Mission Statement

The Campus Academic Resource Program (CARP) provides tutorial and academic support services for undergraduate students at San Francisco State University (SF State), placing special emphasis on working with first generation and underrepresented students. Through extensive training and practical experience working with students and with the larger university community, CARP's student staff members develop administrative, planning, and organizational skills that will be essential for success in their academic and professional careers.

CARP's mission correlates directly to Undergraduate Studies’ mission, focusing on providing services that facilitate student success from admission to graduation. The services provided by CARP promote academic development opportunities for SF State students, as well as academic and professional development opportunities for CARP's student staff members.

Planning Goals and Program Objectives

The following goals have been developed by CARP's staff and will guide its program objectives over the 2009-2010 and 2010-2011 academic years.

Goal 1: Increase the average number of tutorial sessions per student.

Objective: By the end of the 2010-2011 academic year, increase the average number of tutorial sessions per student by 20% from 3.33 (the 2008-2009 academic year average) to 4.

Rationale: Tutoring is more effective when conducted regularly. For this reason, CARP has made a practice of encouraging students to return often for tutoring, not just in the days immediately before an assignment is due or immediately after receiving a grade. A 20% increase in the average number of sessions per student would mean each student returned an average of 4 times during the 2010-2011 academic year. Though CARP would be pleased to see that number higher than 4 sessions per student, given the number of sessions conducted during the 2008-2009 academic year (4,313), a 20% increase would mean an additional 862.6 sessions would be conducted by the end of the 2010-2011 academic year. At present, that number seems reasonable for CARP to accommodate without also increasing the wait-time for sessions or exceeding the limits of CARP's current resources.
**Measure:** CARP will track tutorial session information per student using its program database, then average the total number of tutorial sessions per student during the academic year.

**Evaluation of Goal 1:** The average number of tutorial sessions per student for the 2009-2010 academic year was 3.59. This is an increase of 7.24% compared to the average of 3.33 tutorial sessions per student during the 2008-2009 academic year.

As of October 28, 2010, the average number of tutorial sessions per student for the 2010-2011 academic year is 2.28. After the first two months of the 2010-2011 academic year, CARP appears to be experiencing a decrease in the average number of sessions per student. This apparent decrease, however, may actually indicate a trend regarding when the highest number of students use CARP's services during the academic year. To determine if there is, in fact, a trend to which CARP should be paying attention, CARP is reviewing its program data from the past three years. For a more detailed discussion of this data, see the following section.

**How CARP is Using Its Data to Evaluate Goal 1:** The data used to evaluate Goal 1 is contained in CARP’s program database, which was created specifically for CARP’s use in July of 2003. The tables and charts below present the data CARP is using to investigate the seemingly low average number of tutorial sessions per student thus far during the current 2010-2011 academic year. Each table and chart is followed by a few bullet points that discuss the data presented.

**Table 1: An Overview of Average Sessions per Student**

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Sessions</th>
<th>Number of Students</th>
<th>Average Sessions per Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>4313</td>
<td>1297</td>
<td>3.33</td>
</tr>
<tr>
<td>2009-10</td>
<td>4280</td>
<td>1194</td>
<td>3.59</td>
</tr>
<tr>
<td>2010-11*</td>
<td>1210*</td>
<td>527*</td>
<td>2.28*</td>
</tr>
</tbody>
</table>

* To date, data collected for the 2010-2011 academic year covers dates from 9/7/2010 to 10/28/2010.

- The average number of sessions per student increased during the 2009-2010 academic year, but after two months of the current academic year, the average number of sessions per student appears to be declining.
- As of October 28, 2010, **527** students used CARP’s services during the 2010-2011 academic year. This number is nearly half the total number of students who visited CARP during the previous two academic years. Please note that the “Number of Students” means individual students, who are counted only once. If the same student returns for multiple visits, he or she is only represented once in this category.
- Noting that after only two months of the current academic year CARP has already seen nearly half the number of students it tutored during the past two years, CARP suspects that the first two months of the fall semester are its busiest time for both student enrollment and sessions. If this is true, then the average number of sessions per student during the first two months of each academic year should be expected to be lower than the rest of that same academic year. To determine if this statement is accurate, CARP used its program data to
generate the following table and charts.

**Table 2: Average Number of Sessions per Student during the First Two Months of the Academic Year, Compared to the Average Number of Sessions per Student for the Entire Academic Year**

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Number of Students</th>
<th>Number of Sessions</th>
<th>Average for Sept./Oct.</th>
<th>Average for Entire Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept./Oct. 2008</td>
<td>490</td>
<td>1205</td>
<td>2.459184</td>
<td>3.33</td>
</tr>
<tr>
<td>Sept./Oct. 2009</td>
<td>470</td>
<td>1101</td>
<td>2.342553</td>
<td>3.58</td>
</tr>
<tr>
<td>Sept./Oct. 2010*</td>
<td>527*</td>
<td>1210*</td>
<td>2.296015*</td>
<td>TBD</td>
</tr>
</tbody>
</table>

* To date, data collected for the 2010-2011 academic year covers dates from 9/7/2010 to 10/28/2010.

- The average number of sessions per student during September and October of the past three academic years, including the current one, is between 2.3 and 2.45. By the end of the 2008-2009 and 2009-2010 academic years, that average rises to 3.33 and 3.58, respectively.
- The decrease in the average number of sessions per student during September and October of the 2009-2010 academic year correlates to an increase in the same average by the end of the year.
- During September and October of the current academic year, the average number of sessions per student is once again lower than it was the previous year during the same period.
- If it’s true that a low average number of students in September and October of each academic year is the result of higher than average student enrollment at CARP during that time of the academic year, and if it’s true that a lower average number of sessions per student during those early months correlates to a higher end-of-the-year average, then CARP believes that by the end of 2010-2011 academic year the average number of sessions per student should be around 3.7.
- To investigate this matter further, CARP produced the following two charts.

**Chart 1: Number of Students Visiting CARP, by Month, September 2008 to October 2010**

- During the 2008-2009 and 2009-2010 academic years, the highest number of students used
CARP’s services during the months of September and October.

- October is the month during which the most students use CARP’s services.
- After October, the number of students who use CARP’s services each month declines, with recognizable peaks and valleys, until the start of the next academic year, at which point the number of students climbs dramatically.
- The first two months of the 2010-2011 academic year have followed the same trend as the previous two years. The numbers for the current academic year are also noticeably higher than the previous two years.
- In order to understand how the number of students using CARP’s services correlates to the number of sessions CARP conducts, as well as the average number of sessions per student, CARP generated the chart below.

Chart 2: Number of Sessions Conducted by CARP, by Month, September 2008 to October 2010

- As the chart illustrates, CARP hosts the largest number of tutoring sessions in the month of October every year.
- The number of sessions CARP conducts during each academic years declines, with recognizable peaks and valleys, until the start of the next academic year, at which point the number of sessions climbs dramatically.
- The peaks and valleys in Chart 2 correlate with those illustrated in Chart 1, which plots the number of students using CARP’s services.
- Based on a comparison of Chart 1 and Chart 2, it is apparent that over the course of each academic year the number of students using CARP’s services decreases at a more dramatic rate than the number of sessions CARP conducts.
- Since the number of students decreases more rapidly than the number of sessions, the average number of sessions per student increases as the year proceeds.

Having this data provides CARP with an opportunity to rethink the timing and duration of its advertising and campus outreach. The data from the above tables and charts allows CARP to determine at which times during the year campus outreach is most needed—during those times
when CARP sees fewer students and thus conducts fewer sessions. CARP typically advertises most heavily during the first month of each semester by sending students into classrooms to hand out fliers and provide a quick summary of CARP's services. But, due to constraints on its resources, CARP typically stops advertising in the classroom after the first month of each semester. Less advertising seems to correlate to fewer students and fewer sessions, so one possibility that CARP is currently pursuing is filming a commercial that will run on the television in the Caesar Chavez Student Center, as well as on CARP’s website. These advertisements will run year-round, and should therefore reach students who CARP may not have been reaching during the months when its advertising has traditionally been less heavy. CARP plans to begin airing its commercials during the spring 2011 semester.

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**Goal 2:** Design and implement a new outreach strategy for communicating information about CARP to its existing clients.

**Objective:** Subscribe 600 students to a CARP listserv by the end of the 2010-2011 academic year.

**Rationale:** 600 students represents roughly half of the total number of students who used CARP's services during the 2008-2009 academic year (1,297). Despite CARP's extensive advertising efforts, many students are still unaware of all the services CARP offers and, therefore, are unable to receive the comprehensive academic support they need. Establishing direct electronic communication with our existing clients through a listserv would provide those students with up-to-date information about CARP's services and encourage increased use of them. A listserv, for example, will allow CARP to keep its clients informed about upcoming academic skills workshops, about the classes for which CARP employees are able to tutor, about holiday closures, and a variety of other things relevant to students’ experiences at CARP.

**Measures:** CARP will maintain a database of those clients who use the listserv, which will allow CARP to know exactly how many students are subscribed to it.

**Evaluation of Goal 2:** As of October 28, 2010, 690 students have subscribed to CARP’s listserv. This means that CARP has reached its goal of subscribing 600 students by the end of the 2010-2011 academic year.

**Use of CARP Data to Evaluate Goal 2:** The collection of data related to CARP’s listserv is a straightforward enterprise. When a student who registers to use CARP’s tutoring services fills out an intake form, he or she has the option of being sent CARP’s listserv mailings. Those students who opt to receive emails from CARP are recorded in a spreadsheet that allows CARP’s staff to email all of the listserv subscribers en masse. Having this spreadsheet of listserv subscribers allows CARP to keep track of how many students have subscribed to the service, as well as how many times the listserv is used each semester and when it is used each semester. As stated above, CARP has met its goal of
subscribing 600 students; however, the data collected on the spreadsheet provides CARP with an opportunity to improve the effectiveness of its outreach and advertising. For example, CARP will evaluate whether it should begin advertising its JEPET workshops sooner or, perhaps, more than just one time prior to each round of workshops. Another way CARP plans to use its listserv data is to create a profile of the students who sign up. Knowing if there are certain populations of students who sign up for the listserv will allow CARP to be more effective with its mailings. If, for example, CARP discovers a large number of students from ENG 214 classes have opted to receive listserv mailings, then CARP will know its mailings regarding JEPET workshops are going to interested students. The same principle is true for any other workshop CARP presents. Furthermore, should the data indicate that a number of the students signed up for the listserv are eligible to be tutors, themselves, CARP may use the listserv as a staff recruitment tool.

**Goal 3**: Expand CARP’s online services to include downloadable and interactive content.

**Objective**: Upload between 30 academic support handouts and 30 interactive quizzes to CARP’s website by the end of the 2010-2011 academic year.

**Rationale**: Currently, CARP’s services are limited to in-person tutorial sessions and academic support workshops. The Writing, Reading, and Study Skills (WRSS) unit has been developing and compiling a book of grammar handouts for tutors to use during sessions as instructional aides. The Mathematics, Science, and Business (MSB) unit is beginning this same process. Transcribing these existing handouts, as well as those that will be developed, into electronic form and building corresponding quizzes that allow students to test their comprehension of the material will allow SF State students who cannot come to CARP in-person to hone their knowledge of the subjects that CARP tutors from home. For those students who can come during regular hours, the online content will reinforce the concepts they are already learning at CARP. Students will be able to quiz themselves, then check their answers against a key, which will be provided for each online quiz.

**Measures**: CARP will assess usage of the new online content with the SF State Web Server Statistics tool.

**Evaluation of Goal 3**: As of October 28, 2010, CARP’s staff uploaded 32 academic support handouts onto CARP’s official website. 21 of the handouts were produced by the WRSS unit; 11, by the MSB unit. The SF State Web Server has recorded 11,017 requests for these handouts, which are downloadable as PDF files. 7,928 of the requests were for WRSS unit handouts; 3,089, for MSB unit handouts. The reason so many fewer requests have been made for MSB unit handouts is that they were uploaded to CARP’s website in March 2010; whereas, the majority of the WRSS unit’s handouts were uploaded in September 2009.

As of October 28, 2010, CARP’s staff has not uploaded any quizzes to its website. Currently, the quizzes are being reviewed by the Disability Programs and Resource Center (DPRC) to be sure that they are accessible to hearing-impaired and visually-impaired students. Once these quizzes have been approved by the DPRC, CARP will upload them onto its website. The quizzes will allow students to test their comprehension of the material covered in the handouts.
Use of CARP Data to Evaluate Goal 3: The SF State Web Server tracks web-traffic for CARP’s site. It also tracks requests for documents housed on the website. The number of requests for CARP’s handouts suggests a steady demand for the materials. What that numerical data cannot tell CARP, however, is how useful these handouts are for students who download them. As part of its on-going evaluation process, CARP has decided—based on the partial picture provided by the quantitative data regarding its downloadable content—to investigate additional methods of evaluation. One possible evaluation tool is an online survey or a comment section for the students who download CARP’s worksheets and quizzes. The survey or comment section will allow students to provide qualitative feedback regarding CARP’s downloadable content. This additional data will provide CARP more comprehensive data with which to evaluate the effectiveness of its online worksheets and quizzes. Another option, should CARP be able to collect the data, is to compare students’ use of CARP’s handouts and quizzes to the pass-fail rates of those same students in the classes for which they used CARP’s online content to supplement their classroom instruction.

Goal 4: Develop a “tailor-made” workshop system for the Writing, Reading, and Study Skills (WRSS) unit.

Objective: By the end of the 2010-2011 academic year, develop and begin using a Workshop Request Form that will allow faculty to request whatever kind of workshop best suits the needs of their students.

Rationale: The development and presentation of academic support workshops is central to CARP’s mission for two reasons: the experience is educational for the students in the class and also for the presenters of the workshop. Though the growing demand for writing workshops on campus may tempt one to create a standardized system for developing workshops, the WRSS unit coordinators believe that the most effective workshops are the result of collaboration between the requesting faculty and CARP’s staff. The collaboration process allows the professor to articulate precisely what his or her students ought to experience and learn. Moreover, meeting with a professor to develop a workshop is an invaluable educational experience for the CARP staff members responsible for the workshop’s presentation. There is simply no substitute for the value of this dialogue. Naturally, preserving institutional knowledge is also important and, over the years, certain workshops requests will be similar. For these reasons, CARP will continue to maintain a database of workshop outlines for the staff to review and uses as a basis for producing new workshops.

Measures: The effectiveness of this “tailor-made” workshop system for student learning as well as staff development will be assessed using two separate surveys, one distributed to students and one distributed to CARP’s staff after the workshops are constructed and presented. These two survey can be found in Appendix 1.

Evaluation of Goal 4: During the spring 2010 and fall 2010 semesters, CARP has thus far presented 7 academic support workshops using the “tailor-made” workshop system. The tables below represent the results of 15 tutor surveys and 200 student surveys for the 7 “tailor-made” workshops conducted during the spring 2010 and fall 2010 semesters.
<table>
<thead>
<tr>
<th>Student Survey Results*</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presenter was prepared (materials, punctuality, etc.).</td>
<td>64.00%</td>
<td>32.50%</td>
<td>2%</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>Presenter had a good understanding of the material.</td>
<td>58.00%</td>
<td>38.50%</td>
<td>2%</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>Presenter was able to express ideas clearly.</td>
<td>53.50%</td>
<td>40.50%</td>
<td>4%</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>My questions were addressed.</td>
<td>40.50%</td>
<td>40.50%</td>
<td>17.00%</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>Presenter was friendly.</td>
<td>66.00%</td>
<td>27.00%</td>
<td>5.00%</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>I feel more confident about the subject matter.</td>
<td>35.00%</td>
<td>39.50%</td>
<td>21.50%</td>
<td>2%</td>
<td>2%</td>
</tr>
</tbody>
</table>

* Results of seven different “tailor-made” workshops presented to a total of 200 students.

<table>
<thead>
<tr>
<th>Tutor Survey Results*</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I learned workshop presentation techniques during the preparation process.</td>
<td>0</td>
<td>86.66%</td>
<td>13.33%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Building/modifying the workshop outline helped me understand the presentation topic more thoroughly.</td>
<td>13.33%</td>
<td>53.33%</td>
<td>33.33%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>The workshop folder contained all the necessary resources to facilitate my presenting a successful workshop.</td>
<td>0</td>
<td>40.00%</td>
<td>60.00%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I felt comfortable conducting my workshop at CARP/in the teacher’s classroom.</td>
<td>40.00%</td>
<td>46.44%</td>
<td>6.67%</td>
<td>6.67%</td>
<td>0</td>
</tr>
<tr>
<td>I feel confident that the students were engaged in the learning process as a result of my workshop.</td>
<td>13.33</td>
<td>80.00%</td>
<td>6.67%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>The tailor-made workshop structure should continue to be developed and implemented.</td>
<td>60.00%</td>
<td>40.00%</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

* Results of 15 workshop surveys filled out by the tutors who presented the 7 “tailor-made” workshops.

After reviewing the results of both surveys, the WRSS coordinators were initially concerned by relatively high percentage of “Neutral” responses to the second and third questions on the tutor’s survey, both regarding their experiences with preparing for their workshops using CARP’s existing
folder of workshop materials. However, after further review, none of the seven workshops CARP's tutors presented during the spring 2010 and the fall 2010 semesters using the “tailor-made” workshop system required the staff to modify previous workshop outlines. All of the workshops presented over the past two semesters, at the instructors’ requests, involved extensive work in peer response groups, which effectively eliminated the need for the tutors to prepare detailed lecture outlines. Had the workshops been more lecture-based, the tutors would have needed to use CARP’s resources more extensively.

Use of CARP Data to Evaluate Goal 4: Compiling Likert Scale student satisfaction surveys allows CARP’s staff to evaluate various aspects of its “tailor-made” workshops—from both the students’ and the tutors’ perspectives. The compiled survey results provide qualitative data regarding specific workshop-related concerns. The third question on the student version of the survey, for example, asks students to evaluate how clearly the workshop presenters expressed their ideas. Based on the students’ collective responses to this question, CARP’s staff will be able to provide the presenters with feedback regarding the clarity of their explanations. Should the student surveys indicate that the presenters were not clear, CARP’s staff would be able to use this data to start a discussion with the workshop presenters regarding that aspect of their workshop—the clarity. Each workshop and each presenter will require a specific evaluation, and the data provided by the surveys allows CARP’s staff members to provide this kind of specific feedback for the workshop presenters.

Goal 5: Provide supplemental support for students in disciplines for which sessions are in high demand within the Math, Science, and Business (MSB) unit.

Objective: By the end of the 2010-2011 academic year, the MSB unit will pilot a statistics workshop program that will accommodate the needs of students from several statistics courses across multiple disciplines.

Rationale: CARP aims to provide academic support to all undergraduate students; however, the high demand for tutoring for statistics-based problems within mathematics, business, and psychology courses’ often exceeds the MSB unit’s tutoring resources. In order to address the demand for statistic tutoring, MSB staff members have identified, via their tutoring experiences, the three most common recurring problem areas: standard deviation, t-distribution, and hypothesis testing. Based on this information, the MSB unit has begun developing a statistics workshop that addresses these common problem areas. The MSB unit coordinator’s believe that offering this workshop will help CARP more effectively meet the high demand for statistics tutoring because the statistics workshop, which will be offered multiple times during each semester, will allow multiple students to be tutored during a single workshop. In theory, the workshops should reduce the demand for one-on-one statistic tutoring sessions. For CARP’s student staff members, implementing this statistics workshop program will be a valuable professional development opportunity. During the development of this workshop, MSB staff members will meet with professors who will help determine the content of the

*Math 124 (Elementary Statistics), Decision Science 212 (Business Statistics), Psychology 371 (Introductory Psychological Statistics)
workshops. This process of collaboration with professors in order to refine the statics workshops, will provide MSB staff members valuable experiences with project management and professional communication. As a result of this workshop, CARP will improve its efforts to meet the needs of SF State students while also providing its staff members with professional development opportunities.

**Measures** The effectiveness of each workshop will be assessed using two short tests: a pre-workshop test and a post-workshop test. The first will be given at the start of the workshop; the second, at the end. Each test will include the same types of problems, but will feature different questions. All of the questions will be based on the topics that are presented during the workshop. Comparing the scores from the pre-workshop and the post-workshop tests, will be a means for CARP to evaluate the effectiveness of the workshop, regarding the topics it covers.

**Evaluation of Goal 5:** The MSB unit has not yet presented a statistics workshop. The workshop program will be piloted during the spring 2011 semester. Data will be available for review following the presentation of the first workshop.

**Use of CARP Data to Evaluate Goal 5:** The workshop aims to meet the high demand for statistics tutoring, which has been exceeding CARP’s tutoring resources. CARP will continue to monitor the number of tutoring sessions for statistics courses during the 2010-2011 academic year in order to observe how the statistics workshops effect the number of sessions for statistics courses. Should the number of tutoring sessions for statistics courses decrease after the statistics workshop are implemented, then CARP may be able to conclude that the workshops helps CARP more effectively meet the high demand for statistics tutoring.
Appendix 1

Workshop Evaluation Form
The Campus Academic Resource Program (CARP)

We are always looking for ways to improve our services. Help us to serve you better by sharing your experience with us. We thank you for choosing CARP as your helping hand.

1. Today’s Date: ____________________________

2. Which workshop did you attend? ____________________________________________

3. Please circle your Class Standing:
   - Freshman
   - Sophomore
   - Junior
   - Senior
   - Graduate
   - Other: _______________

4. What is your Major(s)? State if you are undeclared. ______________________________

5. Why did you attend this workshop? ____________________________________________

6. How often do you visit our tutoring lab for assistance? ____________________________

Please rate the following statements according to your experience at this particular workshop.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Presenter was prepared (materials, punctuality, etc.).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Presenter had a good understanding of the material.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Presenter was able to express ideas clearly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. My questions were addressed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Presenter was friendly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I feel more confident about the subject matter.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please complete the back of this page.
Please rate your overall workshop experience, using the following scale (please circle).

Disappointing 1 2 3 4 5 Excellent

The area below has been reserved for your comments and suggestions.

____________________________________________________________________________________

____________________________________________________________________________________

Thank you for taking the time to fill out this evaluation; we hope to see you again soon.
Tutor Workshop Evaluation Form

Please rate the following statements according to your experience with “tailor-made” workshops.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I learned workshop presentation techniques during the preparation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Building/modifying the workshop modules helped me understand the presentation topic more thoroughly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The workshop binder contained all the necessary resources to facilitate my presenting a successful workshop.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I felt comfortable conducting my workshop at CARP/in the teacher’s classroom.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I feel confident that the students were engaged in the learning process as a result of my workshop.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The “tailor-made” workshop structure should continue to be developed and implemented.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rate your experience with the “tailor-made” workshop structure using the scale below (please circle).

Disappointing 1 2 3 4 5 Excellent

What ideas do you have for improving the workshop preparation process?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

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