

EVALUATION SUMMARY YEAR TWO

The TLC is funded by Title V, a grant from the US Department of Education. It is a Hispanic-Serving Institutions grant that seeks to increase the rate of retention and success of Hispanic and underrepresented students enrolled in English, math, and ESL courses. PCC Project activities include the development of cohorts and linked courses; innovative, interdisciplinary approaches to teaching and learning; counseling; tutoring; and mentoring. This report focuses on Spring 2002, the third semester of TLC classes.

This report is a part of a larger evaluation document of PCC's TLC activities for Year Two: October 1, 2001 to September 30, 2002. It represents the collaborative efforts of the TLC Evaluation Team, which includes external evaluators Dr. Tina Christie and Ms. Bianca Montrosse, both from Claremont Graduate University; and internal evaluators Dr. Wei-I Wang from IPRO; and Dr. Brock Klein, Ms. Lucy Serrano, and Dr. Lynn Wright (TLC staff members).

Evaluators examined four different measures of success: retention, success, and persistence rates as well as engagement. In all cases, TLC students performed better than their non-TLC counterparts.

TLC Demographics

TLC enrollment has almost doubled each semester since the beginning of the program. Hispanic enrollment has increased steadily, and in Spring 2002 it was 44% versus 36.5% campus-wide for comparable classes.

	Spring 2001	Fall 2001	Spring 2002
# of classes	6	20	30
# of faculty	6	15	22
# of students	188	338	605
% on probation	18%	13%	11%
% released from probation	34%	38%	22%

Retention and Success

TLC retention and success rates have been consistently higher than non-TLC rates for the three semesters of the program. ESL rates were the highest, and math rates were the lowest.

Retention is defined as course completion. Success is defined as course completion with a grade of A, B, C, or Credit. The Spring 2002 TLC classes on the next page include English 400, 100, and 1A; Math 402, 125, 126ABC, 131, 15, and 110; ESL 122, 33A, and 33B. The retention and success rates of TLC classes are compared to sections taught by non-TLC full-time faculty teaching the same courses.

	Retention Averages	
	TLC classes	All classes
Eng	87.4%	80.8%
Math	81.7%	81.3%
ESL	92.0%	88.2%

	Success Averages	
	TLC classes	All classes
Eng	65.3%	58.1%
Math	60.6%	59.7%
ESL	69.9%	65.6%

	TLC classes	All classes
Overall Retention	87.0%	83.4%
Overall Success	65.2%	61.1%

Persistence

Persistence for TLC students has been consistently higher than for non-TLC students. In addition, persistence within the TLC Program has risen dramatically – more than half of the students in TLC classes in Fall 2001 took a TLC class in Spring 2002.

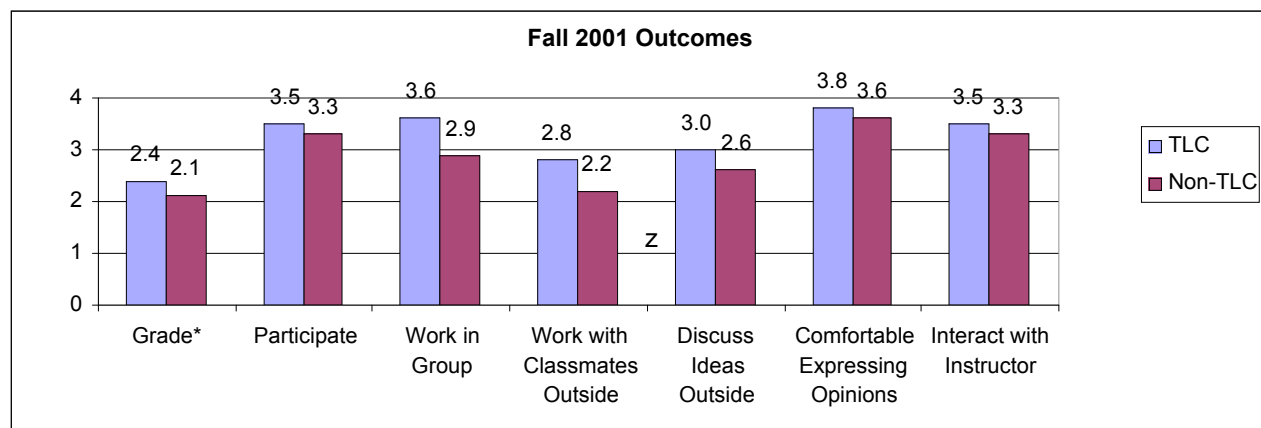
PCC defines *persistence* as the number of students who complete a course with a grade of A, B, C, D, F, Cr, NC, or I and then complete a course and receive a grade the following semester. The TLC-like category below includes all students taking the same courses as the TLC sections but does not include the TLC sections. TLC Persistence represents the number of TLC students who enrolled in at least one TLC class the next semester.

	TLC classes	TLC-like classes	TLC Persistence
Spring 2001 to Fall 2001	76.7%*	72.9%	17.5%
Fall 2001 to Spring 2002	83.1%	81.9%	51.7%

* statistically significant

Engagement Leads to Higher Grades

The chart below compares students enrolled in Fall 2001 TLC classes to a comparable group in non-TLC classes. *The chart indicates that TLC students received a higher mean grade in their TLC classes than those in the comparison group. Additionally, TLC students have higher mean values across all classroom-level variables than the comparison group, suggesting that more classroom engagement leads to higher grades.*



TLC Student Interviews

Summary of Findings

TLC students report: 1) reduced feelings of fear about engaging in college-level courses; 2) increased feelings of connectedness to the college, faculty, as well as peers; 3) increased motivation to excel in class; 4) increased academic performance.

Methodology and Demographics

Ten TLC students were randomly selected for interviews. The majority were first-year students and received financial aid in the form of loans and/or scholarships. Most worked and were from low-income families. All were from traditionally underrepresented groups.

Student Activities and Participation in the TLC

- **All of the students who attended TLC field trips found them to be engaging and educational:**
“I now know [my] classmates very well. We didn’t even talk to each other in class. I also learned that we have to help each other when we have a hard time doing something. [These are] all things I could not learn in the classroom.”
- **All of the students found the TLC Center to be useful:**
“I like the resources provided at [the TLC] because I am from a low-income family and we don’t have a computer or a big table to study at home. I had never used computers before I came here, but now I know all about computers.”
- **The students received academic and emotional assistance from their classmates, TLC counselor, and TLC professors:**
“The TLC teachers are more open and outgoing toward the students. They give individual attention, where other professors are more general and brief. [TLC teachers] give you help with anything: school, work, or personal problems. They are there for you to help you out.”
- **The students appreciated the quality of the professors and counselors, the TLC center, the interactive classroom format, and the small, tight-knit community that the TLC program has created:**
“[The TLC] helps me to be a better student than I would have been on my own.”
- **All of the students who took both TLC and non-TLC courses agreed that their TLC courses were more engaging and interesting than their non-TLC courses:**
“I look forward to going to the [TLC] class more than any other class. It’s the atmosphere and the fact that I know I’m going to do something different.”
- **The students found that the TLC program offered both scholastic and emotional support:**
“Without this place [the TLC], I would be lost in college right now.”
- **Students had several complaints about the Center: It is not open early or late enough. It is too small and contains too few computers.**
“Maybe they could have two labs: [one for] classes and [one for] studying.”
- **Overall, students were very pleased with the TLC program:**
“I would not have been able to go to school if it wasn’t for the TLC [program]. I think it is a great program.”

TLC Classroom Assessments

In the tenth week of Spring 2002, the Institutional Planning and Research Office conducted 15-minute classroom assessments (CATS) in all TLC classes and analyzed the data for general themes. TLC students reported that they:

- enjoy a variety of teaching strategies, activities, assignments, and assessment techniques – technology, collaborative activities, oral presentations, guest speakers, videos, poster-making, etc.
- dislike lectures
- enjoy collaborating but want accountability built into collaborative activities – e.g., “My partner didn’t do anything.”
- feel that the pace of their classes is too fast – e.g., “There’s too much work to cover in 18 weeks.”
- enjoy getting out of the classroom and having a variety of learning sites, on and off campus
- enjoy going to the Teaching and Learning Center: it is “special” and “a “cool place to have class”

The .XL Program – Preliminary Data

The TLC-sponsored .XL Program has two components: the Summer Bridge and the First-Year Experience.

Summer Bridge 2002 Demographics

- Total number of students: 60, 2 cohorts
- Ethnicity breakdown: 80% Latino, 13% Asian, 6% White, 1% Other
- High schools represented: Rosemead, Alhambra, Pasadena, John Marshall, Muir, Franklin, Cathedral
- Percentage of first-generation college students: 52%
- Average high school GPA: 2.0
- Percentage of students who received one-on-one counseling: 92%
- Percentage of students who transitioned into the First-Year Experience: 92%

Recommendations for Year Three

Campus-Wide

1. Increase the current level of collaboration with other campus programs that focus on student success (e.g., Faculty Development, Diversity Initiative)
2. Disseminate information about TLC programs, practices, and evaluation findings to other groups on campus
3. Take steps to institutionalize campus-wide policies that facilitate the planning, scheduling, and implementation of learning communities and innovative classroom practices
4. Encourage the development of learning communities in divisions not currently participating in the TLC

Internal

1. Evaluate the impact of specific TLC instructional models and practices on student success
2. Evaluate the impact of TLC counseling, probation intervention, and tutoring on student success
3. Develop new programs and practices that address the specific needs of Latino students
4. Develop new career-path blocks
5. Evaluate and respond to the impact of enrollment and space on the TLC’s ability to serve the needs of its students and faculty
6. Create and implement intervention strategies to increase the retention and success of .XL students; modify the .XL Program’s current staff, curriculum, and recruitment efforts