

Spring 2016 Structured Learning Assistance Program Evaluation Results

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Purpose of Brief

The purpose of this brief is to analyze the results of SLA program evaluations completed by 99 respondents enrolled in basic math skills courses, in the Spring 2016 semester.

Summary of Findings

- 99% of respondents specified MATH-952 as the course they were enrolled in for the Spring 2016 semester, followed by MATH-943 selected by 55% of respondents.
- 90% of respondents indicated attendance to SLA workshops was mandatory for their class.
- 76% of respondents specified the SLA workshop counted towards their grade in MATH-952.
- 60% of respondents met before their MATH-952 class, followed by 21% of respondents who often alternated times their SLA met.
- 91% of respondents specified their SLA workshop met twice per week.
- 46% of respondents attended all of the SLA workshops, followed by 32% which indicated they missed 3-6 workshops.
- 62% of respondents indicated Learning Styles as a study skills topic SLA tutors covered during their workshops, followed by Class Time and Note Taking and Test Taking selected by 46% of respondents.
- 84% 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 evaluations completed by 99 respondents enrolled in basic math skills courses, in the Spring 2016 semester.

Methodology

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. Since 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 Spring 2016 the evaluation was completed by a total of 99 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 Spring 2016.

Table 1a lists the courses respondents indicated they were enrolled in for Spring 2016 term. Ninety-nine percent of respondents specified MATH-952 as the course they were enrolled in for the current semester, followed by MATH-943 selected by 55% of respondents.

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

Courses	#	N	%
MATH-952	95	96	99.0
MATH-943	54	96	55.3
MATH-903	15	96	15.6

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. One in four respondents (25%) indicated section 10, and 19% of respondents selected section 30, 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 Spring 2016 semester.

Section Number	#	N	%
10	25	99	25.3
30	19	99	19.2
35	17	99	17.2
50	16	99	16.2
91	17	99	17.2
Unknown	5	99	5.1

Table 2 illustrates respondents' answers to whether attendance at SLA workshops was mandatory for their class. The majority of respondents (90%) 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	86	96	89.6
I don't know	8	96	8.3
No	2	96	2.1

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

Table 3 illustrates respondents' answers to whether the SLA workshop counted towards their grade. Seventy-six 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	74	98	75.5
I don't know	13	98	13.3
No	11	98	11.2

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

Table 4 lists the times respondents indicated their SLA workshop met. Sixty percent of respondents met before their MATH-952 class, followed by 21% of respondents who often alternated times their SLA workshop met.

Table 4. Times respondents' SLA workshop met.

Times	#	N	%
Before my MATH-952 class	18	95	18.9
After my MATH-952 class	57	95	60.0
We often alternated the times our SLA met	20	95	21.1

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

Table 5 illustrates how often respondents indicated their SLA workshop met each week. Ninety-one 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	8	87	9.2
Twice per week	79	87	90.8

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

Table 6 demonstrates how often respondents attended SLA workshops. Forty-six percent of respondents attended all of the SLA workshops, followed by 32% who indicated they missed 3-6 workshops.

Table 6. How often respondents attended SLA workshops.

Frequency of Attendance	#	N	%
I attended all of the SLA workshops.	42	91	46.2
I missed 3-6 workshops.	29	91	31.9
I missed 1-3 SLA workshops.	16	91	17.6
I attended 3 or fewer SLA workshops.	2	91	2.2
I attended 6 or fewer SLA workshops.	1	91	1.1
I never attended any of the SLA workshops.	1	91	1.1

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

Table 7 illustrates which study skills topics SLA tutors covered during SLA workshops. Sixty-two percent of respondents indicated Learning Styles as a study skills topic SLA tutors covered during their workshops, followed by Class Time and Note Taking and Test Taking selected by 46% of respondents.

Table 7. Study skills topics covered during SLA workshops.

Study Skills Topics	#	N	%
Learning Styles	59	96	61.5
Class Time and Note Taking	44	96	45.8
Test Taking	44	96	45.8
Your Textbook and Homework	43	96	44.8
Retention and General Study Strategies	40	96	41.7
Motivation and Achieving Goals	36	96	37.5
Math Anxiety	32	96	33.3
Organization	30	96	31.3
Time Management	29	96	30.2
Other	2	96	2.1

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. The majority of respondents (84%) 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	82	98	83.7
No	16	98	16.3

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