

# Structured Learning Assistance Program

(Executive Summary - Winter 2004)

## Winter 2004 SLA Program Data:

- The SLA Program supported 24 courses and 60 sections. One course (RESP190) with corresponding workshop was entirely online. Another course (NURS105) had an online component to the workshop.
- 1270 Students were enrolled on SLA course sections.
- Of the 24 courses, 17 had either a control group and/or a department average for comparison.
- Comparison indicated that 10 of 17 courses (59%) surpassed the control group and/or department averages with C- or better pass rates. This is an increase of 5% from Fall 2003.
- The SLA sections surpassed the control group and/or department averages by a rate of 10% or higher in 5 of 17 sections (29%). This is a decrease of 4% from Fall 2003.
- Four sections had a lower ACT composite score compared to the control groups but achieved outcomes parallel with sections reporting ACT scores 1-5 points higher.

## Selected Pass-Fail Rates Data:

- The **average graded pass rate** (C- and higher) for the SLA section (N=23) was 88.04%. This is higher than both the control group and departmental average group. The control group (N=10) was 85.6% and the departmental average (N=16) was 82.37%. Statistics for RESP190 were not reported in the data set.
- SLA sections with control groups (N=10) averaged pass rates 0.40% higher than the control groups.
- SLA sections that had departmental averages (N=16) had pass rates that averaged 3.31% higher than the departmental averages.
- **ACCT201** (20.6 ACT) showed a 19% pass rate over the departmental average (23.3 ACT) and a 10% pass rate over the control group (22.6 ACT).
- ACCT202 showed a 14% pass rate over the departmental average.
- **BLAW321** (19.0 ACT) showed a -13% pass rate under the control group, but had an 8% pass rate over the departmental average (19.5 ACT). No ACT information was given for the control group. I am encouraged that the SLA section had a higher pass rate than the departmental average with similar composite ACT scores. Over a 3-year period, the SLA sections had an average pass rate that was 19.6% higher than the departmental average and 12.6% higher than the control group.
- **CHEM103** (21.3 ACT) showed a -16% pass rate under the control group (26.0 ACT). This may be due to a 4.7 point difference in composite ACT scores. There was also only one control section and four SLA sections.
- **CHEM122** (21.0 ACT) showed a -9% pass rate under the departmental average (23.3 ACT) and a -5% pass rate under the control group (23.0 ACT). There were two SLA sections and two control sections with nearly equal numbers of withdrawals and failures. The W'03 SLA section only had a pass rate of 1% greater than the departmental average (22.0 ACT). The W'02 SLA section (18.0 ACT) was under the control group (19.0 ACT) with a -7% pass rate difference and was only above the departmental average (19.5 ACT) by 1%.
- **ECON221** (22.0 ACT) showed a -3% pass rate under the departmental average (22.7 ACT) and a -4% pass rate under the control group (23.8 ACT). However, F'03 reported 16% over the control and 5% over the departmental average with nearly no difference in the composite ACT for the control and a 6.3 point difference between the SLA section and departmental average. Both semesters had the same facilitator and professor.
- 88% of the graded students in the **MATH010** SLA sections were higher than a "C-" (78% in Fall'03)
- **MATH110** (18.6 ACT) showed a 26% pass rate over the departmental average (18.4 ACT). There was no control group.
- **MATH115** showed a -8% pass rate under the departmental average. They both had composite ACT scores of 20.8 and there was no control group.
- **MRIS210** (23.7 ACT / 3.572 HSGPA) showed a -10% pass rate under the departmental average (20.7 ACT / 3.031 HSGPA). There was no control group. 84% of the SLA students passed with a "C-" or higher compared to 94% of the departmental average students. In W'03, there were no control or departmental average sections, but the SLA pass rate for students with a "C-" or higher was 98% with a 17.3 Act and 2.927 HSGPA.
- **PHYS211** (21.7 ACT) showed a 12% pass rate over the control group (21.7 ACT) but had a -8% pass rate under the departmental average (21.7 ACT). The HSGPAs were nearly equal in all sections at approximately 3.2. W'03 reported -9% (with a 24.0 ACT / 3.520 HSGPA) under the control group (21.7 ACT / 3.343 HSGPA) and -11% under the departmental average (18.5 ACT / 2.792 HSGPA).

- The following courses reported that **100% of the students in SLA sections passed** with a “C-“ or higher: DHYG121, NURS116, NURS236, and STQM260.
- The following courses reported that **90-99% of the students in SLA sections passed** with a “C-“ or higher: ACCT201, ACCT202, MRIS103, NURS105, RAD111, and SOCY121.

Positive/negative **highlights** from the Winter 2004 SLA program results include:

Composite Student Questionnaire Data:

- 48% of students initially enrolling in a SLA course thought it might be helpful and 27% really wanted the SLA when enrolling.
- 56% of students enrolled in a SLA attended voluntarily
- 86% of students felt it important to very important to attend workshops if their grade fell below a ‘C’
- 79% of students felt facilitators were effective to very effective in conducting workshops. This is a drop of 7% when compared to the Fall 2003 semester. 5% reported them to be not effective in the winter as compared to 3% in the previous fall semester.
- 71% of students felt use of learning and study techniques in workshops were effective to very effective
- 73% of students felt they earned a higher grade in the course with SLA workshop support. This is a drop of 6% when compared to the Fall 2003 semester.
- 91% of students would recommend enrolling in a course with a SLA workshop a positive choice to other students

Composite Facilitator Questionnaire Data:

- 86% of facilitators describe the working relationship with their SLA faculty member as being very positive. 14% report it to be acceptable.
- 36% of facilitators describe the working relationship with their SLA tutor to be very positive. 14% report it to be acceptable or positive. 50% did not have a tutor.
- 93% of facilitators perceived the attitude of students toward SLA to be either mostly positive or more positive than negative. None reported them to be mostly negative.
- 77% of facilitators report receiving very positive administrative support from the coordinator. 23% report the support to be positive. None report the support to be negative.
- 79% of facilitators reported that the coordinator was very useful when providing support in their facilitator role. 21% reported that the support was adequate. None reported that the coordinator was inadequate. None stated that they would like even more support.