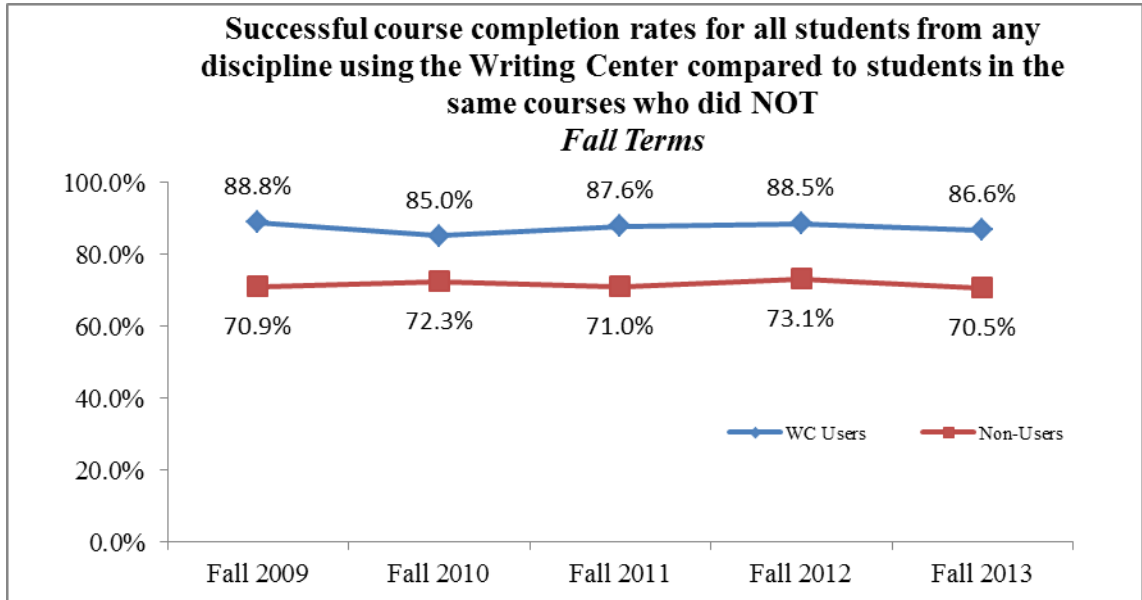
The Chancellor's Office is in the process of conducting a statewide survey of community college tutorial services, so next year's PSS report may contain information regarding our use statistics relative to state norms.

In terms of traffic and use statistics, we did change our policy this academic year in an effort to increase access to available tutors: student may now come twice per week (in the past the maximum was three times per week) and they may come for as many visits as they like during the semester (the approximate ceiling being 32 visits) within the two per week limit. The rationale for this change is in part due to concerns that students, who in the past were limited to 15 visits per semester, might be "saving up" their allotments. We are not encouraging students to come 32 times per semester so much as reinforcing self-reliance with the two visit per week policy and giving students the peace of mind that they need not worry about losing eligibility at some point in the semester.

#### **SUCCESS (COMPARED TO ALL SBCC STUDENTS):**

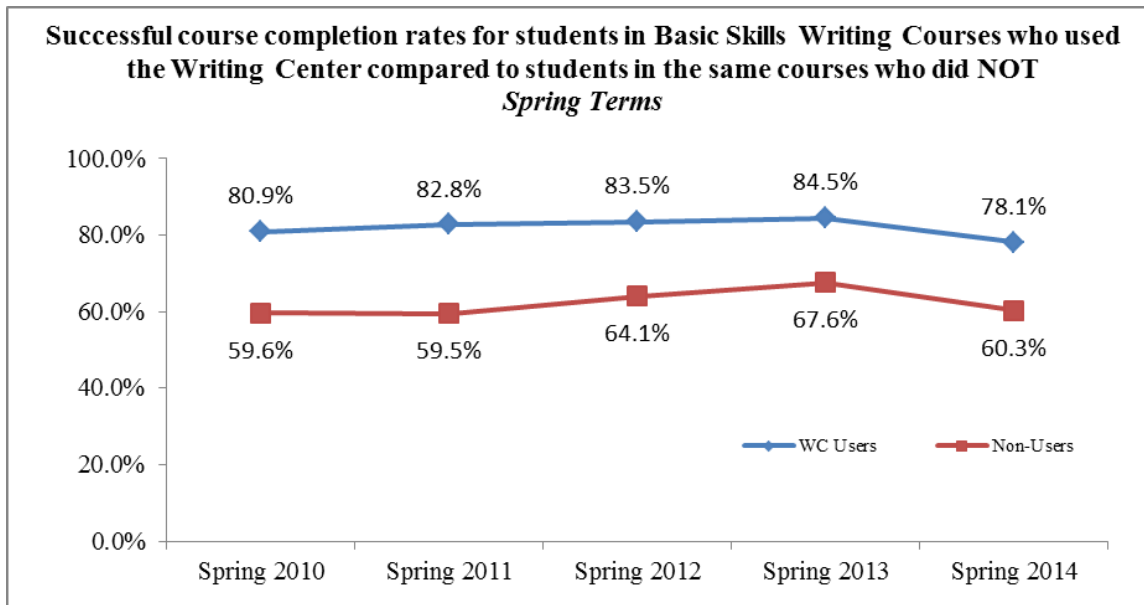
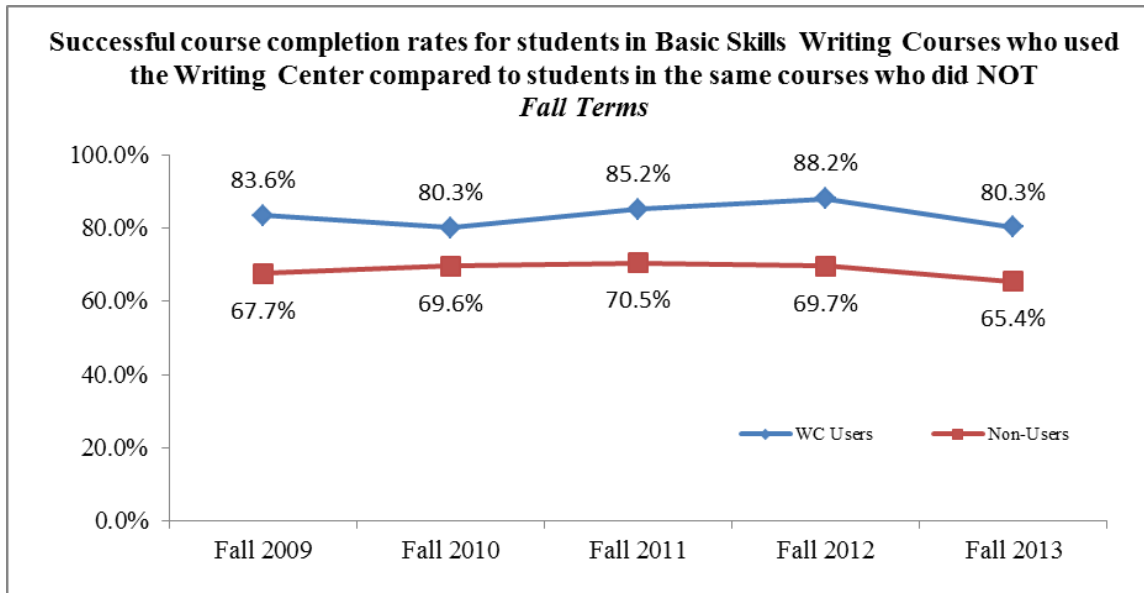
Writing Center statistics continue to show (as they have for the past seven years) a substantially higher level of success for students using this service compared to peers in comparable courses who did not. **For Fall 2013** we see that on average **for students across disciplines** that **success rate** is **16% higher** and for **spring 2014** 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.



**SUCCESS (COMPARED TO OTHER BASIC SKILLS STUDENTS):**

Data on **basic skills students** show that in the **Fall 2013** 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 2014** where the **higher success rate rises to 18% higher level of success**. This year's data include English 117, which is part of the English Learning Communities and has very high rates of success relative to students taking those courses using a traditional model (non-learning community and non-acceleration).



Submitted by Jerry Pike,  
Director of the CLRC and Writing Center

## The Gateway to Success Program 2013 – 14

The Gateway Program, now in its 8<sup>th</sup> year, is a campus-wide tutoring program – one that is a vital component of student success. In 2013-14, 230 faculty, full-time and adjunct, participated in the Gateway program and 215 tutors worked with faculty in the classrooms, labs, LRC, library, and departmentally-designated tutoring rooms across the campus. The Gateway Center had 7,371 logged tutoring sessions during the 2013-14 academic year.

### Total Gateway sections for 2013-14: 878

**Basic Skills:** Math, English, and ESL – total: 352

Fall: 183; Spring: 169

**1<sup>st</sup> in Sequence** – total: 355

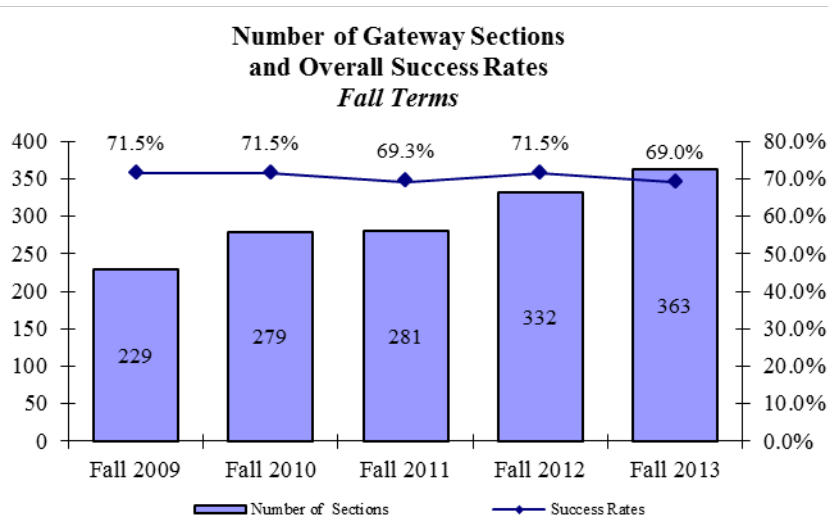
Fall: 178; Spring: 177

**Technology:** - total: 42

Fall: 20; Spring: 22

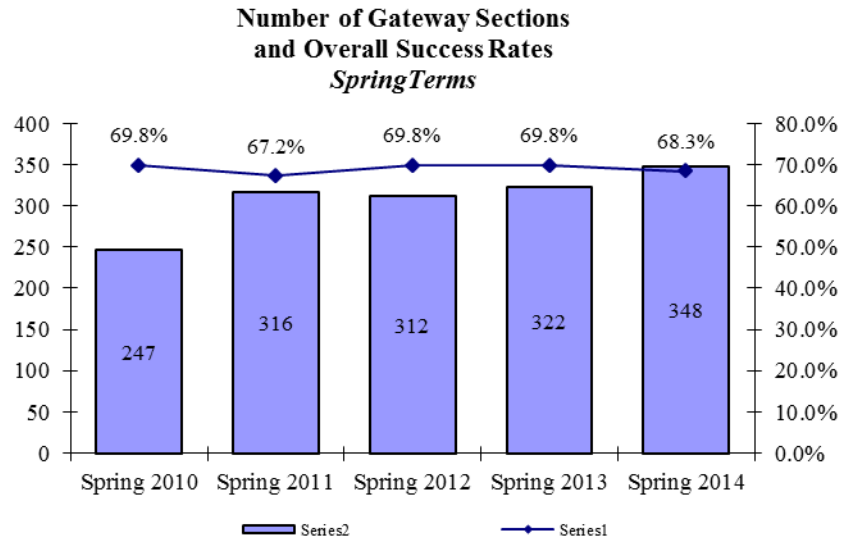
### Overall Fall 2013:

The overall success rates decreased from 71.5% in fall 2012 to 69% in fall 2013. The 2.5% decrease in the success rate is within 2.5% of prior years, but it is important to note that the number of Gateway sections increased from 332 (in 2012) to 363 in fall 2013 – a 9.0% increase in the number of sections. Additionally, the number of Gateway sections since fall 2009 increased by 134 sections, a 59.0% increase.



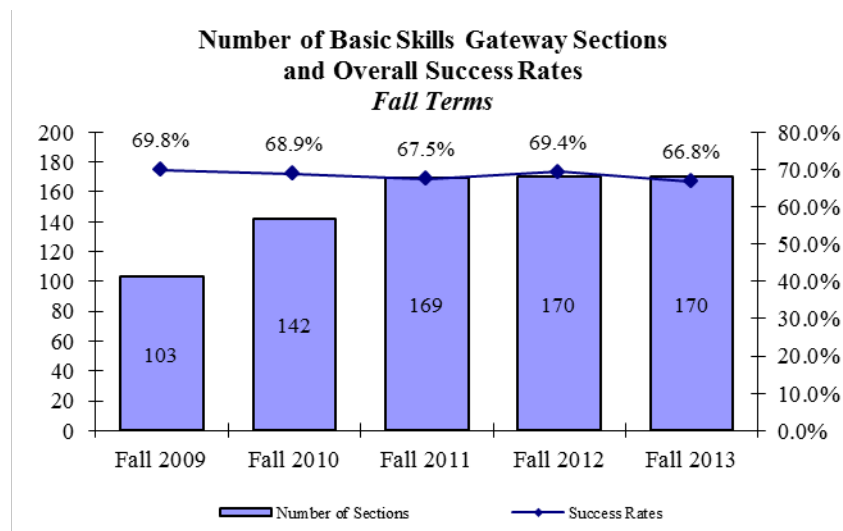
## Overall Spring 2014:

The overall success rate of 68.3% in spring 2014 is consistent with the rates seen in previous spring terms varying by about 1%. The number of Gateway sections increased from 247 in spring 2010 to 348 in spring 2014, a 41.0 % increase.



## Basic Skills, Fall 2013:

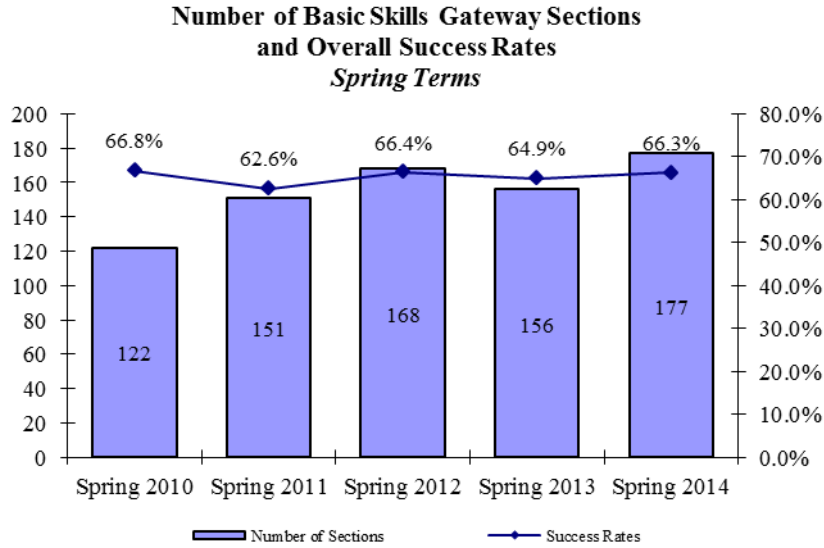
The success rate among basic skills courses decreased from 69.4% in fall 2012 to 66.8% in fall 2013 – a 2.6% point decrease. It is important to note that even with an increase from 103 sections in fall 2009 to 170 sections in fall 2013, the success rate has remained within 3% throughout the fall semesters.





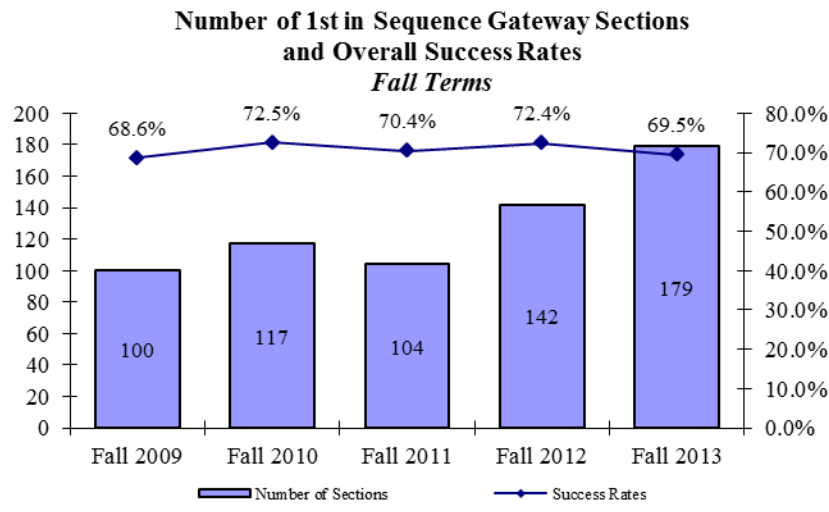
## **Basic Skills, Spring 2014:**

There was a 1.4% increase in the success rate of sections in spring 2014 from spring 2013. In addition, the number of Gateway sections increased from 156 in spring 2013 to 177 in spring 2014 - a 13.0 % increase.



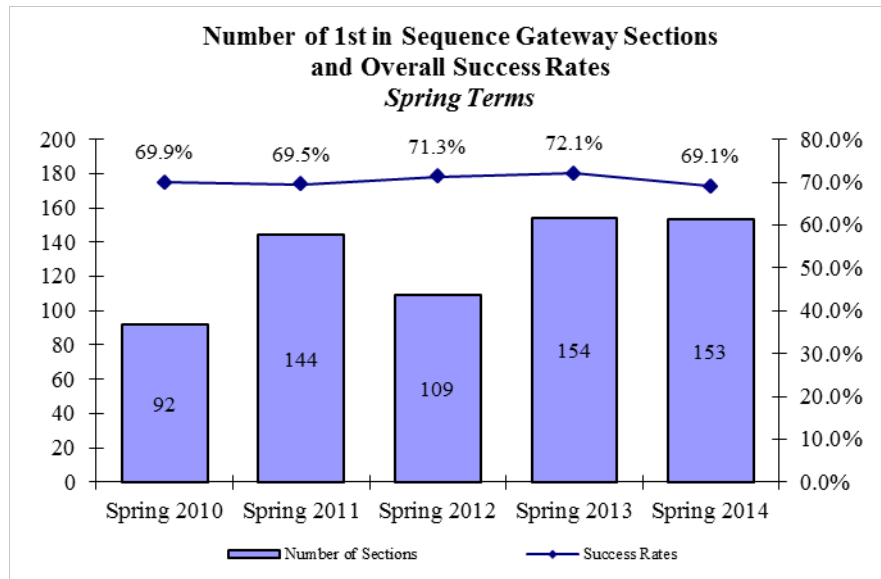
## **First in Sequence, Fall 2013:**

There was a decrease in success rates from 72.4% from fall 2012 to 69.5% in fall 2013 – a 2.9% point decrease. It is important to note that the number of first-in-sequence sections has increased from 142 in fall 2012 to 179 in fall 2013, a 26.0% increase. The success rate of 69.5% in fall 2013 is within a range of 3.9 percentage points seen in previous academic years, in spite of tripling the number of sections since fall 2009.



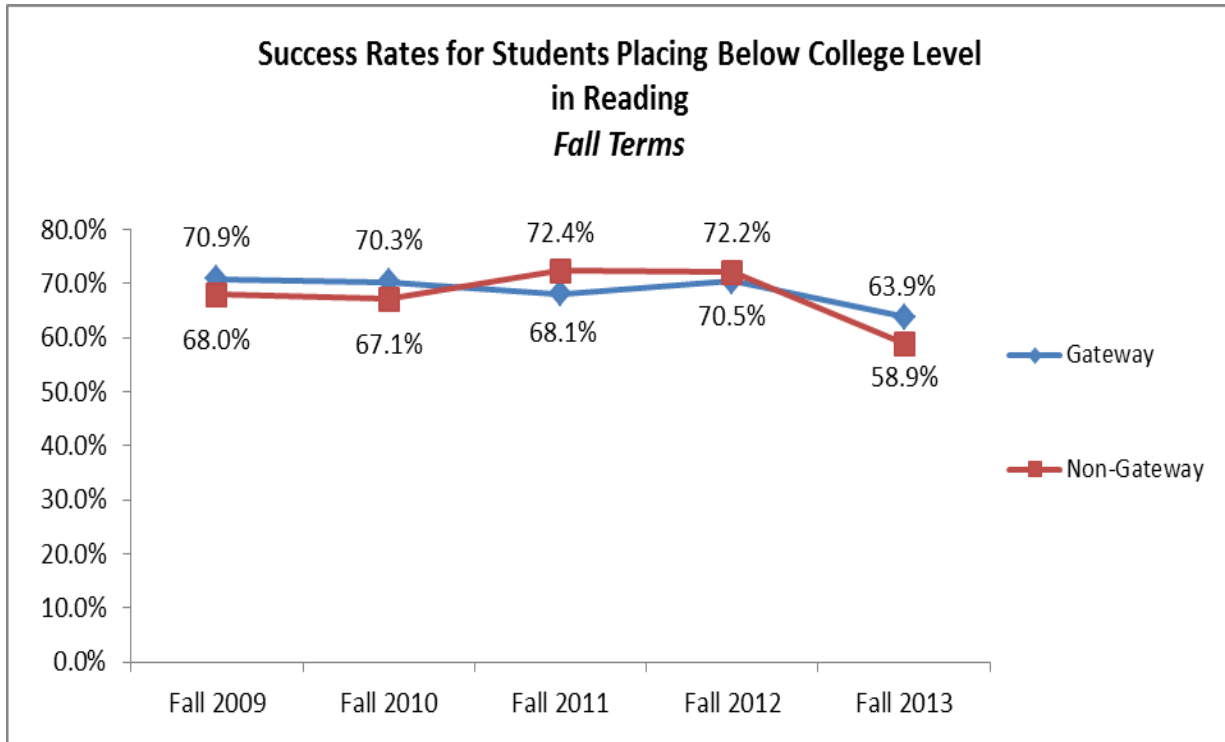
## First in Sequence, Spring 2014:

The success rate increased from 64.9% in spring 2013 to 66.3% in spring 2014 – a 1.4 point increase. In addition, there was an increase from 156 sections in spring 2013 to 177 sections in spring 2014. It is important to note that the number of first-in-sequence sections has increased from 122 in spring 2009 to 177 in spring 2014 – 45.0% increase. The success rate of 2014 is consistent with the highest rates in the past five academic years.



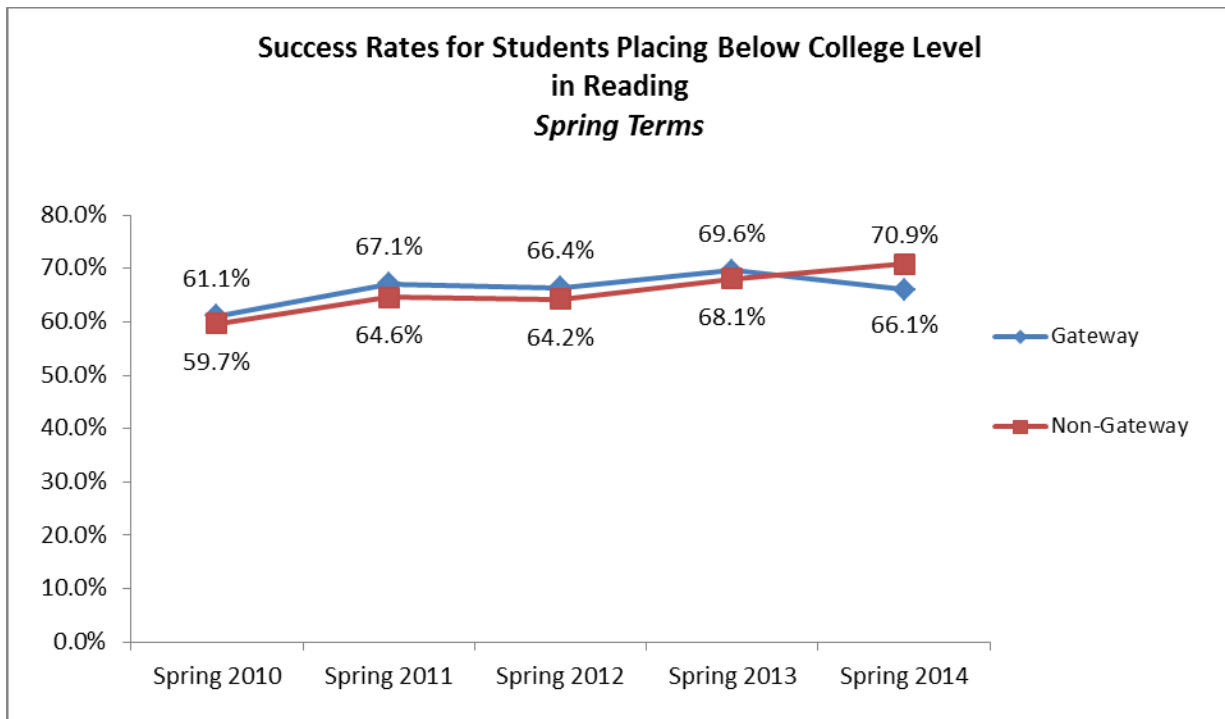
## Success Rates for Students Placing below College Level in Reading, Fall 2013:

The success rate decreased from 72.2% in fall 2012 to 63.9% in fall 2013 – a 8.3 point decrease. However, it is important to note that the success rate of Students Placing below College Level in Reading, fall 2013 is 5 points higher than the non-Gateway comparable sections. In addition, the success rates for Gateway reading sections is consistently higher through the past four fall semesters than the non-Gateway sections.



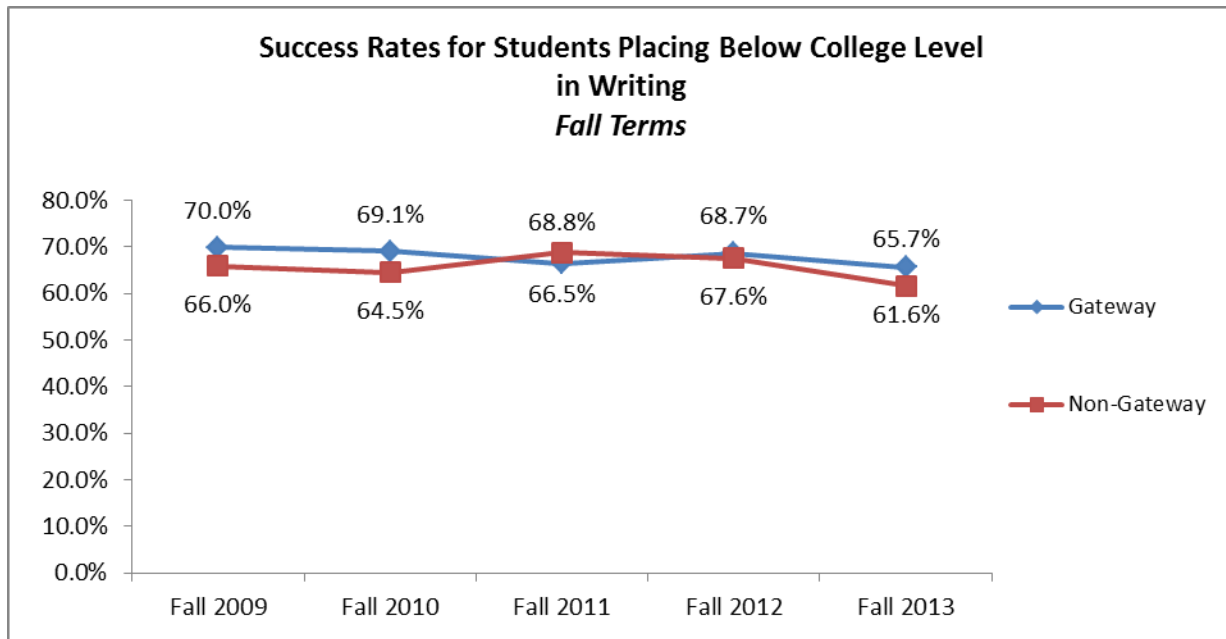
## Success Rates for Students Placing Below College Level in Reading, Spring 2014:

The success rate increased from 69.6% in spring 2013 to 70.9% in spring 2014 – a 1.3 point increase. It is important to note that the spring 2014 success rate of Students Placing below College Level in Reading is the highest success rate in the past four spring semesters. The success rate is consistently higher than the non-Gateway comparable sections. In addition, the success rates for Gateway reading sections is consistently higher through the past four semesters than the non-Gateway sections.



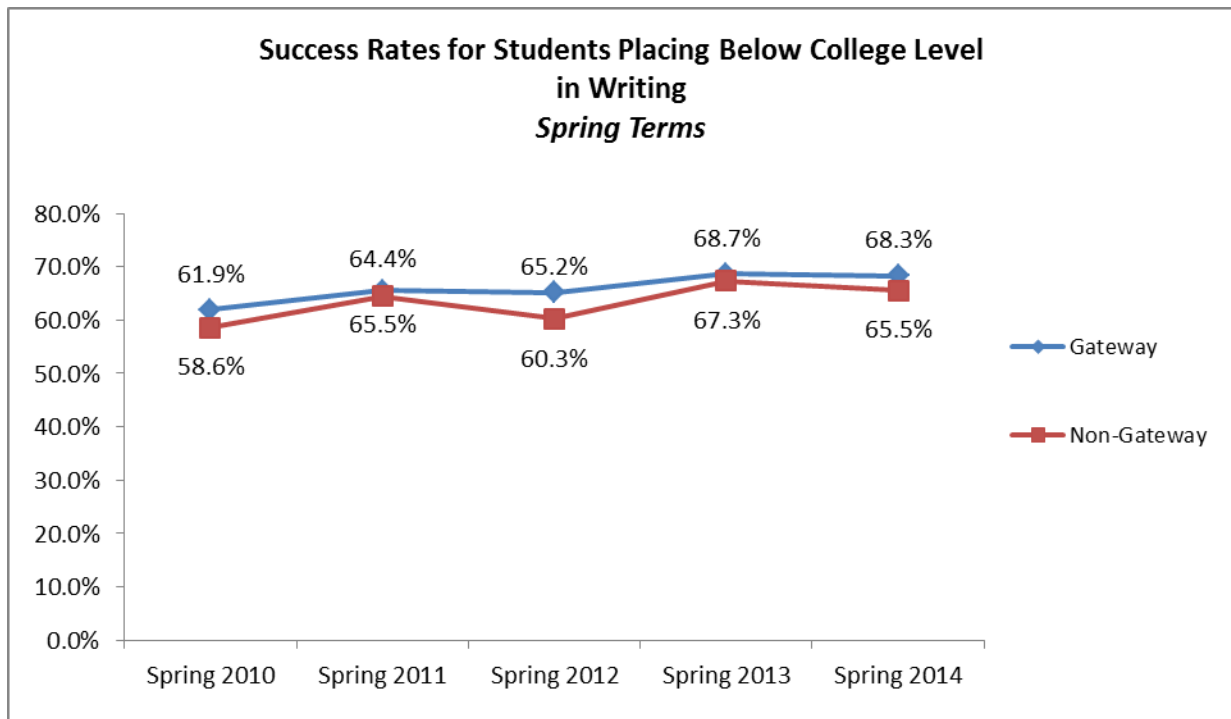
## Success Rates for Students Placing below College Level in Writing, Fall 2013:

The success rate decreased from 68.7% in fall 2012 to 65.7% in fall 2013 – a 3 point decrease. It is important to note that the fall 2013 success rate of Students Placing below College Level in Writing in fall 2013 is 4.1 points higher than the fall 2013 non-Gateway comparable section.



## Success Rates for Students Placing below College Level in Writing, Spring 2014:

The success rate decreased from 68.7% in spring 2013 to 68.3% in spring 2014 – a 0.4 point decrease. It is important to note that the success rate is 2.8 points higher than the non-Gateway comparable sections. In addition, the success rates for Gateway writing sections is consistently higher through the past four semesters than the non-Gateway sections.



**Analysis:** In an effort to ascertain the decrease in success rates for the fall 2014 semester, the Gateway team will:

1. Work with Institutional Research for further analysis of sections that have a historically low success rate.
2. Meet with all new incoming Gateway faculty to discuss the responsibilities of being a participating member of the program and discuss best tutoring practices
3. Continue to work diligently with Institutional Research in an ongoing effort to maintain the high quality of quantitative data.
4. Pilot a Gateway tutor mentor program for all incoming tutors in spring 2015.

**New Practices:** (all electronically based)

1. Application information and form for incoming tutors
2. Updated Tutor Record Form
3. Updated Best Practices information on Gateway website

**Continuing Practices:**

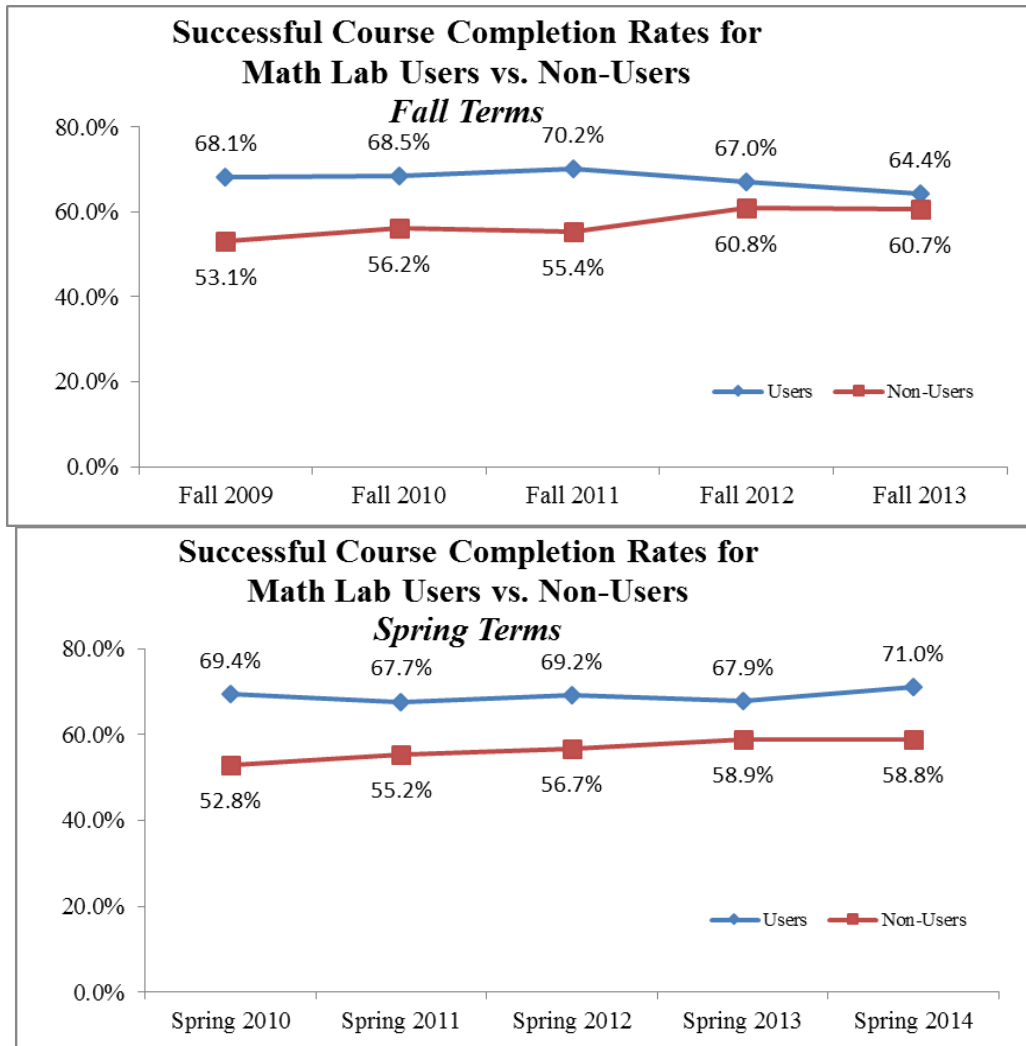
1. Continue teaching our 10 hour tutor training seminar that has been specifically designed to teach effective tutoring practices for new tutors and offered at the beginning of the first term of tutoring.
2. Work collaboratively with the following programs:
  - a. Express to Success Program
  - b. EOPS (Equal Opportunity Program and Services)
  - c. DSPPS (Disabled Students Program and Services)
  - d. Writing Center
  - e. STEM (Science, Technology, Engineering, Math)
  - f. iPath (ENG 110/120, MATH 114, HIST 101, IS 101)
3. Coordinate faculty forums during in-service

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

## The Math Lab 2013-14

### Math Lab

The graphs and data for successful course completion for students who use the Math Lab are given below. The success rates for students using the lab services are higher than for those who do not use the lab. However, the gap for Fall 2013 is the smallest it's been since Fall 2009, at a 3.7% difference. As mentioned in the report last year, this may be related to the expansion of learning communities in the math department. (These learning communities use Gateway tutoring that often takes place in other buildings on campus.) As the Math Lab continues to be bursting at the seams (the number of users is at its highest since Fall 2009 when the lab had extended hours), having these Gateway tutoring sessions elsewhere helps alleviate the pressure on the lab.



It appears it may be time to see if there is an explanation for this trend. We should attempt to analyze Math Lab data, Gateway math data, and Learning Community math data in conjunction. The success rates in the learning communities tend to be higher than the stand-alone course success rates and those students would likely not visit the lab, so they would be considered non-



users. This is an element of the picture worth examining, though it may not be the explanation. These learning communities also existed in Spring 2014 and the gap in success rates for users and non-users is much larger in Spring. While Fall 2013 had larger number of users, Spring 2014 had the lowest attendance numbers since Fall 2009. This may be related to Gateway tutoring being in other buildings, but this should be examined to be sure it is not a trend related to negative perceptions about being able to get help in the lab when it is impacted. It is worth noting that users appear to withdraw from their math courses at lower rates than non-users (9.8% vs. 13.9% for Fall 2013; 8.2% vs. 16.4% for Spring 2014.) It may be difficult to separate the learning community data from the Gateway data, but perhaps a meeting could be arranged to discuss possible methods for doing this before Spring 2015 semester begins.

<b>Successful course completion rates in math classes for students who used vs. those who did not use Math Lab services</b>										
<b>Fall Terms</b>										
	<u>Fall 2009</u>		<u>Fall 2010</u>		<u>Fall 2011</u>		<u>Fall 2012</u>		<u>Fall 2013</u>	
	Success		Success		Success		Success		Success	
<b>Visits</b>	Rate	Count	Rate	Count	Rate	Count	Rate	Count	Rate	Count
One	59.7%	380	61.1%	228	61.3%	204	64.4%	251	62.8%	374
Two	69.7%	228	65.0%	156	66.5%	113	62.8%	113	67.2%	189
Three to Four	68.6%	271	68.4%	156	70.2%	177	59.7%	148	61.5%	187
Five to Nine	66.1%	295	67.3%	210	69.9%	181	64.9%	172	62.0%	216
Ten to 19	74.2%	221	79.3%	172	76.9%	153	68.5%	124	67.6%	145
20 or more	83.5%	127	92.5%	98	82.5%	156	86.8%	171	70.6%	102
<b>All Users</b>	<b>68.1%</b>	<b>1,522</b>	<b>68.5%</b>	<b>1,020</b>	<b>70.2%</b>	<b>984</b>	<b>67.0%</b>	<b>979</b>	<b>64.4%</b>	<b>1,213</b>
<b>Non-Users</b>	<b>53.1%</b>	<b>2,912</b>	<b>56.2%</b>	<b>1,745</b>	<b>55.4%</b>	<b>1,734</b>	<b>60.7%</b>	<b>2,025</b>	<b>60.7%</b>	<b>2,144</b>
<b>Difference</b>	<b>15.0%</b>		<b>12.3%</b>		<b>14.8%</b>		<b>6.3%</b>		<b>3.7%</b>	

<b>Spring Terms</b>										
	<u>Spring 2010</u>		<u>Spring 2011</u>		<u>Spring 2012</u>		<u>Spring 2013</u>		<u>Spring 2014</u>	
	Success		Success		Success		Success		Success	
<b>Visits</b>	Rate	Count	Rate	Count	Rate	Count	Rate	Count	Rate	Count
One	61.1%	334	60.6%	234	61.7%	216	67.1%	210	71.7%	213
Two	71.6%	190	66.8%	155	67.0%	148	68.4%	128	62.8%	86
Three to Four	72.0%	264	66.4%	178	68.2%	165	65.3%	160	66.1%	84
Five to Nine	65.0%	266	65.2%	249	65.7%	186	68.8%	137	61.3%	95
Ten to 19	71.0%	217	75.5%	191	72.0%	162	72.3%	120	73.9%	102
20 or more	85.2%	162	83.1%	123	91.1%	154	67.4%	151	88.7%	134
<b>All Users</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>71.0%</b>	<b>906</b>	<b>71.0%</b>	<b>714</b>
<b>Non-Users</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>58.8%</b>	<b>1,981</b>	<b>58.8%</b>	<b>1,981</b>
<b>Difference</b>	<b>16.7%</b>		<b>12.5%</b>		<b>12.5%</b>		<b>12.3%</b>		<b>12.3%</b>	

There has been movement toward gaining an LTA for the lab. As mentioned in the previous report, this would help expand tutoring hours into the evening, which should have an impact on success rates, especially for evening students that currently are unable to use the Math Lab past 6 pm. For Spring 2014, 8 of the 22 sections of Math 100 and 10 of the 23 sections of Math 107 were held in the evening and this represents a large number of students likely unable to use the

Math Lab. This addition of an LTA will also allow the Math Lab Director time for exploring, analyzing and implementing best practices for tutoring in lab settings. The Director already works closely with Gateway in tutor training courses, but given more time, perhaps this collaboration could expand and explore ways the two tutoring programs can more efficiently support each other in increasing success rates in mathematics.

The next two pages have an analysis of pass rates by specific courses.

<b>Successful course completion rates by math course for students                      who used vs. those who did not use Math Lab services                      2013-2014</b>							
<b>Fall 2013</b>							
Course	Users			Non-Users			Difference
	Total	Success Count	Success Rate	Total	Success Count	Success Rate	
MATH 001	21	10	47.6%	173	54	31.2%	16.4%
MATH 004	25	20	80.0%	187	120	64.2%	15.8%
MATH 080	1	0	0.0%	27	16	59.3%	-59.3%
MATH 087	1	0	0.0%	23	13	56.5%	-56.5%
MATH 100	154	82	53.2%	563	284	50.4%	2.8%
MATH 100N	37	31	83.8%	61	47	77.0%	6.7%
MATH 107	264	138	52.3%	725	400	55.2%	-2.9%
MATH 107N	5	4	80.0%	27	20	74.1%	5.9%
MATH 111	38	14	36.8%	99	31	31.3%	5.5%
MATH 114	7	7	100.0%	93	83	89.2%	10.8%
MATH 117	195	162	83.1%	484	343	70.9%	12.2%
MATH 120	90	57	63.3%	283	190	67.1%	-3.8%
MATH 130	82	53	64.6%	133	98	73.7%	-9.1%
MATH 131	11	6	54.5%	19	11	57.9%	-3.3%
MATH 137	50	38	76.0%	115	81	70.4%	5.6%
MATH 138	42	33	78.6%	103	69	67.0%	11.6%
MATH 150	47	35	74.5%	162	120	74.1%	0.4%
MATH 160	64	32	50.0%	116	65	56.0%	-6.0%
MATH 200	46	35	76.1%	74	54	73.0%	3.1%
MATH 210	24	15	62.5%	47	28	59.6%	2.9%
MATH 220	9	9	100.0%	17	17	100.0%	0.0%
<b>Total</b>	<b>1,213</b>	<b>781</b>	<b>64.4%</b>	<b>3,531</b>	<b>2,144</b>	<b>60.7%</b>	<b>3.7%</b>

Most courses show a higher success rate for the students who sought tutoring in the Math Lab than for those who did not. Math 080 and 087 only had one student visit the lab, which is not

unusual because those are fully online refresher courses for Elementary and Intermediate Algebra and most of those students are out of area. The Math 107 and Math 120 numbers may need to be fleshed out more in the future. There were six learning communities that contained a Math 107 course, which would represent close to 200 students that may be getting their Gateway tutoring away from the Math Lab. Those courses do have higher success rates than stand-alone courses, so it is possible those learning communities are having an impact on the data. There were also two learning communities that contained Math 120, which represents about 70 students. These 70 students might be in the non-user group if the Gateway tutoring for their courses takes place away from the lab.

The success rates for Math 130, 131, and 160 were lower in Fall 2013 for users than non-users. This information will be shared with the department, but in looking back at past data and Spring 2014 data, this does not appear to be a trend.

**Successful course completion rates by math course for students  
who used vs. those who did not use Math Lab services  
2013-2014**

Spring 2014							
Course	Users			Non-Users			Difference
	Total	Success Count	Success Rate	Total	Success Count	Success Rate	
MATH 001	33	19	57.6%	183	67	36.6%	21.0%
MATH 004	22	12	54.5%	178	91	51.1%	3.4%
MATH 087	2	2	100.0%	24	4	16.7%	83.3%
MATH 100	105	63	60.0%	434	192	44.2%	15.8%
MATH 100N	40	34	85.0%	44	28	63.6%	21.4%
MATH 107	172	114	66.3%	547	315	57.6%	8.7%
MATH 107N	14	7	50.0%	20	8	40.0%	10.0%
MATH 111	29	16	55.2%	144	70	48.6%	6.6%
MATH 114	5	5	100.0%	72	67	93.1%	6.9%
MATH 117	159	123	77.4%	601	418	69.6%	7.8%
MATH 120	68	44	64.7%	207	108	52.2%	12.5%
MATH 130	68	56	82.4%	157	109	69.4%	12.9%
MATH 131	15	11	73.3%	34	21	61.8%	11.6%
MATH 137	43	26	60.5%	115	57	49.6%	10.9%
MATH 138	41	30	73.2%	139	91	65.5%	7.7%
MATH 150	45	38	84.4%	149	101	67.8%	16.7%
MATH 160	45	35	77.8%	156	110	70.5%	7.3%
MATH 188	4	1	25.0%	14	4	28.6%	-3.6%
MATH 200	34	24	70.6%	71	43	60.6%	10.0%
MATH 210	30	26	86.7%	46	42	91.3%	-4.6%
MATH 220	31	28	90.3%	36	35	97.2%	-6.9%
<b>Total</b>	<b>1,005</b>	<b>714</b>	<b>71.0%</b>	<b>3,371</b>	<b>1,981</b>	<b>58.8%</b>	<b>12.3%</b>

The success rates for users vs. non-users is higher for almost all courses in Spring 2014. Math 188 is another online refresher with very small numbers of users, so it probably doesn't make sense to be concerned about that difference. The success rates are lower for Math 210 and 220 for users, but the success rates for both users and non-users are very high and the smaller sample sizes may account for that difference. In addition, at that level, it is possible the students are much more self-sufficient and only the weaker students are still seeking help in the lab.

It is important to note, once 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.

Submitted by Pam Guenther.  
Program Leader for the Math Lab

## **Academic Achievement Zone 2013-14**

Student success is an investment Santa Barbara City College is committed to achieving and is evident after reviewing our student success programs and their results. The Academic Achievement Zone is designed for Student-athlete success. We are taking ownership by identifying obstacles to student success with the intent to assist and enable our SBCC community to develop solutions in order to move student's toward educationally significant learning outcomes. In addition to the data presented, as the director of the program, I did an informal verbal survey of approximately 75 student-athletes. I asked them questions about what they felt were obstacles to their academic success. I have condensed their responses into the following categories; (1) Academic, and (2) Social, economic and family.

### **ACADEMIC**

- ◆ Lack of primary skill sets: reading, writing, critical thinking, studying & math
- ◆ Some students have an inflated idea of their academic abilities and preparation (unit load and self-esteem)
- ◆ Students come to college with unrealistic attitude and goals (Put sports first – only a few ever make it big )
- ◆ Some students taking online courses confuse convenience with ease (It takes self-discipline)
- ◆ Passive learning habits – sitting in the back of class inhibits actively engaging in class.
- ◆ Sense of entitlement; idea that showing up is sufficient
- ◆ Students see grades as “given” rather than “earned”

### **SOCIAL/ECONOMIC/FAMILY**

- ◆ Financial pressures – limited time to work (class, practice, games, fundraising)
- ◆ Lack of knowledge of college support services (tutoring, LRC, etc.)
- ◆ Lack of support from home (out of area, little parent support)
- ◆ Outside distractions (drugs, alcohol, relationships, etc.)
- ◆ Students feel standards are negotiable for different classes (some have the syndrome of “what is the least I can do to get a “C”)

As a result of this informal survey, it was important to tabulate changes in GPA before and after tutoring and collect data on retention rates for students who were tutored vs. those who did not receive tutoring. It is difficult to demonstrate that tutoring improves grades, but when I questioned the student-athletes, they often reported that their course grade had improved due to the tutoring assistance they received in the Achievement Zone. In Table 1 it is evident that in the fall 2013 comparison of successful course completion rates between AAZ users and non-users, the users' success rate of (77.8%) was higher that of non-users (71.5%), a difference of 6.4%. In addition, the grade point average of users (2.56) was higher than the GPA among non-users (2.38).

Table 1

**Comparison of Successful Course Completion Rates between AAZ Users and Non-Users****Fall 2013**

	<b>AAZ Users</b>		<b>AAZ Non-Users</b>		<b>Difference</b>
	Count	Percent	Count	Percent	
Successful	390	77.8%	642	71.5%	6.4%
Unsuccessful	79	15.8%	156	17.4%	-1.6%
Withdrawn	32	6.4%	100	11.1%	-4.7%
Total Enrollments <sup>1</sup>	501		898		
Total Headcount	89		173		
Average Term GPA	2.56		2.38		0.18

The same results are evident in Table 2 during spring 2014. Successful course completion rates show a difference of 7.9% with 74.4% of users successfully completing their courses vs. 66.5% among non-users. The data also show that AAZ users are more likely to stay enrolled in their classes which of course can be for many reasons, however, non-users' withdrawal rate from their classes is 8.8% points higher than the withdrawal rate among AAZ users.

Table 2

**Comparison of Successful Course Completion Rates between AAZ Users and Non-Users****Spring 2014**

	<b>AAZ Users</b>		<b>AAZ Non-Users</b>		<b>Difference</b>
	Count	Percent	Count	Percent	
Successful	326	74.4%	371	66.5%	7.9%
Unsuccessful	83	18.9%	101	18.1%	0.8%
Withdrawn	29	6.6%	86	15.4%	-8.8%
Total Enrollments <sup>1</sup>	438		558		
Total Headcount	73		101		
Average Term GPA	2.40		2.10		0.30

In comparing the data from previous years, it suggests that developmental students like peer tutoring, are more relaxed in the environment we have created, and they feel that the tutors are helping them achieve higher grades. There is a commonly held belief within the intercollegiate athletics community that student-athletes perform better academically during their season of athletics competition than they do outside the season of competition. The thought is that the structured nature of the playing season leads to more structure in student-athletes' academic lives and better academic performance. However, it is difficult to support this belief based on the data

not tabulated for that outcome. However, this data does suggest that the more times the student-athlete visits the AAZ, the higher the grade point average and course completion rates. See Table 3 & 4 (Fall 2013) and Table 5 & 6 (spring 2014) below.

Table 3

**Successful Course Completion Rates by Number of Visits to AAZ**

**Fall 2013**

Number of Visits	Successful		Unsuccessful		Withdrawn		Total Enrollments	Total Headcount	Avg Term GPA
	#	%	#	%	#	%			
Zero	642	71.5%	156	17.4%	100	11.1%	898	173	2.38
1 to 9	147	68.1%	50	23.1%	19	8.8%	216	38	2.21
10 to 19	79	77.5%	13	12.7%	10	9.8%	102	18	2.68
20 to 29	89	92.7%	6	6.3%	1	1.0%	96	17	3.05
30 to 39	51	91.1%	5	8.9%	0	0.0%	56	11	2.87
40 or More	24	77.4%	5	16.1%	2	6.5%	31	5	2.58
Total Enrollments <sup>1</sup>	1,032	73.8%	235	16.8%	132	9.4%	1,399	262	

Table 4

**Successful Course Completion Rates by Number of Hours Spent in AAZ**

**Fall 2013**

Number of Hours	Successful		Unsuccessful		Withdrawn		Total Enrollments	Total Headcount	Avg Term GPA
	Count	Percent	Count	Percent	Count	Percent			
Zero	642	71.5%	156	17.4%	100	11.1%	898	173	2.38
1 to 9	181	71.8%	51	20.2%	20	7.9%	252	44	2.43
10 to 19	65	81.3%	9	11.3%	6	7.5%	80	14	2.50
20 to 29	45	81.8%	6	10.9%	4	7.3%	55	10	2.68
30 to 39	42	87.5%	4	8.3%	2	4.2%	48	9	2.83
40 or More	57	86.4%	9	13.6%	0	0.0%	66	12	2.86
Total Enrollments <sup>1</sup>	1,032	73.8%	235	16.8%	132	9.4%	1,399	262	

<sup>1</sup>These counts represent course enrollments, not individual students

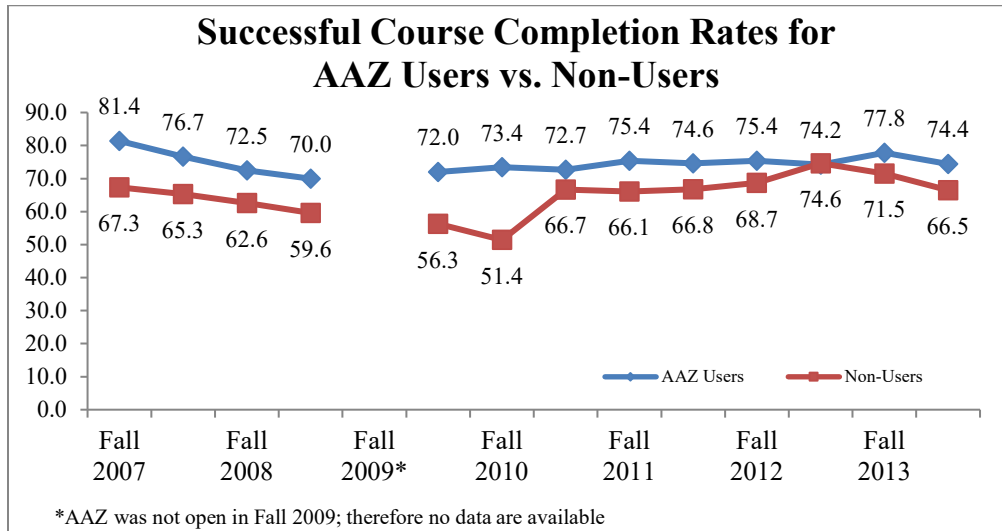
Based on six years of data, the AAZ has been a successful addition to the student-athletes' academic success at Santa Barbara City College. The data consistently show that AAZ users out-



perform non-users as evident in the Figure 1 below showing successful course completion rates for users and non-users.

Figure 1

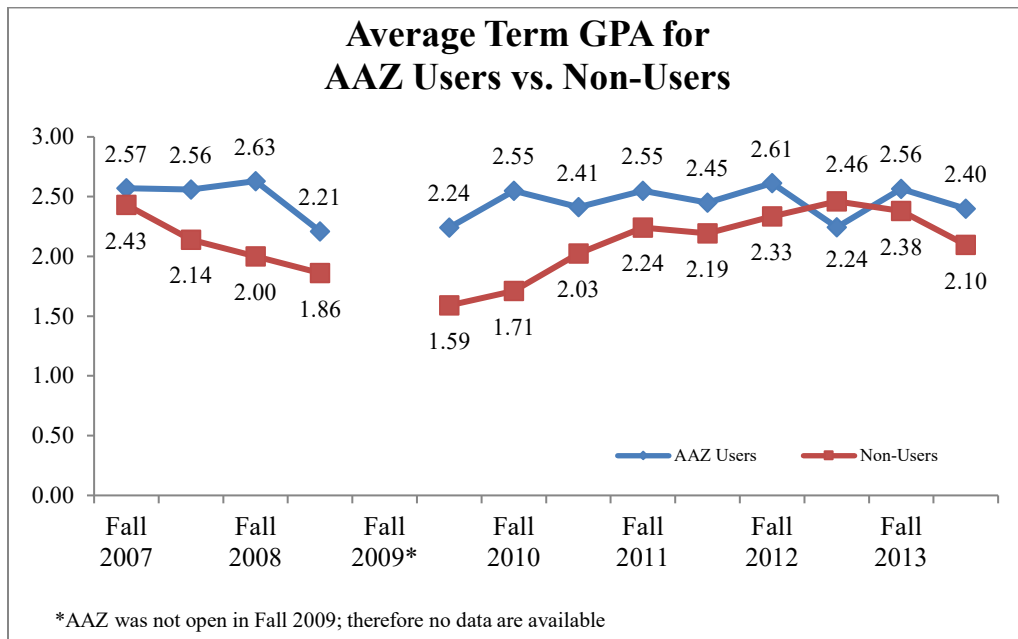
**Successful Course Completion Rates for AAZ Users vs. Non-Users**



Data collected from fall 2007 to fall 2013 represent an impressive increase for AAZ users GPA showing the more hours spent in the Achievement Zone the higher level of success with an average term GPA of 2.56 for users vs. 2.03 for non-users (Figure 2).

Figure 2

**Average Term GPA for AAZ Users vs. Non-Users**



Tables 7 and 8 compare persistence rates and transfer readiness between AAZ users and non-users for fall 2013 and spring 2014. 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. Data 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.

Table 7

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

**Fall 2013**

	<b>AAZ Users</b>		<b>AAZ Non-Users</b>		<b>Difference</b>
	Count	Percent	Count	Percent	
Enrolled Spring 2014	84	94.4%	151	87.3%	7.1%
Enrolled Fall 2014 <sup>2</sup>	57	68.7%	92	54.4%	14.2%
Trans Level Math <sup>3</sup>	14	15.7%	35	20.2%	-4.5%
Trans Level English <sup>4</sup>	40	44.9%	70	40.5%	4.5%
Total Headcount	89		173		

<sup>2</sup>The denominator for AAZ users is 83, and for non-users is 169, as 6 and 4 students, respectively, completed degrees and did not enroll in Fall 2014

<sup>3</sup>Successfully completed a transfer-level math course (Math 108, Math 114 or higher, or Psy 150) from Fall 2013 forward

<sup>4</sup>Successfully completed a transfer-level English course (Eng 110-116 or Eng 120 or higher) from Fall 2013 forward

Table 8

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

**Spring 2014**

	<b>AAZ Users</b>		<b>AAZ Non-Users</b>		<b>Difference</b>
	Count	Percent	Count	Percent	
Enrolled Fall 2014 <sup>2</sup>	45	65.2%	61	60.4%	4.8%
Trans Level Math <sup>3</sup>	5	6.8%	5	5.0%	1.9%
Trans Level English <sup>4</sup>	23	31.5%	18	17.8%	13.7%
Total Headcount	73		101		

<sup>2</sup>The denominator for AAZ users is 69, as four students completed degrees and did not enroll in Fall 2014

<sup>3</sup>Successfully completed a transfer-level math course (Math 108, Math 114 or higher, or Psy 150) from Sp. 2014 forward

<sup>4</sup>Successfully completed a transfer-level English course (Eng 110-116 or Eng 120 or higher) from Sp. 2014 forward

Our student-athletes are not merely the recipients of tutoring, but are partners in their own education; and the college's motto of "Student Success." Our program has a unique opportunity to experience Vizual Edge which is a computer based 3-D visual performance assessment and enhancement tool that improves timing, visual perception, decision-making and overall visual system. In the spring of 2015, our research will be based on the hypothesis that not only will athletic performance improve, but academic performance will also improve. Each student-athlete will complete the survey below. At the end of the spring semester data will be collected from the survey as well as the training results from Vizual Edge. This information will provide us with information to better serve our student-athletes in their pursuit of academic excellence.

### ***Student-Athlete Vizual Edge Questionnaire***

Dear SBCC Student-Athlete,

You have been selected to participate in a pilot study directed by Dr. Paula Congleton, Director of the Achievement Zone, that will provide a unique opportunity for you to experience Vizual Edge, a computer-based 3-D visual performance assessment and enhancement tool designed to help improve your timing, visual perception, decision-making and overall visual system. Our research is based on the hypothesis that not only will your athletic performance improve, but your academic performance will also improve. The information you provide below will help us better serve you in your pursuit of academic excellence. This survey will take approximately 5-10 minutes to complete. Your responses will be confidential and only seen by Dr. Congleton. Your individual results will **not** be shared with your coaches or instructors.

✓ ***Please bring a copy of your current schedule to your next session in the AAZ***

Name: \_\_\_\_\_ K#: \_\_\_\_\_ Sport: \_\_\_\_\_

Year in School at SBCC: \_\_\_\_\_

Red Shirt:  Yes  No What position do you play? \_\_\_\_\_

Have you suffered a concussion while participating at SBCC?  Yes  No

If yes, when? \_\_\_\_\_

How likely do you believe it is that you will receive a scholarship to play at the 4-year level?

Very likely  Somewhat likely  Not at all likely  Unsure

If likely, at what division and/or school? \_\_\_\_\_

Do you believe that when you are prepared academically, you are able to be a better athlete?

Yes  No  Unsure

If yes, why? \_\_\_\_\_

If no, why not? \_\_\_\_\_

### ***Academic Information***

Do you have any learning disabilities?  Yes  No  Unsure

If yes, do you utilize DSPS?  Yes  No Disability \_\_\_\_\_

How many **Academic** units are you enrolled in this semester? \_\_\_\_\_

What is your major? \_\_\_\_\_

Who is your academic advisor? \_\_\_\_\_

Do you feel you are receiving enough academic support from the Achievement Zone staff?

Yes  No  Unsure

If no, what is missing? \_\_\_\_\_

In what academic subject(s) do you feel you struggle most? \_\_\_\_\_

How would you rate your skill level in the following areas:

(Put an "X" in the box that most closely matches your self-rating)

	Strong	Average	Needs Improvement	Unsure
Writing				
Reading				
Quantitative analysis (numerical, mathematical skills)				
Oral communication (public speaking)				
Study habits				
Time management				
Exam preparation				

Are you currently enrolled in a math class?  Yes  No

If yes, what class(es)? \_\_\_\_\_

If no, what was the last math class you took? \_\_\_\_\_

Where and when did you take this math class? \_\_\_\_\_

Are you currently enrolled in an English class?  Yes  No

If yes, what class(es)? \_\_\_\_\_

If no, what was the last English class you took? \_\_\_\_\_

Where and when did you take this English class? \_\_\_\_\_

***Thank you for completing this survey!***

Initial training session time: \_\_\_\_\_

	Date		Date
Vizual Alignment Training		Vizual Depth Screener	
Vizual Flexibility (Convergence)		Vizual Flexibility (Divergence)	

Vizual Recognition:		Vizual Tracking	
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Submitted by Paula Congleton,  
Director of the Academic Achievement Zone