***The Learning Center ANNUAL REPORT (2014-2015)* EXECUTIVE SUMMARY**

**Past Year Activity:**

The Learning Center (TLC) at CCSU provides academic support services for all students so that they may reach their maximum academic potential. Distinct support services offered by TLC staff include, individual and small group academic success coaching; Early Academic Alert counseling and referral; tutoring for mathematics, statistics, chemistry, and psychology by certified peer tutors; Peer Assisted Study Sessions for Chemistry and Statistics (PASS); Structured Learning Assistance Meetings (SLAMs); and academic interventions for students on academic probation. TLC also provides leadership for Placement Testing, E-tutoring, and College Reading and Learning Association (CRLA) accredited tutor certification training for any CCSU department that utilizes peer tutors.

*Level of Activity in TLC:*

Total student visits to TLC based on BlueTrack data collection:

* 10,717 student visits in 14/15
* 9,750 student visits in 13/14

Number of students who participated in services offered on-site by TLC

(not including placement testing or tutor certification participants):

* 3,298 student participants in 14/15
* 2,425 student participants in 13/14\*

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| ***TLC academic support service:*** | *Academic Year Activity*  *13/14* | *Academic Year Activity*  *14/15* |
| Early Academic Alert | **Alerts submitted to TLC=1856**  **Consultations with students= 194 students** | **Alerts submitted to TLC=1833**  **Consultations with students = 177 students** |
| Academic Success Coaching | **2685 sessions 591 students** | **3274 sessions 681 students** |
| Making the Deans’ List Seminar and Individual TLC Workshop interventions (successful completion) | **65 students** | **111 students** |
| Tutoring Lab Activity  Tutoring and Tutor Training | **Tutor Visits=5618 1282 students**  **75 Peer Tutors received CRLA training** | **Tutor Visits =5835 1952 students**  **53 Peer Tutors received CRLA training** |
| eTutoring sessions | **725 sessions 293 students** | **479 sessions 215 students** |
| New Programs: Peer Assisted Study Sessions (PASS) and Structured Learning Assistance Meetings (SLAMs) | **Not offered** | **162 students** |
| Placement tests administered | **473** | **553** |

**\***Students may have participated in multiple services and have been counted more than once.

1. **Progress in Meeting Annual Goals**

**Goal:** Pilot a modified Supplemental Instruction (SI) program which supports all of the Chemistry 161 sections. Hire, train and develop delivery structure for Peer Assisted Study Sessions (PASS) for all sections of Chemistry 161.

**Completed:** The Peer Assisted Study Session (PASS) program was piloted in the Fall 2014 semester for all six sections of CHEM 161. PASS Leaders reported low session attendance and challenges preparing appropriately for multiple sections running at varied paces. Lack of faculty engagement also posed challenges. To address these concerns, each PASS leader was assigned to one section, attended class and communicated regularly with the faculty member during the Spring semester. Weather cancellations impacted the number of PASS sessions held in the Spring semester, making attendance comparisons with fall misleading. However, all other measures improved for students who utilized PASS in the Spring semester. Going forward, pending continued funding, steps will be taken to increase faculty participation and student involvement in the program.

***Course final grades for students who attended PASS were better than the course average, and fewer PASS participants withdrew from the course. (See detailed assessment results that follow.)***

**Goal:** Increase use of Academic Success Coaching by 5% during the AY 2014-2015

**Exceeded** The rate of change for Academic Coaching, including the intervention, walk-in appointments, and online facilitation, continues to steadily increase year-over-year. Use of Academic Coaching, in total, has increased by 22% compared to the previous academic year, 17% above the goal. In-person academic coaching increased 9% for the same time period. For the 2014-2015 Academic Year, 681 students were engaged in academic coaching (28% walk in), an increase of 90 students compared to the year prior. Usage rates of Academic Success Coaching quadrupled compared to the goal set forth. Consistent with past practices, all academic coaches maintained continuous contact with students assigned to their caseloads, in addition to ongoing outreach efforts during the course of the semester by the Lead Academic Coach to encourage participation.Facilitation of classroom presentations also offered opportunities to represent and inform about TLC services.In the Spring 2015 semester, students were required to attend 6 appointments for TLC 001. Prior semesters, the requirement was 5. Future Action: Continue current outreach practices and generate new, creative outreach strategies, including social media outlets, to encourage participation.

**Goal:** Compile and submit materials for 5 year reaccreditation to CRLA for Level I and II peer tutor training program and submit Level III program for initial 1 year accreditation.

**Submission Pending, not complete:** International CRLA Certification organizational leadership changed suddenly. Submission of applications was closed until the new leadership completed review of all pending applications. Our accreditation was extended for 1 year until October 2015. Our application for 5 year renewal of Level 1 & 2, and new accreditation of Level 3, is complete and will be submitted as soon as CRLA reopens for submissions.

**B. Progress with Strategic Planning- Not applicable**

1. **Administrative changes**

No two years are the same in The Learning Center. With the exception of the Early Academic Alert program, all service delivery is provided by students, both graduate and undergraduate. We hire and train new staff every year. The budget is always a challenge. Our base budget covers only 62% of the cost of service delivery. Supplemental funding is always needed to address the increase to student work wages and reductions in work study received by our student staff. Student work wages make up 99% of our budget, with the remaining 1% used to purchase the eTutor subscription, placement tests, and office supplies.

**D. Special initiatives**

**1*. STRUCTURED LEARNING ASSISTANCE MEETINGS (SLAMs) PILOT:*** Structured Learning Assistance was pioneered at Ferris State University for supporting high DFW courses, and it has been adopted at a number of schools in various forms to support academic success. Students from two sections of MATH 101, taught by the same instructor, were invited to attend the pilot sessions. SLAMs involve organized, structured group activities which are aligned with the content covered at that point in the course. CRLA certified tutors facilitate the group activities. Students are expected to arrive on time and attend the entire meeting. Attendance is not required. An average participation rate of ***14 of the 47 enrolled students ≈ 30%*.** 13 students attended at least two or more of the SLAMs. The average of participants’ first two tests (before the SLAM program began) was compared to the average of their last test and final exam (administered during the SLAM program)*.* ***The mean increase in score was 11 points, and 6 students had increases of more than 17 points.*** These results are particularly significant because grades on the cumulative final exam in MATH 101 are commonly lower than in-class test grades. As a result of the success of the Fall pilot, funding was secured to continue SLAMs throughout the entire Spring 2015 semester. SLAMs were planned for most Fridays. Eleven, two hour, meetings were held.Attendance was open to all sections of Math 101**.** 30 Individual students attended/88 visits**.**  Results indicate reduced DFW rates for students who attended SLAMs.(**Of note:** One SLAM participant, who was repeating MATH101 and attended multiple SLAM sessions, received an A- in his MATH101 course. As an attribution to the support he received, he gave a speech in his public speaking course describing SLAM and other TLC services as one of CCSU’s hidden resources.)

In order to introduce the SLAM program to faculty, the tutor lab coordinator attended the pre-semester 099/101 faculty meeting held by the developmental math coordinator, Karen Santoro. The faculty members were given a copy of the SLAM schedule for the semester, an explanation of the support program, and a synopsis of the fall semester’s pilot results. The response by faculty was enthusiastic. Faculty engaged in the promotion by welcoming the tutor lab coordinator into their classrooms in order to introduce the students to the SLAM program, distribute a schedule of planned meetings, and encourage attendance.

Because of inclement weather early in the semester, scattering the timelines of content delivery among course sections, the tutor lab coordinator regularly kept in touch with faculty via email to monitor and adjust the planning of content support at the SLAMs. Recommendations for future (pending funding): Offer SLAMs at varied times during the week. Attach scheduled SLAM sessions to individual sections of MATH 101 and indicate this on registration materials so that students elect to participate when registering for the course.

**2. *NEW ONLINE ACADEMIC PROBATION INTERVENTIONS (TLC 006 & TLC 007) PILOT:*** Academic Success Coaches facilitated two online interventions developed by Dr. Marianne Fallon and Dr. Kate Wall. In total, 121 hours (20 per participating coach) were committed to these interventions over a span of six weeks. 78 students were served through these interventions. In-service professional development time was devoted to this new intervention during weekly staff meetings with input from Dr. Kathleen WallCCSU Travelers EDGE Program Manager and Deep Learning Coach CCSU Travelers EDGE Program Manager and Deep Learning Coach.

**Intervention descriptions:**

**TLC 006, Mindset for Success (online)**: Students explore how a growth mindset relates to academic performance. Over the course of six weeks (at the onset of the semester), students navigate through online modules and engage in reflective activities using Blackboard Learn. Module topics include, but are not limited to, neuroplasticity, character, self-care, and effective use of feedback. Students are paired with an Academic Success Coach who provides regular feedback to assignments and makes available other, in-person services as needed.

**TLC 007, Character Strengths for Success (online)**: Students explore how character traits might influence academic performance. Over the course of six weeks (at the onset of the semester), students navigate through online modules and engage in reflective activities using Blackboard Learn. Module topics include, but are not limited to, grit, optimism, zest, self-control, gratitude, curiosity, and social intelligence. Students are paired with an Academic Success Coach who provides regular feedback to assignments and makes available other, in-person services as needed.

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| --- | --- | --- | --- | --- |
| TLC 006 A MINDSET FOR SUCCESS (ONLINE) (Completion rate=54%) | | | | |
| GPA Change | Passed | Failed | Withdrew | Overall |
| Increase | 67% | 56% | 0 | 59% |
| Decrease | 33% | 44% | 100% | 41% |
| No Change | 0 | 0 | 0 | 0 |
| Total students | 21 | 16 | 2 | 39 |
| TLC 007 CHARACTER STRENGTHS FOR SUCCESS (ONLINE) (Completion rate=76%) | | | | |
| GPA Change | Passed | Failed | Withdrew | Overall |
| Increase | 82% | 43% | 0 | 72% |
| Decrease | 18% | 43% | 0 | 22% |
| No Change | 0 | 14% | 100% | 6% |
| Total students | 28 | 7 | 1 | 36 |

1. ***TRAVELER’S EDGE PROGRAM***

A Making the Dean’s List section (TLC 004-07) was designated specifically to Edge Scholars in the Fall 2014 semester.

1. ***YEAR ONE LIVING LEARNING COMMUNITY (YOLLC)***

The purpose of YOLLC is to provide academic assistance, in the form of TLC-facilitated workshops, to improve academic performance and to increase a sense of community within residence halls. YOLLC events were also used to help freshman residents make the transition from high school to college level learning and become familiar with campus resources. Over the course of the 2014-2015 Academic Year, 17 events were facilitated by TLC Coaches in the residence halls with 212 participants. An instructional guide has been created to formalize processes and enable smooth transitioning to future facilitators.

1. **Significant Accomplishments**

* Designed and delivered a session to inspire student engagement in co-curricular opportunities for the Central Starts Now-Advising and Information Programs for incoming first year students and their parents.
* Developed a student success curriculum for the Bridges Summer Program that addresses the non-cognitive variables that influence student success. (Personal responsibility, mindset, resiliency, and study strategies, etc.)
* Expanded TLC social media presence by using Twitter.
* Provided leadership for the development of the RFP for Retention Management/Early Alert Software and reviewed submissions.

**F. Assessment**

**Summary:** Assessment of special initiatives can be found in section D. An examination of the impact of participation in tutoring, academic coaching, and meetings to address early alerts on retention, credit accumulation, and academic performance over time was conducted with the assistance of Yvonne Kirby. Although a selection of findings will be included here (3), a full report is forthcoming. Additionally, the Lead Academic Coach examined the effect of participation, or lack thereof, in a newly designed Academic Success session that probationary students attend prior to the start of school on GPA (1). She also provides academic performance data for each TLC Academic Intervention (2).

***(1)Assessment of the impact of participation in TLC Interventions and the pre-semester Academic Success Session on improving grade point average for students on academic probation***

Objective: To view the compound effect of attendance of a pre-semester Academic Success session attendance and TLC academic intervention participation on academic performance, as measured by increase or decrease in GPA. Summary: Attending the pre-semester Academic Success session combined with successful completion of an academic intervention is most likely to produce a GPA increase than either independently. GPA Variation is based on starting Cumulative GPA following Fall 2014 Semester compared to Spring 2015 Semester GPA for First-time Probationary Students (N=644). Total participation in probationary sessions was 41% (N=261).

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| --- | --- | --- | --- | --- | --- | --- | --- |
| ALL INTERVENTIONS | | | | | | | |
|  | Attended Session &  Enrolled in an Intervention | | | Enrolled Intervention – Only | | Attended Session – Only | Participated in Neither |
| GPA Change | Passed  Intervention | Failed Intervention | Passed  Intervention | | Failed  Intervention |
| Increase | 75% | 55% | 66% | | 44% | 34% | 21% |
| Decrease | 25% | 45% | 33% | | 50% | 56% | 64% |
| No Change | 0 | 0 | 1% | | 6% | 9% | 15% |
| Total students | 180 | 44 | 100 | | 18 | 32 | 265 |

*Withdrawals (N=5) not reflected in table*

***(2) Comparison of change in GPA by type of Intervention participation in Spring 2015:***

Students who successfully complete a TLC academic intervention and attended the pre-semester success session are the most likely to increase their grade point average regardless of which intervention they enroll. Students who do not participate in anything are significantly less likely to increase their grade point average. Even participation in the single pre-semester success session improved their chances of raising their grade point average.

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| --- | --- | --- | --- | --- | --- | --- | --- |
| TLC 001 Academic Coaching | | | | | | | |
|  | Attended Session &  Enrolled in an Intervention | | | Enrolled Intervention – Only | | Attended Session – Only | Participated in Neither |
| GPA Change | Passed  Intervention | Failed Intervention | Passed  Intervention | | Failed  Intervention |
| Increase | 77% | 57% | 65% | | 50% | 34% | 21% |
| Decrease | 23% | 43% | 33% | | 50% | 56% | 64% |
| No Change | 0 | 0 | 1% | | 0 | 9% | 15% |
| Total students | 95 | 21 | 69 | | 10 | 32 | 265 |

*Withdrawals (N=2) not reflected in table*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| TLC 004 Making the Dean’s List | | | | | | | |
|  | Attended Session &  Enrolled in an Intervention | | | Enrolled Intervention – Only | | Attended Session – Only | Participated in Neither |
| GPA Change | Passed  Intervention | Failed Intervention | Passed  Intervention | | Failed  Intervention |
| Increase | 74% | 50% | 55% | | 0 | 34% | 21% |
| Decrease | 26% | 50% | 45% | | 100% | 56% | 64% |
| No Change | 0 | 0 | 0 | | 0 | 9% | 15% |
| Total students | 42 | 4 | 11 | | 1 | 32 | 265 |

*Withdrawals (N=0)*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| TLC 005 Individual TLC Workshops | | | | | | | |
|  | Attended Session &  Enrolled in an Intervention | | | Enrolled Intervention – Only | | Attended Session – Only | Participated in Neither |
| GPA Change | Passed  Intervention | Failed Intervention | Passed  Intervention | | Failed  Intervention |
| Increase | 55% | 33% | 100% | | 0 | 34% | 21% |
| Decrease | 45% | 67% | 0 | | 0 | 56% | 64% |
| No Change | 0 | 0 | 0 | | 0 | 9% | 15% |
| Total students | 11 | 3 | 3 | | 0 | 32 | 265 |

*Withdrawals (N=0)*

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| --- | --- | --- | --- | --- | --- | --- | --- |
| TLC 006 A MINDSET FOR SUCCESS (ONLINE) | | | | | | | |
|  | Attended Session &  Enrolled in an Intervention | | | Enrolled Intervention – Only | | Attended Session – Only | Participated in Neither |
| GPA Change | Passed  Intervention | Failed Intervention | Passed  Intervention | | Failed  Intervention |
| Increase | 71% | 50% | 50% | | 75% | 34% | 21% |
| Decrease | 29% | 50% | 50% | | 25% | 56% | 64% |
| No Change | 0 | 0 | 0 | | 0 | 9% | 15% |
| Total students | 17 | 12 | 4 | | 4 | 32 | 265 |

*Withdrawals (N=2) not reflected in table*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| TLC 007 CHARACTER STRENGTHS FOR SUCCESS (ONLINE) | | | | | | | |
|  | Attended Session &  Enrolled in an Intervention | | | Enrolled Intervention – Only | | Attended Session – Only | Participated in Neither |
| GPA Change | Passed  Intervention | Failed Intervention | Passed  Intervention | | Failed  Intervention |
| Increase | 87% | 75% | 77% | | 0 | 34% | 21% |
| Decrease | 13% | 25% | 23% | | 66% | 56% | 64% |
| No Change | 0 | 0 | 0 | | 33% | 9% | 15% |
| Total students | 15 | 4 | 13 | | 3 | 32 | 265 |

*Withdrawals (N=1) not reflected in table*

***(3) Selected findings of TLC longitudinal assessment project conducted with the support of Yvonne Kirby***

This assessment project examines grade point average achievement, retention, and credits earned over three semesters, of a cohort of students whose initial participation in Learning Center services was in the Fall semester, 2013. BlueTrack captured 1,116 students’ participation in Academic Success Coaching, Tutoring, and the Early Alert program. A full report of the investigation is forthcoming. Some initial findings are reported here.

***Participation in TLC services in Fall 2013* –**

Headcount of students participating in TLC services = 1,116 students Number of TLC visits = 4,437

***Demographics of the cohort –***

Under-represented minority = 41% Female = 51% Full-time status = 87%

*Description of TLC Participation -*

**Academic Success Coaching** – In the Fall of 2013 Academic Success Coaching was available to all CCSU students. Approximately half of the students who received success coaching were on academic probation and were required to attend. These students began with a cumulative GPA less than 2.00.

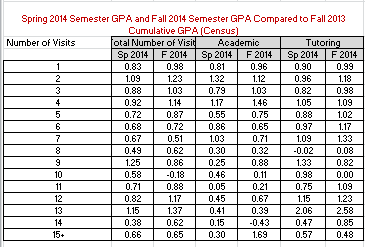
**Tutoring** – In the Fall of 2013, drop in tutoring was available for all courses in math and statistics and by appointment for Research Methods in Psychology. All CCSU students are eligible to participate. Use of tutoring is voluntary.

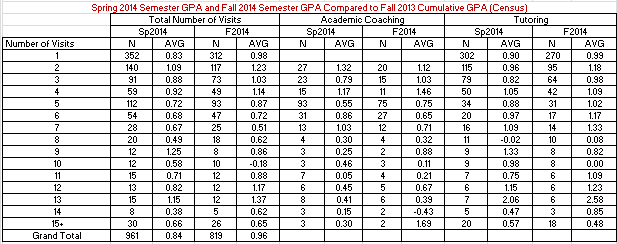
**Early Academic Alert** – The students represented in this assessment who responded to The Learning Center communication received because of an Early Academic Alert are ONLY those who met, in-person, with the Academic Support Specialist. The majority of students who receive notification from TLC choose to communicate via phone or email which is not captured by BlueTrack. The effectiveness of the Early Academic Alert program is NOT reflected in this assessment, as only the participation in TLC services of students who actually visited the Center for a face-to-face meeting.

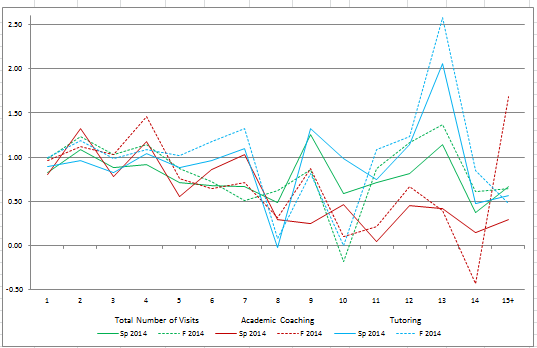
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| --- | --- | --- | --- | --- | --- | --- |
|  | Headcount of students who participated in TLC services in the Fall of 2013 who are enrolled @ CCSU | Breakdown of the Cohort by participation in the TLC service, or combination of services in F13 | Average change in GPA earned in relation to Cum GPA (F13) at the end of each semester | Average # of credits earned beginning with F13 | Retained  or  graduated | |
| Fall, 2013  Cohort | 1,116 | Academic Coaching-313  Coaching+Early Alert-10  Coaching+Tutoring-92  Early Alert-13  Early Alert+Tutoring-5  Tutoring-683 | +.79 | 11.23 |  |  |
| Spring, 2014 | 961 |  | +.84 | 23.31 | 88% | 980 |
| Fall, 2014 | 814 |  | +.96 | 36.15 | 75% | 832 |
| Spring, 2015 | 750 |  | NA | NA | 68% | 756 |

Discussion: In general terms, students who participated in TLC services improved their academic performance as measured by students’ semester to semester grades. This effect seems to increase over time from the initial participation. Students who were retained from the original cohort were also able to successfully increase their earned credit hours. Although the average accumulation appears to increase over time, it does not reach the 15 credit hours students need for more timely graduation. See the next page for a glimpse of the level to which we can drill down to examine more complex relationships between TLC services and other indicators of academic success. A full discussion of the findings is forthcoming.

Some of the questions addressed by this small slice of our available data: Does the number of visits students make to TLC have any effect on their GPA? Does the effect differ based on the service? Is there any effect over time?







1. **Planning for 2015-16**
2. **Goals**
3. Transition the Early Academic Alert first responder responsibility to the staff of the four school based centers and CACE.
4. Contribute to the implementation of the Banner – Pilot software to increase the automation of the Early Academic Alert process (retention management software).
5. Complete an in-depth examination of the relationships between participation in TLC services and other success indicators using the data prepared by Yvonne Kirby.
6. **Needs**

The Learning Center continues to need a stable, sustained, and sufficient budget allocation to the base budget (ESS002).