



# THE CALIFORNIA STATE UNIVERSITY

BAKERSFIELD • CHANNEL ISLANDS • CHICO • DOMINGUEZ HILLS • FRESNO • FULLERTON • HAYWARD • HUMBOLDT  
LONG BEACH • LOS ANGELES • MARITIME ACADEMY • MONTEREY BAY • NORTHRIDGE • POMONA • SACRAMENTO  
SAN BERNARDINO • SAN DIEGO • SAN FRANCISCO • SAN JOSE • SAN LUIS OBISPO • SAN MARCOS • SONOMA • STANISLAUS

ALLISON G. JONES  
Assistant Vice Chancellor  
Academic Affairs, Student Academic Support

Code: AA-2002-16

February 25, 2002

To: CSU Presidents

Response Requested  
by May 1, 2002

From: Allison G. Jones 

Subject: Collaborative Academic Preparation Initiative (CAPI) Program Surveys  
for Supplemental Report Language in the 2001 Budget Act

The Supplemental Report Language to the 2001 Budget Act requested the California State University (CSU) to report on the following:

*It is the intent of the Legislature that the California State University assess and annually report on the effectiveness of the Collaborative Academic Preparation Initiative (CAPI) program which aims to improve high school students' academic preparation for higher education. The report shall include, at a minimum, the following information:*

- Quality of Services Provided to Teachers in Targeted High Schools. *The CSU shall survey a representative sample of teachers at the targeted high schools (including both those participating and not participating in the program) at the beginning and end of each academic year. For all teachers in the sample, CSU shall assess and report on teachers' knowledge of (a) the state's high school content standards and curriculum frameworks, and (b) CSU's entry-level content standards and placement exams. For only those teachers participating in the CAPI program, CSU shall assess and report on teachers' level of satisfaction with various CAPI program activities, such as in-service training.*
- Feedback from CSU Tutors and Faculty. *At the beginning and end of each academic year, CSU shall survey a representative sample of CSU tutors and faculty participating in the CAPI program. The CSU shall assess and report on (a) the average amount of time tutors and faculty spent working with students or teachers at the targeted high schools, (b) the primary activities in which each engaged, and (c) general feedback on the program's effectiveness.*

CSU Presidents  
AA-2002-16  
February 25, 2002  
Page 2

In response to this legislative request, three survey instruments have been developed in collaboration with CAPI directors to collect the following data:

1. *The quality of services provided to teachers in your CAPI partner high schools* will be assessed through the administration of the enclosed "Teacher Survey" to all high school teachers who have participated in your CAPI program during the fall 2001 term. In addition, this survey should be administered to an equal number of non-participating teachers from the same high schools.
2. *Feedback from CAPI student tutors* will be assessed through the administration of the enclosed "CSU Student Tutor Survey" to all CSU student tutors who have participated in your CAPI program during the fall 2001 term.
3. *Feedback from CSU faculty participating in CAPI* will be assessed through the administration of the enclosed "CSU Faculty Survey" to all CSU faculty who have participated in your CAPI program during the fall 2001 term.

The survey instruments should be administered by each CAPI program to ensure the best possible rate of return. The enclosed survey administration guidelines (Attachment A) have been developed to assist campuses distribute the surveys. Survey participants are requested to complete the survey no later than April 26, 2002. Completed surveys should be returned by campuses to Mr. Alan Liebrecht, Associate Director, Outreach Services, Academic Affairs, Student Academic Support, by Wednesday, May 1, 2002.

If you have any questions about the administration of this survey, please feel free to contact Mr. Alan Liebrecht, Associate Director, Academic Affairs, Student Academic Support. Mr. Liebrecht may be reached at (562) 951-4733 or [aliebrecht@calstate.edu](mailto:aliebrecht@calstate.edu).

AGJ:lem

Attachments

cc: Dr. David S. Spence  
Dr. Gary A. Hammerstrom  
Provosts/Vice Presidents, Academic Affairs  
Vice Presidents, Student Affairs  
CAPI Directors  
Members, CAPI Advisory Committee

## Collaborative Academic Preparation Initiative (CAPI) Survey Administration Guidelines

Thank you for your assistance in helping the California State University respond to a request from the California Legislature to assess annually the effectiveness of the CAPI program. As part of this reporting process, the CSU has been asked to survey high school teachers, CSU faculty, and CSU student tutors on the effectiveness and quality of services provided through the CAPI programs.

To respond to this request, each CAPI director will need to administer three survey instruments to gather the required information for the report. Each campus may determine the best method to distribute and collect the survey responses. Survey respondents should be encouraged to complete and return the surveys to your campus by Friday, April 26, 2002. Campuses need to return the completed surveys by **Wednesday, May 1, 2002** to the following address:

Mr. Alan J. Liebrecht  
Associate Director, Outreach Services  
Academic Affairs, Student Academic Support  
The California State University  
401 Golden Shore, 6<sup>th</sup> Floor  
Long Beach, CA 90802-4210

The Supplemental Report Language to the 2001 Budget Act requests the CSU to report on the quality of services provided to teachers in targeted high schools and the activities of CSU faculty and CSU student tutors. This information will be collected on the following surveys:

- 1) *Teacher Survey* – Enclosed is a master copy of the two-page “Teacher Survey.” Please complete the line indicating to whom the respondent should return the completed survey (either a person on your campus or the high school site coordinator) and reproduce (one page front and back) enough copies of this survey to be distributed to a representative sample of English and mathematics teachers in the high schools who are working with your CAPI program and an equal number of teachers from the same high schools who are not participating in the CAPI program. To ensure the receipt of a sufficient number of surveys, we suggest you survey all high school English and mathematics teachers participating in your CAPI program.
- 2) *CSU Faculty Survey* – Enclosed is a master copy of the two-page “CSU Faculty Survey.” Please complete the line indicating whom to return the completed survey (campus designee) and reproduce (one page front and back) enough copies of this survey to be distributed to a representative sample of the faculty on your campus who are working with your CAPI program. Although we are required to survey a representative sample, we are requesting that you ask all CSU CAPI faculty to complete the survey.
- 3) *CSU Tutor Survey* – Enclosed is a master copy of the two-page “CSU Student Tutor Survey.” Please complete the line indicating whom to return the completed survey (campus designee) and reproduce (one page front and back) enough copies of this survey to be distributed to a representative sample of the tutors on your campus who are working with your CAPI program. To help us assess the effectiveness of the CSU student tutors, we are requesting that you ask all student tutors to complete the survey.

The Chancellor’s Office will analyze and summarize the survey responses and provide campuses a copy of the report submitted to the Legislature. Campuses should feel free to analyze the responses to assess their programs.



# THE CALIFORNIA STATE UNIVERSITY

BAKERSFIELD • CHANNEL ISLANDS • CHICO • DOMINGUEZ HILLS • FRESNO • FULLERTON • HAYWARD • HUMBOLDT  
LONG BEACH • LOS ANGELES • MARITIME ACADEMY • MONTEREY BAY • NORTHBRIDGE • POMONA • SACRAMENTO  
SAN BERNARDINO • SAN DIEGO • SAN FRANCISCO • SAN JOSE • SAN LUIS OBISPO • SAN MARCOS • SONOMA • STANISLAUS

## Teacher Survey

Dear Teacher,

The Collaborative Academic Preparation Initiative (CAPI) assists high school students develop English and mathematics skills necessary to enter into CSU baccalaureate-level courses without the need to enroll in remedial courses. This is achieved through CAPI faculty-to-faculty alliances and tutoring activities.

In order to assess the effectiveness of the CAPI program, the CSU is conducting a survey that will gather valuable information from high school teachers (including both those participating and not participating in the program). As you may know, your school is one of the 223 CAPI eligible California high schools that send the most students to CSU needing remediation in English or mathematics.

Please read each question carefully and check the box that best represents your answer. All information provided in the survey will remain anonymous.

Once you have completed the survey, please return it by **April 26, 2002** to the individual who has been identified at your site as being responsible for collecting the survey.

Please return the completed survey to: \_\_\_\_\_ *Thank you!*

**1. At which school do you teach?**

Name \_\_\_\_\_ City \_\_\_\_\_ County \_\_\_\_\_

**2. In which primary subject area do you teach?**

English-Language Arts       Mathematics       Other: \_\_\_\_\_

**3. Please indicate how many years have you worked as a teacher?** \_\_\_\_\_

**4. Please indicate which of these best describes your current status:**

I have a Single Subject Teaching Credential in:

English       Mathematics       Other: \_\_\_\_\_

I have an Intern Credential in:

English       Mathematics       Other: \_\_\_\_\_

I have an Emergency Permit in:

English       Mathematics       Other: \_\_\_\_\_

I am authorized to teach in:

English       Mathematics       Other: \_\_\_\_\_

**(For items 5 through 12, please indicate your level of agreement with the statement):**

**5. I know the California Content Standards for English-Language Arts.**

Disagree Strongly     Disagree Somewhat     Agree Somewhat     Agree Strongly     No Opinion

**6. I know the California Content Standards for Mathematics.**

Disagree Strongly     Disagree Somewhat     Agree Somewhat     Agree Strongly     No Opinion

**7. I know the California Curriculum Frameworks for Reading Language Arts.**

Disagree Strongly     Disagree Somewhat     Agree Somewhat     Agree Strongly     No Opinion

**8. I know the California Curriculum Frameworks for Mathematics.**

Disagree Strongly    Disagree Somewhat    Agree Somewhat    Agree Strongly    No Opinion

**9. I know the minimum score requirements for proficiency on the CSU Entry Level Mathematics Test (ELM) and the skills and knowledge necessary for college-level mathematics course work at CSU.**

Disagree Strongly    Disagree Somewhat    Agree Somewhat    Agree Strongly    No Opinion

**10. I know the minimum score requirements for proficiency on the CSU English Placement Test (EPT) and the skills and knowledge necessary for college-level English coursework at CSU.**

Disagree Strongly    Disagree Somewhat    Agree Somewhat    Agree Strongly    No Opinion

**11. I know the information contained in the CSU document "Focus on English."**

Disagree Strongly    Disagree Somewhat    Agree Somewhat    Agree Strongly    No Opinion

**12. I know the information contained in the CSU document "Focus on Mathematics."**

Disagree Strongly    Disagree Somewhat    Agree Somewhat    Agree Strongly    No Opinion

**13. Are you currently involved with the CAPI program?**                       Yes                       No

**(If no, please skip remaining questions)**

---

**14. How long have you been involved with CAPI?**     Less than 1 yr.     1-2 yrs.     More than 2 yrs.

**(For items 15 through 18, please indicate your level of agreement with the statement):**

**15. The CAPI program provides effective professional development opportunities and support for increasing student proficiency in English and mathematics.**

Disagree Strongly    Disagree Somewhat    Agree Somewhat    Agree Strongly    No Opinion

**16. The CAPI program provides effective diagnostic assessments (i.e. Diagnostic Writing Service - DWS and Mathematics Diagnostic Placement Test - MDTP).**

Disagree Strongly    Disagree Somewhat    Agree Somewhat    Agree Strongly    No Opinion

**17. The CAPI program tutors are an effective resource in addressing the student's proficiency needs in English and mathematics.**

Disagree Strongly    Disagree Somewhat    Agree Somewhat    Agree Strongly    No Opinion

**18. I am satisfied with the overall effectiveness of the CAPI program at my school.**

Disagree Strongly    Disagree Somewhat    Agree Somewhat    Agree Strongly    No Opinion

**19. Please provide any general comments about CAPI that you feel would be helpful for the future development of the program (attach additional pages if necessary):**



# THE CALIFORNIA STATE UNIVERSITY

BAKERSFIELD • CHANNEL ISLANDS • CHICO • DOMINGUEZ HILLS • FRESNO • FULLERTON • HAYWARD • HUMBOLDT  
LONG BEACH • LOS ANGELES • MARITIME ACADEMY • MONTEREY BAY • NORTHRIDGE • POMONA • SACRAMENTO  
SAN BERNARDINO • SAN DIEGO • SAN FRANCISCO • SAN JOSE • SAN LUIS OBISPO • SAN MARCOS • SONOMA • STANISLAUS

## ***CSU Faculty Survey***

Dear CAPI Faculty,

The Collaborative Academic Preparation Initiative (CAPI) assists high school students develop the English and mathematics skills necessary to enter into CSU baccalaureate-level courses without the need to enroll in remedial courses. This is achieved through CAPI faculty-to-faculty alliances and tutoring activities.

In order to assess the effectiveness of the CAPI program, the CSU is conducting a survey that will gather valuable information from the faculty who are assisting with this program.

Please read each question carefully and check the box that best represents your answer. All information provided in the survey will remain anonymous.

Once you have completed the survey, please return it by **April 26, 2002** to the individual who has been identified at your site as being responsible for collecting the survey.

**Please return the completed survey to: \_\_\_\_\_ *Thank you!***

**1. At which CSU do you teach?**

Name of Campus \_\_\_\_\_

**2. In which subject area do you assist the CAPI program?**

English-Language Arts     Mathematics     Other: \_\_\_\_\_

**3. How long have you been involved with the CAPI program?**

Less than 1 year     1-2 years     More than 2 years

**Please answer questions 4-6 for the time period of Aug. 1, 2001 through Dec. 31, 2001:**

**4. Estimate the total hours you spent assisting CAPI: \_\_\_\_\_**

**5. Estimate the total hours you spent in the following activities:**

A. Faculty-to-faculty alliance activities with CAPI high school teachers: \_\_\_\_\_

B. Learning assistance activities with CAPI tutors: \_\_\_\_\_

C. Academic assessment activities with CAPI: \_\_\_\_\_

D. Directly assisting CAPI high school students: \_\_\_\_\_

E. Other, please describe: \_\_\_\_\_ (Hours) \_\_\_\_\_

6. Please indicate the primary activities in which you are engaged through your participation in CAPI:

**Faculty-to-Faculty Alliance**

- One-to-One Teacher Mentoring
- In-Service Training for Teachers
- Professional Development Workshops
- ELM Examination Preparation for Teachers
- EPT Examination Preparation for Teachers
- Curriculum Development

**Learning Assistance**

- Evaluation of Student Assessments
- ELM Examination Preparation for Students
- EPT Examination Preparation for Students
- Tutor Training
- Preparing Tutoring Materials
- Administrative Assistance

**Please describe any additional activities that are not included above:**

7. In what ways do you feel the CAPI program provides the greatest assistance in reducing remediation in English and mathematics at the University?

8. In what ways do you feel the CAPI program may be improved?

9. Additional comments, suggestions, or concerns:



# THE CALIFORNIA STATE UNIVERSITY

BAKERSFIELD • CHANNEL ISLANDS • CHICO • DOMINGUEZ HILLS • FRESNO • FULLERTON • HAYWARD • HUMBOLDT  
LONG BEACH • LOS ANGELES • MARITIME ACADEMY • MONTEREY BAY • NORTHRIDGE • POMONA • SACRAMENTO  
SAN BERNARDINO • SAN DIEGO • SAN FRANCISCO • SAN JOSE • SAN LUIS OBISPO • SAN MARCOS • SONOMA • STANISLAUS

## CSU Student Tutor Survey

Dear CAPI Tutor,

The Collaborative Academic Preparation Initiative (CAPI) assists high school students to develop the English and mathematics skills necessary to enter into CSU baccalaureate-level courses without the need to enroll in remedial courses. This is achieved through CAPI faculty-to-faculty alliances and tutoring activities.

In order to assess the effectiveness of the CAPI program, the CSU is conducting a survey that will gather valuable information from the CSU student tutors who are assisting with this program.

Please read each question carefully and check the box that best represents your answer. All information provided in the survey will remain anonymous.

Once you have completed the survey, please return it by **April 26, 2002** to the individual who has been identified at your site as being responsible for collecting the survey.

Please return the completed survey to: \_\_\_\_\_ Thank You!

**1. Through which CSU do you provide tutoring services?**

Name of Campus \_\_\_\_\_

**2. What is your current degree objective?**

- |  |  |
|--|--|
| <input type="checkbox"/> Undergraduate Degree: English Field     | <input type="checkbox"/> Credential/Graduate Degree: English Field     |
| <input type="checkbox"/> Undergraduate Degree: Mathematics Field | <input type="checkbox"/> Credential/Graduate Degree: Mathematics Field |
| <input type="checkbox"/> Undergraduate Degree: Liberal Studies   | <input type="checkbox"/> Credential/Graduate Degree: Education Field   |
| <input type="checkbox"/> Other: _____                            |  |

**3. In which subject area do you assist the CAPI program?**

English-Language Arts     Mathematics     Other: \_\_\_\_\_

**4. How long have you been involved with the CAPI program?**

Less than 1 year                       1-2 years                       More than 2 years

**5. How many hours of training did you receive in order to become a tutor?**

None     1-5                       6-10                       More than 10

Briefly describe the type of training you received: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



Please answer questions 6-8 for the time period of Aug. 1, 2001 through Dec. 31, 2001.

6. Estimate the total hours you spent assisting CAPI: \_\_\_\_\_

7. Estimate the total hours you spent in the following activities:

- a. Tutor training activities: \_\_\_\_\_
- b. Direct tutoring activities with high school students: \_\_\_\_\_
- c. Academic assessment activities with CAPI: \_\_\_\_\_
- d. Other (please describe): \_\_\_\_\_ (hours) \_\_\_\_\_

8. Please indicate the primary activities in which you are engaged through your participation in CAPI:

- |  |   |
|--|---|
| <input type="checkbox"/> One-to-One Tutoring       | <input type="checkbox"/> Evaluation of Student Assessments        |
| <input type="checkbox"/> Group Tutoring            | <input type="checkbox"/> ELM Examination Preparation for Students |
| <input type="checkbox"/> Tutor Training            | <input type="checkbox"/> EPT Examination Preparation for Students |
| <input type="checkbox"/> Administrative Assistance | <input type="checkbox"/> Preparing Tutoring Materials             |

Please describe any additional activities that are not included above:

9. In what ways do you feel the CAPI program provides the greatest assistance in reducing the need for remedial courses in English and mathematics?

10. In what ways do you feel the CAPI program may be improved?

11. Additional comments, suggestions, or concerns: