Progress Report for SUCCEED projects in Student Transitions
October 2000 – March 2001

Task Leader: H. Munson Source: CIT Amount: $15,000
Task Description: Develop MD hands-on workshop, integrate in engineering statics.

Please give up to three bullet points that summarize the exciting / convincing outcomes of this work:
- ESP-Statics Program not a significant help in Learning Statics
- 55 ESP-Statics Program Students had identical performance as students not in program

In a short paragraph, please describe the status of work completed and give an estimate of remaining funds.
The work has been completed and there are no remaining funds.

INSTITUTIONALIZATION – Give up to 3 bullets that evidence institutionalization including statistics (# students, endowments, permanent source of funds etc.). Also answer: Do you expect your project to be continued after SUCCEED? (And method of support)
The program will not be continued at this school.

Please attach ***at least*** one visual (using, e.g., PowerPoint) about your project—assessment results are preferred, as are sets of slides from presentations you have given.

Please indicate which core competencies in Student Transitions your work has addressed, and how:

☐ Minority Bridge ☐ "Gateway" Courses ☐ Co-ops ☐ Community College Bridge
☐ Freshman Engineering ☐ Internationalization ☐ Mentoring ☐ Multidisciplinary Design
See Attachment

Please attach / enclose supporting information that demonstrates the success of your work to the NSF and the academic community, and for making budget decisions. Include material in any format: assessment instruments / data tables / charts, journal / conference publications, presentation slides, audio / video tapes / clips, CD-ROMs, web sites, seminar / workshop announcements / manuals / participant lists, finished products, newspaper articles, radio transcripts, training materials, textbooks, course notes, courseware, notable comments from colleagues, etc. ***Electronic materials are preferred where possible.***

Please return by March 30, 2001 to:
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Q: is it correct to conclude that the effect of esp-statics on student learning was not significant?

R: correct – when compared to the performance of the student group which did not receive esp help, the esp group performance was essentially the same – at the start of the semester, the esp group had a gpa of 2.5272, and the other group's gpa was 2.5497 – the statics course gpa for the esp group was 2.04, and for the other group it was 2.05 – the statics sections gpas are:

Sec	esp group	Other group
1	1.39	1.06
2	2.66	1.80
3	2.46	2.46
4	2.57	2.99
5	2.48	2.78
6	1.53	1.67
7	2.20	2.00

Q: why didn't the esp effort show up in students' performance?

R: I think all students get help in all subjects from a multitude of sources – my best guess, on why the performance were equal, is that perhaps the esp students substituted the esp help for help they might have receive from a different source – all students said the course helped and that their time was well spent – many said they wanted an esp-dynamics course.

Q: why was esp-calculus very successful and esp –statics not?

R: I think we have 2 different ball games – I understand that esp-calculus was not voluntary on the student's part – some students were told they had to take esp-calculus, and that if such a student did not do well in esp-calculus, they were dropped from both esp-calculus and calculus – our program was not that stringent – we offered a program which we thought would help the student, and the student was free to participate.

Q: were the esp-statics sessions monitored?

R: yes – more than 100% -- using the statics syllabus and textbook, I selected problems from the esp-statics textbook – these problems were discussed and worked in the esp–statics sessions – I was present at every session from start to finish, and the GTA was there all the time except for one day when she went to a job interview in Arizona (she got the job and is working there now)

Q: was anything gained to enhance student success in statics?

R: I think that I learned that esp-statics, conducted the way we did, is no more, or less help than any, or all, of the other ways that students can get help – it helped, but was not worth the extra time and money which we spent.