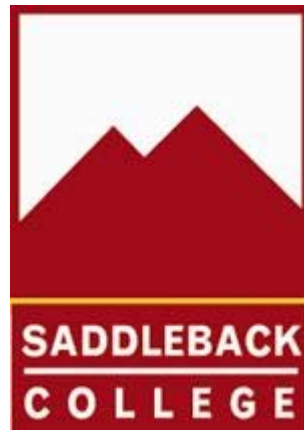


**Saddleback College
Program Review for the Learning
Assistance Program (LAP)**



Submitted Fall 2006

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Program Review Team Members and Approvals

Program Review Team Chair:

Patti Lynn Weekes

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Gary Luke

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Approvals:

Division Dean

Program Review Chair

Academic Senate President

Vice President of Instruction

Program Review Checklist

Date Completed	Action
January 31, 2006	Contact Program Review Chair for orientation
January 31, 2006	Form Program Review Team
February 1, 2006	Gather documents (Org Chart/Staffing Profile/SLO Assessment Forms/Data Sets)
May 2, 2006	Solicit input from faculty and students
March 1, 2006	Determine if additional research is needed
March 21, 2006	Contact College Research Analyst if necessary
Spring & Summer 2006	Write Program Review report
July and Sept. 2006	Submit report to Dean and Program Review Chair for approval
	Report submitted to Academic Senate for approval
	Report submitted to Office of Instruction for approval
	Report submitted to College President and the Office of Institutional Effectiveness
	Report posted to the IE web site
	Presentation to the Planning and Budget Committee

Section 1: Program Overview

A. The Mission of the Program and its Link to the College's Mission and Goals

The Mission, Vision and Goals of the LAP directly mirror those of Saddleback College.

The Mission of the LAP is to provide access to learning opportunities that promote student success and class retention as well as to foster independent learning and support instruction in a dynamic learning environment.

Our vision is to inspire and develop—through excellence in tutoring assistance—a community of diverse learners dedicated to achieving their full potential.

The primary goals of the Learning Assistance Program (LAP) are to provide comprehensive tutoring in most subject areas to the changing and diverse student population enrolled in courses at Saddleback College; to foster intellectual growth and provide assistance which is responsive to the needs of individual students; to promote academic success and student achievement; and to have a positive impact on college-wide class retention rates. An additional goal of the LAP is to provide a tutoring referral resource for members of the community. Although the LAP is only one of many services offered to Saddleback students, it directly helps to satisfy almost all of the College's eight stated goals:

- The LAP provides tutoring support in most academic areas, including those which lead to the Associate in Arts and Associate in Science degrees.
- The LAP provides a comprehensive, broad range of tutoring assistance to enable students to pursue their educational objectives and career goals.
- The LAP provides tutoring support for general education courses, including baccalaureate-level transfer and occupational curricula.
- The LAP provides developmental, remedial and basic skills tutoring so that students may be successful in their chosen course of study.
- The LAP provides tutor referrals to members of the community, promoting educational outreach; this service is frequently recommended to parents by high school counselors.
- The LAP provides individual and group tutoring, both of which are responsive to the needs of individual students.

B. Historical Background and Unique Characteristics of the Program

The LAP originated in 1978, housed in a classroom on the main floor of the Saddleback College library. In the 1980's the LAP relocated to two connecting classrooms on the library's third floor. During these years, students were rarely tracked for apportionment purposes. During the last 10 years, however, computer software has been established which accurately and rigorously monitors student positive attendance for state apportionment.

The program is now located on the first floor of the library, covering 5000 square feet of space, and it provides tutoring assistance to approximately 5,000 Saddleback students each year. Since the 2001/2002 fiscal year, the program has generated over 50,000 contact hours of tutoring assistance annually¹, and the program continues to grow. It attracts students through innovative tutoring methods provided by 100 to 150 faculty-approved, trained tutors each semester, including volunteers, paid tutors, student tutors, classified staff and college professors, all of whom work together to help students succeed in their classes and attain their educational goals.

The program currently has two class offerings and consists of two learning components. To use the center, students must enroll in the Supervised Tutoring course, TU 300, a zero unit, positive attendance class; they must concurrently be enrolled in another class at Saddleback College, one for which they will be seeking tutoring assistance. The LAP also offers a two-unit tutor training class, TU 100: the Fundamentals of Peer Tutoring.

The learning components are the tutoring component (the LAP) and the Interdisciplinary Computer Center (the ICC). Both provide direct assistance to students, helping them to successfully complete their coursework for Saddleback College classes. The ICC offers 40 computers that students can use to access online tutorials, the Internet, Microsoft Office, My Site, etc., and the ICC is always attended by classified staff and tutors. These people assist students in using computer technology, helping them pursue their educational objectives and career goals.

C. Progress since the Last Program Review

This is the first program review to be conducted.

D. Current Strengths, Opportunities and Challenges

Strengths:

The Lap has a strong complement of dedicated classified staff, tutors and volunteers. It occupies adequate space and has an excellent location. Within

¹ During the 2005-2006 academic year, the positive attendance hours reported to the State for LAP students were 5,866 hours for summer, 25,745 hours for fall, and 25,602 hours for spring, yielding a total of 57,213 hours.

the past year, the computer lab was updated with new equipment. Overall, the center provides a valuable resource to students.

Many of the program's strengths related to student outcomes were quantified by a 2002 PFE Status Report compiled by the College's Research Analyst (see appendix, pages 38-39).

- LAP Learners have an 8.41% higher course completion rate than the college-wide rate.
- The retention rate for LAP learners is 7.83% above the college-wide rate.
- 91.1% of LAP learners are in Good Academic Standing as compared to 87.2% college wide.
- The LAP serves a more diverse student population compared to college wide demographics:

	LAP	College wide
Males	42%	39%
Females	61%	58%
Non-Whites	41.1%	24%

- When asked to rate their level of agreement, 91.2% of LAP students either “completely agreed” or “agreed” that the LAP has improved their overall educational experience at Saddleback College.

Opportunities:

The LAP has the ability to grow and provide even more benefits to Saddleback College and its students. Online tutoring is one example of a new opportunity to serve students in the future. During the 2005/2006 academic year, changes to Title 5 have made it possible to tutor students online and track the hours for positive attendance and apportionment. As technology has an ever-increasing influence on education and distance education courses continue to multiply, the need for online tutoring services will grow exponentially.

New tracking methods could enable the LAP to schedule appointments and conduct surveys online, send email messages to tutors and students if a session is cancelled, and automatically receive faculty referrals. Furthermore, advanced tracking software and networking could provide a means of easy communication with faculty regarding student learning needs as well as a means of comparing LAP services with other instructional and student support services on campus.

Challenges:

Tracking—Tracking thousands of Saddleback students and reporting tens of thousands of positive attendance hours each year is a major challenge with Avalon tracking software. A private consultant wrote the tracking software, and

it was implemented during the 2001 Spring Semester. Although it made the task of tracking manageable at the time, it needs to be upgraded. Also, many important features of the Avalon software are no longer functioning and District IT can not write to the program. It is only a matter of time before the software fails completely.

Furnishings—Most of the LAP furniture was obtained through warehouse salvage, transferring items that had been discarded by other departments on campus. Subsequently, many of the LAP’s tables and chairs are very old and in need of frequent repair.

Budget—The LAP has had a very small base budget in recent years. At times, this has been supplemented by a state funded Partnership for Excellence (PFE) grant and the Saddleback College Associated Student Government (ASG). The 2005-2006 academic year was the first time in the past five years that the LAP’s budget for tutors came entirely from the College, even providing a \$2000 increase over previous years. Unfortunately, these funds were not reflected on the budget report until April (showing a negative balance until then) nor was the LAP Director informed about the dollar amount of the eventual tutor budget, so the center could not effectively utilize the increased amount of money.

Academic Year	Funding Source	Total Budget
2001/2002	Base Tutor Budget \$26,000 PFE funds \$30,000	\$56,000
2002/2003	Base Tutor Budget \$26,000 PFE funds \$15,000 ASG funds \$15,000	\$56,000
2003/2004	Base Tutor Budget \$26,000 ASG funds \$30,000	\$56,000
2004/2005	Base Tutor Budget \$28,000 ASG funds \$30,000	\$58,000
2005/2006	Base Tutor Budget \$60,000	\$60,000

An increased budget would allow the center to hire more tutors, and as a result, provide more services to students. In contrast, a decreased budget would present a grave challenge in attempting to maintain adequate services for students.

Staff—Keeping the LAP operating effectively with minimal staffing is a constant challenge. There is an urgent need to add two classified staff positions in the LAP, both part-time, 25 hour-per-week: a second Office Assistant and an Instructional Assistant specializing in the area of Science. More details about these LAP staffing needs appear in Section III A, page 14.

Section II: Review Report

A. Faculty and Staff

Dean of Liberal Arts and Learning Resources
1 full-time Director of Learning Assistance
15 faculty hours per week
9 part-time classified employees
Paid tutors
Volunteer staff
Federal Work-study students

Classified and Faculty: The LAP is essentially run by one full-time Director/Associate Faculty member and a variety of part-time classified employees. The Program Director currently serves as Associate Faculty for the TU 100 class and one section of the TU 300 class, totaling 9 faculty hours per week. Another faculty member (currently a full-time faculty member) spends 6 hours per week in the center, assigned to a second section of the TU 300 class. The classified staff consists of 6 part-time Instructional Assistants, 2 part-time Lab Technicians—Computers, and a part-time Office Assistant.

Paid Tutors: 20-30 tutors hold paid positions in the LAP, either as Professional Expert tutors (holding a college degree), or Student Help tutors (currently enrolled in 12 or more units). All paid student tutors are verified as being qualified to tutor by Saddleback professors and have completed the LAP tutor training class, TU 100.

Volunteers: Many people volunteer time in the LAP as tutors. This group includes Saddleback professors, retired teachers, business professionals, graduate students and Saddleback students. All volunteers are verified as being qualified to tutor by Saddleback professors and go through the LAP training process before assisting students—regardless of their level of expertise.

Federal Work-Study Students: The LAP has approximately six Federal work-study students in the center each semester.

B. Curriculum and Instruction

The curriculum and instruction component of the LAP is comprised of two courses: TU 100 “Fundamentals of Peer Tutoring” (a 2 unit transferable class) and TU 300 “Supervised Tutoring” (A 0 unit open-entry, open-exit class). TU 100, the tutor training class, adds to the overall efficiency of the program. This course requires that students complete at least 60 hours of

tutoring in the LAP during the semester, and this provides Saddleback students with many more hours of “free” tutoring assistance. Most of the students who enroll in TU 100 transfer to four year colleges. Students who enroll in the TU 300 course are those who come to the center for tutoring assistance; typically, thousands of students enroll in TU 300 each semester². These students are a very diverse mixture of students with regard to gender, ethnicity and educational goals.

C. Student Success

Student success in the LAP is based on multiple factors: establishing a positive learning environment, helping students succeed in their Saddleback classes, and generally increasing the course retention rate at Saddleback College. Although these factors are not easily measured, using a student survey and working with the College Research Analyst, the LAP has been able to gather data that verifies the program’s success. In addition, the LAP works with other college departments to help facilitate a broader scope of student success.

Student Satisfaction and the LAP’s Learning Environment

Two methods have been used to measure student satisfaction with the LAP’s learning environment: a survey given to LAP students during the spring 2006 semester that directly addressed the issues and a measurement of return use.

Survey Results: On the survey, 88.7% of students “agreed” or “definitely agreed” that they were satisfied with the academic assistance they received in the LAP; 92.81% of students “agreed” or “definitely agreed” that the LAP improved their overall educational experience at Saddleback College; 89.73% of students “agreed” or “definitely agreed” that they felt comfortable asking questions of LAP tutors, and 94.18% of students “agreed” or “definitely agreed” that the LAP provided a positive learning environment.

Survey Comments: On the survey, several students wrote in comments that support the statistical findings, saying things like the following: “This program is a great asset to Saddleback College. If nothing else, it gives students an encouraging, supportive place to study but it really is so much more! The staff and tutors are so helpful and giving. They are simply the definition of an educational support group.” See appendix for a complete list of survey comments.

² In the 2005-2006 academic year, 3794 students enrolled in TU 300: 638 students enrolled in the summer, 1672 students in the fall, and 1484 students in the spring.

Return Use: Furthermore, a study of LAP attendance shows that 89% of students who were using the center during the middle of the spring 2006 term (the week of March 6th through 10th) returned to get more assistance later in the semester, demonstrating their satisfaction through continued use.

Student Success and Retention

Two methods have been used to measure student success and retention: a survey given to LAP students during the spring 2006 semester that directly addressed these issues and a report compiled by the college's Research Analyst that compares the success rate, retention rate and average GPA of LAP users to the college wide population.³

Survey Results: On the survey, 92.46% of students "agreed" or "definitely agreed" that the LAP has helped them be successful in their Saddleback College courses; and 76.37% of students "agreed" or "definitely agreed" that without the LAP, they might have received a lower grade in and/or dropped one or more of their classes.

Survey Comments: The comment section of the survey included phrases like "very vital for my success," "helped me so much in receiving better grades," "LAP has improved my grade point average by .5" and "I could not be successful without it!" See appendix for a complete list of comments.

Analysis of LAP users' Success Rate, GPAs and Retention Rate Compared to the General College

Population: A study of the success rate of LAP users shows that LAP users are more successful than the general college population: the success rate of LAP users is 78.5, while the college-wide rate is 71.8. A study of the GPA of LAP users shows LAP users are above average in this area: the average LAP user's GPA is 2.86, while the general college population has an average GPA of 2.7. A study of retention rates shows similar success for LAP users: the retention rate for LAP users is 90.4% while the college-wide retention rate is 88.3%.

Promoting Success with Other College Departments: The LAP and ICC work with many other departments on campus to help facilitate student success. For many years, the LAP has coordinated with the counseling department to teach special workshops for

³ A complete copy of the Research Analyst's Report is available on page 38 of the Appendix.

transfer students about writing personal statements. LAP staff makes presentations in ESL and English classes to make students aware of the resources available in the LAP. We work with EOPS and special services staff in providing tutoring assistance for special needs students. Working with faculty and the ITC, we also make some specialized software programs available for students to use in the ICC.

D. Facilities, Technical Infrastructure, and Resources

Facilities: The library building is in need of renovation, and the LAP space is no exception. The floors in Library 114 and 111 are uneven, undulating up and down in some places like small ramps. The Library Modernization Plan envisions major structural and space-use upgrades that hopefully will take place within the next three years and resolve these issues.

Technical Infrastructure and Resources: As more and more classes require the use of technology, the Instructional Computer Center in the LAP has been a critical resource for students, especially those with limited computer experience. Instructional Assistants and tutors work closely with students using technology, helping them to complete their assignments and enabling them to pursue their educational objectives and career goals. Students frequently need assistance with word processing, using email, printing, and conducting Internet searches to complete their course assignments. This technological support positively impacts the students at Saddleback College. In the ICC, forty computers are available to link students with specific subject online tutorials, provide Internet access, word process course reports, and communicate with professors. Attendants are always available to help them when problems and/or questions arise. Nevertheless, technical support for the hardware and software (as well as periodically updating the equipment) is an ongoing concern.

E. Service, Community Outreach, and Economic Development

Tutor Referral: The LAP has served the residents of the local community by offering off campus tutor referrals for over 20 years. As such, the LAP provides an excellent resource to the community. Each semester, the LAP gives between 200 and 300 referrals to people who want off campus tutoring. In fact, many local high school counselors regularly refer parents to our center. In the past few years, LAP tutors have been called on to tutor the grandchildren of the college president as well as the children of numerous campus professors. As outreach for Saddleback College, LAP tutors are strong examples of excellence in education.

College Outreach Programs: A second way the LAP facilitates community outreach is through participation in College Outreach Programs like Family Night, Senior Day and Welcome Day. At Senior Day, the LAP hosts a table, providing information about the services we offer. On Welcome Days, the LAP serves as one of the stops on the campus tour, scheduling staff to greet the visitors, take them through our center, and discuss the services we offer.

Class Visitations: At the beginning of each semester, the LAP offers to send a staff member to conduct class visitations, explaining the services available in our center. This resource is especially utilized by our English and English as a Second Language professors.

Website Links: The LAP maintains a link on our college website that directs students to quality tutorials available on the Web. These tutorials are arranged by subject matter and are available in such areas as English, ESL, History, Math and Science.

Section III: Needs Assessment

A. Human Resource Needs

Classified Staff—Office Assistant: One of the crucial classified staff positions in the LAP is the Office Assistant. This person schedules student appointments, makes sure that the students using the center have properly enrolled for TU 300, and coordinates all the tutors' schedules. Unfortunately, this staff member only works 25 of the 54 hours per week the LAP is open. This lack of staffing presents a continual challenge.

Classified Staff—Instructional Assistant (science focus): The LAP is in great need of an Instructional Assistant whose primary focus is science. Currently, the combined hours of the three math/science Instructional Assistants cover only 40 of the 54 hours per week that the LAP is open, and the major focus of these employees is mathematics. The Spring 2006 LAP student survey reaffirmed this need, as many students requested increased tutoring in the sciences and math. (See the comments listed below as well as pages 27-36 in the appendix).

Increased Budget for Tutors: On the year-end student survey, over ten percent of the students that chose to write optional comments did so to request more tutors and increased LAP hours. These comments included the following statements:

“...a lack of tutors for both calculus and physics”

“More math tutors in the morning.”

“If there is more English tutors, it will be better.”

“We need more tutors in physiology and chemistry.”

“More stats tutors.”

“The LAP should be open on Fridays and Saturday at least until 6:00 P.M.”

“The LAP should be open until 10:00 P.M. on weekdays.”

B. Instructional Needs

(See information regarding tracking system in section III D)

C. Research Needs

To show the LAP's impact on students' success and College retention, it is necessary to acquire assistance from the College Research Analyst. These factors are not easily measured, but previous studies have yielded data which verifies the program's substantial success. For our current program review and recent SLO study, the Research Analyst was needed to compare the success rate, retention rate and GPA of students who use the LAP against those of the general college population. Note: In the future, we plan to refine this information by looking at two groups of students who made regular use the LAP, those who used LAP's services at least 10 times

in a given semester and those who used the LAP's services at least 25 times in a given semester.

D. Technical, Equipment and Other Resources

Budget Needs: To meet students' tutoring needs (as discussed in section III A) an increased tutor budget would be required. The LAP has had a very small budget in recent years, which, at times, has been supplemented by PFE funds and the Saddleback College ASG. An increased budget would allow the center to hire more student tutors and provide more services to students. In contrast, a decreased budget would present a great challenge in attempting to maintain adequate services to students. In addition, the LAP has a real need for basic supplies; in fact, on the year-end LAP survey, at least 6% of the comments addressed this issue with comments like the following: "We need calculators, rulers and other supplies," "Really need supplies for students..." and "More calculators-paper-rulers-pencils-all academic supplies."

Furnishings: Most of the LAP furniture was obtained through warehouse salvage, transferring items that had been discarded by other departments on campus. Many of our tables and chairs are very old and need frequent repair and some of our equipment is outdated. Student comments also addressed this issue: "...many of the tables and chairs are falling apart," and "...one dry erase board would be great for those who are allergic to chalk."

Technical Equipment Needs: The LAP has several needs in this area.

Maintenance and Updating of Equipment:

First of all, the need for continued maintenance and scheduled updating of computer equipment in the ICC is essential.

Equipment and Software for Online Tutoring

Secondly, in the near future, the LAP will need to add dedicated equipment with the necessary software to conduct on-line tutoring. This resource will not only be helpful for the general student body at Saddleback College but also of vital importance for Distance Education students.

New Tracking System

The LAP needs the College to purchase and implement an effective tracking program, one that coordinates with the other departments on campus yet allows for customization as well. Currently, the LAP tracks approximately 25,000 positive attendance hours per semester, yet because our system is not linked to

Admissions and Records, every one of these hours must be entered into the Admissions and Records' program by hand. Furthermore, since Title V requires tutoring centers to document faculty referrals, the LAP needs a software program that will keep these records as well. It would also be beneficial if the tracking program allowed direct communication with faculty regarding student assignments and needs. The current software we are using, *Avalon*, is flawed in numerous ways.

E. Facilities Needs

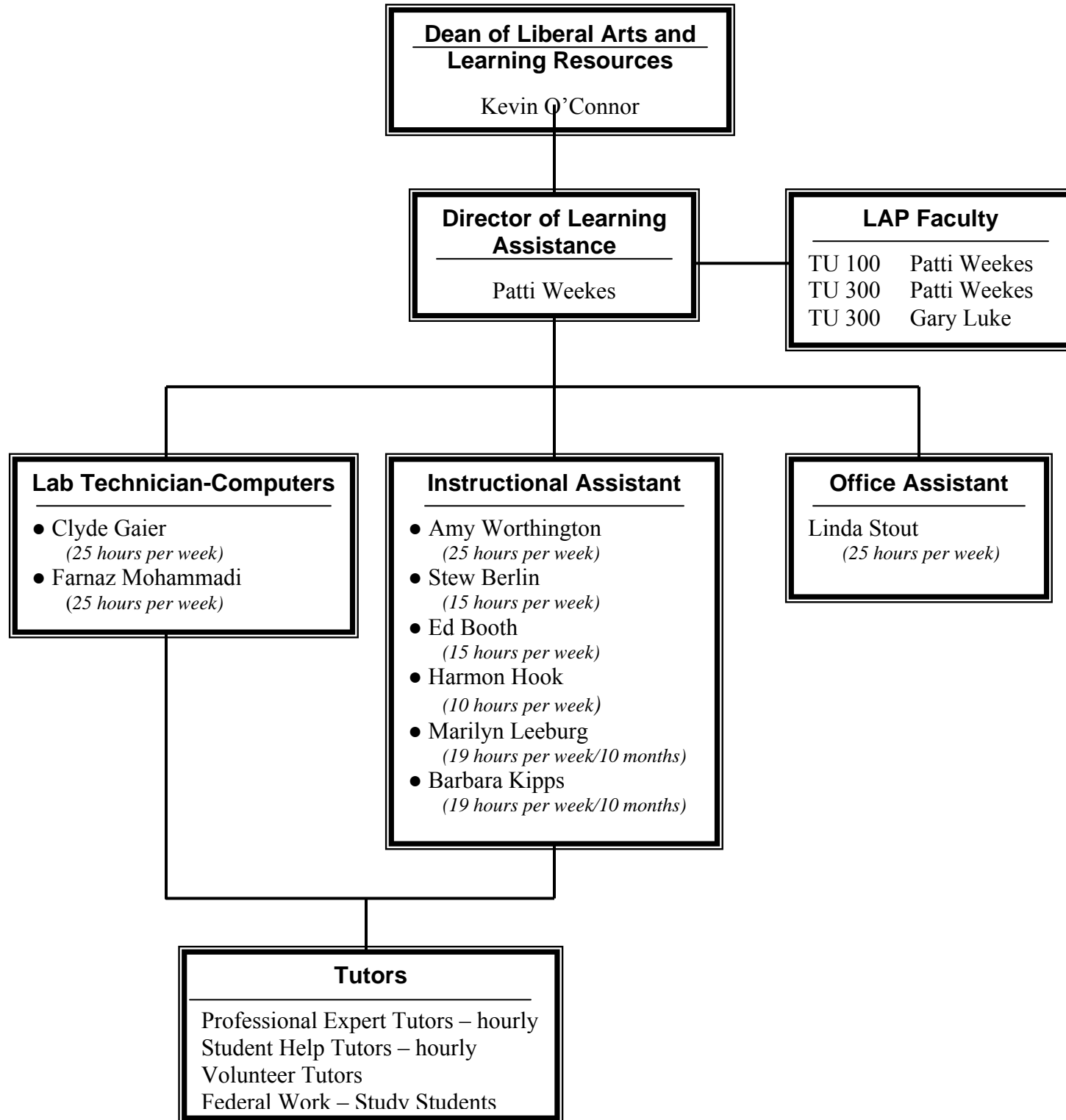
As noted under facilities (section II D), the library building is in need of renovation, and the LAP space is no exception. The floors in Library 114 and 111 are uneven, undulating up and down in some places like small ramps. The Library Modernization Plan envisions major structural and space-use upgrades that hopefully will take place within the next three years and resolve these issues.

F. Marketing and Outreach Needs

The LAP needs to do more to maximize its marketing and outreach potential. Many students are on campus for a year or more before they learn about the tutoring center; in fact, the LAP spring 2006 survey indicates that only three tenths of new Saddleback students make use of the LAP during their first semester on campus.

The LAP is currently coordinating with other instructional and student service groups on campus to brainstorm possible courses of action to make students more aware of the services available for them on campus. Suggestions have included utilizing the marquee to advertise, taking out a weekly advertisement in the *Lariat*, and developing a sign program that recognizes certain offices as being student-service related. No action has been taken yet, but we are dedicated to further outreach.

Section IV: Program Organizational Chart



Five-Year Program Staffing Profile

Position	Staffing Levels for Each of the Previous Five Years					% Change from Year 1 to Year 5
	2002	2003	2004	2005	2006	
Administration	1	1	1	1	2	100%
Bargaining Classified Staff FT	1	1	1	1	0	-100%
Bargaining Classified Staff PT	8	8	8	8	9	12.5%
Non-bargaining Classified Staff FT	0	0	0	0	0	0%
Non-bargaining Staff PT (tutors)	25	23	24	23	26	4%
FWS/Student Workers	6	6	6	6	6	0%
Faculty FT	1@20%	1@20%	1@20%	1@20%	1@20%	0%
Faculty PT	1	1	1		1	0%

Instructional Program Name: The Learning Assistance Program October 2005

I	II	III	IV	V
Expanded Statement of Institutional Purpose	Administrative/Service Outcomes	Assessment Method and Criteria for Success	Assessment Results	Use of Results
<p>The mission of the LAP at Saddleback College is to provide access to learning opportunities that promote student success and class retention as well as to foster independent learning and support instruction in a dynamic learning environment.</p>	<p>1. RETENTION: To provide students with tools to become successful in their courses through group and individual tutoring, and as a result, to promote college retention rates.</p> <p>2. ACADEMIC NEEDS: To meet students' academic tutoring needs so as to</p>	<p>1a. At the end of the Spring 2006 semester, the College Research and Planning Analyst will compare all students who use the LAP with the general student population at Saddleback College. The comparison will show that students who use the LAP have a 2% higher retention rate than the overall student population.</p> <p>1b. At the end of the semester, targeted questions in a self-assessment survey of students who use the LAP will show that 50% feel the LAP has either helped them achieve a higher grade and/or prevented them from dropping a class.*</p> <p>2. At the end of the semester, targeted questions in a self-</p>	<p>1a. Data generated by the College's Research Analyst following the Spring 2006 semester show that students who use the LAP have a 2.1% higher retention rate than the overall student population at Saddleback College.</p> <p>1b. At the end of the Spring 2006 semester, the results of the self-assessment survey of students who use the LAP were far better than anticipated: 76.37% of the students felt the LAP had either helped them achieve a higher grade and/or prevented them from dropping a class.*</p> <p>2a. At the end of the Spring 2006 semester,</p>	<p>These results not only prove that the LAP helps to foster student success at Saddleback College but also that it increases the College's student retention rate.</p> <p>These results, along with student comments on the self-assessment survey, will be used to document a need for increased LAP funding. While the LAP's specific needs are detailed in our 2006 Program Review, the LAP essentially needs more classified staff and tutors to serve the ever growing number of students who enroll in our program each semester.</p> <p>These results prove that the LAP helps to</p>

I	II	III	IV	V
Expanded Statement of Institutional Purpose	Administrative/Service Outcomes	Assessment Method and Criteria for Success	Assessment Results	Use of Results
	<p>promote a positive experience with the LAP as well as support their overall college experience.</p> <p>3. AFFECTIVE NEEDS: To provide a positive learning environment, one in which students feel comfortable asking for help and clarification in their areas of weakness</p>	<p>assessment survey of students who use the LAP will show that 70% are satisfied with the LAP's academic assistance and that the LAP has improved their overall educational experience at Saddleback College.*</p> <p>3a. Based on data derived from the Avalon tracking program—the computer program used to track the hours of students enrolled in TU300—fifty percent of</p>	<p>the results of the a self-assessment survey of students who use the LAP were far better than anticipated. They showed that 88.7% of LAP users were satisfied with the LAP's academic assistance and that 92.81% felt the LAP had improved their overall educational experience at Saddleback College.*</p> <p>2b. Data generated by the College's Research Analyst following the Spring 2006 semester show that students who use the LAP have a 6.7% higher success rate and higher GPA (.16) than the overall student population at Saddleback College.</p> <p>3a. Eighty nine percent of the students who used the LAP during the 8th week of classes returned to use the center again sometime during the remainder</p>	<p>foster student success at Saddleback College.</p> <p>These results, along with student comments on the self-assessment survey, will be used to document a need for increased LAP funding. While the LAP's specific needs are detailed in our 2006 Program Review, the LAP essentially needs more classified staff and tutors to serve the ever growing number of students who enroll in our program each semester.</p> <p>These results prove that the LAP provides a positive learning environment, one which helps to foster student success.</p>

I	II	III	IV	V
Expanded Statement of Institutional Purpose	Administrative/Service Outcomes	Assessment Method and Criteria for Success	Assessment Results	Use of Results
		<p>the students who use the LAP during the 8th week of classes will return to use the center sometime during the remainder of the semester.</p> <p>3b. At the end of the semester, targeted questions in a self-assessment survey of students who use the LAP will show that 70% believe the LAP offers a positive learning environment , one in which they are comfortable asking questions of LAP tutors.*</p>	<p>of the semester. These results were far better than anticipated.</p> <p>3b. At the end of the Spring 2006 semester, the results of the self-assessment survey were far better than anticipated. They showed that 94.18% of the students who used the LAP believed the LAP offered a positive learning environment , one in which 89.73% felt comfortable asking questions of LAP tutors.*</p>	<p>These results, along with student comments on the self-assessment survey, will be used to document a need for increased LAP funding. While the LAP's specific needs are detailed in our 2006 Program Review, the LAP essentially needs more classified staff and tutors to serve the ever growing number of students who enroll in our program each semester.</p>



LAP Student Survey

Please take a few minutes to complete this survey so that we can use your response to continue providing quality assistance to our Saddleback students.

Tell us about yourself....

1. How many semesters have you attended classes at Saddleback College?

- 1 2-3 4-5 6 or more

2. How many semesters have you been coming to the LAP?

- 1 2-3 4-5 6 or more

3. In what capacity do you use the LAP?

- As a tutor As a learner Both a tutor and a learner

4. Please check all of the LAP services you use. (Check as many as apply)

- Computer Lab English Tutoring
 Math / Science Tutoring Group Workshops
 Other Tutoring

If you checked "other tutoring" above please tell us what subject area:

5. How did you first hear about the LAP?

- Other students or friends Lariat Newspaper
 Instructor LAP Brochure
 Counselor Other _____

Please respond to the following items by checking the choice that you feel best represents how you feel as an LAP learner.

Item	Definitely Agree (5)	Agree (4)	Maybe (3)	Disagree (2)	Not At All.. Strongly Disagree (1)	Not Applicable
6. The LAP has helped me be successful in my Saddleback College courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Without the LAP, I might have received a lower grade in and/or dropped one or more of my classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I have been satisfied with the academic assistance I have received in the LAP.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The LAP has improved my overall educational experience at Saddleback College.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I feel comfortable asking questions of LAP tutors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The LAP provides a positive learning environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. (Optional) Please give us your feedback on the LAP.	_____					

Count and Percent

~~LAP Student Survey June 2006~~

Count Percent

1. How many semester have you attended classes at Saddleback College?

(Not Answered)	1	0.34 %
1	30	10.27 %
2-3	106	36.30 %
4-5	85	29.11 %
6 or more	70	23.97 %
Total Responses	292	100 %

2. How many semester have you been coming to the LAP?

1	100	34.25 %
2-3	122	41.78 %
4-5	41	14.04 %
6 or more	29	9.93 %
Total Responses	292	100 %

3. In what capacity do you use the LAP?

(Not Answered)	2	0.68 %
As a tutor	16	5.48 %
As a learner	202	69.18 %
Both a tutor and a learner	72	24.66 %
Total Responses	292	100 %

4. Please check all of the LAP services you use. (Check as many as apply)

Computer Lab	163	28.30 %
Math / Science Tutoring	191	33.16 %
English Tutoring	132	22.92 %
Group Workshops	29	5.03 %
Other Tutoring	61	10.59 %
Total Responses	576	100 %

5. How did you first hear about the LAP. (Check as many as apply)

(Not Answered)	3	0.76 %
Other student or friends	152	38.29 %
Instructor	162	40.81 %
Counselor	36	9.07 %
Lariat Newspaper	4	1.01 %
LAP Brochure	12	3.02 %
Other	28	7.05 %
Total Responses	397	100 %

Count and Percent

LAP Student Survey June 2006

	Count	Percent
6. The LAP has helped me be successful in my Saddleback College courses.		
(Not Answered)	1	0.34 %
Definitely Agree	204	69.86 %
Agree	66	22.60 %
Maybe	13	4.45 %
Not Applicable	8	2.74 %
Total Responses	292	100 %

7. Without the LAP, I might have received a lower grade in and/or dropped one or more of my classes.

Definitely Agree	163	55.82 %
Agree	60	20.55 %
Maybe	46	15.75 %
Disagree	6	2.05 %
Strongly Disagree	3	1.03 %
Not Applicable	14	4.79 %
Total Responses	292	100 %

8. I have been satisfied with the academic assistance I have received in the LAP.

Definitely Agree	193	66.10 %
Agree	66	22.60 %
Maybe	14	4.79 %
Disagree	3	1.03 %
Strongly Disagree	2	0.68 %
Not Applicable	14	4.79 %
Total Responses	292	100 %

9. The LAP has improved my overall educational experience at Saddleback College.

Definitely Agree	197	67.47 %
Agree	74	25.34 %
Maybe	13	4.45 %
Disagree	2	0.68 %
Not Applicable	6	2.05 %
Total Responses	292	100 %

Count and Percent

LAP Student Survey June 2006

	Count	Percent
10. I feel comfortable asking questions of LAP tutors.		
Definitely Agree	195	66.78 %
Agree	67	22.95 %
Maybe	15	5.14 %
Disagree	1	0.34 %
Not Applicable	14	4.79 %
Total Responses	292	100 %

11. The LAP provides a positive learning environment.		
Definitely Agree	213	72.95 %
Agree	62	21.23 %
Maybe	12	4.11 %
Disagree	1	0.34 %
Not Applicable	4	1.37 %
Total Responses	292	100 %

Research Analyst Generated Data

LAP SLO Data Spring 2006

Saddleback Students in Spring 2006 (unduplicated headcount*): 16,565

The chart below is based on all graded (including CR/NCR) coursework taken in Spring 2006

Saddleback College Spring 2006	
College Wide Success Rate	71.8%
College Wide Retention Rate	88.3%
Average GPA	2.70

**Emeritus classes were excluded in these calculations*

LAP Students in Spring 2006 (unduplicated headcount): 1,550

The chart below is based on the LAP students' coursework taken in the Spring 2006

LAP Students Spring 2006	
Success Rate	78.5%
Retention Rate	90.4%
Average GPA	2.86

Definitions

Success Rate: Students who received a grade of A, B, C or CR (Numerator)/All Students who received a grade in a course (Denominator).

Retention: Students who received a grade other than a "W" in a course (Numerator)/ All Students who received a grade in a course (Denominator).

GPA: Weighted Grade Point Average of students who received a letter grade in a course.

Data Source: SOCCCD Alpha Files, Research Data Warehouse, July 2006

Prepared by: Denice Inciong, Research and Planning Analyst

Section V: Appendices—Other

2002 PFE Project Status Report

Highlights

Learning Assistance Program at Saddleback College

Student Outcomes

- The successful course completion rate for LAP learners (79.11%) was 8.41% above the college-wide rate and 12.17% above the statewide rate for the Fall 2001 term.
- The retention rate for LAP learners (90.08%) was 7.83% above the college-wide rate, and 7.54% above statewide rate.
- 91.1% of LAP learners were in Good Academic Standing at the end of Fall 2001 term compared to 87.2% college wide.
- 77.23% of LAP learners in Good Academic Standing had logged between 2 and 30 hours in the LAP by the end of the term.
- Clearly illustrating LAP's support of the college's transfer function, 30.60% of students college-wide declared "Transfer" as their Ed Goal in Fall 2001, compared to the higher percentage (43.6%) served by LAP.
- LAP serves a diverse student population compared to college-wide demographics: On average, the student population at Saddleback College is composed of 39% male and 61% female. LAP learners were 42% male and 58% female in Fall 2001, illustrating that LAP reaches a more balanced ratio of male to female. Moreover, on average, the student population at Saddleback College is composed of 24% non-white students. LAP learners were 41.1% non-white in Fall 2001, illustrating that LAP reaches a more diverse student population than the college.

Satisfaction Survey Spring 2001

- When asked on to rate their level of agreement, 92.4% either "completely agreed" or "agreed" that LAP offered the assistance they needed to be successful at Saddleback College.
- When asked to rate their level of agreement, 92.2% either "completely agreed" or "agreed" that LAP has helped to improve their grades.
- When asked to rate their level of agreement, 91.2% either "completely agreed" or "agreed" that LAP has improved their overall educational experience at Saddleback College.

Testimonials Spring 2001 Satisfaction Survey

- “Coming to LAP for tutoring assistance greatly benefits my understanding of math courses I take and I feel my success in class directly is a result of LAP assistance.”
- “LAP has helped tremendously in achieving my education goals. The tutors are and have been exceptional in all respects.”
- “The LAP has proven to be of immeasurable value to me as a student. Not only with respect to specific issues but also in raising my self-confidence.”
- “The LAP is what learning is all about. Friends, assistance, knowledge and motivation are all things that the LAP provides.”
- “I am a tutor/learner who wants to teach math as a profession. The LAP has provided me help in my own studies as well as help in deciding my career goals.”