CRAFTON HILLS COLLEGE
Institutional Effectiveness, Research & Planning
RRN 1740
August 2017
Research Brief

Spring 2017 Structured Learning Assistance Program End of Semester Evaluation Results

Prepared by Diana Pineda

Purpose of Brief

The purpose of this brief is to analyze the results of SLA program end of semester evaluations completed by 142 respondents enrolled in basic math skills courses, in the spring 2017 semester.

Summary of Findings

- 73% of respondents specified MATH-952 as the course they were enrolled in for the spring 2017 semester, followed by MATH-962 selected by 28% of respondents.
- 91% of respondents indicated attendance to SLA (Lab) sessions was mandatory for their class.
- 76% of respondents specified the SLA (Lab) sessions counted towards their course grade.
- 52% of respondents attended all SLA (Lab) sessions, followed by 39% who attended more than half of the SLA (Lab) sessions.
- 61% of respondents indicated SLA (Lab) sessions helped them improve their overall course grade by an entire letter grade.
- 21% of respondents attended the SLA tutor's office hours.
- 56% of respondents indicated there should be more SLA tutor office hours.
- Frequent comments expressed praise/compliments (n=27) regarding SLA (Lab) sessions and staff. One respondent stated, "I think it's great [Name] was a great tutor and gets 5 out of 5 stars."

Overview

Structured Learning Assistance (SLA) at Crafton Hills College is an academic support program in the Tutoring Center (TC) that incorporates content specific study and learning strategies into traditionally challenging courses through embedded tutoring. The program is a series of weekly review sessions that provide students the opportunity to collaborate with their peers in order to compare notes, discuss important concepts, and develop studying strategies. SLA (Lab) sessions are led by trained tutors under the oversight of the assigned instructor. Currently, they are offered as courses that are linked with developmental math courses. The purpose of this brief is to analyze the results of SLA program end of semester evaluations completed by 142 respondents enrolled in basic math skills courses in the spring 2017 semester.

Methodology

The TC collaborated with the Office of Institutional Effectiveness, Research and Planning (OIERP) in developing an evaluation. The evaluation was administered in paper form to respondents by the TC. The evaluation consisted of a total of 10 questions. The first question, prompted respondents to select the math course they were enrolled in for the current semester. Question 2 prompted respondents to provide the section number for their math class as a fill-in option. Questions 3 and 4 asked respondents if attendance to the SLA (Lab) sessions was mandatory for their classes and if the SLA (Lab) sessions count towards their grade in the math class they were enrolled in respectively, by selecting yes, no, or I don't know. Question 5 prompted respondents to indicate how many SLA (Lab) sessions they attended, as multiple-choice option. Question 6 asked respondents whether SLA (Lab) sessions helped improve their overall math course grade by a letter grade, by selecting yes or no. Question 7, prompted respondents to rate their level of agreement with 6 statements regarding SLA (Lab) session objectives. The following 4-point Likert-scale was utilized: 4=Strongly Agree, 3=Agree, 2=Disagree, 1=Strongly Disagree. Question 8 asked respondents if they attended SLA tutor's office hours, with an opportunity to explain why if "No" was selected, as an open-ended option. Question 9 asked respondents whether there should be more SLA office hours, by selecting yes or no. Finally, question 10 prompted respondents provide comments or suggestions regarding SLA (Lab) sessions.

To anonymize responses, any individual names mentioned in the comments or suggestions table were replaced with "[Name]". To organize feedback received, comments were categorized by topic. A limitation to grouping any open-ended responses into categories is that researchers may group them differently.

Sample

In spring 2017, the evaluation was completed by a total of 142 respondents. Respondents who did not provide an answer, or had a "missing" response to questions were excluded from analysis.

Findings

Tables 1 through 9 illustrate the results of the findings from the SLA program evaluations in spring 2017.

Table 1a lists the courses respondents indicated they were enrolled in for spring 2017 term. Seventy-three percent of respondents specified they were enrolled in MATH-952, followed by MATH-962 selected by 28% of respondents.

Table 1a. Courses respondents were enrolled in for spring 2017 semester.

Courses	#	Column %
MATH-952	103	72.5
MATH-962	39	27.5
Total	**142**	**100.0**

Table 1b lists the section numbers for MATH-952 and MATH-962 respondents specified they were enrolled in for the spring 2017 semester.

Twenty-five percent of respondents indicated they were enrolled in section 55 for MATH-952, and 36% of respondents were enrolled in section 35 for MATH-962.

Table 1b. Section numbers for MATH-952 and MATH-962 respondents enrolled in for spring 2017.

MATH-952 Section	#	Column%
15	17	16.5
30	18	17.5
35	18	17.5
55	26	25.2
91	24	23.3
Total	**103**	**100.0**

MATH-962 Section	#	Column%
10	12	30.8
30	1	2.6
35	14	35.9
50	12	30.8
Total	**39**	**100.0**

Table 2 illustrates respondents' answers to whether attendance at SLA (Lab) sessions was mandatory for their class. Ninety-one percent of respondents indicated attendance at SLA (Lab) sessions was mandatory for their class.

Table 2. Respondents' answers to whether attendance at SLA (Lab) sessions was mandatory.

Was attendance at the SLA (Lab) sessions mandatory for your class?	#	Column%
Yes	127	91.4
I don't know	7	5.0
No	5	3.6
Total	**139**	**100.0**

Note: Any missing responses were excluded in this table.

Table 3 illustrates respondents' answers to whether the SLA (Lab) sessions counted towards their grade. Seventy-six percent of respondents indicated the SLA (Lab) sessions counted towards their course grade.

Table 3. Respondents' answers to whether the SLA (Lab) sessions counted towards their course grade.

Does the SLA (Lab) sessions count towards your course grade?	#	Column %
Yes	108	76.1
I don't know	21	14.8
No	13	9.2
Total	**142**	**100.0**

Table 4 demonstrates how many SLA (Lab) sessions respondents attended. Fifty-two percent of respondents attended all SLA (Lab) sessions, followed by 39% who attended more than half of the SLA (Lab) sessions.

Table 4. How often respondents attended SLA (Lab) sessions.

Frequency of Attendance	#	Column %
None	3	2.1
Less than half	4	2.8
About half	6	4.3
More than half	55	39.0
All sessions	73	51.8
Total	**141**	**100.0**

Note: Any missing responses were not included in this table.

Table 5 includes respondents' answers to whether SLA (Lab) sessions helped them improve their overall course grade by an entire letter grade. Sixty-one percent of respondents indicated SLA (Lab) sessions helped them improve their overall course grade by an entire letter grade.

Table 5. Respondents' answers to whether SLA (Lab) sessions helped them improve their overall course grade.

Did SLA (Lab) sessions help you improve your overall math course grade by an entire letter grade?	#	Column %
Yes	84	61.3
No	53	38.7
Total	**137**	**100.0**

Note: Any missing responses were not included in this table.

Table 6 (on page 4) illustrates respondent's levels of agreement with statements regarding SLA (Lab) session objectives. Eighty-five percent of respondents agreed or strongly agreed SLA (Lab) sessions encouraged them to collaborate with other students. Eighty-three percent of respondents agreed or strongly agreed SLA (Lab) sessions strengthened their math skills. Respondents were least likely to agree or strong agree (48%) that SLA (Lab) sessions should be offered more than once a week.

Table 6. Respondent's level of agreement with statements regarding SLA (Lab) session objectives.

SLA (Lab) Sessions…	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	#	%	#	%	#	%	#	%	
...encouraged me to collaborate with other students.	61	44.2	56	40.6	14	10.1	7	5.1	138
...strengthened my math skills.	48	34.5	68	48.9	13	9.4	10	7.2	139
...presented helpful study skills strategies.	47	33.8	64	46.0	18	12.9	10	7.2	139
...helped me become more confident with math.	43	30.7	63	45.0	25	17.9	9	6.4	140
...should be a part of my next math course.	33	24.4	54	40.0	29	21.5	19	14.1	135
...should be offered more than once a week.	30	21.4	37	26.4	50	35.7	23	16.4	140

Note: Any missing responses were not included in this table.

Table 7a illustrates respondents' answers to whether they attended SLA tutor's office hours. Seventy-nine percent of respondents did not attend the SLA tutor's office hours. Conversely, 21% of respondents attended the SLA tutors office hours.

Table 7a. Respondents' answers to whether they attended SLA tutor's office hours.

Did you attend the SLA tutor's office hours?	#	Column %
No	112	79.4
Yes	29	20.6
Total	**141**	**100.0**

Note: Any missing responses were not included in this table.

Table 7b includes respondents' reasons for not attending SLA tutor's office hours, if applicable. Feedback received was categorized into the following 6 categories: time/schedule conflicts, lack of need for assistance, personal choice, miscellaneous, unaware of office hours, and sought help through tutoring center. The most frequent reasons provided were in regards to time/schedule conflicts (n=50), followed by respondents indicating their lack of need for assistance (n=33). One respondent stated, "I could not make the time due to work." Another respondent made the following comment. "I did not feel the need to because she was so helpful during lab."

Table 7b. Respondent's reasons for not attending SLA tutor's office hours.

Time/ Schedule Conflicts (n=50)
3 jobs no time.
Busy schedule.
Busy work schedule on my end.
Busy. (n=2)
Conflict with my work schedule.
Didn't have time (n=5)
Didn't have time because of work.
Didn't work with my schedule.
Don't have time.

(Table 7b continues!)

(Table 7b continued!)

DONT HAVE TIME to do that.
Had other responsibility.
Have to pick up brother from school.
Hours did not fit within my school/work schedule.
I could not make the time due to work.
I had another class during those hours.
I have little to no time. 16.5 units and work.
I have no real free time after these classes.
I have not had time to.
I have stuff to do.
I work after class.
I work during that time.
I work.
I worked.
More time than I could commit.
My schedule wouldn't permit.
Never had time.
No time.
Not allowed when my work allowed.
Not available.
Offered hours didn't work.
Office hours were not right for my schedule.
or didn't have the time.
Other classes.
Time.
Too busy.
Wasn't able to make it.
Work (n=3)
Work a full time job and started a business. Why are you so nosey?
Work and other classes. (n=2)
Work full time!
Work reasons.
Work, school, other priorities.
Lack of need for assistance (n=33)
Did not feel like I needed to.
Did not need them.
Didn't end up needing it. SLA was enough. Also, my teacher is awesome.
Didn't feel it was necessary.
Didn't feel like I had to.
Didn't feel like it was necessary.
Didn't feel the need to.
Didn't need to. (n=8)
Doing good enough.
Found no need to.
Have not needed extra tutoring.
I did not feel the need to because she was so helpful during lab.

(Table 7b continues!)

(Table 7b continued!)

I didn't feel I needed the extra help.
I didn't feel I personally needed to.
I felt like I knew the material.
I understand it well. (n=2)
I understood the materials in lab.
I'm pretty confident.
Never needed to
No need (n=2)
Not necessary
Not needed.
She explain enough during SLA LAB.
Understand the material.
Personal Choice (n=6)
Because I'm awesome already.
Chose not to.
Decide not to.
Did not like the way he taught.
I never wanted to go.
I'm lazy.
Miscellaneous (n=5)
I did not stay when he had office hours.
I don't get this question.
I wasn't able to figure that out.
Lacked assisting skills.
Nothing to explain.
Unaware of office hours (n=3)
Didn't know there was one.
I didn't know when they were.
I don't even know there were office hours.
Sought help at Tutoring Center (n=3)
I went to the tutor center always though.
Went to the tutoring center. Would often find the tutor there.
Went to tutoring center.

Table 8 illustrates respondents' answers to whether or not there should be more SLA tutor office hours. Fifty-six percent of respondents indicated there should be more SLA tutor office hours.

Table 8. Respondents' answers to whether there should be more SLA tutor office hours.

Did you think there should be more SLA tutor office hours?	#	Column %
Yes	74	55.6
No	59	44.4
Total	**141**	**100.0**

Note: Any missing responses were not included in this table.

Table 9 includes respondents' comments/ suggestions regarding SLA (Lab) sessions. There was a total of 72 comments/suggestions provided by respondents. Feedback was categorized into 5 themes: praise/, suggestions, helpful, unsatisfied, and miscellaneous. The most frequent comments expressed praise/compliments (n=27) regarding SLA (Lab) sessions and/or staff. One respondent stated, "I think it's great [Name] was a great tutor and gets 5 out of 5 stars." Respondents were also more likely to provide suggestions (n=19), such as "should be more closely integrated with course assignments" or "2x a week would be good."

Table 9. Respondent's comments/suggestions regarding SLA (Lab) sessions.

Praise/compliments (n=27)
Good class, very nice.
Great people, love everything about it.
Great!
He was a good SLA student, I learned a lot more, and it gave me more. Options to learn math, lots more skills.
I think all the SLA for providing a help in making math 952 easy to comprehend! God Bless.
I think its great [Name] was a great tutor and gets 5 out of 5 stars.
I think this is a great way to get the students more acquainted with the classmates and their teachers.
I would like to have [Name] as my math tutor again and to have him for future math courses.
It's a good class and a lot of people to look after, but overall okay.
It's great!
My SLA tutor is clever, kind and patient. I literally sat at the back of the class with the worst view because that's where [Name] was. LAB sessions can get a little crazy due to class size.
[Name] is a very excellent tutor, she has helped become better at math, teaching me new tricks.
[Name] is awesome!!!
[Name] is great.
[Name] is great and very helpful.
[Name] is great, he'll be a great teacher.
[Name] was a great help.
[Name] was great!
Nice to have sessions.
Our SLA tutor, [Name], was great!
SLA instructor was very helpful and nice.
SLA sessions were fun and amazing.
SLA was a new experience for me, I enjoyed being able to go over homework and other class related topics to sharpen up my knowledge in this course.
The program was great and helped tremendously.
They're good.
Very great way to go over what we did in class. Also the SLA tutor had a great way of teaching.
Very nice to the students and helped us enjoy the class.
Suggestions (n=19)
2x a week would be good.
Could be a little shorter.
I think if you fully understand the work you shouldn't have to stay. It should be optional.
I think SLA could've been a little better by seeing what students were struggling with and help them more one on one.
Ice breaker activities are not needed. Raw instruction would be preferable. I don't need to get to know people in a math class.
Maybe homework help time? Or more homework based sessions.
More classes should have it

(Table 9 continues!)

(Table 9 continued!)

More homework help.
Offer one on one sessions with the tutor.
Should be included in all math classes.
Should be more closely integrated with course assignments.
Should be more flexible to students who take night classes.
Should be more structured on content.
Should be offered for all math classes.
SLA should also be available at night or on Saturday.
SLA should not be mandatory. Should be a time for students who need help to stay back and get tutoring/help.
There should be more homework assistance during those hours and more review of what we're currently reviewing.
They should help us with what we are learning, and that did not happen.
They should offer more classes including the upper level class.
Helpful (n=14)
He was helpful.
Helpful but not necessary for me.
Helpful
I think the lab was helpful
I think the SLA program is very helpful because we spend most of the time doing math problems while making it fun.
I think they should remain available because they genuinely do help the students. [Name] was so helpful!
[Name] helped the whole class improve their skills in math.
Super helpful!
Thank you for your help!!
Thanks for the help.
They helped
This is my second semester with a lab and it helps.
Very helpful
Without the extra lab before my class and help I would not have understood most of my homework and it allowed me to participate with my fellow classmates and prepare for quizes.
Unsatisfied (n=10)
But I don't like the problems that we have to write on the board, they tend to be really big and exagerated.
He often ignored me when I needed help, but helped others. Also waited until the teacher helped to recognize me. Barely even spoke to me if at all. I helped myself more than he helped me
It was a waste of time.
No real curriculum. Boring. Lots of time spent on just a few problems.
No, waste of my time.
Not varying subjects that don't help understand the current homework.
SLA is useless.
The only thing I didn't like was doing questions on the board for no reason. We just erased them.
Though it maybe helpful for some, I found it to be a waste of time.
Waste of my class time.
Miscellaneous (n=2)
Lab was only required if you didn't have a 90% on all categories. I only had to attend 3 required labs and we barely discussed math. Also, I got more answers correct than he did.
Probably useful if I cared.

Any questions regarding this report can be directed to the Office of Institutional Effectiveness, Research, and Planning at (909) 389-3331 or you may send an email to dpineda@craftonhills.edu: RRN 1740 SP17 SLA Evaluations Results Final.docx; snSLAEndOfSermesterSurvey_SP2017_WorkingFile.sav; RRN1740_ Output.spv