

# Structured Learning Assistance Program

(Executive Summary - Winter 2005)

<u>SLA Program Data:</u>	<u>Winter 2005</u>	<u>Winter 2004</u>	<u>Winter 2003</u>	<u>Composite Data (F'93+)</u>
Number of Courses	<b>20</b>	24	33	558 Total
Number of Sections	<b>57</b>	60	68	1247 Total
Number of Students Enrolled	<b>1156</b>	1270	1368	27,850 Total
SLA courses w/a control group and/or department average	<b>13 (65%)</b>	17 (71%)	15 (45%)	327 (58.60%)
SLA courses w/pass rates (C- or above) higher than the control group and/or department average	<b>11 (85%)</b>	10 (59%)	11 (73%)	284 (86.85%)
SLA courses w/pass rates (C- or above) 10% or more above the control group and/or department average	<b>8 (62%)</b>	5 (29%)	8 (53%)	174 (53.21%)
SLA Average Graded Pass Rate	<b>89%</b>	88%	88%	81.43%
SLA average pass rate comparison to the <b>control group</b>	<b>+7%</b>	+2%	+16%	+10.42%
SLA average pass rate comparison to the <b>department average</b>	<b>+11%</b>	+6%	+7%	+9.46%

## Notes:

- SLA has served over **27,850** students from the first offering of one SLA course section (67 students) in the fall of 1993. Of the total FSU population (11,087 students) for the Winter 2005 semester, **10.4%** of the students were enrolled in SLA course sections. The previous fall semester had 11.3% of the FSU population enrolled in SLA course sections. We did not offer any SLA course sections at the 400 level. For this semester, 10% of our offerings are at the 300 level, 30% are at the 200 level, 55% are at the 100 level, and 5% are below the 100 level. Over 60% of our course offerings this semester were used by students enrolled in 100 level (or lower) course sections. When considering the number of students, 5% of the students were enrolled in SLA at the 300 level, 21% at the 200 level, 71% at the 100 level, and 3% were below the 100 level. It is interesting that 71% of the students enrolled in 100 level SLA course sections were encompassed by 55% of the SLA course offerings. Nearly three quarters (74%) of the SLA students were enrolled in course sections at the 100 level or lower.
- The following courses reported that **100% of the graded students in SLA sections passed** with a "C-" or higher: ACCT201, ACCT202, DHYG121, MRIS204, and RADI111. This represents 38% of the SLA course offerings for the semester (also 38% F'04). Additionally, **93-99% of the graded students in SLA sections passed** with a "C-" or higher in NURS116, NURS236, PHYS211, and SOCY121. Over half (54%) of the courses with SLA sections had more than 94% of the students earning a C- or higher grade. Overall, 90% of the students in SLA course sections earned a C- or higher.
- 9% of the students enrolled in SLA course sections withdrew from their course and only 4% received an 'F' grade. 40% of the courses with SLA sections had no students fail. One quarter (25%) of the courses with SLA sections had no students withdraw.
- Courses with SLA sections showed pass rates as high as 14% 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 32%.
- **93-94%** of the students (71.2% reporting) believe SLA workshops helped them to understand the course material and prepare for tests. **97%** of the students believe that SLA helped them understand the professor's lectures better. **89%** of the students said they were glad that their course had an SLA workshop and **90%** said that they would recommend that others enroll in their course with an SLA workshop. 40% of the students were in their first SLA course section.
- **100%** of SLA facilitators (88.5% reporting) describe the working relationship with their SLA faculty member as being positive to very positive (78% very positive). **91%** (88% previous semester) of the SLA facilitators report receiving positive to very positive administrative support from the coordinator (74% said very positive). None of the facilitators report the administrative support or tutor relationship to be negative. A concern of mine is that **83%** of the facilitators report that they observed "no change (22%) or very little change (61%)" from the SLA faculty member in their classroom instructional process as a result of feedback to them concerning student progress.