

**STUDENT DEVELOPMENT:  
LEARNING ASSISTANCE DEPARTMENT  
ASSESSMENT ABSTRACT**

**LERN 50 – College Success – Online Survey of Students**

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**Learning Assistance Center Mission Statement:**

**Create positive learning experiences that support student learning.**

The aim of Learning Assistance Department academic support programs is to inspire motivation, confidence, independence, and enthusiastic, active learning. We are committed to helping students attain their academic, vocational and personal goals. As a diverse and collaborative learning community, we seek to continually improve strategies and services that benefit student learning.

**Student Learning Outcomes Assessment: LERN 50: 2006-2009**

**1. Outcomes assessed**

The Learning Assistance Department's LERN 50 – College Success is comprehensive course that integrates personal growth and values, academic study strategies, and critical and creative thinking proficiency. This survey course focuses on the following topics: life management, learning styles, personal and educational values, instructor-student relations, maintaining health, memory and concentration, lecture note taking, textbook studying, subject-specific studying, test taking, using the library, critical analysis, problem solving, and creative thinking, Emphasis is on the attainment of life-long success in academic, professional and personal development.

**2. Strategies used to assess the outcomes**

During Fall 2006 College Success faculty engaged in an extensive dialogue to develop SLO's and teaching "Best Practices" for the course. As a result, the LERN 50 course was redesigned with SLO's in mind and an SLO rubric was developed. This activity included redefining SLO's, content, and assessment activities for the course.

During Spring 2007 a College Success Survey was developed and administered to students who completed LERN 50 with an A, B, or C grade (Fall 2006), enrolled in a subsequent term, and had an email in Banner. The survey was also administered Spring 08 & 09. The purpose of the survey was to assess the students' application of SLO's in current classes. The survey also assessed the overall usefulness of SLO's for the course. The data from this survey will be use to redesign the SLO's for LERN 50. This survey will be administered during future Spring semesters as well for a larger sample.

**3. How the results of the assessment are impacting the program**

Spring 07 - 09 data will be combined , and then will be tabulated onto a rubric. At that point we will have enough data to analyze results and determine the impact on both the LERN 50 College Success course and on students who complete the course.

**4. What we are learning from the outcomes assessment**

We are beginning to understand that SLO's for LERN 50 are being applied to other courses. We are also starting to understand which SLO's students apply more/less frequently. This data will assist in the development of course curriculum for College Success and its faculty. 235 students who met the above criteria responded to the College Success Survey.

Most significant findings from the data are below.

- **Students Who Would Recommend College Success Course to a Friend**
  - Overall: 95%
  - A students: 98%
  - B Students: 90%
  - C Students: 89%

- **Most Used college success strategies overall**  
 Q1 Time Management Tool 60%  
 Q3 Goal Setting 56%  
 Q19 Generally Apply College Success Strategies to Other Classes 53%  
 Q17 Critical Thinking 51%  
 Q18 Creative and Visual Thinking Skills 50%
- **Most Used college success strategies for "A" students**  
 Q1 Time Management Tool 68%  
 Q19 Generally Apply College Success Strategies to Other Classes 59%  
 Q17 Critical Thinking 55%  
 Q18 Creative and Visual Thinking Skills 54%  
 Q10 Participation Strategies 54%  
 Q2 Learning Styles 53%
- **Most Used college Generally success strategies for "B" students**  
 Q19 Generally Apply College Success Strategies to other Classes 53%  
 Q17 Critical Thinking 51%
- **Most Used college success strategies for "C" students**  
 Q12 Test Taking Strategies  
 Q3 Goal Setting 50%
- **Never Used college success strategies overall**  
 Q16 Tutoring 31%  
 Q5 Study groups 24%  
 Q8 Effective Reading Techniques 22%
- **Largest Discrepancies between "A" and "C" Students**  
 Q19 Generally Apply C.S. Strategies: 59% "A" students to 25% "C" students = 34% difference  
 Q5 Study groups: 31% "A" students to 4% "C" students = 27% difference  
 Q6 Memory Techniques: 48% "A" students to 25% "C" students = 23% difference  
 Q10 Participate in Class: 54% "A" students to 32% "C" students = 22% difference

## 5. Implications for Instruction

1. Emphasize and expand instruction in Most Used strategies: Time Management Tools, Goal Setting, Critical Thinking, and Creative and Visual Thinking.
2. The higher the student's grade the more likely they will generally apply college success strategies to other classes. Inform students of these results in a leaflet.
3. Time Management Skills are the most used strategies by students. It is important to develop comprehensive curriculum for all instructors teaching college success.
4. Need to develop better instructional practices for the least used strategies such as Effective Reading Techniques, Accessing Tutoring, & Study Groups. Develop activities that encourage students to apply strategies to other courses.

## 6. Samplings of students' qualitative responses follow:

- "I am applying the critical thinking skills, muscle reading, and test taking strategies in my classes. I use the library for my researches, and I'm going to start using tutoring."
- "I am using test taking strategies and techniques to reduce test taking anxiety pretty much all the time in school.."
- "I use SQ3R while reading the accounting textbook."
- "I am using mostly memory strategies, flash cards, and a time planner...."
- "Participation in class, tutorial services, study cards, and more contact with teachers and students."

Quantitative Results

LERN 50 Survey - aggregated 2006+2007+2008 Fall Students

Count of SurveyID	Grade			Grand Total
	A	B	C	
Total	148	59	28	235

Q1_Planner	A	B	C	Grand Total
1-Never	2%	5%	0%	3%
2-Seldom	7%	8%	11%	8%
3-Sometimes	23%	37%	43%	29%
4-Often	68%	49%	46%	60%

Q2_Information	A	B	C	Grand Total
1-Never	1%	2%	0%	1%
2-Seldom	7%	14%	11%	9%
3-Sometimes	39%	39%	54%	40%
4-Often	53%	46%	36%	49%

Q3_Goals	A	B	C	Grand Total
1-Never	2%	0%	0%	1%
2-Seldom	8%	7%	11%	8%
3-Sometimes	30%	44%	39%	34%
4-Often	60%	49%	50%	56%

Q4_Instructors	A	B	C	Grand Total
1-Never	13%	17%	11%	14%
2-Seldom	20%	22%	21%	21%
3-Sometimes	38%	29%	25%	34%
4-Often	29%	32%	43%	31%

Q5_StudyGroups	A	B	C	Grand Total
1-Never	23%	29%	21%	24%
2-Seldom	24%	32%	43%	28%
3-Sometimes	22%	25%	32%	24%
4-Often	31%	12%	4%	23%
(blank)	0%	2%	0%	0%

Q6_Memory	A	B	C	Grand Total
1-Never	5%	3%	4%	4%
2-Seldom	13%	31%	11%	17%
3-Sometimes	34%	42%	61%	40%
4-Often	48%	24%	25%	39%

Q7_NoteTaking	A	B	C	Grand Total
1-Never	18%	14%	21%	17%
2-Seldom	16%	12%	14%	14%
3-Sometimes	35%	34%	32%	34%
4-Often	30%	41%	32%	33%
(blank)	1%	0%	0%	0%

Q8_SQ3R	A	B	C	Grand Total
1-Never	18%	27%	36%	22%
2-Seldom	23%	19%	32%	23%

3-Sometimes	30%	39%	18%	31%
4-Often	30%	15%	14%	24%

Q9_StudyCards	A	B	C	Grand Total
1-Never	9%	17%	36%	14%
2-Seldom	19%	20%	14%	19%
3-Sometimes	21%	25%	11%	21%
4-Often	50%	37%	39%	46%
(blank)	1%	0%	0%	1%

Q10_Discussions	A	B	C	Grand Total
1-Never	5%	5%	4%	5%
2-Seldom	11%	10%	25%	12%
3-Sometimes	30%	36%	39%	33%
4-Often	54%	49%	32%	50%

Q11_Apply	A	B	C	Grand Total
1-Never	5%	7%	14%	7%
2-Seldom	32%	10%	14%	25%
3-Sometimes	32%	51%	39%	37%
4-Often	30%	32%	32%	31%

Q12_TestTaking	A	B	C	Grand Total
1-Never	4%	5%	18%	6%
2-Seldom	14%	8%	11%	12%
3-Sometimes	30%	51%	14%	34%
4-Often	52%	36%	57%	49%

Q13_TestAnxiety	A	B	C	Grand Total
1-Never	8%	8%	11%	9%
2-Seldom	15%	19%	25%	17%
3-Sometimes	32%	41%	25%	34%
4-Often	45%	31%	36%	40%
(blank)	0%	2%	4%	1%

Q14_Library	A	B	C	Grand Total
1-Never	8%	10%	11%	9%
2-Seldom	19%	8%	29%	17%
3-Sometimes	25%	36%	21%	27%
4-Often	47%	46%	39%	46%
(blank)	1%	0%	0%	1%

Q15_Services	A	B	C	Grand Total
1-Never	12%	12%	18%	13%
2-Seldom	22%	29%	29%	24%
3-Sometimes	29%	37%	21%	30%
4-Often	36%	22%	29%	31%
(blank)	1%	0%	4%	1%

Q16_Tutoring	A	B	C	Grand Total
1-Never	31%	25%	39%	31%
2-Seldom	22%	19%	25%	21%
3-Sometimes	19%	32%	14%	22%
4-Often	28%	24%	21%	26%

Q17_CriticalThinking	A	B	C	Grand Total
1-Never	3%	2%	11%	3%
2-Seldom	13%	7%	7%	11%
3-Sometimes	30%	41%	46%	34%
4-Often	55%	51%	36%	51%

Q18_Creative	A	B	C	Grand Total
1-Never	3%	2%	4%	3%
2-Seldom	13%	10%	11%	12%
3-Sometimes	30%	47%	39%	36%
4-Often	54%	41%	46%	50%

Q19_Success	A	B	C	Grand Total
1-Never	1%	5%	11%	3%
2-Seldom	15%	15%	4%	14%
3-Sometimes	25%	25%	61%	29%
4-Often	59%	53%	25%	53%
(blank)	0%	2%	0%	0%

Q20_Recommended	A	B	C	Grand Total
1-Yes	98%	90%	89%	95%
2-No	2%	7%	11%	4%
(blank)	0%	3%	0%	1%

Compiled by CCSF Office of Research & Planning, 7/15/2009



# Did you know....

Students who earn an “A”

in

LERN 50 or IDST 50

use these college success strategies

an average of 33% more

than students who earned a “C”

- Apply success strategies to other courses
- Use creative and critical thinking skills
- Join study groups and tutoring
- Participate in classes
- Use student services

**Use your college success strategies.  
They work!**