

Structured Learning Assistance Program

(Executive Summary - Fall 2005)

<u>SLA Program Data:</u>	<u>Fall 2005</u>	<u>Fall 2004</u>	<u>Fall 2003</u>	<u>Composite Data (F'93+)</u>
Number of Courses	23	26	39	563 Total Courses
Number of Sections	62	67	63	1253 Total Sections
Number of Students	1351	1330	1476	28,045 Total Students
SLA courses w/a control group and/or department average	14 (61%)	17 (65%)	24 (62%)	328 (58.26%)
SLA courses w/pass rates (C- or above) higher than the control group and/or department average	10 (71%)	13 (76%)	13 (54%)	283 (86.28%)
SLA courses w/pass rates (C- or above) 10% or more above the control group and/or department average	6 (43%)	8 (47%)	8 (33%)	172 (52.44%)
SLA Average Graded Pass Rate	90%	90%	88%	82.37% Overall
SLA average pass rate comparison to the control group	+9%	+10%	+11%	+11.29% Overall
SLA average pass rate comparison to the department average	+12%	+8%	+8%	+10.08% Overall

Notes:

- At the end of the F'05 semester, the Social Sciences Department Head asked that we remove the SLA component from all SOCY121 course sections to see if it was contributing to low student enrollment in SLA sections. There had been a decreasing enrollment trend in the SLA sections with the lowest being under 40% for W'05. Without SLA, the W'06 enrollment was 104% for the course sections that would normally have an SLA component.
- Overall, the F'05 enrollment in SLA course sections increased slightly (from 1330 F'04 to 1351 F'05). However, there was a slight (1%) decrease in the number of students enrolled in SLA sections for vocational courses that qualify for Perkins Grant funding.
- SLA has served over **28,045** students from the first offering of one SLA course section (67 students) in the fall of 1993. Of the total FSU population (12,547 students) for the current semester, **10.7%** of the students were enrolled in SLA course sections. This semester we did not offer any SLA course sections at the 400 level, 3% of our offerings were at the 300 level, 25% were at the 200 level, 67% were at the 100 level, and 3% were below the 100 level. Over 70% of our offerings are used by students enrolled in 100 level (or lower) SLA course sections.
- The following courses reported that **100% of the graded students in SLA sections passed** with a "C-" or higher: DHYG218, MRIS103, NURS105, NURS226, and SONO101. This represents 21% of the fall 2005 SLA course offerings. Additionally, **90-99% of the graded students in SLA sections passed** with a "C-" or higher in ACCT201, ACCT202, CHEM231, FINC322, MATH116, MECH340, MRIS204, NUCM120, RAD1121, and SOCY121. Many (45%) SLA course sections had more than 90% of students earning a C- or higher grade. Overall, 90% of the students in SLA course sections earned a C- or higher. This is consistent with the F'04 semester.
- Only 7.8% of the students enrolled in SLA course sections withdrew from their course and only 5.3% received an 'F' grade. Over half (52%) of the courses with SLA sections had no students fail. Nearly one quarter (22%) of SLA course sections had no students withdraw.
- Courses with SLA sections showed pass rates as high as 13% above those from other sections of the same course taught by the same faculty (referred to as a "control group" in the chart above) without the assistance of SLA. Pass rates in SLA course sections also were higher than the departmental average by as much as 28%.
- 90-91%** of the students (76% reporting) believe SLA workshops helped them to understand the course material and prepare for tests (90-91% for F'04 as well). **96%** (97% F'04) of the students believe that SLA helped them understand the professor's lectures better. **84%** (85% F'04) of the students said they were glad that their course had an SLA workshop and **88%** (88% F'04, 91% W'04) said they would recommend that others enroll in their course with an SLA workshop. **65% (58% F'04) of the students were in their first SLA course section.**
- 82%** (100% F'04) of facilitators (22 of 29 reporting) describe the working relationship with their SLA faculty member as being positive to very positive (75% very positive, 3% acceptable, and 7% negative). It should be noted that **100%** of faculty (only 16 of 27 reporting) describe their working relationship with their SLA facilitator to be positive to very positive (80% very positive). **92%** (88% F'04) of the SLA facilitators report receiving positive to very positive administrative support from the coordinator (65% very positive F'05 from 52% F'04). None report the administrative support to be negative (none were negative F'04 either).