



# THE CALIFORNIA STATE UNIVERSITY

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

Code: AA-2002-52  
October 17, 2002

**To:** CAPI Coordinators

**From:** Allison G. Jones

Response Requested  
by December 4, 2002

**Subject: Fall 2002 CAPI Surveys for Supplemental Report Language in the 2001 Budget Act**

The Supplemental Report Language to the 2001 Budget Act requests the California State University (CSU) to survey, at the beginning and end of each academic year, a representative sample of teachers at high schools with CAPI programs (including both teachers participating and not participating in CAPI activities), CSU student tutors and CSU faculty participating in the CAPI program.

In response to this legislative request, three survey instruments were developed in the spring of 2002. The information collected from this first survey administration is being compiled to provide the first comprehensive annual report to the Governor and the Legislature on December 1, 2002 based on the data collected in spring 2002. For the December 1, 2003 annual report, the following data will need to be collected from each CAPI program:

1. *The quality of services provided to teachers in your CAPI partner high schools* will be assessed through a fall and spring administration of the enclosed "Teacher Survey" to all high school teachers who will participate in your CAPI program for the 2002-2003 academic year. In addition, this survey should be administered to an equal number of non-participating teachers from the same high schools to serve as a comparison group.
2. *Feedback from CAPI student tutors* will be assessed through a fall and spring administration of the enclosed "CSU Student Tutor Survey" to all CSU student tutors who will participate in your CAPI program for the 2002-2003 academic year.
3. *Feedback from CSU faculty participating in CAPI* will be assessed through a fall and spring administration of the enclosed "CSU Faculty Survey" to all CSU faculty who will participate in your CAPI program for the 2002-2003 academic year.

The survey instruments should be administered by each CAPI program to ensure common information is being collected statewide for reporting. The enclosed survey administration guidelines (Attachment A) have been developed to assist campuses distribute the surveys. Survey participants are requested to complete the survey by November 22, 2002. Completed surveys should be returned by campus CAPI director to Mr. Alan Liebrecht, Associate Director, Outreach Services, Academic Affairs, Student Academic Support, by Wednesday, December 4, 2002.

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If you have any questions about the administration of this survey, please feel free to contact Mr. Liebrecht at (562) 951-4733 or [aliebrecht@calstate.edu](mailto:aliebrecht@calstate.edu).

AGJ:lem

Attachments

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

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bcc: Dr. Charles B. Reed  
Mr. Patrick Lenz  
Ms. Karen Y. Zamarripa

## 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 *at the beginning and end of each academic year* 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 CSU-campus CAPI director will need to administer three survey instruments to gather the required information for the report. For the fall 2002 administration, we have enclosed a master copy of each survey. 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, November 22, 2002. Campuses need to return the completed surveys by **Wednesday, December 4, 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

We will be exploring the development of an electronic version of these surveys for future administrations and will distribute instructions for the spring 2003 survey no later than March 2003.

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.



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## 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 **November 22, 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     Both     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 2002 – 2003 academic year (Sept. 2002 through June 2003):

**4. Estimate the TOTAL hours you plan to spend assisting CAPI:**

0-100     100-200     200-300     300-400     400-500     >500

**5. Estimate the TOTAL hours you plan to spend in the following activities:**

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

0-50     50-100     100-150     150-200     200-250     >250

B. Learning assistance activities with CAPI tutors:

0-50     50-100     100-150     150-200     200-250     >250

C. Academic assessment activities with CAPI:

0-50     50-100     100-150     150-200     200-250     >250

D. Directly assisting CAPI high school students:

- 0-50       50-100       100-150       150-200       200-250       >250

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

- 0-50       50-100       100-150       150-200       200-250       >250

**6. Please indicate the primary activities you plan to engage in 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  
 Other: \_\_\_\_\_

**Learning Assistance**

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

**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:**



Please answer questions 6-8 for the 2002-2003 academic year (Sept. 2002 through June 2003):

6. Estimate the TOTAL hours you plan to spend assisting CAPI:

- 0-100       100-200       200-300       300-400       400-500       >500

7. Estimate the TOTAL hours you plan to spend in the following activities:

a. Tutor training activities:

- 0-50       50-100       100-150       150-200       200-250       >250

b. Direct tutoring activities with high school students:

- 0-50       50-100       100-150       150-200       200-250       >250

c. Academic assessment activities with CAPI:

- 0-50       50-100       100-150       150-200       200-250       >250

d. Other (please describe): \_\_\_\_\_

- 0-50       50-100       100-150       150-200       200-250       >250

8. Please indicate the primary activities you plan to engage in 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             |
| <input type="checkbox"/> Other (please describe): _____ |   |

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:





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## 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 252 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 **November 22, 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 high school do you teach?**

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

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

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

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

0-2     3-5     6-10     10-20     >20

**4. Please indicate which one of these areas best describes your current teaching credential status:**

- Single Subject in English     Single Subject Other Area – Authorized in English  
 Single Subject in Mathematics     Single Subject Other Area – Authorized in Mathematics  
 Single Subject in Mathematics – Authorized in English     Emergency Permit in English  
 Single Subject in English – Authorized in Mathematics     Emergency Permit in Mathematics  
 Single Subject Other Area – Authorized in both English and Mathematics  
 Single Subject Other Area – not Authorized in either English or Mathematics  
 Multiple Subject – Authorized in English     Multiple Subject – Authorized in Mathematics  
 Multiple Subject – Authorized in both English and Mathematics     Intern in English  
 Multiple Subject – not Authorized in either English or Mathematics     Intern in Mathematics

**(For items 6 through 13, 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)

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

**(For items 16 through 19, 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):**