

The Learning Center ANNUAL REPORT (2017-2018) EXECUTIVE SUMMARY

1. 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, physics and psychology by trained peer tutors;
- ✓ Academic interventions for students on academic probation;
- ✓ Leadership for Placement Testing;
- ✓ E-tutoring;
- ✓ Tutor training (modeled after College Reading and Learning Association (CRLA) requirements) for any CCSU department that utilizes peer tutors.

Level of Activity in TLC:

Total student visits to TLC based on BlueTrack data collection:

- **12,419 student visits in 17/18**
- 11,500 student visits in 16/17
- 11,968 student visits in 15/16

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

- **2,311 student participants in 17/18**
- 2,272 student participants in 16/17
- 2,530 student participants in 15/16

<i>TLC academic support service:</i>	<i>Academic Year Activity 16/17</i>	<i>Academic Year Activity 17/18</i>
Early Academic Alert	Alerts submitted to TLC = 1764 Consultations = 139 students	Alerts submitted to TLC = 1370 Consultations = 136 students
Academic Success Coaching	3225 sessions 507 students	3200 sessions 655 students
Making the Deans' List Seminar, Individual TLC Workshop interventions, Academic Integrity Workshop (participants)	172 students	190 students
Tutoring Lab Activity (Tutoring and Tutor Training)	Visits = 6705 1362 students 41 tutors received CRLA training	Visits = 7040 1345 students 39 tutors received training
eTutoring sessions	307 sessions 217 students	235 sessions 118 students
Placement tests administered	454	504

A. Progress in Meeting Annual Goals

The Learning Center's primary goal this past year was to continue to provide quality support services through a major leadership transition and from two FT professionals to one FT professional. MET

A secondary goal was to increase the number of probation students who completed the Learning and Study Strategy Inventory (LASSI) pre/post academic intervention in order to begin to assess student-learning outcomes. MET

A third goal was to ensure a smooth transition of the graduate student staff leadership in May. MET

B. Progress with Strategic Planning – Not applicable

C. Administrative Changes

- The TLC Director retired June 1, 2017. Leadership transitioned to the Interim Director/Assistant Director who managed both sets of responsibilities. Also anticipated was the graduation of all three of our Graduate Interns in May 2018. Past practice was to stagger the interns so there was a continuation of knowledge from one academic year to the next. Two new leaders for 2018/2019 were identified from our GA staff in late fall 2017. Over the course of the Spring 2018 semester, transition meetings were created to assist in the smooth transition of the full range of responsibilities of position. A third graduate intern from the incoming class was hired in April in order to return to the staggered model. This intern has committed to TLC from August 2018 – June 30, 2020. Time was allocated weekly

D. Special Initiatives &

E. Significant Accomplishments

Tutor Lab Initiatives

- Trained and/or certified 39 tutors
- Increased utilization of the center by 5%.
- Increased the number of tutors for Physics and Chemistry

Academic Coaching Initiatives

- **Learning Communities Partnership with The Learning Center (LCPTLC)**
The purpose of LCPTLC 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. LCPTLC events were specifically created to help freshman residents, particularly who were housed in Seth North Hall, make the transition from high school to college level learning and become familiar with campus resources. All workshops took place during evening hours.
- **Digitization of Academic Coaching Resources**
Uploaded electronic versions of all academic coaching resources online.
Used social media to provide resources to students. Academic Success Coaches first ensured appropriate citations were included on all materials to prevent issues of copyright infringement.
- **Learning and Study Strategy Inventory (LASSI) Implementation**
The LASSI provided an opportunity to measure individual student learning outcomes. The pre- and post-test results provided standardized scores (percentile score equivalents) and national norms for ten scales related to academic success. The LASSI includes a 60-item assessment of students' awareness about and use of learning and study strategies related to skill, will and self-regulation components of strategic learning (Weinstein, Palmer & Acee, 2016).
The LASSI was fully integrated into first and last sessions in Academic Coaching and Making the Dean's List in the 2017-2018 academic year. The Academic Coaching Sessions were scheduled for an hour to allow time to

administer the LASSI. This improves the implementation by collecting data from all targeted students. The inventory served as a strong personal awareness tool for students to identify specific areas of academic growth. It provided a measurement of student's progress academically aside from shifts in their grade point average.

See below for detailed LASSI results.

F. Progress with Assessment

The Learning Center conducts ongoing assessment to identify weaknesses, improve services and programs, and then measure the impact of the changes. Initial analysis of 2013 data provided by I.R. revealed a generally positive impact on student success measures (GPA, retention, credits earned) of students who utilized TLC services and programs.

Tutor Lab Assessment: We continued to use student self-report to judge the quality and efficacy of our content tutoring support. Only a scientific study that controls for multiple variables would be of much value in determining the impact of participation in content tutoring. ***Satisfaction ratings have improved/or maintained this year.***

1) Surveys are available for tutees to fill out at all times. Tutors are also formally observed at least once during the semester. This year 621 surveys were used to compile the following data. If the survey was incomplete, it was not counted.

2) This year we also looked at satisfaction by subject to try to understand why Q1 results appeared to have dropped. The interesting finding was that the Psychology results were significantly lower, in particular for Q1. Psychology is the only content area that may *require* the student to visit a tutor. All the visits for other content areas are voluntary. This may explain why psychology students didn't feel that they would have failed or dropped the class without support, but did indicate that they expected a better grade as a result of the visit. Psychology satisfaction improves fall to spring. When considering the satisfaction of other content areas, the surveys indicated improvement or maintenance.

1)Question: Would you/do you... % yes responses	14-15	15-16	16-17	17-18
Q1 Have failed or dropped the class without the assistance of a tutor	53%	48%	67%	63%
Q2 Expect to get a better grade as a result of working with a tutor	95%	98%	95%	96%
Q3 See this tutor again	99%	99%	98.5%	100%
Q4 Recommend this service to other students	100%	100%	99%	100%

Student remarks are available upon request

2)Fall Satisfaction by subject (% of YES responses) 319 responses					
	Q1	Q2	Q3	Q4	TOTAL
MATH	57%	98%	99%	99%	134
STATS	65%	100%	100%	100%	10
PHYS	100%	100%	100%	100%	8
CHEM	47%	100%	100%	100%	19
PSYCH	26%	91%	100%	100%	58

2)Spring Satisfaction by subject (% YES responses) 302responses					
	Q1	Q2	Q3	Q4	TOTAL
MATH	68%	97%	99%	100%	152
STAT	79%	96%	100%	100%	28
PHYS	89%	89%	100%	100%	9
CHEM	76%	94%	100%	100%	17
PSYC	27%	94%	100%	100%	96

Academic Success Coaching Assessment: Reported below are the results of our exploration of two general assessment questions about our academic interventions for probationary students. For more assessment results, see the Academic Success Coaching Annual Report.

- Does successful completion of an academic intervention contribute to improved academic performance? YES** - During the 2017-2018 academic year, approximately **74.5%** of students who passed their academic intervention also improved their cumulative GPA

<i>Increase in Cumulative GPA – Three Year Trend</i>						
	<i>SPRING 2018</i>	<i>FALL 2017</i>	<i>SPRING 2017</i>	<i>FALL 2016</i>	<i>SPRING 2016</i>	<i>FALL 2015</i>
OVERALL – ALL INTERVENTIONS COMBINED	73%↑ <i>N= 472</i>	76%↑ <i>N= 122</i>	76%↑ <i>N= 268</i>	77%↑ <i>N= 127</i>	85%↑ <i>N= 281</i>	88%↑ <i>N= 213</i>
Academic Coaching (TLC 001)	75%↑ <i>N= 377</i>	79%↑ <i>N= 86</i>	78%↑ <i>N= 206</i>	81%↑ <i>N= 88</i>	87%↑ <i>N= 171</i>	87%↑ <i>N= 172</i>
Making the Dean’s List (TLC 004)	61%↑ <i>N= 62</i>	82%↑ <i>N= 17</i>	73%↑ <i>N= 37</i>	73%↑ <i>N= 22</i>	84%↑ <i>N= 68</i>	90%↑ <i>N= 23</i>
Individual TLC Workshop (TLC 005)	61%↑ <i>N= 32</i>	58%↑ <i>N= 19</i>	64%↑ <i>N= 25</i>	65%↑ <i>N= 17</i>	73%↑ <i>N= 41</i>	86%↑ <i>N= 19</i>

- Does successful completion of an academic intervention contribute to achieving good Academic Standing? YES** - During the 2017-2018 academic year, nearly **50%** of students who passed their academic intervention also achieved Good Academic Standing (a cumulative GPA of a 2.00 or higher). *This is compared with students on probation who do not participate in an intervention – they achieved good standing this spring at a rate of 8%.*

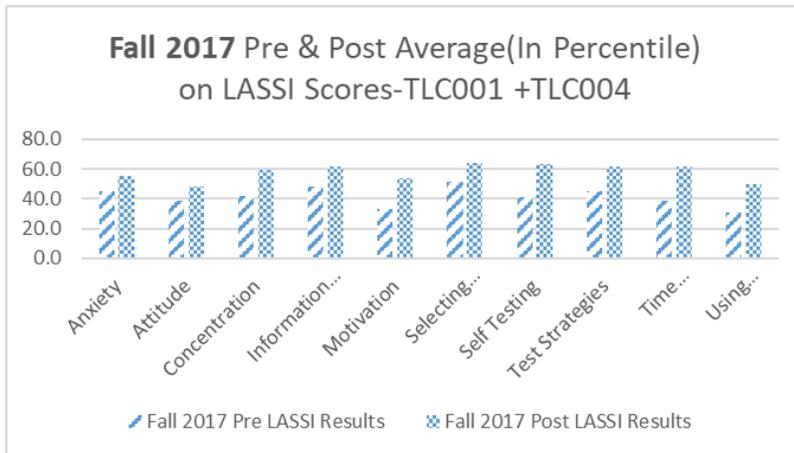
<i>Achievement of Good Academic Standing for First-Time Probation Students – Three Year Trend</i>						
	<i>SPRING 2018</i>	<i>FALL 2017</i>	<i>SPRING 2017</i>	<i>FALL 2016</i>	<i>SPRING 2016</i>	<i>FALL 2015</i>
OVERALL – ALL INTERVENTIONS COMBINED	48% <i>N=309</i>	55% <i>N=122</i>	43% <i>N=274</i>	54% <i>N=127</i>	48% <i>N=239</i>	69% <i>N=130</i>
Academic Coaching (TLC 001)	48% <i>N=244</i>	58% <i>N=86</i>	43% <i>N= 212</i>	56% <i>N=88</i>	46% <i>N=149</i>	67% <i>N=90</i>
Making the Dean’s List (TLC 004)	48% <i>N=46</i>	53% <i>N=17</i>	49% <i>N=37</i>	45% <i>N=22</i>	44% <i>N=45</i>	72% <i>N=25</i>
Individual TLC Workshop (TLC 005)	42% <i>N=19</i>	42% <i>N=19</i>	36% <i>N=25</i>	59% <i>N=17</i>	47% <i>N=30</i>	73% <i>N=15</i>

- Following you will find graphs representing the average gains on LASSI scores for Academic Coaching and Making the Dean’s List. In addition, you will find a Pre & Post average on LASSI scores for the Fall and Spring semester. This is the first analysis of a Pre & Post LASSI comparison for the Fall 2017 and Spring 2018 semester.

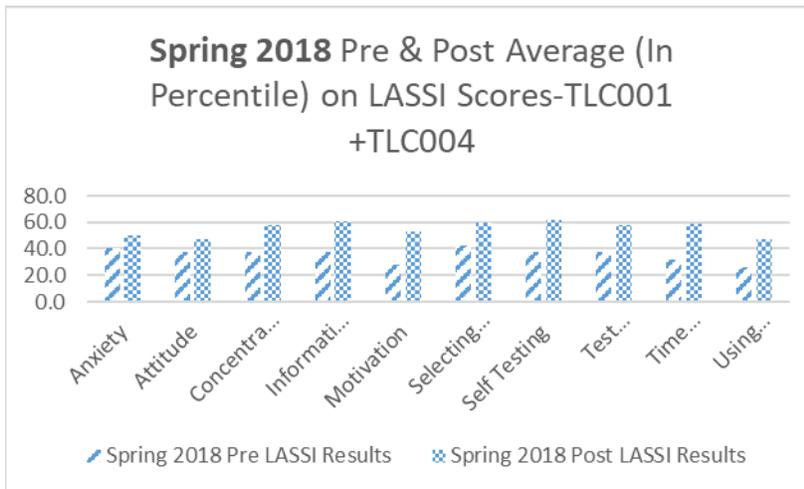
The LASSI assesses the following variables:

ANX – Coping with anxiety	ATT – Attitudes about school
CON – Concentration	INP – Information processing
MOT – Motivation	SMI – Selecting main ideas
SFT – Self-testing	TST – Test-taking
TMT – Time management	UAR – Using academic resources

LASSI – Pre & Post average for Academic Coaching and Making the Dean’s List (Fall 2017-Spring 2018)

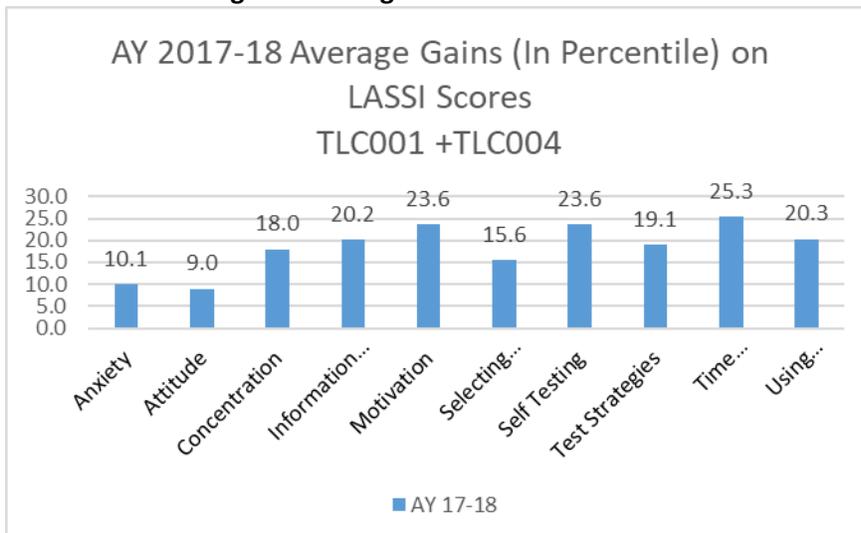


- Based on the Pre LASSI Results for Fall 2017, we found three areas of most concern for students; Motivation, Time Management, and Using Academic Resources.
- The Post LASSI Results showed an improvement in students’ scores overall
- Students increased an average of 16.5 percentile throughout each academic variable.



- Students increased an average of 19.6 percentile throughout each academic variable.

Academic Coaching and Making the Dean’s List Overall Academic Year



- Overall, for the AY 2017-18, students increased an average of 18.5 percentile throughout each academic variable.

II. Planning for 18/19

A. Goals

The primary goals for the next academic year are:

- To ensure that our move to the new building does not disrupt the quality of our services or the levels of student participation.
- To take proactive measures to ensure a smooth transition of leadership from the Interim Director to the next Director.

Secondary goals are:

- Submit CRLA recertification – pending further discussion (see B.)
- Gather a full year of LASSI data to identify and address the needs of our current student demographic
- Pilot the addition of a text to TLC 004:Dean's List - *Teach Yourself How to* Learn, Sandra Yancy McGuire

B. Needs

The Interim Director is handling two full-time positions. There were areas of the operation that did not receive the appropriate supervision, in particular peer tutoring, as responsibilities required the Director to be elsewhere on campus. In addition, submission of CRLA recertification had to be delayed as it is a complicated time-intensive process. It is likely that we will have to submit a new certification application rather than a renewal. Discussions with Mathematics and Psychology faculty have indicated that they are in support of dropping certification as long as a rigorous training process remains in place. No decision has been made. Until another FT professional is appointed, TLC needs the support of a UA to help supervise and train the all student staff.

Now that TLC has a secure base budget, space needs are likely to rise in importance. The tutoring operation is moving to a smaller space than we currently have and this will likely pose issues. The physics and chemistry tutoring continues to grow. While there have been discussions about locating psychology tutoring with the Psychology Dept. as a solution to the space issue, there are concerns about how they will be supervised. The space concerns were raised many times throughout the planning process.

C. Assessment

TLC Staff will continue to ask important questions regarding the quality, effectiveness and efficacy of our services. We will continue to develop a student survey to assess students' perceptions of the impact of Academic Success Coaching to add to our ongoing analysis of impacts on academic standing and grade point average improvement. Developing a better measure to assess the impact of content tutoring is extremely challenging, but we will continue to search for the magic formula.

PAST

The Learning Center conducts ongoing assessment to identify weaknesses, improve services and programs, and then measure the impact of the changes. Initial analysis of 2013 data provided by I.R. revealed a generally positive impact on student success measures (GPA, retention, credits earned) of students who utilized TLC services and programs. The Learning Center has engaged in assessment activities to measure the effectiveness of our services, and to answer questions that may inform future practice, since its inception in 1999.

- Above is a summary of the impact of specific interventions on students' academic performance. We share this information with students, so that they may make an informed intervention choice.
- We have also measured the impact of participation in the required pre-term academic probation advising and success session in order to determine if it is a worthwhile endeavor. (It is!)
- Another assessment determined that students who complete 3 sessions prior to midterm are more successful than students who complete all 6 sessions between midterm and finals. We used this information to inform our policies and to motivate students to start work with a coach earlier in the semester.
- We also measure student satisfaction with our tutoring services through survey results. This information allows us to best meet the needs of our students. Survey results are used to improve or expand tutor training, judge marketing effectiveness, and maintain the quality of service delivery in general.

In Fall 2016 we measured individual **student learning outcomes** for the first time. We used pre and post results from the Learning and Study Strategy Inventory (LASSI). The LASSI provides standardized scores (percentile score equivalents) and national norms for ten different scales. The LASSI is a 10-scale, 60-item assessment of students' awareness about and use of learning and study strategies related to skill, will and self-regulation components of strategic learning. Students enrolled in TLC 004 – Making the Dean's List were the pilot population. In Spring 2017, students who participated in TLC 001 – Academic Coaching were given a link and asked to complete the survey after their first coaching session and after their last session. While student improvements were positive, participation was limited. Therefore:

- For Fall 2017 and Spring 2018 we changed the appointment procedures to administer the LASSI on-site before the first and last sessions

Intended Academic Coaching Outcomes

Students who participate in academic success coaching services and programs will:

1. Develop techniques for coping with anxiety and reducing worry so that attention can be focused on the task at hand.
2. Develop a better understanding of how college and their academic performance relates to their future life goals.
3. Learn to monitor their level of concentration and develop techniques to redirect attention and eliminate interfering thoughts or feelings so that they can be more effective and efficient learners.
4. Be able to use imagery, verbal elaboration, organization strategies, and reasoning skills as learning strategies to help build bridges between what they already know and what they are trying to learn and remember.
5. Accept more responsibility for their academic outcomes and learn how to set and use goals to help accomplish specific tasks.
6. Develop their skill at separating out critical information on which to focus their attention.
7. Develop an appreciation for the importance of self-testing, and learn effective techniques for reviewing information and monitoring their level of understanding or ability to apply what they are learning.
8. Learn more effective techniques for preparing for and taking tests so that they are able to effectively demonstrate their knowledge of the subject matter.
9. Develop effective scheduling and monitoring techniques in order to assure timely completion of academic tasks and to avoid procrastination while realistically including non-academic activities in their schedule.
10. identify and effectively use resources as the need for learning assistance becomes apparent

Intended Early Academic Alert Outcomes

1. Student will be able to discuss their progress in the course with their professor.
2. Student will be able to explain the reasons why they were flagged in the course.
3. Student will be able to identify how to seek assistance for personal and academic difficulties.
4. Student will be able to list campus resources needed for their academic success.
5. Student will be able to identify areas for improvement based on the Model of Strategic Learning

FUTURE

- Continued use of the LASSI to identify the issues our students struggle with and to measure improvement correlated with participating in an academic intervention

