

## Fall 2016 Structured Learning Assistance Program End of Semester Evaluation Results

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### Purpose of Brief

The purpose of this brief is to analyze the results of SLA program end of semester evaluations completed by 174 respondents enrolled in basic math skills courses, in the Fall 2016 semester.

### Summary of Findings

- 94% of respondents specified MATH-952 as the course they were enrolled in for the Fall 2016 semester, followed by MATH-943 selected by 31% of respondents.
- 83% of respondents indicated attendance to SLA workshops was mandatory for their class.
- 69% of respondents specified the SLA workshop counted towards their grade in MATH-952.
- 61% of respondents met after their MATH-952 class, followed by 28% of respondents who met before their MATH-952 class.
- 85% of respondents specified their SLA workshop met twice per week.
- 51% of respondents missed 1-3 SLA workshops, followed by 39% who attended all of the SLA workshops.
- 76% of respondents indicated Your Textbook and Homework as a study skills topic SLA tutors covered during their workshops, followed by Learning Styles selected by 63% of respondents.
- 89% of respondents plan to use the study skills covered during SLA workshops in future classes.

### 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 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 174 respondents enrolled in basic math skills courses, in the Fall 2016 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 9 questions. The first question, prompted respondents to select the course they were enrolled in for the current semester. Question two prompted respondents to provide the section number of their MATH-952 class as a fill-in option. Questions three and four asked respondents if attendance to the SLA workshops was mandatory for their classes and if the SLA workshops count towards their grade in MATH-952 respectively, by selecting yes, no, or I don't know. Questions five and six prompted respondents to indicate when their SLA workshop met and how often they met each week, as multiple choice options. Question eight asked respondents to specify which study skills their SLA tutors covered during the SLA workshops, with an opportunity to specify any other not listed as an open-ended option. Finally, question nine prompted respondents to indicate if they plan to use any study skills in future classes, by selecting yes or no. Because the survey is completely anonymous and no identifying information was collected, there is a possibility that the same student may have completed multiple surveys.

### Sample

In Fall 2016 the evaluation was completed by a total of 174 respondents. Respondents who did not provide an answer, or had a "missing" response to questions were excluded from the analysis.

## Findings

Tables 1 through 8 illustrate the results of the findings from the SLA program evaluations in Fall 2016.

Table 1a lists the courses respondents indicated they were enrolled in for Fall 2016 term. Ninety-four percent of respondents specified MATH-952 as the course they were enrolled in for the current semester, followed by MATH-943 selected by 31% of respondents.

**Table 1a. Courses respondents were enrolled in for Spring 2016 semester.**

Courses	#	N	%
MATH-952	160	174	94.1
MATH-943	53	174	31.2

Note: It is possible respondents selected multiple courses. Any missing responses were not included in this table.

Table 1b lists section numbers of MATH-952 respondents specified they were enrolled in for the current semester. Fifteen percent of respondents indicated section 20, and 14% of respondents selected section 91, as the section number of MATH-952 they were enrolled in for the current semester.

**Table 1b. Section numbers for MATH-952 respondents were enrolled in for Fall 2016 semester.**

Section Number	#	N	%
05	15	174	8.6
10	18	174	10.3
20	26	174	14.9
25	19	174	10.9
30	15	174	8.6
35	19	174	10.9
50	14	174	8.0
55	16	174	9.2
91	24	174	13.8
94	8	174	4.6

Table 2 illustrates respondents' answers to whether attendance at SLA workshops was mandatory for their class. Eighty-three percent of respondents indicated attendance at SLA workshops was mandatory for their class.

**Table 2. Respondents' answers to whether attendance at SLA workshops was mandatory.**

Was attendance at the SLA workshops mandatory for your class?	#	N	%
Yes	145	174	83.3
I don't know	18	174	10.3
No	11	174	6.3

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

Table 3 illustrates respondents' answers to whether the SLA workshop counted towards their grade. Sixty-nine percent of respondents indicated the SLA workshop counted towards their grade in MATH-952.

**Table 3. Respondents' answers to whether the SLA workshop counted towards their MATH-952 grade.**

Does the SLA workshop count towards your grade in Math-952?	#	N	%
Yes	119	173	68.8
I don't know	35	173	20.2
No	19	173	11.0

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

Table 4 lists the times respondents indicated their SLA workshop met. Sixty-one percent of respondents met after their MATH-952 class, followed by 28% of respondents who met before their MATH-952 class.

**Table 4. Times respondents' SLA workshop met.**

Times	#	N	%
Before my MATH-952 class	46	165	27.9
After my MATH-952 class	100	165	60.6
We often alternated the times our SLA met	19	165	11.5

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

Table 5 illustrates how often respondents indicated their SLA workshop met each week. Eighty-five percent of respondents specified their SLA workshop met twice per week.

**Table 5. How often respondents' SLA workshop met each week.**

Frequency of Meetings	#	N	%
Once per week	23	152	15.1
Twice per week	129	152	84.9

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

Table 6 demonstrates how often respondents attended SLA workshops. Fifty-one percent of respondents missed 1-3 SLA workshops, followed by 39% who attended all of the SLA workshops.

**Table 6. How often respondents attended SLA workshops.**

Frequency of Attendance	#	N	%
I missed 1-3 SLA workshops.	86	170	50.6
I attended all of the SLA workshops.	67	170	39.4
I missed 3-6 workshops.	9	170	5.3
I never attended any of the SLA workshops.	8	170	4.7
I attended 3 or fewer SLA workshops.	0	170	0.0
I attended 6 or fewer SLA workshops.	0	170	0.0

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

Table 7 illustrates which study skills topics SLA tutors covered during SLA workshops. Seventy-six percent of respondents indicated Your Textbook and Homework as a study skills topic SLA tutors covered during their workshops, followed by Learning Styles selected by 63% of respondents. General Math Skills was a study skills topic which was specified by a few respondents who selected other.

**Table 7. Study skills topics covered during SLA workshops.**

Study Skills Topics	#	N	%
Your Textbook and Homework	129	169	76.3
Learning Styles	106	169	62.7
Motivation and Achieving Goals	95	169	56.2
Test Taking	92	169	54.4
Class Time and Note Taking	81	169	47.9
Retention and General Study Strategies	74	169	43.8
Math Anxiety	56	169	33.1
Organization	53	169	31.4
Time Management	51	169	30.2
Other	21	169	12.4

Note: It is possible respondents selected multiple topics. Any missing responses were not included in this table.

Table 8 includes respondents' answers to whether they plan to use any of the study skills covered during SLA workshops in future classes. Eighty-nine percent of respondents plan to use the study skills covered during SLA workshops in future classes.

**Table 8. Respondents' answers to whether they plan to use any study skills covered in future classes.**

Do you plan to use any of these study skills in future classes?	#	N	%
Yes	150	169	88.8
No	19	169	11.2

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