

University of Louisiana at Lafayette

Detailed Assessment Report 2015-2016 Academic Success Center - The Learning Center

As of: 11/18/2016 10:04 AM CENTRAL

(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request.*)

Mission / Purpose

The Academic Success Center (ASC) supports the University's Strategic Goals and Mission by providing students, faculty, and staff with support services necessary for student success at UL Lafayette.

The mission of the ASC is to enhance student learning by implementing student success programs that provide support for retention and graduation. The ASC strives to be an exemplary model of service through collaborative efforts, integrated services, and efficient communication processes.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Supplemental Instruction

Increase student success ("C" or better) in courses for which Supplemental Instruction is provided to students.

Relevant Associations:

Refer to previous ASC assessments.

Related Measures

M 1: Supplemental Instruction

Assessment: Supplemental Instruction (SI) sessions were provided to students in the courses with the highest percentage of withdrawals, "D"s and "F"s. The courses may include ACCT 201, BIOL 110, BIOL 121, BIOL 220, BIOL 216, CHEM 107, MATH 103, and/or PHYS 207

Assessment included: SI results were evaluated.

Number of students assessed: All students enrolled in courses for which Supplemental Instruction was provided.

Source of Evidence: Existing data

Target:

Success is defined as: In Spring 2012, data collection methods were altered. TLC now tracks the percentages of SI participants vs. non-participants who earned a "C" or better. As a result of the change in the method of evaluating SI, the Fall 2012 SI results will serve as a baseline for future respective semesters.

Finding (2015-2016) - Target: Partially Met

Supplemental Instruction sessions assist in challenging courses (high rates of D's, F's, & W/I's), offering weekly tutoring sessions facilitated by tutors who have earned an A in the course they are tutoring. Tutors attend all class lectures, take notes, conduct SI sessions (which may include additional lecture, practice tests, and discussion groups), and offer office hours to work one-on-one with students needing additional assistance.

FA15 Usage TLC offered 20 courses for SI/SG in the Fall 2015 semester. UL students attended SI/Study Groups 1,673 times for a total of 2919 hours.

- FA 15 Supplemental Instruction
- Passing Rates (SI vs. Non-SI)
 - o ACCT 201 = 75% vs. 52.3%
 - o BIOL 110 = 72.1% vs. 47.6%
 - o BIOL 121 = 90.9% vs. 64.1%
 - o BIOL 220 = 94.1% vs. 65.9%
 - o MATH 103 = 80% vs. 59.6%
- Overall = 78% vs. 59%
 - o Average number of sessions attended = 8 per student
 - o GPA of SI vs GPA of non-SI = 2.35 vs. 1.99

SP16 Usage TLC offered 18 courses for SI/SG in the Spring 2016 semester. UL students attended SI/Study Groups 1,987 times for a total of 3900 hours.

- SP 16 Supplemental Instruction
- Passing Rates (SI vs. Non-SI)
 - o ACCT 201 = 72% vs. 55.9%
 - o BIOL 110 = 60.3% vs. 45.4%
 - o BIOL 220 = 76.5% vs. 66.7%
 - o CHEM 108 = 88.9% vs. 62.9%
 - o MATH 103 = 38.1% vs. 58.8%
- Overall = 64% vs. 56%
 - o Average number of sessions attended = 6 per student
 - o GPA of SI vs GPA of non-SI = 2.01 vs. 1.83

Previous research has shown that students attending SI & SG sessions consistently can achieve up to one letter grade higher than those students in the class who did not attend SI at all. The Learning Center assesses the performance of students who attend Supplemental Instruction two or more times, and all students who attend Study Groups.

SP15 - For Spring 2015, 476 attendees (out of 6,618 students total) made 1,658 visits to the Learning Center. The students who attended SI & Study Groups scored a passing rate (rates of As, Bs, Cs) **11.5% higher than those for non-attendees**; 74.1% of SI/SG attendees passed their courses, vs 62.6% of non-attendees. The greatest impact was in BIOL 110 (Fundamentals of Biology 1) with a passing rate of 72.1% vs 47.6% of non-attendees. This constitutes a passing rate increase of 24.5%, as well as a GPA of 2.50 vs. the 1.75 class GPA.

FA15 – For Fall 2015, 601 attendees (out of 8,547 students total) made 3,676 visits to the Learning Center. The students who attended SI & Study Groups scored a passing rate (rates of As, Bs, Cs) **7.3% higher than those for non-attendees**; 68.9% of SI/SG attendees passed their courses, vs 61.6% of non-attendees. In FA14, we developed a Supplemental Instruction session for ACCT 201. After one year, this SI session is starting to show positive returns. The SI attendees scored a passing rate of **64.1% vs 49.8%** for non-SI attendees. This constitutes a **passing rate increase of 14.3%**, as well as a SI GPA of 1.87 vs. the 1.70 class GPA. We also began a new SI program with CHEM 107 with positive results. For CHEM 107 SI attendees in FA 15, **72.7% passed the class vs 69.5% of non-attendees**. The overall GPA of SI attendees was 2.27, as opposed to the 2.31 overall GPA of the class.

For Spring 2016, 732 students visited The Learning Center a total of 2,066 times for SI & Study Groups. Historically, the students who attend SI & Study Groups score a passing rate (rates of As, Bs, Cs) **7.8% higher than those for non-attendees**. For SP16, the SI/SG passing rate was **63.6% vs. 60.4%** for non-SI/SG students; this is a **passing rate increase of 3.2%**. We also began a new SI program with CHEM 108 with positive results. For CHEM 108 SI attendees in SP16, **88.9% passed the class vs 62.9% of non-attendees**. The overall GPA of SI attendees was 2.56, as opposed to the 2.14 overall GPA of the class. One course, ACCT 201, demonstrated a significant difference in academic performance for Spring 2016. ACCT 201 (Intro to Financial Accounting) Supplemental Instruction students scored a **passing rate of 72% vs 55.9% of non-SI attendees**. This constitutes a **passing rate increase of 16.1%**.

Related Action Plans (by Established cycle, then alpha):

Reassignment of Tutors

In order to increase the amount of groups and SI available for challenging courses, we will be reassigning tutors for those subjects.

We have several individual (one-on-one) tutors that can make up the difference and we can have them conduct groups for challenging courses to provide more opportunities for attendance.

Established in Cycle: 2013-2014

Implementation Status: Finished

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Supplemental Instruction | **Outcome/Objective:** Supplemental Instruction

Projected Completion Date: 08/2014

MATH 103/104 SI

An area of improvement we identified was the MATH 103/104 SI. This SI section has displayed very inconsistent results. FA15 saw a 80% SI pass rate vs. 60% for non-SI students. However, the results for SP were not as positive. The SI students scored a passing rate of 38% vs. 58% of non-SI students. The shift in results could be a result of student attendance. In FA15, the average number of visits per students was 8.0. On the other hand, the SP16 average visits per student was only 2.8. It is possible that students were not aware of our services.

Marketing/Awareness: We are considering a potential shift in our marketing to raise awareness of TLC services. This may include: newspaper ads, more digital signage in res hall/academic buildings, more paper signage where available, and social media. Also, we are looking at different ways to interact and build relationships with faculty. We will requesting permission to attend meetings with deans and department heads to get our services more exposure.

SI Structure: It is also possible that the drop was due to the lack of tutor availability. We employed two tutors for MATH 103/104 SI, with each tutor having two 2-hour sessions a week at different times. However, outside of these sessions, there were not many options for 103 students. Another option we are considering is dropping MATH 103/104 as an SI. This would accomplish a few things. Since SI is linked to the particular session the tutor attends, students from other sections may be working on different material. If that is the case, the tutor will have to bounce around instead of simply teaching the material to the group, as is expected in SI. This is not a problem in other subjects such as ACCT, BIOL, CHEM where the instructors are close enough with the material that the SI leader can adjust. By eliminating SI, the tutor is not expected to sit in class, therefore utilizing the few extra hours to actually tutoring the students who need help. By doing this, we are able to add more sessions throughout the week, allowing more students to seek help because more sessions are available at a time they can make.

Established in Cycle: 2015-2016

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Supplemental Instruction | **Outcome/Objective:** Supplemental Instruction

Implementation Description: Marketing: additional digital signage, increase social media presence, more meeting with faculty/staff for awareness SI Structure: scale back tutors going to class, using those hours to schedule more sessions and help more students.

Projected Completion Date: 12/2017

Responsible Person/Group: TLC Coordinator, TLC Grad Assistant

Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

O/O 2: Tutoring for Challenging Courses

Increase student participation in tutoring for challenging courses at TLC.

Relevant Associations:

Refer to previous ASC assessments

Related Measures

M 2: Tutoring for Challenging Courses

Tutoring for challenging course: Student receptionists in The Learning Center (TLC) utilized an online software program (TutorTrac) to schedule and check in each student who attended individual, group, and SI tutoring sessions throughout the semester.

Assessment: The total number of students who attended individual, group & SI tutoring sessions was compared to previous respective semesters.

Number of students assessed: All students receiving tutoring in TLC.

Source of Evidence: Activity volume

Target:

Success is defined as: Increase the number of students attending tutoring for challenging courses by 3% compared to the previous respective semester.

Finding (2015-2016) - Target: Met

From Fall 2012 to Fall 2013, TLC had a decline from 3,246 student visits to 2,198 attending SI/Groups for challenging courses.

In Fall 2014, TLC instituted an action plan to reassign tutor to provide more SI/Groups for our most challenging courses. From Fall 2014 to Fall 2015, TLC experienced an increase from **2,192 visits to 3,658** for SI/Groups, **an increase of 66.9%**. This allowed TLC to meet our goal of providing more services to our students in the most challenging courses at UL.

Also, we significantly increased our overall attendance because we were able to see more students. Our total attendance increased from **5,287 (FA14) to 6,452 (FA15), an increase of 22%**. TLC is moving towards more SI & SG sessions because these modalities have proven successful for UL students in the past several years and the office is able to help more students within the same budget and time constraints.

For Spring 2015, we continued the implementation of the FA14 action plan to reassign more tutors to SI/SG. From SP14 to SP15, TLC experienced an increase from **2,932 visits to 4,319 visits, an increase of 47%**. From SP15 to SP16, TLC experienced an increase from **4,319 visits to 4,377 visits, an increase of 1.3%**.

O/O 3: Online Tutoring

Increase student participation in online tutoring services for UL online degree programs.

Related Measures

M 3: Online Tutoring

Online Tutoring: Increase student participation in online tutoring services for UL online degree programs.

Assessment: The total number of students who attended individual, group & SI

tutoring sessions was compared to previous respective semesters.

Number of students assessed: All students receiving tutoring in TLC.

Source of Evidence: Existing data

Target:

Success is defined as: Increase the number of students utilizing online by 3% compared to the previous respective semester.

Finding (2015-2016) - Target: Met

Beginning in FA 14, TLC will be using an online service purchased from NetTutor to provide 24/7 online tutoring for select courses. This will be a collaborative effort between the Academic Success Center and the Office of Distance Learning to provide tutoring for: 1) any student enrolled in online degree programs, and 2) students who are enrolled in courses that offer online sections.

Semester	Hours	Visits
FA '14	129	443
SP '15	68	218
FA '15	292	818
SP '16	231	594

From the chart, we can see the increases from FA14 to FA15, and SP15 to SP16.

FA14 (443 visits) => FA15 (818 visits)
= **84.7% increase**

SP15 (218 visits) => SP16 (594 visits)
= **172.5% increase**