

**AY 14 – 15 Performance Report: PBI Grant Annual Performance Template for TASK #3 SUPPLEMENTAL INSTRUCTION IN MATH**

<b>Objective #1:</b> Provide peer tutors for sections in MTH 100.							
<b>Performance Measure (PM)</b>	<b>Measure Type</b>	<b>Quantitative Data</b>					
		<u>NOTE:</u> Data given is from Dr. Gaulden’s (SG) and Professor Figueiras’s (IF) Fall 2014 (F14) and Spring 2015 (S15) four MTH 100 classes. The data is presented separately for each semester.					
1a. The number of peer tutors (“Recitation Assistants” or “RAs”) hired to support MTH 100 classes in AY 2014 – 2015.	Project	<b>Target</b>			<b>Actual</b>		
		Raw #	Ratio	%	Raw #	Ratio	%
		6			F14: 4 *		
				S15: 5 **			
* provided in-class support (i.e., attended every class) and were available for outside-of-class tutoring for students in a total of 4 MTH 100 sections							
** provided in-class support (i.e., attended one class every two weeks) for students in a total of 10 MTH 100 sections and were available for outside-of-class tutoring for <i>all</i> MTH 100 students							
1b. The percentage of students in each class who completed 70% or more of the assigned WebAssign online homework.	Project	<b>Target</b>			<b>Actual</b>		
		Raw #	Ratio	%	Raw #	Ratio	Avg. %
				60%			66%
1c. The average percentage of completed WebAssign online homework.	Project	<b>Target</b>			<b>Actual</b>		
		Raw #	Ratio	%	Raw #	Ratio	Avg. %
				70%			74%

Performance Measure	Measure Type	Quantitative Data					
		NOTE: Data given is from Dr. Gaulden's (SG) and Professor Figueiras's (IF) Fall 2014 (F14) and Spring 2015 (S15) four MTH 100 classes. The data is presented separately for each semester.					
1d. The number and percentage of MTH 100 students in each class who were tutored by the RAs outside of class.	Project	Target			Actual		
		Raw #	Ratio	%	Avg. Raw #	Ratio	%
		36		60%	22		36%
1e. The number of outside-of-class hours of student-TA interaction.	Project	Target			Actual		
		Raw #	Ratio	%	Avg. Raw #	Ratio	%
		30			138.29		
average number of hours/student: IF F14: 7.52 hrs/student, SG F14: 6.30 hrs/student; IF S15: 12.58 hrs/student, SG S15: 3.50 hrs/student							
1f. The percentage of students who passed each test/exam.	Project	Target			Actual		
		Raw #	Ratio	%	Raw #	Ratio	Avg. %
				60% for each exam			51%
NOTE: T1 = Test 1, MT = Midterm Exam, T2 = Test 2, FN = Final Exam							

Performance Measure	Measure Type	Quantitative Data					
		<p><u>Note:</u> Data given is from Dr. Gaulden's (SG) and Professor Figueiras's (IF) Fall 2014 (F14) and Spring 2015 (S15) four MTH 100 classes. The data is presented separately for each semester.</p>					
1g. The average score on each test/exam.	Project	Target			Actual		
		Raw #	Ratio	%	Raw #	Ratio	Avg. %
				65% for each exam			63%
<small>NOTE: T1 = Test 1, MT = Midterm Exam, T2 = Test 2, FN = Final Exam</small>							
1h. The pass rate in each math class.	Project	Target			Actual		
		Raw #	Ratio	%	Raw #	Ratio	Avg. %
				65%			69%
<p><small>(NOTE: Pass rate is calculated as the number of students who received an A, B+, B, C+, or C in the class divided by the number of students who did not withdraw (i.e., all students who received an A, B+, B, C+, C, D, or F in the class). The recent College-wide MTH 100 pass rate is 56%.)</small></p>							
1i. The success rate in each math class.	Project	Target			Actual		
		Raw #	Ratio	%	Raw #	Ratio	Avg. %
				55%			56%
<p><small>(NOTE: Success rate is calculated as the number of students who received an A, B+, B, C+, or C in the class divided by the number of students who were enrolled in the class (i.e., all students who received an A, B+, B, C+, C, D, F, or W in the class)</small></p>							
<p><u>Additional notes &amp; report highlights:</u></p> <ul style="list-style-type: none"> <li>In the 10 Spring 15 MTH 100 sections that were assigned biweekly in-class TA support, 65 students attended PBI grant-funded tutoring outside of class. An additional 18 students from MTH 100 sections without in-class TA support attended PBI grant-funded tutoring as well. Therefore, the presence of a TA in the classroom even biweekly might increase the likelihood of students seeking outside-of-class tutoring.</li> </ul>							

- Of all MTH 100 students who attended PBI grant-funded tutoring outside of class in Spring 2015, the ratio of tutees who were taught by full-time mathematics department faculty members to tutees who were taught by part-time mathematics faculty was 68:15. Furthermore, students from 11 of 13 non-late start daytime sections taught on the main campus by full-time faculty attended tutoring versus students from 3 of 11 non-late start daytime sections taught by part-time faculty. This might imply that part-time faculty need to be made more aware and be more promote the availability of this tutoring to their students.
- Completion of online homework was better for students in both Professor Figueiras' and Dr. Gaulden's Fall 2014 classes when the TAs were in class more frequently.
- The average number of hours each student spent in tutoring varied for students in both Professor Figueiras' and Dr. Gaulden's classes from a low of 3.5 (Dr. Gaulden, Spring 2015) to a high of 12.6 (Professor Figueiras, Spring 2015).
- Class pass rates were slightly better for both Professor Figueiras' and Dr. Gaulden's classes in Fall 2014 when the TA was frequently in the classroom offering support.
- Results from the Student Perception/Attitude Assessment Survey administered to all students enrolled in Professor Figueiras' and Dr. Gaulden's Fall 2014 MTH 100 classes revealed the following: 89% said their professor is helpful; 98% said the class TA is a great help; 48% said they have math test anxiety and 39% said they have a weak math background; and many indicated they loved having a TA in class and said it was good for the students, it helped the flow of the class, and it was a confidence booster.
- Results from the Student Perception/Attitude Assessment Survey administered to all students enrolled in Professor Figueiras' and Dr. Gaulden's Spring 2015 MTH 100 classes revealed the following: 100% said they would recommend other MTH 100 students use the PBI tutors; 97% said the tutoring 'absolutely' or 'somewhat' improved their performance in MTH 100; 79% said they felt more comfortable going to the tutoring since they knew at least one tutor; 76% and 62% said they went to tutoring for help with WebAssign homework and for help with math topics presented in class, respectively; and 64% said the tutoring hours were not convenient for them and many students expressed a need and desire for more tutoring hours.

- Attendance issues greatly affect students' performance in MTH 100. There is a direct correlation between missed classes and overall course grades. Of Dr. Gaulden's Spring 2015 MTH 100 students who passed the class, the average number of missed classes was 4.4 (out of 43 total classes in the semester). In comparison, of Dr. Gaulden's Spring 2015 MTH 100 students who did not pass the class, the average number of missed classes was 14.9.
- One huge indirect benefit of the MTH 100 PBI grant-funded project is the positive work and math review experience of the TAs. At least two of the TAs are now aiming to become math teachers. The others have become better professionals, more mature and responsible, and have honed their interpersonal, communication and math skills as a result of working as PBI grant-funded MTH 100 TAs.