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**UNIVERSITY COLLEGE**  
**Ferris State University**

**2004-2005**  
**Year End Report**

**Structured Learning Assistance (SLA) Program**

*"My plea in Michigan -- and it will be my plea to the  
last breath I draw, and the last word I speak -- is  
education for all children, all men, and all women of Michigan,  
all the people in all our states all the time."*

**- Woodbridge Nathan Ferris**

*(In 1884, Woodbridge established the Big Rapids Industrial School,  
later renamed Ferris Industrial School (about 1885),  
Ferris Institute (about 1898), Ferris State College (1963),  
then Ferris State University (1987).  
He served as president of Ferris until his death in 1928.)*

**Report Contents:**

Program Summary, Program Facts, Year End Summary, Executive Summaries (Fall 2004 and Winter 2005), Pass-Fail Rates (Composite W'94 to F'04, Summer 2004, Fall 2004, and Winter 2005), Course Offerings (Summer 2004, Fall 2004, and Winter 2005), Facilitator Questionnaires (Fall 2004 and Winter 2005), Faculty Questionnaire (Winter 2005), Student Questionnaires (Summer 2004 for DHYG218 and NURS116, Fall 2004, and Winter 2005) and Perkins Funded SLA Course Information (5-Year Composite Report and Course Summary by Semester Report).

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## Structured Learning Assistance (SLA) Program Summary

### What is the SLA Program?

Established in the fall of 1993, The Structured Learning Assistance Program offers all students the opportunity to improve their study and learning skills in specific courses and encourages collaborative learning. The program provides two to three hours of guided study workshops each week. These workshops are in addition to the regular class sessions. Enrollment in SLA courses is voluntary; but, once enrolled, if a student's grade falls below a 2.0, attendance at workshops is mandatory until the cumulative grade point improves to a minimum of 2.0. All students are required to attend the first two workshops. The professor's first assessment determines if continued attendance is required or voluntary.

The workshop facilitator provides specific background information related to the course and assists students in making connections to class lectures. Workshops stress learning the course content and developing effective study methods. SLA facilitators have contact with approximately 10-15% of the total enrolled Ferris student population per semester.

The program also serves as a mechanism for giving professors regular feedback on their teaching. This feedback is provided by the facilitator who manages the workshop and who attends each class session. This feedback allows the professor to make adjustments or re-emphasize information that students are struggling with collectively.

SLA targets courses, not any specific student population. There is no fee for this program. 

### Program Facts:

- The number of courses offering SLA workshops in the 2004-5 academic year was 48 and this is **253% greater** than it was ten years ago in the 1994-5 academic year with only 19 courses.
- **2593 students** were enrolled in courses with SLA workshops in the 2004-5 academic year. This is 3% greater than the 11-year composite average number of students enrolled in SLA workshops each year, which is 2526 students.
- Total SLA student enrollment has **increased 486%** since the 1994-5 academic year which had only 534 students participating in SLA.
- Over the past 8 years, an average of 31 faculty members voluntarily participates in SLA each semester during the main academic year.
- When the same faculty member teaches both an SLA section and a Non-SLA section in the same semester, an **11-year average of 10.7% more students pass** with a "C-" or higher in the SLA sections than in the Non-SLA course sections.
- In the 2004-5 academic year, **81.7%** of the SLA students received course grades that were a "C-" or higher (78% Non-SLA Departmental Average for the same year).
- In the 2004-5 academic year, **only 3.7%** of the SLA students received failing grades and **only 7.6%** of the students withdrew from courses with SLA workshops.
- On average, over **89%** of students enrolled in SLA sections over the past four years recommend this program and would enroll in it again.

# Structured Learning Assistance Program

(Year End Summary: Summer 2004 - Winter 2005)

SLA Summary Information:					
Semester	# of SLA Faculty	# of SLA Facilitators	# of Students Enrolled in SLA Course Sections	# of Courses with SLA Workshops	# of Sections with SLA Workshops
Summer 2004	2	2	60	2	4
Fall 2004	27	27	1377	26	67
Winter 2005	25	26	1156	20	57
<b>TOTAL</b>	<b>54</b>	<b>55</b>	<b>2593</b>	<b>48</b>	<b>128</b>

- The number of faculty remained the same as the previous (2003-04) academic year while the number of SLA facilitators increased by five people and the number of students enrolled in SLA course sections decreased by 8%.
- There were **three more SLA course sections offered this year than the previous year** despite an 8% reduction in SLA courses.
- This academic year averaged 20 students per SLA workshop as compared to 23 for the previous academic year.

SLA Courses Offered By College:							
Semester	Allied Health	Arts & Sciences	Business	Education	Pharmacy	Technology	University College
Summer 2004	DHYG218 NURS116	0	0	0	0	0	0
Fall 2004	DHYG111 DHYG218 MRIS103 MRIS211 NUCM120 NURS105 NURS226 RADI121 *SONO101	CHEM103 CHEM114 CHEM121 CHEM231 MATH010 MATH110 MATH115 MATH116 SOCY121	ACCT201 ACCT202 BLAW321 ECON221 FINC322 RFIM115	0	0	EEET114 MECH340	0
Winter 2005	DHYG121 MRIS204 NURS105 NURS116 NURS236 RADI111	CHEM103 CHEM121 CHEM122 MATH010 MATH110 MATH115 MATH116 PHYS211 SOCY121	ACCT201 ACCT202 BLAW321 ECON221 FINC322	0	0	EEET124	0
<b>TOTAL</b>	<b>17</b>	<b>18</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>

\*Course offering a workshop for the first time.

- The College of Allied Health decreased in their overall number of workshops by two as a result of removing two RESP, removing one MRIS, and adding one SONO SLA course offering.
- The College of Business and University College both reduced by one SLA course offering each, STQM260 and READ106.
- The College of Arts & Sciences increased by one more course offering of MATH116.

SLA Student Success Information:				
Semester	# (%) of SLA Student Withdrawals	# (%) of SLA Student Failures	# of Graded SLA Students who Passed w/ C- or Higher	% of Graded SLA Students who Passed w/ C- or Higher
Summer 2004	1 (2%)	0 (0%)	58 (of 60)	96.7%
Fall 2004	94 (6.8%)	49 (3.6%)	1063 (of 1377)	77.2%
Winter 2005	103 (8.9%)	47 (4.1%)	870 (of 1009)	86.2%
<b>TOTAL</b>	<b>198 (7.6%)</b>	<b>96 (3.7%)</b>	<b>1991 (2446)</b>	<b>81.7%</b> ( weighted average)

- Fall 2004 student failures reduced by 1.3% when compared to Fall 2003.

# Structured Learning Assistance Program

(Executive Summary - Fall 2004)

<u>SLA Program Data:</u>	<u>Fall 2004</u>	<u>Fall 2003</u>	<u>Fall 2002</u>	<u>Composite Data (F'93+)</u>
Number of Courses	26	39	42	539 Total
Number of Sections	67	63	85	1190 Total
Number of Students	1330	1476	2082	26,694 Total
SLA courses w/a control group and/or department average	17 (65%)	24 (62%)	20 (48%)	314 (58.36%)
SLA courses w/pass rates (C- or above) higher than the control group and/or department average	13 (76%)	13 (54%)	16 (80%)	273 (86.94%)
SLA courses w/pass rates (C- or above) 10% or more above the control group and/or department average	8 (47%)	8 (33%)	9 (45%)	166 (52.87%)
SLA Average Graded Pass Rate	90%	88%	90%	81.13%
SLA average pass rate comparison to the control group	+10%	+11%	+16%	+10.72%
SLA average pass rate comparison to the department average	+8%	+8%	+7%	+9.48%

## Notes:

- SLA has served over **26,694** students from the first offering of one SLA course section (67 students) in the fall of 1993. Of the total FSU population (11,803 students) for the current semester, **11.3%** of the students were enrolled in SLA course sections. We do not offer any SLA course sections at the 400 level, 11% of our offerings are at the 300 level, 27% are at the 200 level, 58% are at the 100 level, and 4% are below the 100 level. Over 62% of our offerings are used by students enrolled in 100 level (or lower) course sections.
- The following courses reported that **100% of the graded students in SLA sections passed** with a “C-“ or higher: ACCT201, ACCT202, DHYG111, DHYG218, MECH340, MRIS103, MRIS211, NUCM120 NURS105, and NURS226. This represents 38% of the SLA course offerings for the semester. Additionally, **94-99% of the graded students in SLA sections passed** with a “C-“ or higher in CHEM231, SOCY121, SONO101 and RFIM115. 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.
- Only 7% of the students enrolled in SLA course sections withdrew from their course and only 3.7% received an ‘F’ grade. Over half (54%) of the courses with SLA sections had no students fail. Nearly one quarter (23%) of the courses with SLA sections had no students withdraw.
- Courses with SLA sections showed pass rates as high as 30% 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 22%.
- In some SLA course sections the composite ACT score was as much as 4.2 points lower than the control group and 3.2 points lower than the department average. However, the SLA course section still reported a pass rate 13% higher than the control group and within 1% of the departmental average. One standard deviation on the ACT bell-curve is 4.8 points. So, even though the SLA group should have reported lower pass rates of approximately one letter grade according to ACT statistics, they actually reported equal or better pass rates than groups with much higher ACT scores.
- **90-91%** of the students (76.5% 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. **85%** of the students said they were glad that their course had an SLA workshop and **88%** (91% previous semester) said that they would recommend that others enroll in their course with an SLA workshop. **58% of the students were in their first SLA course section.**
- **100%** of facilitators (25 of 26 reporting) describe the working relationship with their SLA faculty member as being positive to very positive (79% very positive). **88%** of the SLA facilitators report receiving positive to very positive administrative support from the coordinator (52% very positive). None report the administrative support to be negative.

# 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.

## Appendix A

Structured Learning Assistance Courses  
Pass-Fail Rates (C- and Higher)  
10.5 Year Average (Winter 1994 - Fall 2004)

Course	Total # of Courses Offered	Total # Graded Pass % C- & higher grades	Diff. +/- % from Total Graded Pass % column	Course	Total # of Courses Offered	Total # Graded Pass % C- & higher grades	Diff. +/- % from Total Graded Pass % column	Course	Total # of Courses Offered	Total # Graded Pass % C- & higher grades	Diff. +/- % from Total Graded Pass % column	Course	Total # of Courses Offered	Total # Graded Pass % C- & higher grades	Diff. +/- % from Total Graded Pass % column
ACCT 201	17	74.06%		CRIM 110	2	56.50%		IEPG 064	3	94.33%		NURS236	3	100.00%	
Control	13	69.46%	4.60%	Control				Control				Control			
Dept. Avg	14	68.00%	6.06%	Dept. Avg	2	80.50%	-24.00%	Dept. Avg				Dept. Avg			
ACCT 202	14	93.29%		CRIM 111	2	78.00%		MATH 010	22	75.23%		PHAR 325	3	73.67%	
Control	11	81.09%	12.20%	Control	2	92.00%	-14.00%	Control	11	66.77%	8.46%	Control			
Dept. Avg	14	79.14%	14.15%	Dept. Avg	2	86.50%	-8.50%	Dept. Avg	12	60.00%	15.23%	Dept. Avg			
AUTO 117	1	85.00%		CRIM 220	1	100.00%		MATH 110	20	62.97%		PHAR 420	2	91.00%	
Control				Control	1	92.00%	8.00%	Control	3	49.33%	13.64%	Control			
Dept. Avg				Dept. Avg	1	95.00%	5.00%	Dept. Avg	15	51.67%	11.30%	Dept. Avg			
BIOL 101	10	78.10%		CRIM 260	2	91.50%		MATH 115	20	70.30%		PHCH 320	4	72.25%	
Control	3	69.67%	8.43%	Control	2	92.50%	-1.00%	Control	3	49.33%	20.97%	Control			
Dept. Avg	4	64.50%	13.60%	Dept. Avg	2	92.00%	-0.50%	Dept. Avg	16	61.81%	8.49%	Dept. Avg			
BIOL 108	7	82.57%		DHYG 111	5	100.00%		MATH 116	13	64.92%		PHYS211	10	73.40%	
Control	3	77.00%	5.57%	Control				Control	5	59.20%	5.72%	Control	3	73.00%	0.40%
Dept. Avg	6	72.83%	9.74%	Dept. Avg				Dept. Avg	11	59.91%	5.01%	Dept. Avg	8	75.88%	-2.48%
BIOL 109	4	81.00%		DHYG 112	4	96.25%		MATH 126	7	71.71%		PYSC 150	11	61.55%	
Control	1	61.00%	20.00%	Control				Control	2	72.50%	-0.79%	Control	1	42.00%	19.55%
Dept. Avg	3	82.33%	-1.33%	Dept. Avg				Dept. Avg	7	69.29%	2.42%	Dept. Avg	9	65.11%	-3.56%
BIOL111	8	90.38%		DHYG 121	3	100.00%		MATH 130	1	75.00%		RADI 110	1	100.00%	
Control	2	80.50%	9.88%	Control				Control				Control			
Dept. Avg	8	91.75%	-1.37%	Dept. Avg				Dept. Avg	1	77.00%	-2.00%	Dept. Avg			
BIOL 121	5	87.00%		DHYG 122	1	100.00%		MATH 216	3	61.33%		RADI 111	2	97.00%	
Control	2	70.00%	17.00%	Control				Control				Control			
Dept. Avg	4	80.00%	7.00%	Dept. Avg				Dept. Avg	3	63.33%	-2.00%	Dept. Avg			
BIOL 122	3	81.00%		DHYG 131	3	96.67%		MECH 240	7	87.86%		RADI 121	4	90.50%	
Control	1	77.00%	4.00%	Control				Control	1	91.00%	-3.14%	Control			
Dept. Avg	3	84.00%	-3.00%	Dept. Avg	2	98.50%		Dept. Avg	5	84.60%	3.26%	Dept. Avg			
BIOL205	14	76.07%		DHYG 218	8	98.00%		MECH 340	4	87.00%		READ 106	4	90.00%	
Control	3	56.00%	20.07%	Control				Control	1	100.00%	-13.00%	Control	3	80.83%	9.17%
Dept. Avg	7	75.57%	0.50%	Dept. Avg				Dept. Avg	4	85.00%	2.00%	Dept. Avg	4	85.25%	4.75%
BIOL231	2	87.00%		DHYG 223	4	99.25%		MRIS 103	9	91.33%		READ 176	3	83.00%	
Control	1	74.00%	13.00%	Control				Control				Control			
Dept. Avg	2	78.00%	9.00%	Dept. Avg				Dept. Avg	5	91.60%	-0.27%	Dept. Avg			
BIOL 232	2	67.50%		ECON 221	14	73.36%		MRIS 204	3	96.00%		RESP 119	8	86.25%	
Control				Control	11	72.55%	0.81%	Control				Control			
Dept. Avg	2	76.50%	-9.00%	Dept. Avg	12	74.67%	-1.31%	Dept. Avg	2	97.00%	-1.00%	Dept. Avg			
BIOL375	6	72.33%		ECON 222	5	76.20%		MRIS 210	7	96.00%		RESP 156	5	95.20%	
Control				Control	2	63.00%	13.20%	Control				Control			
Dept. Avg	1	79.00%	-6.67%	Dept. Avg	4	71.00%	5.20%	Dept. Avg	2	97.00%	-1.00%	Dept. Avg			
BLAW 321	14	78.36%		EEET 114	9	64.67%		MRIS 211	3	100.00%		RFIM 115	4	91.75%	
Control	13	71.08%	7.28%	Control	1	79.00%	-14.33%	Control				Control			
Dept. Avg	13	64.23%	14.13%	Dept. Avg	5	62.80%	1.87%	Dept. Avg	1	87.00%	13.00%	Dept. Avg	1	100.00%	
CHEM 103	20	63.85%		EEET 124	5	85.80%		NUCM 120	2	100.00%		SCWK 240	4	78.25%	
Control	15	61.27%	2.58%	Control				Control				Control	1	80.00%	-1.75%
Dept. Avg	9	59.22%	4.63%	Dept. Avg	2	71.50%	14.30%	Dept. Avg				Dept. Avg	2	70.50%	7.75%
CHEM 114	10	72.80%		FINC 300	3	85.33%		NURS 105	6	97.50%		SCWK 450	4	66.50%	
Control	6	72.17%	0.63%	Control				Control				Control			
Dept. Avg	6	70.50%	2.30%	Dept. Avg				Dept. Avg				Dept. Avg	1	96.00%	-29.50%
CHEM 121	15	70.87%		FINC 322	15	84.20%		NURS 112	3	97.00%		SOCY 121	20	84.55%	
Control	6	61.17%	9.70%	Control	13	71.31%	12.89%	Control				Control			
Dept. Avg	10	72.40%	-1.53%	Dept. Avg	15	82.27%	1.93%	Dept. Avg				Dept. Avg	15	79.27%	5.28%
CHEM 122	9	73.56%		FSMT 115	3	91.67%		NURS 116	4	98.00%		SONO 101	1	94.00%	
Control	7	66.00%	7.56%	Control				Control				Control			
Dept. Avg	8	73.63%	-0.07%	Dept. Avg				Dept. Avg				Dept. Avg			
CHEM 221	6	88.67%		GEOG 111	2	70.00%		NURS 151	2	96.50%		SSCI 310	3	65.33%	
Control	4	75.50%	13.17%	Control	1	77.00%	-7.00%	Control				Control			
Dept. Avg	6	78.17%	10.50%	Dept. Avg	1	75.00%	-5.00%	Dept. Avg				Dept. Avg	1	76.00%	-10.67%
CHEM 222	3	80.00%		HIST 121	14	73.83%		NURS 152	2	95.00%		STQM 260	7	95.00%	
Control	1	82.00%	-2.00%	Control	8	64.25%	9.58%	Control				Control	4	89.75%	5.25%
Dept. Avg	2	78.00%	2.00%	Dept. Avg	7	67.56%	6.27%	Dept. Avg				Dept. Avg	7	84.14%	10.86%
CHEM 231	2	76.00%		HIST 122	2	84.50%		NURS 222	2	100.00%		UNIV 106	3	69.67%	
Control				Control	1	50.00%	34.50%	Control				Control	2	62.00%	7.67%
Dept. Avg				Dept. Avg	2	71.00%	13.50%	Dept. Avg				Dept. Avg	1	63.00%	6.67%
COMM 105	2	83.00%		IEPG 062	3	96.00%		NURS 226	3	98.33%		UNIV 176	2	60.50%	
Control	2	77.50%	5.50%	Control				Control				Control	1	79.00%	-18.50%
Dept. Avg	1	79.00%	4.00%	Dept. Avg				Dept. Avg				Dept. Avg			



**SLA Course Data by Semester**

(Summer 2004) - By Department

Semester	Course	Sec. #	Total # Enrolled in Course	Total # Graded (no 'W' or 'I' grades)	# Students who passed w/ C- and better	Total # Graded Pass % C- and higher grades	Total # Enrolled Pass % C- and higher grades	# W's	W %	# F's	F %	Diff. +/- % from Total Graded Pass % col	HSGPA Avg.	Math ACT Avg.	Reading ACT Avg.	ACT Comp Avg.
<b>2004S DHYG 218</b>																
SLA		001	34	33	32	97%	94%	1	3%	0	0%		3.24	19.1	19.2	19.0
Control																
Non-SLA Dept. Avg.																
Non-SLA Dept. Avg. - Control																
<b>2004S NURS 116</b>																
SLA		211 212 213	26	26	26	100%	100%	0	0%	0	0%		3.30	21.7	22.2	21.8
Control																
Non-SLA Dept. Avg.																
Non-SLA Dept. Avg. - Control																

### SLA Course Data by Semester

(Fall 2004)

Semester	Course	Sec. #	Total # Enrolled in Course	Total # Graded (no 'W' or 'I' grades)	# Students who passed w/ C- and better	Total # Graded Pass % C- and higher grades	Total # Enrolled Pass % C- and higher grades	# W's	W %	# F's	F %	Diff. +/- % from Total Graded Pass % col	HS GPA Avg.	Eng ACT Avg.	Math ACT Avg.	Rdg ACT Avg.	Sci Rsg ACT Avg.	ACT Comp Avg.	
2004F	ACCT 201																		
SLA		004	40	38	38	100%	95%	2	5%	0	0%		2.79	17.9	18.3	18.7	20.0	18.6	
Control		002	40	40	38	95%	95%	0	0%	0	0%	5%	3.24	20.0	20.9	21.2	21.7	20.9	
Non-SLA Dept. Avg.	001 003 007 009 011 013 014 017		308	266	210	79%	68%	42	14%	28	9%	21%	3.04	19.5	21.3	21.3	21.9	21.0	
Non-SLA Dept. Avg. - Control			268	226	172	76%	64%	42	16%	28	10%		3.06	19.6	21.3	21.3		21.0	

- **ACCT201** (18.6 composite ACT) showed a 21% pass rate (19% W'04) over the departmental average (21.0 composite ACT).

Semester	Course	Sec. #	Total # Enrolled in Course	Total # Graded (no 'W' or 'I' grades)	# Students who passed w/ C- and better	Total # Graded Pass % C- and higher grades	Total # Enrolled Pass % C- and higher grades	# W's	W %	# F's	F %	Diff. +/- % from Total Graded Pass % col	HS GPA Avg.	Eng ACT Avg.	Math ACT Avg.	Rdg ACT Avg.	Sci Rsg ACT Avg.	ACT Comp Avg.	
2004F	ACCT 202																		
SLA		003	27	27	27	100%	100%	0	0%	0	0%		2.92	20.3	20.1	20.0	21.0	20.4	
Control		002 004	55	54	38	70%	69%	1	2%	7	13%	30%	3.09	19.5	21.1	21.3	21.7	20.9	
Non-SLA Dept. Avg.	007 008 009 010		82	65	56	86%	68%	17	21%	4	5%	14%	3.10	19.8	21.7	21.3	22.1	21.2	
Non-SLA Dept. Avg. - Control			27	11	18		67%	16	59%	-3	-11%		3.09	19.7	21.5	21.3		21.1	

- **ACCT202** showed a 14% pass rate over the departmental average and 30% over the control group.

Semester	Course	Sec. #	Total # Enrolled in Course	Total # Graded (no 'W' or 'I' grades)	# Students who passed w/ C- and better	Total # Graded Pass % C- and higher grades	Total # Enrolled Pass % C- and higher grades	# W's	W %	# F's	F %	Diff. +/- % from Total Graded Pass % col	HS GPA Avg.	Eng ACT Avg.	Math ACT Avg.	Rdg ACT Avg.	Sci Rsg ACT Avg.	ACT Comp Avg.	
2004F	BLAW 321																		
SLA		002	23	22	14	64%	61%	1	4%	1	4%		2.74	17.6	16.8	18.9	18.5	17.6	
Control		004 005	58	57	41	72%	71%	1	2%	3	5%	-8%	2.84	17.8	19.2	20.4	20.5	19.6	
Non-SLA Dept. Avg.	001 003 006 007		101	89	58	65%	57%	11	11%	10	10%	-2%	3.02	19.2	20.4	21.4	22.1	20.8	
Non-SLA Dept. Avg. - Control			43	32	17	53%	40%	10	23%	7	16%		2.95	18.7	20.0	21.0		20.4	

- **BLAW321** (17.6 composite ACT) showed a -8% (-13% W'04) pass rate under the control group (19.6 composite ACT) and an -2% (8% W'04) pass rate under the departmental average (20.8 composite ACT).

Semester	Course	Sec. #	Total # Enrolled in Course	Total # Graded (no 'W' or 'I' grades)	# Students who passed w/ C- and better	Total # Graded Pass % C- and higher grades	Total # Enrolled Pass % C- and higher grades	# W's	W %	# F's	F %	Diff. +/- % from Total Graded Pass % col	HS GPA Avg.	Eng ACT Avg.	Math ACT Avg.	Rdg ACT Avg.	Sci Rsg ACT Avg.	ACT Comp Avg.	
2004F	CHEM 103																		
SLA	211 212 221 222		76	59	49	83%	64%	17	22%	1	1%		3.11	18.6	20.4	20.1	21.3	20.1	
Control		223	20	10	8	80%	40%	10	50%	1	5%	3%	3.11	19.0	19.2	20.9	20.4	19.8	
Non-SLA Dept. Avg.																			
Non-SLA Dept. Avg. - Control																			

- **CHEM103** showed a graded pass rate 3% higher than the control group. For reference, the W'04 SLA graded pass rate was 16% under the control group. This is a positive change of 19% in favor of the SLA course section pass rate.

Semester	Course	Sec. #	Total # Enrolled in Course	Total # Graded (no 'W' or 'I' grades)	# Students who passed w/ C- and better	Total # Graded Pass % C- and higher grades	Total # Enrolled Pass % C- and higher grades	# W's	W %	# F's	F %	Diff. +/- % from Total Graded Pass % col	HS GPA Avg.	Eng ACT Avg.	Math ACT Avg.	Rdg ACT Avg.	Sci Rsg ACT Avg.	ACT Comp Avg.	
2004F	CHEM 114																		
SLA	221 222 223 224 225		114	110	94	85%	82%	4	4%	3	3%		3.11	19.3	19.9	21.6	21.1	20.4	
Control																			
Non-SLA Dept. Avg.	211 212 213 214 215		118	100	70	70%	59%	17	14%	14	12%	15%	3.33	20.5	22.1	22.5	22.4	21.8	
Non-SLA Dept. Avg. - Control																			

- **CHEM114** passed 85% (80% F'03) of the graded students in the SLA sections and 70% (53% F'03) of the non-SLA students.

Semester	Course	Sec. #	Total # Enrolled in Course	Total # Graded (no 'W' or 'I' grades)	# Students who passed w/ C- and better	Total # Graded Pass % C- and higher grades	Total # Enrolled Pass % C- and higher grades	# W's	W %	# F's	F %	Diff. +/- % from Total Graded Pass % col	HS GPA Avg.	Eng ACT Avg.	Math ACT Avg.	Rdg ACT Avg.	Sci Rsg ACT Avg.	ACT Comp Avg.	
2004F	CHEM 121																		
SLA	232 233 234		62	58	48	83%	77%	4	6%	1	2%		3.36	20.7	22.7	21.9	22.5	21.8	
Control		231	21	19	16	84%	76%	2	10%	2	10%	-1%	3.74	25.6	25.1	26.0	25.0	25.2	
Non-SLA Dept. Avg.	211 212 213 215 221 222 223 224 241 242 243 251 252 253		309	263	229	87%	74%	46	15%	10	3%	-4%	3.56	23.6	25.3	25.2	24.9	24.6	
Non-SLA Dept. Avg. - Control			288	244	213	87%	74%	44	15%	8	3%		3.57	23.7	25.3	25.3		24.6	

- **CHEM121** (21.8 composite ACT) showed a -4% (-9% F'03) pass rate under the non-SLA departmental average (24.6 composite ACT) and a -1% (-4% F'03) pass rate under the control group (25.2 composite ACT). There were three SLA sections and one control section. Please note the difference in ACT scores.

Semester	Course	Sec. #	Total # Enrolled in Course	Total # Graded (no 'W' or 'I' grades)	# Students who passed w/ C- and better	Total # Graded Pass % C- and higher grades	Total # Enrolled Pass % C- and higher grades	# W's	W %	# F's	F %	Diff. +/- % from Total Graded Pass % col	HS GPA Avg.	Eng ACT Avg.	Math ACT Avg.	Rdg ACT Avg.	Sci Rsg ACT Avg.	ACT Comp Avg.	
2004F	CHEM 231																		
	SLA	211 212	31	29	28	97%	90%	2	6%	0	0%		3.51	22.5	24.5	24.5	24.0	24.0	
	Control																		
	Non-SLA Dept. Avg.																		
	Non-SLA Dept. Avg. - Control																		

- **CHEM231** (24.0 composite ACT) passed 97% (55% F'03 with 30.0 composite ACT) of the graded students with no F-grades. Please note that 42% more students passed when comparing F'04 to F'03 and the F'04 composite ACT score was 6.0 points lower.

Semester	Course	Sec. #	Total # Enrolled in Course	Total # Graded (no 'W' or 'I' grades)	# Students who passed w/ C- and better	Total # Graded Pass % C- and higher grades	Total # Enrolled Pass % C- and higher grades	# W's	W %	# F's	F %	Diff. +/- % from Total Graded Pass % col	HS GPA Avg.	Eng ACT Avg.	Math ACT Avg.	Rdg ACT Avg.	Sci Rsg ACT Avg.	ACT Comp Avg.	
2004F	DHYG 111																		
	SLA	211 212 213 214	60	60	60	100%	100%	0	0%	0	0%		3.47	20.1	21.3	21.6	21.8	21.2	
	Control																		
	Non-SLA Dept. Avg.																		
	Non-SLA Dept. Avg. - Control																		

- **DHYG111** had a graded pass rate of 100% for F'03, F'02 and F'01.

Semester	Course	Sec. #	Total # Enrolled in Course	Total # Graded (no 'W' or 'I' grades)	# Students who passed w/ C- and better	Total # Graded Pass % C- and higher grades	Total # Enrolled Pass % C- and higher grades	# W's	W %	# F's	F %	Diff. +/- % from Total Graded Pass % col	HS GPA Avg.	Eng ACT Avg.	Math ACT Avg.	Rdg ACT Avg.	Sci Rsg ACT Avg.	ACT Comp Avg.	
2004F	DHYG 218																		
	SLA	001	29	29	29	100%	100%	0	0%	0	0%		3.27	20.2	20.1	20.8	21.2	20.6	
	Control																		
	Non-SLA Dept. Avg.																		
	Non-SLA Dept. Avg. - Control																		

- **DHYG218** had a graded pass rate of 100% for F'03, F'02 and F'01.

Semester	Course	Sec. #	Total # Enrolled in Course	Total # Graded (no 'W' or 'I' grades)	# Students who passed w/ C- and better	Total # Graded Pass % C- and higher grades	Total # Enrolled Pass % C- and higher grades	# W's	W %	# F's	F %	Diff. +/- % from Total Graded Pass % col	HS GPA Avg.	Eng ACT Avg.	Math ACT Avg.	Rdg ACT Avg.	Sci Rsg ACT Avg.	ACT Comp Avg.
<b>2004F ECON 221</b>																		
	SLA	005	39	37	28	76%	72%	2	5%	3	8%		2.78	18.0	19.2	18.5	19.7	18.8
	Control	001 006	80	75	50	67%	63%	5	6%	13	16%	9%	3.20	20.3	21.4	21.9	22.2	21.4
	Non-SLA Dept. Avg.	002 003 004 007 008 009 010	288	264	222	84%	77%	21	7%	17	6%	-8%	3.08	19.8	21.4	21.3	21.7	21.1
	Non-SLA Dept. Avg. - Control		208	189	172	91%	83%	16	8%	4	2%		3.11	19.9	21.4	21.4		21.2

- ECON221** (18.8 composite ACT) showed a -8% (-3% W'04) pass rate under the departmental average (22.1 composite ACT) and a 9% (-4% W'04) pass rate over the control group (21.4 ACT). For reference, 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. All semesters had the same facilitator and professor.

Semester	Course	Sec. #	Total # Enrolled in Course	Total # Graded (no 'W' or 'I' grades)	# Students who passed w/ C- and better	Total # Graded Pass % C- and higher grades	Total # Enrolled Pass % C- and higher grades	# W's	W %	# F's	F %	Diff. +/- % from Total Graded Pass % col	HS GPA Avg.	Eng ACT Avg.	Math ACT Avg.	Rdg ACT Avg.	Sci Rsg ACT Avg.	ACT Comp Avg.	
<b>2004F EEET 114</b>																			
	SLA	211 212	21	18	15	83%	71%	3	14%	1	5%		2.92	20.1	21.7	21.8	21.8	21.4	
	Control																		
	Non-SLA Dept. Avg.	221 222	32	27	18	67%	56%	5	16%	3	9%	17%	2.91	18.6	21.9	20.3	23.0	20.9	
	Non-SLA Dept. Avg. - Control																		

- EEET114** showed a graded pass rate that was 17% higher than the non-SLA departmental average with only a 0.5 point difference in composite ACT scores in favor of the SLA section.

Semester	Course	Sec. #	Total # Enrolled in Course	Total # Graded (no 'W' or 'I' grades)	# Students who passed w/ C- and better	Total # Graded Pass % C- and higher grades	Total # Enrolled Pass % C- and higher grades	# W's	W %	# F's	F %	Diff. +/- % from Total Graded Pass % col	HS GPA Avg.	Eng ACT Avg.	Math ACT Avg.	Rdg ACT Avg.	Sci Rsg ACT Avg.	ACT Comp Avg.
<b>2004F FINC 322</b>																		
	SLA	004	23	23	19	83%	83%	0	0%	0	0%		2.85	15.9	19.2	17.9	18.6	18.0
	Control	005	20	20	14	70%	70%	0	0%	1	5%	13%	3.34	21.6	22.8	21.9	22.7	22.2
	Non-SLA Dept. Avg.	AGA EFA NTA 001 002 003 006 007	149	145	134	92%	90%	4	3%	1	1%	-10%	3.00	19.6	20.3	20.8	21.5	20.6
	Non-SLA Dept. Avg. - Control		129	125	120	96%	93%	4	3%	0	0%		3.04	19.8	20.6	20.9		20.8

- FINC322** (18.0 composite ACT) showed a graded pass rate 13% higher than the control group (22.2 composite ACT). However, the non-SLA departmental average graded pass rate was 10% higher than the SLA course section. For reference, the graded pass rate for the SLA course section was 1% higher than the F'03 control group with composite ACT scores that were equal (22.0).

Semester	Course	Sec. #	Total # Enrolled in Course	Total # Graded (no 'W' or 'I' grades)	# Students who passed w/ C- and better	Total # Graded Pass % C- and higher grades	Total # Enrolled Pass % C- and higher grades	# W's	W %	# F's	F %	Diff. +/- % from Total Graded Pass % col	HS GPA Avg.	Eng ACT Avg.	Math ACT Avg.	Rdg ACT Avg.	Sci Rsg ACT Avg.	ACT Comp Avg.	
2004F	MATH 010																		
SLA	002 003 004 005		75	65	56	86%	75%	10	13%	3	4%		2.59	15.4	14.1	18.3	17.5	16.4	
Control																			
Non-SLA Dept. Avg.																			
Non-SLA Dept. Avg. - Control																			

- **MATH010** reported that 86% of the graded students passed (14.1 Math ACT) and only 4% received F-grades. There were no control groups or departmental averages for comparison. For reference, the W'04 graded pass rate was 88% (14.5 Math ACT) and 78% for F'03.

Semester	Course	Sec. #	Total # Enrolled in Course	Total # Graded (no 'W' or 'I' grades)	# Students who passed w/ C- and better	Total # Graded Pass % C- and higher grades	Total # Enrolled Pass % C- and higher grades	# W's	W %	# F's	F %	Diff. +/- % from Total Graded Pass % col	HS GPA Avg.	Eng ACT Avg.	Math ACT Avg.	Rdg ACT Avg.	Sci Rsg ACT Avg.	ACT Comp Avg.	
2004F	MATH 110																		
SLA	003 004 005 006 007 010 022		230	206	159	77%	69%	24	10%	18	8%		2.69	16.9	16.5	18.5	19.0	17.6	
Control																			
Non-SLA Dept. Avg.	001 002 008 009 011 012 013 014 015 016 017 018 019 020 021 023		532	471	324	69%	61%	60	11%	86	16%	8%	2.77	17.0	16.6	18.9	19.2	17.9	
Non-SLA Dept. Avg. - Control																			

- **MATH110** (16.5 Math ACT) showed an 8% pass rate over the departmental average (16.6 Math ACT). There was no control group. For reference, the W'04 graded SLA pass rate was 26% higher than the departmental average but only 2% higher than the current semester's SLA graded pass rate. The SLA performed at nearly the same pass rate, but the F'04 departmental average increased by 16% over W'04.

Semester	Course	Sec. #	Total # Enrolled in Course	Total # Graded (no 'W' or 'I' grades)	# Students who passed w/ C- and better	Total # Graded Pass % C- and higher grades	Total # Enrolled Pass % C- and higher grades	# W's	W %	# F's	F %	Diff. +/- % from Total Graded Pass % col	HS GPA Avg.	Eng ACT Avg.	Math ACT Avg.	Rdg ACT Avg.	Sci Rsg ACT Avg.	ACT Comp Avg.	
2004F	MATH 115																		
SLA	001 002 008 009 022		151	140	100	71%	66%	11	7%	14	9%		2.75	18.3	18.5	20.1	19.8	19.1	
Control																			
Non-SLA Dept. Avg.	003 004 005 006 007 011 012 014 015 016 018 019 020 023		407	363	309	85%	76%	43	11%	20	5%	-14%	2.94	18.4	19.6	20.2	20.8	19.7	
Non-SLA Dept. Avg. - Control																			

- **MATH115** showed a -14% (-8% W'04) pass rate under the departmental average. The departmental average's Math ACT was 1.1 points higher than the SLA group (19.6 vs. 18.5). There was no control group. The F'04 SLA course sections were all large lectures and the non-SLA lectures were all less than 30 students.

Semester	Course	Sec. #	Total # Enrolled in Course	Total # Graded (no 'W' or 'I' grades)	# Students who passed w/ C- and better	Total # Graded Pass % C- and higher grades	Total # Enrolled Pass % C- and higher grades	# W's	W %	# F's	F %	Diff. +/- % from Total Graded Pass % col	HS GPA Avg.	Eng ACT Avg.	Math ACT Avg.	Rdg ACT Avg.	Sci Rsg ACT Avg.	ACT Comp Avg.	
2004F	MATH 116																		
	SLA	002	23	20	14	70%	61%	3	13%	2	9%		2.73	16.6	19.0	18.5	20.7	18.6	
	Control																		
	Non-SLA Dept. Avg.	001 003 004 005 006 007 008 009	216	187	109	58%	50%	29	13%	49	23%	12%	2.91	18.2	20.1	20.4	21.2	20.0	
	Non-SLA Dept. Avg. - Control																		

- **MATH116** reported a 70% (76% W'04) pass rate that was 12% higher than the departmental average. For reference, the departmental average was 5% higher than the SLA graded pass rate for W'04.

Semester	Course	Sec. #	Total # Enrolled in Course	Total # Graded (no 'W' or 'I' grades)	# Students who passed w/ C- and better	Total # Graded Pass % C- and higher grades	Total # Enrolled Pass % C- and higher grades	# W's	W %	# F's	F %	Diff. +/- % from Total Graded Pass % col	HS GPA Avg.	Eng ACT Avg.	Math ACT Avg.	Rdg ACT Avg.	Sci Rsg ACT Avg.	ACT Comp Avg.	
2004F	MECH 340																		
	SLA	003	20	19	19	100%	95%	1	5%	0	0%		3.28	19.4	23.9	21.3	23.3	21.9	
	Control	005	17	17	17	100%	100%	0	0%	0	0%	0%	2.89	19.2	21.1	19.3	21.7	20.5	
	Non-SLA Dept. Avg.	AGA 001 004	55	55	43	78%	78%	0	0%	5	9%	22%	3.01	18.0	21.6	19.4	21.9	20.3	
	Non-SLA Dept. Avg. - Control		38	38	26	68%	68%	0	0%	5	3%		2.98	18.3	21.5	19.4		20.3	

- **MECH340** reported a graded pass rate 22% higher than the non-SLA departmental average with only a 1.6 point difference in ACT scores in favor of the SLA section. The control group and the SLA section both passed 100% of the graded students.

Semester	Course	Sec. #	Total # Enrolled in Course	Total # Graded (no 'W' or 'I' grades)	# Students who passed w/ C- and better	Total # Graded Pass % C- and higher grades	Total # Enrolled Pass % C- and higher grades	# W's	W %	# F's	F %	Diff. +/- % from Total Graded Pass % col	HS GPA Avg.	Eng ACT Avg.	Math ACT Avg.	Rdg ACT Avg.	Sci Rsg ACT Avg.	ACT Comp Avg.	
2004F	MRIS 103																		
	SLA	001	24	23	23	100%	96%	1	4%	0	0%		3.01	17.9	17.4	19.5	19.9	18.7	
	Control																		
	Non-SLA Dept. Avg.	AIA AIB MIA 002	82	76	74	97%	90%	5	6%	1	1%	3%	3.22	20.2	20.3	22.0	21.2	20.9	
	Non-SLA Dept. Avg. - Control																		

- **MRIS103** had a graded pass rate of 96% for W'04.

Semester	Course	Sec. #	Total # Enrolled in Course	Total # Graded (no 'W' or 'I' grades)	# Students who passed w/ C- and better	Total # Graded Pass % C- and higher grades	Total # Enrolled Pass % C- and higher grades	# W's	W %	# F's	F %	Diff. +/- % from Total Graded Pass % col	HS GPA Avg.	Eng ACT Avg.	Math ACT Avg.	Rdg ACT Avg.	Sci Rsg ACT Avg.	ACT Comp Avg.	
2004F	MRIS 211																		
	SLA	211	14	13	13	100%	93%	1	7%	0	0%		3.16	17.0	17.9	21.0	18.4	18.8	
	Control																		
	Non-SLA Dept. Avg.	AGA EMA	24	23	20	87%	83%	1	4%	3	13%	13%	3.91	27.0	24.0	24.0	21.0	24.0	
	Non-SLA Dept. Avg. - Control																		

- MRIS211 had a graded pass rate of 100% for S'03 and S'02.

Semester	Course	Sec. #	Total # Enrolled in Course	Total # Graded (no 'W' or 'I' grades)	# Students who passed w/ C- and better	Total # Graded Pass % C- and higher grades	Total # Enrolled Pass % C- and higher grades	# W's	W %	# F's	F %	Diff. +/- % from Total Graded Pass % col	HS GPA Avg.	Eng ACT Avg.	Math ACT Avg.	Rdg ACT Avg.	Sci Rsg ACT Avg.	ACT Comp Avg.	
2004F	NUCM 120																		
	SLA	211 212 213 214 215	40	39	39	100%	98%	1	3%	0	0%		3.47	20.6	21.5	20.3	21.0	20.8	
	Control																		
	Non-SLA Dept. Avg.																		
	Non-SLA Dept. Avg. - Control																		

- NUCM120 had a graded pass rate of 100% for F'03 and was not offered F'02.

Semester	Course	Sec. #	Total # Enrolled in Course	Total # Graded (no 'W' or 'I' grades)	# Students who passed w/ C- and better	Total # Graded Pass % C- and higher grades	Total # Enrolled Pass % C- and higher grades	# W's	W %	# F's	F %	Diff. +/- % from Total Graded Pass % col	HS GPA Avg.	Eng ACT Avg.	Math ACT Avg.	Rdg ACT Avg.	Sci Rsg ACT Avg.	ACT Comp Avg.	
2004F	NURS 105																		
	SLA	001	38	36	36	100%	95%	2	5%	0	0%		3.51	22.9	23.4	25.4	23.3	23.6	
	Control																		
	Non-SLA Dept. Avg.																		
	Non-SLA Dept. Avg. - Control																		

- NURS105 had a graded pass rate of 97% for W'04.

Semester	Course	Sec. #	Total # Enrolled in Course	Total # Graded (no 'W' or 'I' grades)	# Students who passed w/ C- and better	Total # Graded Pass % C- and higher grades	Total # Enrolled Pass % C- and higher grades	# W's	W %	# F's	F %	Diff. +/- % from Total Graded Pass % col	HS GPA Avg.	Eng ACT Avg.	Math ACT Avg.	Rdg ACT Avg.	Sci Rsg ACT Avg.	ACT Comp Avg.	
2004F	NURS 226																		
	SLA	211 212 213 214 215 216	60	59	59	100%	98%	1	2%	0	0%		3.40	21.8	22.0	24.2	23.3	22.8	
	Control																		
	Non-SLA Dept. Avg.																		
	Non-SLA Dept. Avg. - Control																		

- NURS226 had a graded pass rate of 100% for F'03 and 95% for F'02.



Semester	Course	Sec. #	Total # Enrolled in Course	Total # Graded (no 'W' or 'I' grades)	# Students who passed w/ C- and better	Total # Graded Pass % C- and higher grades	Total # Enrolled Pass % C- and higher grades	# W's	W %	# F's	F %	Diff. +/- % from Total Graded Pass % col	HS GPA Avg.	Eng ACT Avg.	Math ACT Avg.	Rdg ACT Avg.	Sci Rsg ACT Avg.	ACT Comp Avg.
2004F	RADI 121																	
	SLA	001	60	57	51	89%	85%	3	5%	1	2%		3.04	19.1	19.5	20.8	20.7	19.9
	Control																	
	Non-SLA Dept. Avg.																	
	Non-SLA Dept. Avg. - Control																	

- **RADI121** did not have a control group. 89% of the graded students passed with a C- or higher (88% W'04).

Semester	Course	Sec. #	Total # Enrolled in Course	Total # Graded (no 'W' or 'I' grades)	# Students who passed w/ C- and better	Total # Graded Pass % C- and higher grades	Total # Enrolled Pass % C- and higher grades	# W's	W %	# F's	F %	Diff. +/- % from Total Graded Pass % col	HS GPA Avg.	Eng ACT Avg.	Math ACT Avg.	Rdg ACT Avg.	Sci Rsg ACT Avg.	ACT Comp Avg.
2004F	RFIM 115																	
	SLA	001	17	16	15	94%	88%	0	0%	1	6%		2.60	15.4	17.3	18.7	17.7	17.4
	Control																	
	Non-SLA Dept. Avg.	NPA	6	5	5	100%	83%	0	0%	0	0%	-6%	0.00	0.0	0.0	0.0	0.0	0.0
	Non-SLA Dept. Avg. - Control																	

- **RFIM115** showed a pass rate of 94% of the graded students, but the non-SLA departmental average showed a pass rate of 100%.

Semester	Course	Sec. #	Total # Enrolled in Course	Total # Graded (no 'W' or 'I' grades)	# Students who passed w/ C- and better	Total # Graded Pass % C- and higher grades	Total # Enrolled Pass % C- and higher grades	# W's	W %	# F's	F %	Diff. +/- % from Total Graded Pass % col	HS GPA Avg.	Eng ACT Avg.	Math ACT Avg.	Rdg ACT Avg.	Sci Rsg ACT Avg.	ACT Comp Avg.
2004F	SOCY 121																	
	SLA	004	14	14	13	93%	93%	0	0%	0	0%		2.92	19.7	20.6	21.6	21.0	20.9
	Control	006	22	21	18	86%	82%	1	5%	2	9%	7%	2.91	18.6	20.8	18.6	21.1	19.8
	Non-SLA Dept. Avg.	001 002 003 007 008 009 010 011 012 013 014 015 016	419	397	356	90%	85%	21	5%	17	4%	3%	3.07	19.5	20.6	21.4	21.1	20.6
	Non-SLA Dept. Avg. - Control		397	376	338	90%	85%	20	5%	15	4%		3.06	19.5	20.6	21.3		20.6

- **SOCY121** (20.9 composite ACT) passed 93% (94% W'04 with 22.4 composite ACT) of the graded students with no F-grades.

Semester	Course	Sec. #	Total # Enrolled in Course	Total # Graded (no 'W' or 'I' grades)	# Students who passed w/ C- and better	Total # Graded Pass % C- and higher grades	Total # Enrolled Pass % C- and higher grades	# W's	W %	# F's	F %	Diff. +/- % from Total Graded Pass % col	HS GPA Avg.	Eng ACT Avg.	Math ACT Avg.	Rdg ACT Avg.	Sci Rsg ACT Avg.	ACT Comp Avg.
2004F	SONO 101																	
	SLA	211 212 213	19	18	17	94%	89%	1	5%	0	0%		2.85	19.4	19.9	19.8	19.5	19.5
	Control																	
	Non-SLA Dept. Avg.																	
	Non-SLA Dept. Avg. - Control																	

- **SONO101** was offered with SLA for the first time this semester.

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Semester	Course	Sec. #	Total # Enrolled in Course	Total # Graded (no 'W' or 'I' grades)	# Students who passed w/ C- and better	Total # Graded Pass % C- and higher grades	Total # Enrolled Pass % C- and higher grades	# W's	W %	# F's	F %	Diff. +/- % from Total Graded Pass % col	HS GPA Avg.	Eng ACT Avg.	Math ACT Avg.	Rdg ACT Avg.	Sci Rsg ACT Avg.	ACT Comp Avg.	
2005W	ACCT 201																		
	SLA	006	34	31	31	100%	91%	3	9%	0	0%		2.87	18.2	18.2	19.5	20.5	19.0	
	Control	004 007	67	63	55	87%	82%	4	6%	2	3%	13%	3.19	20.5	21.1	22.2	22.0	21.4	
	Non-SLA Dept. Avg.	001 002 003 005 008 009 010 011 012	289	241	177	73%	61%	48	17%	36	12%	27%	3.02	19.5	20.5	20.9	21.2	20.5	
	Non-SLA Dept. Avg. - Control		222	178	122	69%	55%	44	20%	34	15%		3.05	19.7	20.6	21.1		20.7	

- ACCT201 showed SLA graded pass rates that were 21% and 19% over the departmental averages for the previous two semesters and 27% for this semester. The most current 4-YR average (F'00-F'04) reported that the SLA sections were +6% over the control sections and +3% over the departmental averages.

Semester	Course	Sec. #	Total # Enrolled in Course	Total # Graded (no 'W' or 'I' grades)	# Students who passed w/ C- and better	Total # Graded Pass % C- and higher grades	Total # Enrolled Pass % C- and higher grades	# W's	W %	# F's	F %	Diff. +/- % from Total Graded Pass % col	HS GPA Avg.	Eng ACT Avg.	Math ACT Avg.	Rdg ACT Avg.	Sci Rsg ACT Avg.	ACT Comp Avg.	
2005W	ACCT 202																		
	SLA	003	34	33	33	100%	97%	1	3%	0	0%		3.03	18.7	20.6	19.9	21.1	20.0	
	Control	001 002 004 005 006 007	184	144	98	68%	53%	40	22%	27	15%	32%	3.07	19.8	21.2	21.5	22.0	21.1	
	Non-SLA Dept. Avg. - Control																		

- ACCT202 showed a 14% SLA graded pass rate over the departmental average and 30% over the control group for the previous semester. The SLA section passed 32% more students than the departmental average for this semester. Over a 4-YR period (F'00-F'04), the SLA sections had an average graded pass rate of 86% with an average GPA of 2.90. For the same 4-YR period, the SLA graded pass rate was -1% under the control sections and +6% higher than the non-SLA departmental average.

Semester	Course	Sec. #	Total # Enrolled in Course	Total # Graded (no 'W' or 'I' grades)	# Students who passed w/ C- and better	Total # Graded Pass % C- and higher grades	Total # Enrolled Pass % C- and higher grades	# W's	W %	# F's	F %	Diff. +/- % from Total Graded Pass % col	HS GPA Avg.	Eng ACT Avg.	Math ACT Avg.	Rdg ACT Avg.	Sci Rsg ACT Avg.	ACT Comp Avg.	
2005W	BLAW 321																		
	SLA	002	32	31	28	90%	88%	1	3%	1	3%		2.81	17.4	17.7	18.4	20.0	18.2	
	Control	004	37	37	33	89%	89%	0	0%	1	3%	1%	3.28	21.0	21.9	21.5	22.1	21.4	
	Non-SLA Dept. Avg.	001 003 005 006 007	167	145	98	68%	59%	22	13%	14	8%	23%	3.15	20.2	20.9	21.8	22.2	21.3	
	Non-SLA Dept. Avg. - Control		130	108	65	60%	50%	22	17%	13	10%		3.17	20.3	21.1	21.7		21.3	

- BLAW321 showed -8% and -13% for pass rates under the control group and -2% and +8% pass rates compared to the departmental average for the past two semesters. This semester, the control group and SLA graded pass rates were nearly the same but the SLA section passed 23% more students than the departmental average. Over a 4-YR period (F'00-F'04), the SLA sections had an average graded pass rate of 70% with an average GPA of 2.90. For the same 4-YR period, the SLA graded pass rate was -1% under the control sections and -5% below the non-SLA departmental average.

## Structured Learning Assistance Program Winter 2005 Pass-Fail Report

Semester	Course	Sec. #	Total # Enrolled in Course	Total # Graded (no 'W' or 'I' grades)	# Students who passed w/ C- and better	Total # Graded Pass % C- and higher grades	Total # Enrolled Pass % C- and higher grades	# W's	W %	# F's	F %	Diff. +/- % from Total Graded Pass % col	HS GPA Avg.	Eng ACT Avg.	Math ACT Avg.	Rdg ACT Avg.	Sci Rsg ACT Avg.	ACT Comp Avg.	
2005W	CHEM 103																		
SLA		211 212 213 221 222	103	73	54	74%	52%	30	29%	10	10%		2.94	17.8	18.4	19.8	20.4	19.1	
Control																			
Non-SLA Dept. Avg.																			
Non-SLA Dept. Avg. - Control																			

- CHEM103 had over a 4-YR period (F'00-F'04), the average SLA graded pass rate of 74% with an average GPA of 2.91. For the same 4-YR period, the SLA graded pass rate was +11% higher than the control sections and +16% higher than the non-SLA departmental average. This semester, all sections were SLA and maintained the 74% graded pass rate.

Semester	Course	Sec. #	Total # Enrolled in Course	Total # Graded (no 'W' or 'I' grades)	# Students who passed w/ C- and better	Total # Graded Pass % C- and higher grades	Total # Enrolled Pass % C- and higher grades	# W's	W %	# F's	F %	Diff. +/- % from Total Graded Pass % col	HS GPA Avg.	Eng ACT Avg.	Math ACT Avg.	Rdg ACT Avg.	Sci Rsg ACT Avg.	ACT Comp Avg.	
2005W	CHEM 121																		
SLA		214	24	22	19	86%	79%	2	8%	0	0%		3.31	20.1	22.0	21.8	22.8	21.6	
Control		211 212 213	73	64	46	72%	63%	9	12%	5	7%	14%	3.26	20.8	21.8	23.0	22.4	21.9	
Non-SLA Dept. Avg.																			
Non-SLA Dept. Avg. - Control																			

- CHEM121 had over a 4-YR period (F'00-F'04), the average SLA graded pass rate of 82% with an average GPA of 3.20 for the SLA sections. For the same 4-YR period, the SLA graded pass rate was equal to the control sections and -4% below the non-SLA departmental average. For this semester, the SLA graded pass rate was 86%, which was 14% more than the control sections.

Semester	Course	Sec. #	Total # Enrolled in Course	Total # Graded (no 'W' or 'I' grades)	# Students who passed w/ C- and better	Total # Graded Pass % C- and higher grades	Total # Enrolled Pass % C- and higher grades	# W's	W %	# F's	F %	Diff. +/- % from Total Graded Pass % col	HS GPA Avg.	Eng ACT Avg.	Math ACT Avg.	Rdg ACT Avg.	Sci Rsg ACT Avg.	ACT Comp Avg.	
2005W	CHEM 122																		
SLA		213 214	45	36	29	81%	64%	9	20%	2	4%		3.59	22.4	24.3	24.0	24.2	23.5	
Control		211 212	39	30	26	87%	67%	9	23%	0	0%	-6%	3.68	25.7	27.1	27.1	26.1	26.2	
Non-SLA Dept. Avg.		221 222 223 224 231 232 233 234	170	123	104	85%	61%	47	28%	3	2%	-4%	3.66	24.6	26.3	25.8	25.4	25.4	
Non-SLA Dept. Avg. - Control			131	93	78	84%	60%	38	29%	3	2%		3.66	24.8	26.4	26.0		25.5	

- CHEM122 had a new facilitator. Over a 4-YR period (F'00-F'04), the average graded pass rate of 80% with an average GPA of 3.65. For the same 4-YR period, the SLA graded pass rate was -3% under the control sections and -4% below the non-SLA departmental average. This semester, the SLA sections had graded pass rates that were below both the control sections and the departmental average.

## Structured Learning Assistance Program Winter 2005 Pass-Fail Report

Semester	Course	Sec. #	Total # Enrolled in Course	Total # Graded (no 'W' or 'I' grades)	# Students who passed w/ C- and better	Total # Graded Pass % C- and higher grades	Total # Enrolled Pass % C- and higher grades	# W's	W %	# F's	F %	Diff. +/- % from Total Graded Pass % col	HS GPA Avg.	Eng ACT Avg.	Math ACT Avg.	Rdg ACT Avg.	Sci Rsg ACT Avg.	ACT Comp Avg.	
2005W	DHYG 121																		
SLA		211 212 213 214	60	60	60	100%	100%	0	0%	0	0%		3.48	20.3	21.4	21.8	21.9	21.3	
Control																			
Non-SLA Dept. Avg.																			
Non-SLA Dept. Avg. - Control																			

- DHYG121 had over a 4-YR period (F'00-F'04), the average graded pass rate of 100%. This semester also passed 100% of the 60 students enrolled. Of 224 students enrolled during the same 4-YR period, only 2 students withdrew and none failed.

Semester	Course	Sec. #	Total # Enrolled in Course	Total # Graded (no 'W' or 'I' grades)	# Students who passed w/ C- and better	Total # Graded Pass % C- and higher grades	Total # Enrolled Pass % C- and higher grades	# W's	W %	# F's	F %	Diff. +/- % from Total Graded Pass % col	HS GPA Avg.	Eng ACT Avg.	Math ACT Avg.	Rdg ACT Avg.	Sci Rsg ACT Avg.	ACT Comp Avg.	
2005W	ECON 221																		
SLA		005	40	38	28	74%	70%	2	5%	3	8%		3.04	18.8	20.4	20.0	21.6	20.1	
Control		001 006	80	77	68	88%	85%	3	4%	6	8%	-15%	3.39	21.6	23.7	23.1	23.3	22.7	
Non-SLA Dept. Avg.		002 003 004 007 008 009 010	281	256	209	82%	74%	25	9%	24	9%	-8%	3.13	19.3	21.3	21.1	22.0	20.8	
Non-SLA Dept. Avg. - Control			201	179	141	79%	70%	22	11%	18	9%		3.18	19.8	21.8	21.5		21.2	

- ECON221 had a new facilitator. The SLA sections showed -8% and -3% pass rates under the departmental average for the past two semesters and +9% and -4% pass rates compared to the control group for the same semesters. Over a 4-YR period (F'00-F'04), the SLA sections had an average graded pass rate of 80% with an average GPA of 2.89. For the same 4-YR period, the SLA graded pass rate was +2% higher than the control sections and +2% higher than the non-SLA departmental average. This semester, the SLA sections were -15% and -8% below the control and non-SLA departmental sections respectively.

Semester	Course	Sec. #	Total # Enrolled in Course	Total # Graded (no 'W' or 'I' grades)	# Students who passed w/ C- and better	Total # Graded Pass % C- and higher grades	Total # Enrolled Pass % C- and higher grades	# W's	W %	# F's	F %	Diff. +/- % from Total Graded Pass % col	HS GPA Avg.	Eng ACT Avg.	Math ACT Avg.	Rdg ACT Avg.	Sci Rsg ACT Avg.	ACT Comp Avg.	
2005W	EEET 124																		
SLA		212 213	34	33	22	67%	65%	1	3%	4	12%		3.13	19.5	23.1	20.7	23.1	21.6	
Control																			
Non-SLA Dept. Avg.																			
Non-SLA Dept. Avg. - Control																			

- EEET124 had over a 4-YR period (F'00-F'04), the average graded pass rate of 89% with an average GPA of 3.16 for the SLA sections. For the same 4-YR period, the SLA graded pass rate was -6% below the non-SLA departmental average. This semester, the graded pass rate was -22% under the 4-YR average.

## Structured Learning Assistance Program Winter 2005 Pass-Fail Report

Semester	Course	Sec. #	Total # Enrolled in Course	Total # Graded (no 'W' or 'I' grades)	# Students who passed w/ C- and better	Total # Graded Pass % C- and higher grades	Total # Enrolled Pass % C- and higher grades	# W's	W %	# F's	F %	Diff. +/- % from Total Graded Pass % col	HS GPA Avg.	Eng ACT Avg.	Math ACT Avg.	Rdg ACT Avg.	Sci Rsg ACT Avg.	ACT Comp Avg.	
2005W	FINC 322																		
SLA		004	22	21	19	90%	86%	1	5%	1	5%		2.85	18.9	19.2	20.6	20.9	19.9	
Control		005 008	48	45	41	91%	85%	3	6%	2	4%	-1%	3.23	20.7	22.3	22.7	22.7	22.1	
Non-SLA Dept. Avg.	NTA 001 002 003 006 007		124	117	104	89%	84%	6	5%	3	2%	2%	3.11	19.3	22.1	20.7	21.5	20.9	
Non-SLA Dept. Avg. - Control			76	72	63	88%	83%	3	4%	1	1%		3.14	19.7	22.2	21.3		21.2	

- FINC322 showed SLA graded pass rates +13% and +1% higher than the control group for the previous two semesters. Over a 4-YR period (F'00-F'04), SLA had an average graded pass rate of 86% with an average GPA of 2.91. For the same 4-YR period, the SLA graded pass rate was only +1% higher than the control sections and -8% below the non-SLA departmental average. This semester, the SLA graded pass rate was -1% under the control and only 2% above the non-SLA departmental average.

Semester	Course	Sec. #	Total # Enrolled in Course	Total # Graded (no 'W' or 'I' grades)	# Students who passed w/ C- and better	Total # Graded Pass % C- and higher grades	Total # Enrolled Pass % C- and higher grades	# W's	W %	# F's	F %	Diff. +/- % from Total Graded Pass % col	HS GPA Avg.	Eng ACT Avg.	Math ACT Avg.	Rdg ACT Avg.	Sci Rsg ACT Avg.	ACT Comp Avg.	
2005W	MATH 010																		
SLA		001 003	37	33	29	88%	78%	3	8%	2	5%		2.60	15.0	14.3	17.9	18.4	16.6	
Control																			
Non-SLA Dept. Avg.																			
Non-SLA Dept. Avg. - Control																			

- MATH010 reported that +2% more of the SLA graded students passed this semester when compare to the previous semester of 86%. There were no control groups or departmental averages for comparison. For reference, the W'04 SLA graded pass rate was 88% and 78% for F'03. Over a 4-YR period (F'00-F'04), the average SLA graded pass rate was 77% with an average GPA of 2.45.

Semester	Course	Sec. #	Total # Enrolled in Course	Total # Graded (no 'W' or 'I' grades)	# Students who passed w/ C- and better	Total # Graded Pass % C- and higher grades	Total # Enrolled Pass % C- and higher grades	# W's	W %	# F's	F %	Diff. +/- % from Total Graded Pass % col	HS GPA Avg.	Eng ACT Avg.	Math ACT Avg.	Rdg ACT Avg.	Sci Rsg ACT Avg.	ACT Comp Avg.	
2005W	MATH 110																		
SLA	001 002 003 004 008 009 011 012 014 017 020		225	197	153	78%	68%	28	12%	13	6%		2.62	16.6	16.0	18.6	18.2	17.3	
Control		006	21	20	15	75%	71%	1	5%	3	14%	3%	2.76	16.5	16.3	19.4	18.8	18.0	
Non-SLA Dept. Avg.	007 010 013 015 016		100	84	49	58%	49%	16	16%	19	19%	19%	2.70	17.2	16.6	19.2	18.9	18.0	
Non-SLA Dept. Avg. - Control			79	64	34	53%	43%	15	19%	16	20%		2.71	17.1	16.5	19.2		18.0	

- MATH110 showed a +8% pass rate over the departmental average for F'04. Over a 4-YR period (F'00-F'04), the average SLA graded pass rate was 61% with an average GPA of 2.68. This semester, the SLA graded pass rate was +27% above the 4-YR average with nearly the same GPA average. This semester also showed SLA passing +3% more graded students than the control and +19% more than the non-SLA departmental average.

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Semester	Course	Sec. #	Total # Enrolled in Course	Total # Graded (no 'W' or 'I' grades)	# Students who passed w/ C- and better	Total # Graded Pass % C- and higher grades	Total # Enrolled Pass % C- and higher grades	# W's	W %	# F's	F %	Diff. +/- % from Total Graded Pass % col	HS GPA Avg.	Eng ACT Avg.	Math ACT Avg.	Rdg ACT Avg.	Sci Rsg ACT Avg.	ACT Comp Avg.	
2005W	MATH 115																		
SLA	003 007 008 009 012 017		176	160	136	85%	77%	16	9%	8	5%		2.84	17.5	17.6	20.0	19.8	18.6	
Control																			
Non-SLA Dept. Avg.	002 004 005 006 010 011 013 014 015		294	231	157	68%	53%	61	21%	29	10%	17%	2.85	17.8	18.2	19.9	20.0	19.0	
Non-SLA Dept. Avg. - Control																			

- MATH115 showed -14% F'04 and -8% W'04 SLA graded pass rates under the non-SLA departmental average. Over a 4-YR period (F'00-F'04), the average SLA graded pass rate was 71% with an average GPA of 2.88. This semester, the SLA graded pass rate was +16% above the 4-YR average with nearly the same GPA average. This semester also showed SLA passing +17% more graded students than the non-SLA departmental average.

Semester	Course	Sec. #	Total # Enrolled in Course	Total # Graded (no 'W' or 'I' grades)	# Students who passed w/ C- and better	Total # Graded Pass % C- and higher grades	Total # Enrolled Pass % C- and higher grades	# W's	W %	# F's	F %	Diff. +/- % from Total Graded Pass % col	HS GPA Avg.	Eng ACT Avg.	Math ACT Avg.	Rdg ACT Avg.	Sci Rsg ACT Avg.	ACT Comp Avg.	
2005W	MATH 116																		
SLA		003	25	22	17	77%	68%	3	12%	1	4%		2.70	16.3	17.8	17.3	19.5	17.6	
Control		004	28	26	17	65%	61%	2	7%	2	7%	12%	2.94	18.0	19.2	19.8	21.6	19.6	
Non-SLA Dept. Avg.	001 002 005 006 007 008		145	120	83	69%	57%	25	17%	16	11%	8%	2.94	17.7	19.8	20.0	21.0	19.7	
Non-SLA Dept. Avg. - Control			117	94	66	70%	56%	23	20%	14	12%		2.94	17.7	19.7	20.0		19.7	

- MATH116 reported 70% F'04 and 76% W'04 SLA graded pass rates. Over a 4-YR period (F'00-F'04), the average SLA graded pass rate was 63% with an average GPA of 2.91. This semester, the GPA was slightly lower than the 4-YR average, but the SLA graded pass rate was +14% higher. Additionally, the SLA section passed +12% and +8% more graded students than the control or non-SLA departmental average for this semester.

Semester	Course	Sec. #	Total # Enrolled in Course	Total # Graded (no 'W' or 'I' grades)	# Students who passed w/ C- and better	Total # Graded Pass % C- and higher grades	Total # Enrolled Pass % C- and higher grades	# W's	W %	# F's	F %	Diff. +/- % from Total Graded Pass % col	HS GPA Avg.	Eng ACT Avg.	Math ACT Avg.	Rdg ACT Avg.	Sci Rsg ACT Avg.	ACT Comp Avg.	
2005W	MRIS 204																		
SLA		211	20	20	20	100%	100%	0	0%	0	0%		2.91	18.8	17.2	21.1	19.9	19.4	
Control		AGA EMA																	
Non-SLA Dept. Avg.			29	29	27	93%	93%	0	0%	2	7%	7%	3.38	27.0	24.0	24.0	21.0	24.0	
Non-SLA Dept. Avg. - Control																			

- MRIS204 had over a 4-YR period (F'00-F'04), the average SLA graded pass rate of 93% with an average GPA of 3.25. Of 67 students enrolled during the same 4-YR period, no students withdrew and none failed. This semester, 100% of the SLA graded students passed with no withdrawals or failing grades. Of the non-SLA students this semester, 7% received failing grades.

## Structured Learning Assistance Program Winter 2005 Pass-Fail Report

Semester	Course	Sec. #	Total # Enrolled in Course	Total # Graded (no 'W' or 'I' grades)	# Students who passed w/ C- and better	Total # Graded Pass % C- and higher grades	Total # Enrolled Pass % C- and higher grades	# W's	W %	# F's	F %	Diff. +/- % from Total Graded Pass % col	HS GPA Avg.	Eng ACT Avg.	Math ACT Avg.	Rdg ACT Avg.	Sci Rsg ACT Avg.	ACT Comp Avg.	
2005W	NURS 116																		
SLA		211 212 213 214	36	34	33	97%	92%	2	6%	1	3%		3.46	22.9	23.2	25.4	23.2	23.6	
Control																			
Non-SLA Dept. Avg.																			
Non-SLA Dept. Avg. - Control																			

- NURS116 had over a 4-YR period (F'00-F'04), the average SLA graded pass rate of 99%. Of 158 students enrolled during the same 4-YR period, only one student withdrew and none failed. This semester, all the course sections were SLA, 2 students withdrew, and one student failed.

Semester	Course	Sec. #	Total # Enrolled in Course	Total # Graded (no 'W' or 'I' grades)	# Students who passed w/ C- and better	Total # Graded Pass % C- and higher grades	Total # Enrolled Pass % C- and higher grades	# W's	W %	# F's	F %	Diff. +/- % from Total Graded Pass % col	HS GPA Avg.	Eng ACT Avg.	Math ACT Avg.	Rdg ACT Avg.	Sci Rsg ACT Avg.	ACT Comp Avg.	
2005W	NURS 236																		
SLA		211 212 213 214 215 216	58	57	55	96%	95%	0	0%	0	0%		3.41	21.8	22.1	24.3	23.3	22.8	
Control																			
Non-SLA Dept. Avg.																			
Non-SLA Dept. Avg. - Control																			

- NURS236 had over a 4-YR period (F'00-F'04), the average SLA graded pass rate of 100%. Of 83 students enrolled during the same 4-YR period, no students withdrew and none failed. No students withdrew or failed this semester as well and the graded SLA pass rate was 96%.

Semester	Course	Sec. #	Total # Enrolled in Course	Total # Graded (no 'W' or 'I' grades)	# Students who passed w/ C- and better	Total # Graded Pass % C- and higher grades	Total # Enrolled Pass % C- and higher grades	# W's	W %	# F's	F %	Diff. +/- % from Total Graded Pass % col	HS GPA Avg.	Eng ACT Avg.	Math ACT Avg.	Rdg ACT Avg.	Sci Rsg ACT Avg.	ACT Comp Avg.	
2005W	PHYS 211																		
SLA		213 214	47	46	43	93%	91%	1	2%	1	2%		3.16	20.7	22.2	22.8	22.7	22.0	
Control		211 212 215	68	58	47	81%	69%	9	13%	0	0%	-12%	3.06	18.8	21.3	20.6	22.2	20.7	
Non-SLA Dept. Avg.		221 222 223 224 225	117	105	91	87%	78%	12	10%	6	5%	7%	3.17	19.7	22.3	21.4	22.9	21.6	
Non-SLA Dept. Avg. - Control			49	47	44	94%	80%	3	6%	6	12%		3.13	19.4	21.9	21.1		21.3	

- PHYS211 had a new facilitator this semester. Over a 4-YR period (F'00-F'04), the average SLA graded pass rate was 82% with an average GPA of 3.11. For the same 4-YR period, the SLA graded pass rate was +1% above the control sections and was equal to the non-SLA departmental average. This semester, the SLA graded pass rate was +12% higher than the control section and +7% over the non-SLA departmental average.

## Structured Learning Assistance Program Winter 2005 Pass-Fail Report

Semester	Course	Sec. #	Total # Enrolled in Course	Total # Graded (no 'W' or 'I' grades)	# Students who passed w/ C- and better	Total # Graded Pass % C- and higher grades	Total # Enrolled Pass % C- and higher grades	# W's	W %	# F's	F %	Diff. +/- % from Total Graded Pass % col	HS GPA Avg.	Eng ACT Avg.	Math ACT Avg.	Rdg ACT Avg.	Sci Rsg ACT Avg.	ACT Comp Avg.	
2005W	RADI 111																		
SLA	211 212 213 214		47	47	47	100%	100%	0	0%	0	0%		3.05	19.2	20.2	20.9	20.9	20.2	
Control																			
Non-SLA Dept. Avg.																			
Non-SLA Dept. Avg. - Control																			

- RADI111 had over a 4-YR period (F'00-F'04), the average SLA graded pass rate of 97%. Of 198 students enrolled during the same 4-YR period, only 2 students withdrew and none failed. 100% of the SLA graded students passed this semester.

Semester	Course	Sec. #	Total # Enrolled in Course	Total # Graded (no 'W' or 'I' grades)	# Students who passed w/ C- and better	Total # Graded Pass % C- and higher grades	Total # Enrolled Pass % C- and higher grades	# W's	W %	# F's	F %	Diff. +/- % from Total Graded Pass % col	HS GPA Avg.	Eng ACT Avg.	Math ACT Avg.	Rdg ACT Avg.	Sci Rsg ACT Avg.	ACT Comp Avg.	
2005W	SOCY 121																		
SLA		003	15	15	14	93%	93%	0	0%	0	0%		2.77	17.6	19.2	19.3	20.7	19.2	
Control		001 005	70	64	56	88%	80%	6	9%	4	6%	6%	3.06	19.8	20.3	19.9	20.8	20.1	
Non-SLA Dept. Avg.	002 004 006 007 008 009 010 011 012 013		383	355	324	91%	85%	27	7%	17	4%	2%	3.15	19.7	20.4	21.3	21.3	20.6	
Non-SLA Dept. Avg. - Control			313	291	268	92%	86%	21	7%	13	4%		3.13	19.7	20.4	21.1		20.5	

- SOCY121 had an SLA graded pass rate of 93% F'04 and 94% W'04. Over a 4-YR period (F'00-F'04), the average SLA graded pass rate was 86% with an average GPA of 2.95. For the same 4-YR period, the SLA graded pass rate was +5% above the control sections and +1% higher than the non-SLA departmental average. This semester the difference between the SLA sections and the control and non-SLA departmental averages remained consistent with the 4-YR average.



# Appendix B

**SUMMER 2004  
COURSE OFFERINGS**

**Structured Learning Assistance  
Program**

**05/06/04 Final**

**N≈ 60**

SLA Project Coordinator

*Christina Hollenbeck*  
ASC 1045 x5947

Administrative Assistant

*Lonnie Wolgamott*  
ASC 1047 x5974

**(34) DHYG 218 PROF NEUMANN**

**SECT 001 (Perkins)**

PHR 307 x2249

LEC: M-T 9:15A-10:50P PHR 305

SLA: M 11:00A-12:50P VFS 420

Facilitator: **Denise Byrnes**

- 6/16 – 8/11 (8 Weeks)

**(26) NURS 116 PROF MORTON**

**SECT 211-213 (Perkins)**

VFS 307 x2293

LEC: T-W 9:00A-12:20P VFS 425

LAB: TBA

SLA: R 1:00-4:50P VFS 425

Facilitator: **Kathy Walter**

- 5/18 – 6/29 (6 Weeks of Lecture)
- 6/30 – 8/11 (6 Weeks of Clinical Lab)

## Structured Learning Assistance Program

### FALL 2004 COURSE OFFERINGS

#### Final

SLA Program Coordinator – Christina Hollenbeck (ASC1045 x5947)  
Administrative Assistant – Lonnie Wolgamott (ASC1047 x5974)

**(40) ACCT 201 PROF COOK**

**SECT 004** (Control 002)  
BUS 362 X 2475  
LEC: M-W-F: 12:00-12:50P BUS 216  
SLA: T-R: 3:30-5:00P BUS 210  
Facilitator: **Trudy Herzog**

**(28) ACCT 202 PROF WOLGAMOTT**

**SECT 003** (Control 002, 004)  
BUS 303 X 2417  
LEC: M-W-F: 11:00-11:50A BUS 216  
SLA: T-R: 5:15-6:45P BUS 210  
Facilitator: **Trudy Herzog**

**(23) BLAW 321 PROF LOPEZ**

**SECT 002** (Control 004, 005)  
BUS 358 X 2416  
LEC: M-W-F: 10:00-10:50A BUS 312  
SLA: T-R: 3:30-5:00P BUS 312  
Facilitator: **Kait Miron**

**(31) CHEM 103 PROF SHEPLER**

**SECT 211, 212** (Control 223)  
ASC 3096 X 5895  
LEC: M-W: 3:00-3:50P SCI 120  
LAB: SEC 211: R: 9:00-10:50A SCI 314  
LAB: SEC 212: W: 9:00-10:50A SCI 314  
SLA: T-R: 6:00-7:30P SCI 120  
Facilitator: **Emma Shansky**  
Tutor: **None**

**(34) CHEM 103 PROF SHEPLER**

**SECT 221, 222** (Control 223)  
ASC 3096 X 5895  
LEC: T-R: 1:00-1:50P SCI 102  
LAB: SEC 221: W: 12:00-1:50P SCI 314  
LAB: SEC 222: T: 3:00-4:50P SCI 314  
SLA: M-W: 4:00-5:30P SCI 120  
Facilitator: **Emma Shansky**  
Tutor: **Ahn**

**(117) CHEM 114 PROF WEAVER**

**SECT 221-225** (Control 215) **Perkins**  
ASC 3097 X 2589  
LEC: M-W: 4:30-5:45P SCI 102  
LAB: SEC 221: R: 3:00-4:50P SCI 320  
LAB: SEC 222: R: 9:00-10:50A SCI 320  
LAB: SEC 223: W: 12:00-1:50P SCI 320  
LAB: SEC 224: W: 9:00-10:50P SCI 320  
LAB: SEC 225: M: 1:00-2:50P SCI 320  
SLA: T-R: 6:00-7:30P STR 138 (SEC 221,22,25)  
SLA: T-R 1:30-2:45P STR 223 (SEC 223-24)  
Facilitator: **Josh Tibbe**  
Tutor: **None**

**(69) CHEM 121 PROF PARTIGIANONI**

**SECT 232-234** (Control 231)  
ASC 3095 X 5038  
LEC: M-T-W-F: 2:00-2:50P SCI 102  
LAB: SEC 232: R: 12:00-2:50P SCI 333  
LAB: SEC 233: T: 3:00-5:50P SCI 333  
LAB: SEC 234: M: 8:00-10:50A SCI 333  
SLA: M-W: 6:00-7:30P IRC 001  
Facilitator: **Dan Osborn**  
Tutor: **Ken Bracken**

**(31) CHEM 231 PROF SHETTY**

**SECT 211-212**  
ASC 3097 X 2589  
LEC: M-W-F: 10:00-10:50A STR 233  
LAB: SEC 211: W: 12:00-3:50P SCI 321  
LAB: SEC 212: M: 2:00-5:50P SCI 321  
SLA: M-W: 6:00-7:30P STR 136  
Facilitator: **Dave Snyder**  
Tutor: **N/A**

**(60) DHYG 111 PROF BEISTLE**

**SECT 211-214** **Perkins**  
VFS 312 X 2398  
LEC: M-W: 10:00-10:50A VFS 328  
LAB: SEC 211: R: 8:00-9:50A VFS 206  
LAB: SEC 212: R: 1:00-2:50P VFS 206  
LAB: SEC 213: T: 8:00-9:50A VFS 206  
LAB: SEC 214: T: 1:00-2:50P VFS 206  
SLA: M-W: 5:30-7:00P BUS 211  
Facilitator: **Cathy Archer**

**(29) DHYG 218 PROF NEUMANN**

**SECT 001** **Perkins**  
PHR 307 X2249  
LEC: T-R: 12:00-12:50P PHR 305  
SLA: M-W: 5:15-6:45P PHR 305  
Facilitator: **Denise Byrnes**

**(39) ECON 221 PROF FERDOWSI**

**SECT 005** (Control 001, 006)  
BUS 335 X 2465  
LEC: M-W-F: 1:00-1:50P BUS 204  
SLA: T-R: 1:30-2:45P BUS 221  
\*10/28/04 = SCI 117  
Facilitator: **Dharma Shetty**

**(22) EEET 114 PROF KLOPE****SECT 211-213** Perkins

JOH 205 X 2363

LEC: M-W-F: 3:00-3:50P SWN 404

LAB: SEC 211: T-R: 1:00-2:50P SWN 416

LAB: SEC 212: T-R: 3:00-4:50P SWN 416

LAB: SEC 213: Temp Closed

SLA: T-R: 6:00-7:30P SWN 304

Facilitator: John Beyette

**(23) FINC 322 PROF FAIRBANKS****SECT 004** (Control 005)

BUS 346 X 2471

LEC: M-W: 3:00-4:15P BUS 314

SLA: M-W: 6:00-7:30P BUS 312

Facilitator: Sarah Benson

**(19) MATH 010 PROF FORINTOS****SECT 002**

ASC 2038 X 2566

LEC: M-T-W-R: 9:00-9:50A STR 204

SLA: M-W: 1:00-2:30P SCI 144

Facilitator: Jon Oaks

Tutor: Steffanie Johnson

**(19) MATH 010 PROF GIFFORD****SECT 003**

ASC 2024 X 2577

LEC: M-T-W-R: 10:00-10:50A STR 204

SLA: M-W: 2:00-3:30P STR 208

Facilitator: Bonna Hult

Tutor: Edwige

**(20) MATH 010 PROF GIFFORD****SECT 005**

ASC 2024 X 2577

LEC: M-T-W-R: 2:00-2:50P STR 204

SLA: T-R: 9:30-10:45A BUS 123

Facilitator: Bonna Hult

Tutor: Ken Bracken

**(20) MATH 010 PROF TRIPP****SECT 004**

ASC 2048 X 5893

LEC: M-T-W-R: 1:00-1:50P STR 204

SLA: M-W: 3:45-5:15P STR 208

Facilitator: Bonna Hult

Tutor: Edwige

**(30) MATH 110 PROF TRIPP****SECT 003**

ASC 2048 X 5893

LEC: M-T-W-R: 9:00-9:50A STR 120

SLA: M-W: 11:00-12:30P SCI 111

Facilitator: Dharma Shetty

Tutor: Noman.

**(33) MATH 110 PROF CUTLER****SECT 004**

ASC 2028 X 2564

LEC: M-T-W-R: 9:00-9:50A IRC 001

SLA: T-R: 12:00-1:15P SCI 137

Facilitator: Jeremy Houser

Tutor: Edwige

**(29) MATH 110 PROF CUTLER****SECT 005**

ASC 2028 X 2564

LEC: M-T-W-R: 9:00-9:50A IRC 001

SLA: T-R: 1:30-2:45P SCI 336

Facilitator: Jeremy Houser

Tutor: Ben Dontje

**(41) MATH 110 PROF CUTLER****SECT 006**

ASC 2028 X 2564

LEC: M-T-W-R: 10:00-10:50A IRC 001

SLA: T-R: 12:00-1:15P SWN 106

Facilitator: Julie Webb

Tutor: Ken Bracken

**(40) MATH 110 PROF CUTLER****SECT 007**

ASC 2028 X 2564

LEC: M-T-W-R: 10:00-10:50A IRC 001

SLA: T-R: 1:30-2:45P SWN 218

Facilitator: Julie Webb

Tutor: Steffanie Johnson

**(0) MATH 110 PROF CUTLER****SECT 031**

ASC 2028 X 2564

LEC: Temp Closed

SLA: Temp Closed

Facilitator: Julie Webb

Tutor: Steffanie Johnson

**(0) MATH 110 PROF CUTLER****SECT 032**

ASC 2028 X 2564

LEC: Temp Closed

SLA: Temp Closed

Facilitator: Jeremy Houser

Tutor: Edwige

**(30) MATH 110 PROF GIFFORD****SECT 022**

ASC 2024 X 2577

LEC: M-T-W-R: 3:00-3:50P STR 212

SLA: T-R: 12:00-1:15P BUS 224

Facilitator: Jordan Stuhan

Tutor: Noman

**(29) MATH 110 PROF TRIPP****SECT 010**

ASC 2048 X 5893

LEC: M-T-W-R: 10:00-10:50A SCI 136

SLA: M-W: 2:00-3:30P BUS 203

Facilitator: Dharma Shetty

Tutor: A.D.

**(65) MATH 115 PROF LINNEN****SECT 001, 008**

ASC 2036 X 2823

001LEC: M-W-F: 8:00-8:50A IRC 001

008LEC: M-W-F: 11:00-11:50A IRC 001

SLA: T-R: 12:00-1:15P IRC 004

Facilitator: **Lonnie Wolgamott**Tutor: **Naftali**Apprentices: **Ben Dontje, Cassie Weller****(56) MATH 115 PROF LINNEN****SECT 002, 009**

ASC 2036 X 2823

002LEC: M-W-F: 8:00-8:50A IRC 001

009LEC: M-W-F: 11:00-11:50A IRC 001

SLA: T-R: 1:30-2:45P SCI 120

Facilitator: **Lonnie Wolgamott**Tutor: **Naftali**Apprentices: **Todd James, Greg Nagley****(30) MATH 115 PROF LINNEN****SECT 021, 022**

ASC 2036 X 2823

021LEC: Temp Closed

022LEC: M-W-F: 11:00-11:50A IRC 001

SLA: T-R: 3:00-4:15P STR 136

Facilitator: **Lonnie Wolgamott**Tutors: **Naftali, Kristina Mater**Apprentice: **Greg Nagley****(24) MATH 116 PROF SHERWOOD****SECT 002 Perkins**

ASC 2046 X 2573

LEC: M-T-W-R: 9:00-9:50A STR 137

SLA: T-R: 6:00-7:30P STR 128

Facilitator: **Felice Kelley**Tutor: **Aaron****(21) MECH 340 PROF HOLLEN****SECT 003 Perkins**

JOH 420 X 5282

LEC: M-T-W-R: 10:00-10:50A SWN 308

SLA: T-R: 6:00-7:30P SWN 308

Facilitator: **Jason Cook****(24) MRIS 103 PROF KONRAD****SECT 001 Perkins**

VFS 413 X 2298

LEC: M-T-R-F: 2:00-2:50P VFS 419

SLA: M-W: 3:00-4:30P VFS 326A

Facilitator: **Therese Mayhew****(14) MRIS 211 PROF HAGSTROM****SECT 211 Perkins**

VFS 413 X 2298

LEC: M-W: 8:00-8:50A VFS 419

LAB: F: 8:00-9:50A VFS 419

SLA: T: 5:30-7:00P VFS 425

R: 5:30-7:00P VFS 419

Facilitator: **Pam Duddles****(40) NUCM 120 PROF SQUICCIARINI****SECT 211-215 Perkins**

LEC: M-T-W-R-F: 9:00-9:50A VFS 325

LAB: SEC 211: M: 1:00-3:50P VFS 100

LAB: SEC 212: T: 1:00-3:50P VFS 100

LAB: SEC 213: W: 1:00-3:50P VFS 100

LAB: SEC 214: R: 1:00-3:50P VFS 100

LAB: SEC 215: F: 1:00-3:50P VFS 100

SLA: M-W: 6:00-7:30P VFS 325

Facilitator: **Erin Brewington****(38) NURS 105 PROF MORTON****SECT 001 Perkins**

VFS 307 X2293

LEC: T: 1:30-3:20P PHR 201

SLA: R: 1:30-3:20P PHR 201

Facilitator: **Marguerite Wolfram****(60) NURS 226 PROF MORTON****SECT 211-217 Perkins**

\*Section 217 = Cancelled

VFS 307 X 2293

LEC: M: 1:00-3:50P PHR 305

SLA: T: 3:30-5:30P BUS 211

Facilitator: **Kathy Walter****(60) RAD1 121 PROF MAYHEW****SECT 001 Perkins**

VFS 409 X 2320

LEC: T-R: 12:00-1:15P VFS 328

SLA: M-W: 5:15-6:45P VFS 328

Facilitator: **Mickey Mills****(18) RFIM 115 PROF DOREY****SECT 001 Perkins**

WCO 106 X 2385

LEC: T-R: 9:30-10:45A WCO 109

SLA: M-W: 4:30-6:00P BUS 205

Facilitator: **Jeff Godfrey****(16) SOCY 121 PROF BEHLER****SECT 004 (Control 006)**

ASC 2088 X 3611

LEC 004: M-W-F: 8:00-8:50A STR 324

SLA 004: T-R: 9:30-10:45A BUS 203

Facilitator: **Diane Griffin****(19) SONO 101 PROF WEEMAES****SECT 211-214 Perkins**

\*Section 214 = Temp Closed

VFS 410 X 3071

LEC: T-R: 12:00-1:15P VFS 326A

LAB: SEC 211: T: 1:30-3:20P VFS 321

LAB: SEC 212: W: 11:00-12:50P VFS 321

LAB: SEC 213: W: 1:30-3:20P VFS 321

LAB: SEC 214: Temp Closed

WSP: T: 6:00-7:50P VFS 420

W: 4:00-4:50P BUS 203

Facilitator: **Reva Tripp**

## Structured Learning Assistance Program

Winter 2005 Course Offerings - 1/25/05

Christina Hollenbeck – Program Coordinator (x5947)

N ≈ 1156

### College of Allied Health: Julie A Coon/FSU

DHYG121-211	0	M	0100-0150PM	VFS	328	BEISTLE K	15	15	LEC
		T	0800-0950AM	VFS	206				LAB
		R	0500-0740PM	VFS	328	Cathy Archer			SLA
DHYG121-212	0	M	0100-0150PM	VFS	328	BEISTLE K	15	15	LEC
		T	0100-0250PM	VFS	206				LAB
		R	0500-0740PM	VFS	328	Cathy Archer			SLA
DHYG121-213	0	M	0100-0150PM	VFS	328	BEISTLE K	15	15	LEC
		R	0800-0950AM	VFS	206				LAB
		R	0500-0740PM	VFS	328	Cathy Archer			SLA
DHYG121-214	0	M	0100-0150PM	VFS	328	BEISTLE K	15	15	LEC
		R	0100-0250PM	VFS	206				LAB
		R	0500-0740PM	VFS	328	Cathy Archer			SLA
NURS116-211	1	R	0130-0420PM	VFS	325	MORTON A	10	9	LEC
		MT	0800-0150PM			Clinical: Spectrum, Reed City			
		W	0900-1150AM	VFS	424				LAB
		W	0300-0450PM	VFS	325	Kathy Walter			SLA
NURS116-212	0	R	0130-0420PM	VFS	325	MORTON A	10	10	LEC
		MT	0800-0150PM			Clinical: Gerber, Fremont			
		W	0900-1150AM	VFS	424				LAB
		W	0300-0450PM	VFS	325	Kathy Walter			SLA
NURS116-213	0	R	0130-0420PM	VFS	325	MORTON A	10	10	LEC
		MT	0800-0150PM			Clinical: MCGH, Big Rapids			
		R	0900-1150AM	VFS	424				LAB
		W	0300-0450PM	VFS	325	Kathy Walter			SLA
NURS116-214	2	R	0130-0420PM	VFS	325	MORTON A	10	8	LEC
		MT	0800-0150PM			Clinical: Mercy, Cadillac			
		R	0900-1150AM	VFS	424				LAB
		W	0300-0450PM	VFS	325	Kathy Walter			SLA
NURS236-211	0	M	0900-1150AM	IRC	002	POINDEXTER K	10	10	LEC
		WR	0200-1050PM						LAB
		M	0100-0250PM	VFS	326A	Marguerite Wolfram			SLA
NURS236-212	0	M	0900-1150AM	IRC	002	POINDEXTER K	10	10	LEC
		WR	0200-1050PM						LAB
		M	0100-0250PM	VFS	326A	Marguerite Wolfram			SLA
NURS236-213	1	M	0900-1150AM	IRC	002	POINDEXTER K	10	9	LEC
		WR	0200-1050PM						LAB
		M	0100-0250PM	VFS	326A	Marguerite Wolfram			SLA
NURS236-214	0	M	0900-1150AM	IRC	002	POINDEXTER K	10	10	LEC
		WR	0200-1050PM						LAB
		T	0100-0250PM	VFS	325	Marguerite Wolfram			SLA
NURS236-215	1	M	0900-1150AM	IRC	002	POINDEXTER K	10	9	LEC
		WR	0200-1050PM						LAB
		T	0100-0250PM	VFS	325	Marguerite Wolfram			SLA
NURS236-216	0	M	0900-1150AM	IRC	002	POINDEXTER K	10	10	LEC
		WR	0200-1050PM						LAB
		T	0100-0250PM	VFS	325	Marguerite Wolfram			SLA
NURS236-217	0	M	0900-1150AM	IRC	002	CANCELLED			LEC
		WR	0200-1050PM						LAB
		T	0100-0250PM	VFS	325				SLA

RADI111-211	0	MW	0800-0850AM	VFS 328	Wall L	12	12	LEC
		M	1000-1150AM	VFS 105				LAB
		MW	0500-0620PM	VFS 328	Mickey Mills			WSP
RADI111-212	0	MW	0800-0850AM	VFS 328	Wall L	12	12	LEC
		M	0100-0250PM	VFS 105				LAB
		MW	0500-0620PM	VFS 328	Mickey Mills			WSP
RADI111-213	0	MW	0800-0850AM	VFS 328	Wall L	12	12	LEC
		M	0300-0450PM	VFS 105				LAB
		MW	0500-0620PM	VFS 328	Mickey Mills			WSP
RADI111-214	1	MW	0800-0850AM	VFS 328	Wall L	12	11	LEC
		T	0900-1050AM	VFS 105				LAB
		MW	0500-0620PM	VFS 328	Mickey Mills			WSP
RADI111-215	0	MW	0800-0850AM		CANCELLED			LEC
		T	0230-0420PM					LAB
		MW	0500-0620PM					WSP

**College of Allied Health: Ellen J Haneline/FSU**

MRIS204-211	9	TR	1200-0115PM	VFS 419	Sickelsteel M	30	21	LEC
		TR	0130-0220PM	VFS 419				LAB
		TR	0500-0630PM	VFS 419	Pam Duddles			SLA

**College of Arts & Sciences – Mathematics, Chemistry, Physics: David V Frank/FSU**

CHEM103-211	0	TR	0130-0220PM	SCI 102	Shepler V	24	24	LEC
		W	0300-0450PM	SCI 314				LAB
		TR	0430-0550PM	STR 233	Emma Shansky			SLA
CHEM103-212	0	TR	0130-0220PM	SCI 102	Shepler V	24	24	LEC
		W	1200-0150PM	SCI 314				LAB
		TR	0430-0550PM	STR 233	Emma Shansky			SLA
		*MW	0430-0550PM	SCI 137	Emma Shansky			SLA
CHEM103-213	0	TR	0130-0220PM	SCI 102	Shepler V	24	24	LEC
		M	1200-0150PM	SCI 314				LAB
		TR	0430-0550PM	STR 233	Emma Shansky			SLA
		*MW	0430-0550PM	SCI 137	Emma Shansky			SLA
CHEM103-221	0	TR	0300-0350PM	SCI 120	Shepler V	24	24	LEC
		W	0900-1050AM	SCI 314				LAB
		TR	0600-0720PM	SCI 137	Emma Shansky			SLA
CHEM103-222	0	TR	0300-0350PM	SCI 120	Shepler V	24	24	LEC
		M	0300-0450PM	SCI 314				LAB
		TR	0600-0720PM	SCI 137	Emma Shansky			SLA

\*Students in sections 212 and 213 may permanently commit to the MW SLA instead of the TR one offered if applicable. This is to help create two more manageable sized workshops rather than one that is too large.

CHEM121-214	0	MTWR	0500-0550PM	SCI 126	MALAPATI S	24	24	LEC
		T	1200-0250PM	SCI 333				LAB
		MW	0600-0720PM	SCI 117	Dan Osborn			SLA
CHEM121-215	0	MTWR	0500-0550PM	SCI 126	STAFF			LEC
		M	1100-0150PM	SCI 333				LAB
		MW	0600-0720PM	SCI 117				SLA
CHEM122-213	0	MWRF	1000-1050AM	SCI 102	Shetty P	21	21	LEC
		T	1200-0250PM	SCI 335				LAB
		TR	0600-0720PM	STR 233	Ryan Littich			SLA
CHEM122-214	1	MWRF	1000-1050AM	SCI 102	Shetty P	21	20	LEC
		T	0800-1050AM	SCI 335				LAB
		TR	0600-0720PM	STR 233	Ryan Littich			SLA

MATH010-001	2	MTWR	0900-0950AM	STR	203	Mukundan L	20	18	LEC	
		MTW	1000-1050AM	STR	203	Jon Oaks			SLA	
MATH010-003	0	MTWR	1200-1250PM	SCI	136	Gifford S	18	18	LEC	
		MW	0400-0520PM	SCI	336	Jordan Stuhan			SLA	
MATH110-001	0	MTWR	0800-0850AM	STR	202	Linnen J	18	18	LEC	
		MW	0100-0220PM	BUS	203	Lonnie Wolgamott			SLA	
MATH110-002	0	MTWR	0900-0950AM	STR	204	FORINTOS M	18	18	LEC	
		MW	0200-0320PM	SCI	132	Felice Kelley			SLA	
MATH110-003	0	MTWR	0900-0950AM	SCI	136	Cutler E	18	18	LEC	
		MW	0100-0220PM	SWN	114	Ted Lindsay			SLA	
MATH110-004	0	MTWR	1000-1050AM	IRC	001	Linnen J	18	18	LEC	
		MW	1100-1220PM	BUS	203	Lonnie Wolgamott			SLA	
MATH110-005	0	MTWR	1000-1050AM			CANCELLED			LEC	
		MW	0100-0220PM						SLA	
MATH110-008	0	MTWR	1200-1250PM	IRC	001	Linnen J	28	28	LEC	
		MW	0100-0220PM	BUS	221	Julie Webb			SLA	
MATH110-009	6	MTWR	1200-1250PM	IRC	001	Linnen J	28	22	LEC	
		TR	0800-0915AM	BUS	203	Lonnie Wolgamott			SLA	
MATH110-011	0	MTWR	0100-0150PM	STR	120	TRIPP J	18	18	LEC	
		MW	0300-0420PM	STR	230	Jeremy Houser			SLA	
MATH110-012	1	MTWR	0200-0250PM	SCI	136	TRIPP J	18	17	LEC	
		TR	0930-1045AM	SCI	117	Jeremy Houser			SLA	
MATH110-014	0	MTWR	0300-0350PM	SCI	136	Gifford S	18	18	LEC	
		TR	0130-0245PM	SCI	137	Bonna Hult			SLA	
MATH110-017	0	MTWR	0400-0450PM	SCI	136	Gifford S	18	18	LEC	
		TR	0930-1045AM	SCI	137	Bonna Hult			SLA	
MATH110-019	0	MTWR	1000-1050AM	IRC	001	CANCELLED			LEC	
		MW	0300-0420PM	SCI	117				SLA	
MATH110-020	12	MTWR	1200-1250PM	IRC	001	Linnen J	28	16	LEC	
		TR	0130-0245PM	STR	236	Julie Webb			SLA	
MATH115-003	3	MWF	0900-0950AM	STR	108	PRICE H	30	27	LEC	
		TR	0430-0545PM	SCI	111	Cassie Weller			SLA	
MATH115-007	0	MWF	1000-1050AM	STR	108	PRICE H	30	30	LEC	
		TR	0300-0415PM	STR	212	Cassie Weller			SLA	
MATH115-008	7	MWF	1000-1050AM	STR	120	Sun K	32	25	LEC	
		TR	0930-1045AM	SCI	144	Ben Dontje			SLA	
MATH115-009	3	MWF	1100-1150AM	STR	120	DEKKER M	32	29	LEC	
		TR	0130-0245PM	SCI	117	Todd James			SLA	
MATH115-012	8	MWF	1200-1250PM	STR	120	DEKKER M	32	24	LEC	
		TR	0130-0245PM	SCI	336	Ben Dontje			SLA	
MATH116-003	4	MTWR	1000-1050AM	SCI	136	Cutler E	28	24	LEC	
		MW	0630-0750PM	SCI	111	Ted Lindsay			SLA	
PHYS211-212	3	MWF	1100-1150AM	SCI	102	Lou B	23	20	LEC	
		R	0300-0550PM	SCI	114				LAB	
		MW	0700-0820PM	SCI	120	Justin Schweigert			SLA	
PHYS211-213	2	MWF	1100-1150AM	SCI	102	Lou B	23	21	LEC	
		R	1200-0250PM	SCI	114				LAB	
		MW	0700-0820PM	SCI	120	Justin Schweigert			SLA	
<b>College of Arts &amp; Sciences – Sociology: John P Thorp/FSU</b>										
SOCY121-003	3	MWF	1000-1050AM	STR	324	Behler G	40	17	LEC	
		TR	0930-1045AM	STR	129	Diane Griffin			SLA	



**College of Business: William Smith/FSU**

BLAW321-002	7	MWF	1000-1050AM	BUS 312	Lopez G	35	28	LEC
		TR	0330-0500PM	BUS 206	Kait Miron			SLA

**College of Business: Mohammed El Saidi/FSU**

ACCT201-006	0	MWF	1200-1250PM	BUS 216	COOK T	32	32	LEC
		TR	0515-0645PM	BUS 216	Trudy Herzog			SLA

ACCT202-003	0	MWF	1100-1150AM	BUS 216	Wolgamott C	34	34	LEC
		TR	0330-0500PM	BUS 205	Trudy Herzog			SLA

ECON221-005	0	MWF	0100-0150PM	BUS 204	Ferdowsi A	39	39	LEC
		TR	0300-0430PM	BUS 204	Shohreh Ferdowsi			SLA

FINC322-004	1	MW	0300-0415PM	BUS 314	Fairbanks J	24	23	LEC
		MW	0600-0730PM	BUS 316	Sarah Benson			SLA

**College of Technology – Electronics: Ronald A Mckean/FSU**

EEET124-211	0	MWF	0900-0950AM		CANCELLED			LEC
		TR	0800-0950AM					LAB
		TR	0600-0720PM					SLA

EEET124-212	0	MWF	0900-0950AM	SWN 404	Cook C	16	16	LEC
		MW	0300-0450PM	SWN 416				LAB
		TR	0600-0720PM	SWN 404	John Beyette			SLA

EEET124-213	0	MWF	0900-0950AM	SWN 404	Cook C	16	16	LEC
		TR	0300-0450PM	SWN 416				LAB
		TR	0600-0720PM	SWN 404	John Beyette			SLA

## Appendix C

# Structured Learning Assistance Program

## Facilitator Questionnaire Results – Fall 2004

N = 25 (of 26)

*(Please answer on these sheets. Circle your multiple-choice responses. No name necessary.)*

1. You would describe the working relationship between you and the professor as \_\_\_\_ .  
 A) Negative  
 B) Acceptable  
 C) 21% Positive  
 D) 79% Very positive
2. The relationship between you and the tutor(s) who worked with you was \_\_\_\_ .  
 A) Negative  
 B) Acceptable  
 C) Positive  
 D) 20% Very positive  
 E) 80% Did not have a tutor
3. What was the attitude of the students toward SLA at the end of the semester?  
 A) Mostly negative  
 B) 4% Equally mixed positive and negative  
 C) 33% More positive than negative  
 D) 63% Mostly positive
4. In general, estimate how long was it before students began accepting the help workshops offered.  
 A) 34% One week  
 B) 31% 2-3 weeks  
 C) 31% 4-5 weeks  
 D) 4% 6 or more weeks  
 E) Have not accepted it
5. How would you characterize the effectiveness of the workshops in helping students learn the course material?  
 A) Not effective  
 B) 12% Somewhat effective  
 C) 42% Effective  
 D) 46% Very effective
6. Do you feel the current level of 3 hours per week is adequate to assist most students in earning a 2.0 grade or better in the course?  
 A) 12% No, too much time  
 B) 17% No, too little time  
 C) 8% Uncertain  
 D) 63% Yes, three hours per week is adequate
7. How would you characterize the level of administrative support you have received from the project coordinator?  
 A) Negative  
 B) 12% Acceptable  
 C) 36% Positive  
 D) 52% Very positive
8. How would you characterize the students' response to working in collaborative group learning situations?  
 A) Didn't use collaboration  
 B) 4% Negative  
 C) Somewhat negative  
 D) 69% Somewhat positive  
 E) 27% Positive
9. What was the level of input your professor gave you in developing learning materials for the workshops?  
 A) 20% No input  
 B) 40% Some input  
 C) 32% Positive input  
 D) 8% Very positive input
10. How would you characterize the attendance policy effectiveness for promoting good student attendance?  
 A) Not effective  
 B) 8% Somewhat effective  
 C) 60% Effective  
 D) 32% Very effective

11. How would you characterize the “late for workshop” policy effectiveness for promoting on-time behavior?  
 A) 8% Not effective  
 B) 32% Somewhat effective  
 C) 56% Effective  
 D) 4% Very effective
12. How effective was the facilitator training in preparing you for the job of workshop facilitator?  
 A) 4% Not effective  
 B) 16% Somewhat effective  
 C) 60% Effective  
 D) 20% Very effective
13. How long have you been an SLA facilitator?  
 A) 36% This is my 1<sup>st</sup> semester  
 B) 32% 2-3 semesters  
 C) 12% 4-5 semesters  
 D) 20% 6 or more semesters
14. How many hours a week did you spend in direct preparation for the workshop activities?  
 A) 8% less than 5 hours per week  
 B) 58% 5-10 hours per week  
 C) 31% 11-15 hours per week  
 D) 4% 16 or more hours per week
15. How difficult was learning the course content and preparing the workshop activities concurrently?  
 A) Very difficult  
 B) 8% Difficult  
 C) 56% Reasonable  
 D) 36% Very reasonable
16. What changes in the classroom instructional process did you observe from your professor as a result of your weekly/daily feedback to them concerning student progress?  
 A) 4% No change  
 B) 64% Very little change  
 C) 32% Substantial change  
 D) Very substantial change
17. How effective was the weekly meeting with the professor in planning and organizing the workshops?  
 A) 8% Didn't meet with any regularity  
 B) 17% Somewhat effective  
 C) 46% Effective  
 D) 29% Very effective  
 E) Not effective
18. How effective were the monthly meetings with the project coordinator for assisting you to facilitate the workshops more effectively?  
 A) 18% Not effective  
 B) 41% Somewhat effective  
 C) 23% Effective  
 D) 18% Very effective
19. What percentage of the students that regularly attend workshop would you describe as being disruptive?  
 A) 34% 0%  
 B) 50% 1-5%  
 C) 8% 6-10%  
 D) 8% 11% or more
20. What percentage of the students enrolled in the course attended the SLA workshop at least 50% of the time?  
 A) 0%  
 B) 11% 1-20%  
 C) 35% 21-40%  
 D) 39% 41-60%  
 E) 15% 61% or more
21. What percentage of students that regularly attend workshop were on task and fully committed to earning a passing grade?  
 A) Less than 50%  
 B) 28% 51-75%  
 C) 40% 76-90%  
 D) 32% 91-99%
22. Did the project coordinator provide adequate resources/communication/materials to help you with your facilitator role?  
 A) 4% Inadequate  
 B) 20% Adequate  
 C) 72% Very useful  
 D) 4% Would like even more resources

# Structured Learning Assistance Program Facilitator Questionnaire Results – Winter 2005

(Please answer on these sheets. Circle your multiple-choice responses. No name necessary.)

**N = 23 (of 26) or 88.5%**

1. You would describe the working relationship between you and the professor as \_\_\_\_\_.
 

A) Negative = 0%	C) Positive = 17%
B) Acceptable = 4%	D) Very positive = 78%
  
2. The relationship between you and the tutor(s) who worked with you was \_\_\_\_\_.
 

A) Negative = 0%	D) Very positive = 32%
B) Acceptable = 20%	E) Did not have a tutor = 36%
C) Positive = 12%	
  
3. What was the attitude of the students toward SLA at the end of the semester?
 

A) Mostly negative = 0%	C) More positive than negative = 35%
B) Equally mixed positive and negative = 9%	D) Mostly positive = 56%
  
4. In general, estimate how long was it before students began accepting the help workshops offered.
 

A) One week = 46%	D) 6 or more weeks = 4%
B) 2-3 weeks = 25%	E) Have not accepted it = 4%
C) 4-5 weeks = 21%	
  
5. How would you characterize the effectiveness of the workshops in helping students learn the course material?
 

A) Not effective = 0%	C) Effective = 43%
B) Somewhat effective = 13%	D) Very effective = 43%
  
6. Do you feel the current level of 3 hours per week is adequate to assist most students in earning a 2.0 grade or better in the course?
 

A) No, too much time = 4%	C) Uncertain = 4%
B) No, too little time = 9%	D) Yes, three hours per week is adequate = 83%
  
7. How would you characterize the level of administrative support you have received from the project coordinator?
 

A) Negative = 0%	C) Positive = 17%
B) Acceptable = 9%	D) Very positive = 74%
  
8. How would you characterize the students' response to working in collaborative group learning situations?
 

A) Didn't use collaboration = 4%	D) Somewhat positive = 35%
B) Negative = 4%	E) Positive = 35%
C) Somewhat negative = 22%	
  
9. What was the level of input your professor gave you in developing learning materials for the workshops?
 

A) No input = 13%	C) Positive input = 13%
B) Some input = 35%	D) Very positive input = 39%
  
10. How would you characterize the attendance policy effectiveness for promoting good student attendance?
 

A) Not effective = 9%	C) Effective = 30%
B) Somewhat effective = 26%	D) Very effective = 35%

11. How would you characterize the “late for workshop” policy effectiveness for promoting on-time behavior?  
A) Not effective = 17%                      C) Effective = 22%  
B) Somewhat effective = 35%              D) Very effective = 26%
12. How effective was the facilitator training in preparing you for the job of workshop facilitator?  
A) Not effective = 9%                      C) Effective = 48%  
B) Somewhat effective = 22%              D) Very effective = 17%
13. How long have you been an SLA facilitator?  
A) This is my 1<sup>st</sup> semester = 22%              C) 4-5 semesters = 17%  
B) 2-3 semesters = 35%                      D) 6 or more semesters = 26%
14. How many hours a week did you spend in direct preparation for the workshop activities?  
A) less than 5 hours per week = 14%              C) 11-15 hours per week = 27%  
B) 5-10 hours per week = 55%              D) 16 or more hours per week = 4%
15. How difficult was learning the course content and preparing the workshop activities concurrently?  
A) Very difficult = 0%                      C) Reasonable = 39%  
B) Difficult = 9%                              D) Very reasonable = 52%
16. What changes in the classroom instructional process did you observe from your professor as a result of your weekly/daily feedback to them concerning student progress?  
A) No change = 22%                      C) Substantial change = 17%  
B) Very little change = 61%              D) Very substantial change = 0%
17. How effective was the weekly meeting with the professor in planning and organizing the workshops?  
A) Didn't meet with any regularity = 0%              D) Very effective = 35%  
B) Somewhat effective = 22%              E) Not effective = 4%  
C) Effective = 39%
18. How effective were the monthly meetings with the project coordinator for assisting you to facilitate the workshops more effectively?  
A) Not effective = 0%                      C) Effective = 38%  
B) Somewhat effective = 38%              D) Very effective = 24%
19. What percentage of the students that regularly attend workshop would you describe as being disruptive?  
A) 0% Disruptive = 39%                      C) 6-10% Disruptive = 4%  
B) 1-5% Disruptive = 53%                      D) 11% or more Disruptive = 4%
20. What percentage of the students enrolled in the course attended the SLA workshop at least 50% of the time?  
A) 0% of Students = 0%                      D) 41-60% of Students = 30%  
B) 1-20% of Students = 0%                      E) 61% or more of Students = 40%  
C) 21-40% of Students = 30%
21. What percentage of students that regularly attend workshop were on task and fully committed to earning a passing grade?  
A) Less than 50% of Students = 0%              C) 76-90% of Students = 50%  
B) 51-75% of Students = 29%              D) 91-99% of Students = 21%
22. Did the project coordinator provide adequate resources/communication/materials to help you with your facilitator role?  
A) Inadequate = 0%                      C) Very useful = 74%  
B) Adequate = 22%                              D) Would like even more resources = 4%

## Appendix D

# Structured Learning Assistance Program

## Faculty Questionnaire Results – Winter 2005

N = 10 (of 25) or 40%

(Please take a few minutes to answer these questions. You may place your answers on the sheets by circling your multiple-choice responses. No name necessary – anonymous feedback please.)

- How would you describe changes in the classroom learning atmosphere this semester as a result of having students in SLA workshops?

A) No change = 10%    C) Improved = 40%  
 B) Somewhat improved = 40%    D) Very improved = 10%
- If your classroom learning atmosphere did improve, at what point in the semester would you began to notice an improvement? (Skip if there was no change.)

A) 2-4 weeks = 10%    C) 8-10 weeks = 30%  
 B) 5-7 weeks = 50%    D) 11+ weeks = 0%
- How would you describe the working relationship between yourself and the SLA facilitator?

A) Negative = 0%    C) Positive = 20%  
 B) Acceptable = 0%    D) Very positive = 80%
- To what extent have you been involved in developing learning materials used in SLA workshops?

A) Uninvolved = 40%    C) Involved = 20%  
 B) Somewhat involved = 30%    D) Very involved = 10%
- In your opinion, how effectively do SLA workshops help your students learn course material?

A) Not effective = 0%    C) Effective = 70%  
 B) Somewhat effective = 0%    D) Very effective = 30%
- Is the current level of "SLA workshops at 3 hours per week" adequate to help students earn a 2.0 or better grade in your course?

A) No, too much time = 0%    C) Uncertain = 0%  
 B) No, too little time = 0%    D) Yes, the right amount of time = 100%
- How would you characterize the level of administrative support you have received from the program coordinator since you became involved with this project?

A) Little, if any = 0%    C) Good support = 45%  
 B) Some support = 10%    D) Very good support = 45%
- Has being involved in SLA increased your awareness of the needs of at-risk students?

A) No = 0%                    B) Yes, some increase = 80%                    C) Yes, significant increase = 20%
- How would you describe the number of student complaints about participation in SLA workshops?

A) Numerous complaints = 0%                    B) Some complaints = 44%                    C) Few complaints (if any) = 56%
- Do you feel that your routine involvement with the SLA facilitator and policy requirements has been an extra burden on your teaching workload?

A) Yes, a considerable amount = 0%                    C) Manageable = 50%  
 B) Somewhat more work involved = 10%                    D) Not at all a problem = 40%



## Appendix E

# Structured Learning Assistance Evaluation

## Summer 2004 Student Questionnaire

**DHYG218 w/Denise Byrnes Facilitating**  
**N = 27 (of 34) or 79.4%**

\*\*\*\* Please take a moment to think about when you were ENROLLING in your courses this semester. \*\*\*\*

1. When would you prefer to have SLA workshops offered?

A) 2 days per week in the mornings (8-Noon) = 3.8%	D) Immediately after the course lecture = 53.8%
B) 2 days per week in the afternoons (1-5 p.m.) = 15.4%	E) No preference = 19.2%
C) 2 days per week in the evening (6-9 p.m.) = 7.7%	
  
2. Have you taken courses with SLA workshops before this course?

A) Yes, I've taken 3 or more = 55.6%	C) Yes, I've taken 1 other workshop = 3.7%
B) Yes, I've taken 2 other workshops = 40.7%	D) No, this was my first SLA workshop = 0%
  
3. How did you come to be enrolled in an SLA course section?

A) I really wanted the SLA = 3.7%	D) It was the only choice = 88.9%
B) My advisor suggested it = 0%	E) I didn't realize I was enrolled in an SLA course section until after classes started = 7.4%
C) Other people I knew were taking the SLA = 0%	
  
4. After the first two weeks of class, was your SLA workshop attendance voluntary or required?

A) I attended voluntarily most of the time = 44.4%	C) I was required to attend most of the time = 22.2%
B) I attended equal amounts of the voluntary and required sessions = 22.2%	D) I did not attend after the first two weeks = 11.1%
	E) I did not attend at all = 0%

**STOP answering here IF you answered "D or E" on #4 – Otherwise CONTINUE**

\*\*\*\*\* Please think about your ability to LEARN and UNDERSTAND the course material. \*\*\*\*\*

5. Ignoring time in the SLA workshop, how much other time did you spend studying for this course?

A) 7 or more hours each week = 12%	C) 3 to 4 hours each week = 48%
B) 5 to 6 hours each week = 16%	D) Less than 2 hours each week = 24%
  
6. How often did the SLA workshops help you understand the course material?

A) Most of the Time = 0%	C) Seldom = 56%
B) Some of the time = 36%	D) None of the Time = 8%
  
7. Did the SLA workshops help you to prepare for the course tests?

A) Yes = 8%	C) Not Really = 44%
B) Somewhat = 20%	D) No = 28%
  
8. Did the SLA workshops help you understand the professor's presentations (lectures) better?

A) Definitely Yes = 4%	C) Rarely Helped = 48%
B) Helped Sometimes = 36%	D) Definitely No = 12%

\*\*\*\*\* Please think about the SLA FACILITATOR for this course. \*\*\*\*\*

9. In your opinion, did your workshop facilitator conduct effective workshops overall?  
 A) Very Effective = 0% C) Not Very Effective = 44%  
 B) Somewhat Effective = 28% D) Not Effective At All = 28%
10. Was your SLA facilitator open and approachable when you had questions?  
 A) Very Open = 60% C) Not Very Open = 0%  
 B) Somewhat Open = 40% D) Not Open At All = 0%

\*\*\*\*\* Please think about how SLA may have affected your COURSE GRADE. \*\*\*\*\*

11. In your opinion, did attending SLA workshops help you earn a higher grade than without SLA?  
 A) Definitely Yes = 0% C) Not Really = 52%  
 B) Probably Yes = 12% D) Definitely No = 36%
12. In your opinion, what effect do you feel attending SLA had on your overall course grade?  
 A) My grade is much better (1 letter grade) = 0% C) There was no effect on my grade = 70.8%  
 B) My grade is a little better (1/2 letter grade) = 29.2% D) My grade is worse = 0%

\*\*\*\*\* Please think about your OVERALL SLA WORKSHOP EXPERIENCE for this course. \*\*\*\*\*

13. How often did you go to the SLA workshops for this course?  
 A) Every One = 32% C) Approximately half of them = 20%  
 B) Most of them = 28% D) Only before an exam or test = 20%
14. Now that you are almost done this semester, are you glad that you had an SLA workshop for this course?  
 A) Yes = 41.7% B) No = 58.3%
15. Would you recommend that others enroll in this course with an SLA workshop?  
 A) Yes = 72% B) No = 28%
16. Was your SLA workshop for this course what you expected?  
 A) It was exactly what I expected = 0% C) It was nothing like I expected = 60%  
 B) It was somewhat like I expected = 32% D) I didn't have any expectations = 8%
17. When you attended SLA, what were you doing MOST of the time?  
 A) Asking Questions / Getting Answers = 8.7% C) Developing Learning & Studying Skills = 26.1%  
 B) Practice Testing = 26.1% D) Completing Homework = 39.1%
18. Did the "learning & studying techniques" presented in workshop help you master course material?  
 A) Yes = 8.3% C) No = 70.8%  
 B) I'm not sure if they helped me = 20.8% D) They were not part of my workshop = 0%
19. In future coursework, will you use the study skills presented in SLA?  
 A) Yes = 41.7% B) No = 50%

# Structured Learning Assistance Evaluation

## Summer 2004 Student Questionnaire

**NURS116 w/Kathy Walter Facilitating**  
**N = 26 (of 26) or 100%**

1. How did you feel *initially* about enrolling in a course with an SLA workshop attached?
 

1) I didn't want to take it	26.9%	3) I thought it might help	57.7%
2) I didn't know what to expect	0.00%	4) I really wanted the SLA	15.4%
  
2. Consider your *overall* SLA attendance this semester. Did you most often attend voluntarily, or were you most often required to attend?
 

1) Most often attended voluntarily	42.3%	2) Most often required to attend	57.7%
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3. How important is it that students should be required to attend SLA workshops if their grade falls below a "C"?
 

1) Unimportant	0.00%	3) Important	42.3%
2) Somewhat important	23.1%	4) Very Important	34.6%
  
4. How effective were the workshops in helping you to improve your understanding of the course material?
 

1) Not effective	3.80%	3) Effective	30.8%
2) Somewhat effective	30.8%	4) Very Effective	34.6%
  
5. How effective were the workshops in helping you prepare for the course tests?
 

1) Not effective	3.80%	3) Effective	42.3%
2) Somewhat effective	30.8%	4) Very Effective	23.1%
  
6. How effective were the workshops in helping you to better understand the professor's presentations?
 

1) Not effective	3.80%	3) Effective	42.3%
2) Somewhat effective	23.1%	4) Very Effective	30.8%
  
7. How effective was the workshop facilitator in conducting workshops?
 

1) Not effective	0.00%	3) Effective	46.2%
2) Somewhat effective	3.80%	4) Very Effective	50.0%
  
8. How effective were the learning and studying techniques used in workshop in helping you to master the course material?
 

1) Not effective	3.80%	3) Effective	42.3%
2) Somewhat effective	30.8%	4) Very Effective	23.1%

9. How open and approachable was the workshop facilitator to speak with if you needed help or had a question?

1) Not open at all	0.00%	3) Open	11.5%
2) Somewhat open	0.00%	4) Very Open	88.5%

10. Do you believe as a result of attending SLA workshops you earned a higher grade in this course than you would have without the workshops' assistance?

1) Yes	57.7%
2) No	42.3%

11. Would you recommend enrolling in a course with a SLA workshop as a positive choice to other students?

1) Yes	92.3%
2) No	7.70%

12. In your opinion, how much did SLA improve your final grade in this course overall?

1) Raised my letter grade approximately ½ grade	53.8%
2) Raised my letter grade approximately 1 whole letter grade or more	7.70%
3) No change in my overall grade by participating in the SLA	38.5%

**13. This last question is on the separate white sheet of paper.  
Please use that sheet for written responses.**

# Structured Learning Assistance Evaluation

## Fall 2004 Student Questionnaire

COMPOSITE REPORT  
N = 1018 (of 1330) or 76.54%

\*\*\*\* Please take a moment to think about when you were ENROLLING in your courses this semester. \*\*\*\*

- When would you prefer to have SLA workshops offered?
 

A) 2 days per week in the mornings (8-Noon) = 6.5%	D) Immediately after the course lecture = 21.1%
B) 2 days per week in the afternoons (1-5 p.m.) = 37.2%	E) No preference = 18.5%
C) 2 days per week in the evening (6-9 p.m.) = 16.8%	
- Have you taken courses with SLA workshops before this course?
 

A) Yes, I've taken 3 or more = 9.9%	C) Yes, I've taken 1 other workshop = 20.8%
B) Yes, I've taken 2 other workshops = 10.9%	D) No, this was my first SLA workshop = 58.1%
- How did you come to be enrolled in an SLA course section?
 

A) I really wanted the SLA = 23.3%	D) It was the only choice = 41.7%
B) My advisor suggested it = 13.5%	E) I didn't realize I was enrolled in an SLA course section until after classes started = 18.2%
C) Other people I knew were taking the SLA = 1.7%	
- After the first two weeks of class, was your SLA workshop attendance voluntary or required?
 

A) I attended voluntarily most of the time = 33.3%	C) I was required to attend most of the time = 25.8%
B) I attended equal amounts of the voluntary and required sessions = 14.5%	D) I did not attend after the first two weeks = 24.2%
	E) I did not attend at all = 2.2%

**STOP answering here IF you answered "D or E" on #4 – Otherwise CONTINUE**

\*\*\*\*\* Please think about your ability to LEARN and UNDERSTAND the course material. \*\*\*\*\*

- Ignoring time in the SLA workshop, how much other time did you spend studying for this course?
 

A) 7 or more hours each week = 8.6%	C) 3 to 4 hours each week = 42.9%
B) 5 to 6 hours each week = 14.3%	D) Less than 2 hours each week = 33.1%
- How often did the SLA workshops help you understand the course material?
 

A) Most of the Time = 57.6%	C) Seldom = 8.3%
B) Some of the time = 32.5%	D) None of the Time = 2.7%
- Did the SLA workshops help you to prepare for the course tests?
 

A) Yes = 61.0%	C) Not Really = 6.7%
B) Somewhat = 29.7%	D) No = 2.6%
- Did the SLA workshops help you understand the professor's presentations (lectures) better?
 

A) Definitely Yes = 46.0%	C) Rarely Helped = 6.2%
B) Helped Sometimes = 44.7%	D) Definitely No = 3.4%

\*\*\*\*\* Please think about the SLA FACILITATOR for this course. \*\*\*\*\*

9. In your opinion, did your workshop facilitator conduct effective workshops overall?  
 A) Very Effective = **58.1%** C) Not Very Effective = **6.6%**  
 B) Somewhat Effective = **33.1%** D) Not Effective At All = **2.1%**
10. Was your SLA facilitator open and approachable when you had questions?  
 A) Very Open = **83.6%** C) Not Very Open = **2.3%**  
 B) Somewhat Open = **13.1%** D) Not Open At All = **1.0%**

\*\*\*\*\* Please think about how SLA may have affected your COURSE GRADE. \*\*\*\*\*

11. In your opinion, did attending SLA workshops help you earn a higher grade than without SLA?  
 A) Definitely Yes = **35.8%** C) Not Really = **18.1%**  
 B) Probably Yes = **41.4%** D) Definitely No = **4.5%**
12. In your opinion, what effect do you feel attending SLA had on your overall course grade?  
 A) My grade is much better (1 letter grade) = **35.0%** C) There was no effect on my grade = **18.3%**  
 B) My grade is a little better (1/2 letter grade) = **44.3%** D) My grade is worse = **1.0%**

\*\*\*\*\* Please think about your OVERALL SLA WORKSHOP EXPERIENCE for this course. \*\*\*\*\*

13. How often did you go to the SLA workshops for this course?  
 A) Every One = **19.5%** C) Approximately half of them = **20.9%**  
 B) Most of them = **40.8%** D) Only before an exam or test = **19.0%**
14. Now that you are almost done this semester, are you glad that you had an SLA workshop for this course?  
 A) Yes = **84.6%** B) No = **14.5%**
15. Would you recommend that others enroll in this course with an SLA workshop?  
 A) Yes = **88.2%** B) No = **10.8%**
16. Was your SLA workshop for this course what you expected?  
 A) It was exactly what I expected = **30.3%** C) It was nothing like I expected = **10.7%**  
 B) It was somewhat like I expected = **42.4%** D) I didn't have any expectations = **16.4%**
17. When you attended SLA, what were you doing MOST of the time?  
 A) Asking Questions / Getting Answers = **41.7%** C) Developing Learning & Studying Skills = **10.0%**  
 B) Practice Testing = **32.8%** D) Completing Homework = **14.5%**
18. Did the "learning & studying techniques" presented in workshop help you master course material?  
 A) Yes = **44.6%** C) No = **14.1%**  
 B) I'm not sure if they helped me = **33.0%** D) They were not part of my workshop = **8.1%**
19. In future coursework, will you use the study skills presented in SLA?  
 A) Yes = **73.2%** B) No = **24.4%**

# Structured Learning Assistance Evaluation

## Winter 2005 Student Questionnaire

**COMPOSITE REPORT**  
**N = 823 (of 1156) or 71.19%**

\*\*\*\* Please take a moment to think about when you were ENROLLING in your courses this semester. \*\*\*\*

1. When would you prefer to have SLA workshops offered?

A) 2 days per week in the mornings (8-Noon) = 8.8%	D) Immediately after the course lecture = 24.8%
B) 2 days per week in the afternoons (1-5 p.m.) = 34.2%	E) No preference = 18.4%
C) 2 days per week in the evening (6-9 p.m.) = 13.9%	
  
2. Have you taken courses with SLA workshops before this course?

A) Yes, I've taken 3 or more = 10.5%	C) Yes, I've taken 1 other workshop = 34.4%
B) Yes, I've taken 2 other workshops = 14.9%	D) No, this was my first SLA workshop = 39.8%
  
3. How did you come to be enrolled in an SLA course section?

A) I really wanted the SLA = 32.7%	D) It was the only choice = 45.8%
B) My advisor suggested it = 9.4%	E) I didn't realize I was enrolled in an SLA course section until after classes started = 8.4%
C) Other people I knew were taking the SLA = 3.7%	
  
4. After the first two weeks of class, was your SLA workshop attendance voluntary or required?

A) I attended voluntarily most of the time = 30.9%	C) I was required to attend most of the time = 31.6%
B) I attended equal amounts of the voluntary and required sessions = 13.7%	D) I did not attend after the first two weeks = 20.5%
	E) I did not attend at all = 3.2%

**STOP answering here IF you answered "D or E" on #4 – Otherwise CONTINUE**

\*\*\*\*\* Please think about your ability to LEARN and UNDERSTAND the course material. \*\*\*\*\*

5. Ignoring time in the SLA workshop, how much other time did you spend studying for this course?

A) 7 or more hours each week = 8.0%	C) 3 to 4 hours each week = 41.8%
B) 5 to 6 hours each week = 16.2%	D) Less than 2 hours each week = 33.8%
  
6. How often did the SLA workshops help you understand the course material?

A) Most of the Time = 65.3%	C) Seldom = 5.9%
B) Some of the time = 27.6%	D) None of the Time = 1.2%
  
7. Did the SLA workshops help you to prepare for the course tests?

A) Yes = 70.0%	C) Not Really = 4.5%
B) Somewhat = 23.7%	D) No = 1.7%
  
8. Did the SLA workshops help you understand the professor's presentations (lectures) better?

A) Definitely Yes = 56.0%	C) Rarely Helped = 6.3%
B) Helped Sometimes = 34.9%	D) Definitely No = 2.8%



\*\*\*\*\* Please think about the SLA FACILITATOR for this course. \*\*\*\*\*

9. In your opinion, did your workshop facilitator conduct effective workshops overall?  
 A) Very Effective = 66.0% C) Not Very Effective = 4.5%  
 B) Somewhat Effective = 28.4% D) Not Effective At All = 1.1%
10. Was your SLA facilitator open and approachable when you had questions?  
 A) Very Open = 87.9% C) Not Very Open = 1.2%  
 B) Somewhat Open = 9.9% D) Not Open At All = 0.9%

\*\*\*\*\* Please think about how SLA may have affected your COURSE GRADE. \*\*\*\*\*

11. In your opinion, did attending SLA workshops help you earn a higher grade than without SLA?  
 A) Definitely Yes = 38.8% C) Not Really = 15.4%  
 B) Probably Yes = 43.0% D) Definitely No = 2.6%
12. In your opinion, what effect do you feel attending SLA had on your overall course grade?  
 A) My grade is much better (1 letter grade) = 38.3% C) There was no effect on my grade = 14.6%  
 B) My grade is a little better (1/2 letter grade) = 46.0% D) My grade is worse = 0.9%

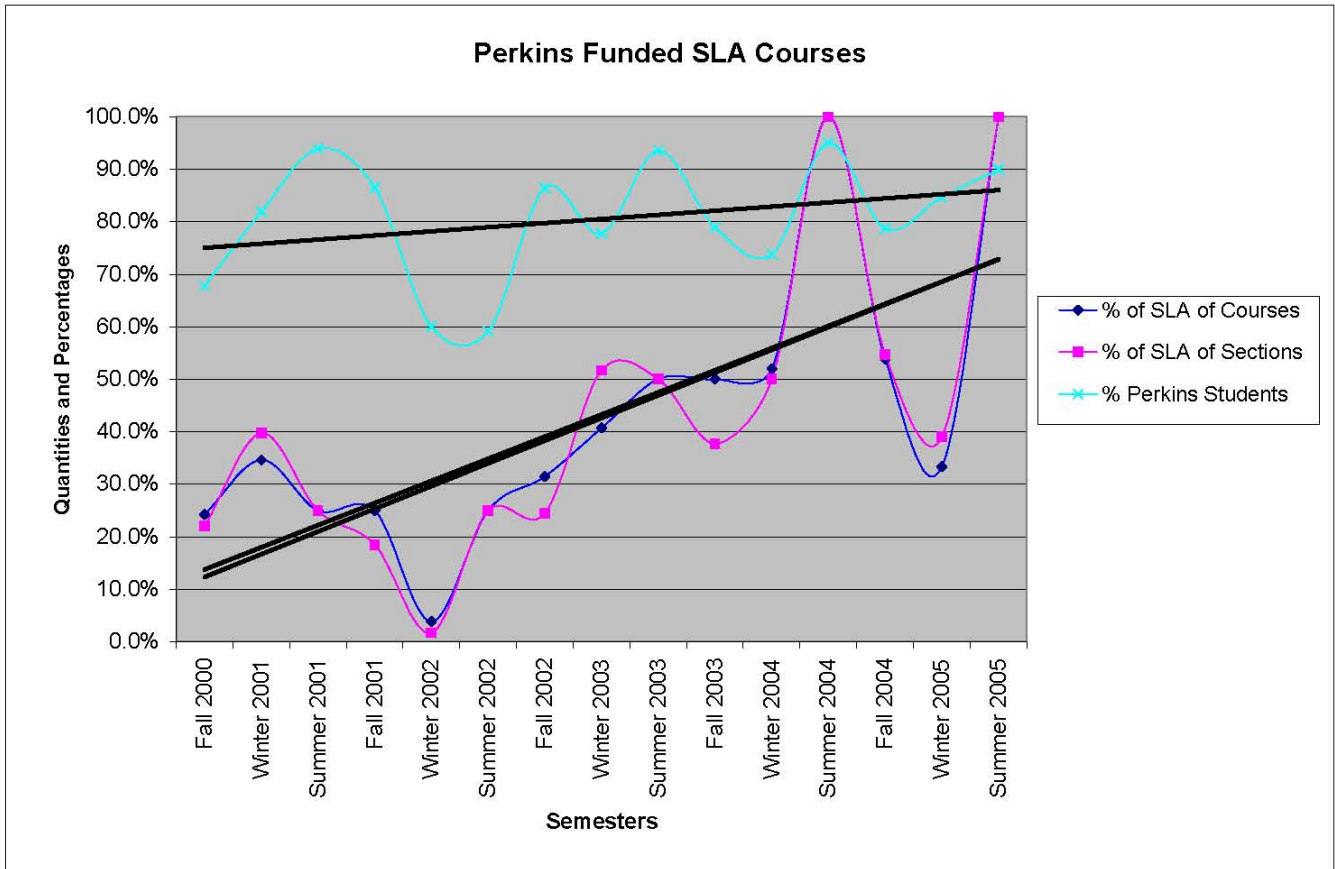
\*\*\*\*\* Please think about your OVERALL SLA WORKSHOP EXPERIENCE for this course. \*\*\*\*\*

13. How often did you go to the SLA workshops for this course?  
 A) Every One = 22.3% C) Approximately half of them = 20.5%  
 B) Most of them = 39.8% D) Only before an exam or test = 17.1%
14. Now that you are almost done this semester, are you glad that you had an SLA workshop for this course?  
 A) Yes = 88.8% B) No = 10.9%
15. Would you recommend that others enroll in this course with an SLA workshop?  
 A) Yes = 90.4% B) No = 8.9%
16. Was your SLA workshop for this course what you expected?  
 A) It was exactly what I expected = 38.4% C) It was nothing like I expected = 8.2%  
 B) It was somewhat like I expected = 41.6% D) I didn't have any expectations = 11.8%
17. When you attended SLA, what were you doing MOST of the time?  
 A) Asking Questions / Getting Answers = 44.8% C) Developing Learning & Studying Skills = 9.5%  
 B) Practice Testing = 34.2% D) Completing Homework = 11.4%
18. Did the "learning & studying techniques" presented in workshop help you master course material?  
 A) Yes = 48.4% C) No = 10.3%  
 B) I'm not sure if they helped me = 30.1% D) They were not part of my workshop = 11.2%
19. In future coursework, will you use the study skills presented in SLA?  
 A) Yes = 76.0% B) No = 22.9%

## Appendix F

COMPOSITE REPORT	
Perkins Funded SLA Course Summary (Fall 2000 - Summer 2005)	
43.27%	Composite Percentage of <b>SLA Courses</b> Funded Through Perkins
42.62%	Composite Percentage of <b>SLA Course Sections</b> Funded Through Perkins
101	Total # of Perkins Funded SLA Courses
230	Total # of Perkins Funded SLA Course Sections
2788	Total # of <b>All Students</b> Enrolled in Perkins Funded SLA Course Sections (see below)
2199	Total # of <b>Perkins Program Students</b> Enrolled in Perkins Funded SLA Course Sections (see below)
78.87%	Percentage of <b>Perkins Program Students</b> Enrolled in Perkins Funded SLA Course Sections
84.58%	Average Pass-Rate of <b>Perkins Program Students</b> in Perkins Funded SLA Courses (see below)
91.86%	Average Pass-Rate of <b>All Students</b> in Perkins Funded SLA Courses

S.L.A. Courses Funded by Voc. Ed. Support Services: Fall 2000 - Summer 2005										
Semester	SLA Courses Funded by Perkins		SLA Course Sections Funded by Perkins		Number of Students in Perkins Funded SLA Courses	Number of Perkins Program Students in Perkins Funded SLA Course Sections	Percent of Students in Perkins Programs	Perkins Students Graded Pass Rate %	SLA Course Graded Pass Rate %	
	#	% of All SLA	#	% of All SLA						
Fall 2000	8	24.2%	15	22.1%	282	191	68%	N/A	80%	
Winter 2001	9	34.6%	25	39.7%	331	271	82%	N/A	89%	
Summer 2001	1	25.0%	1	25.0%	33	31	94%	N/A	97%	
Fall 2001	8	25.0%	14	18.4%	289	250	87%	N/A	88%	
Winter 2002	1	3.8%	1	1.7%	20	12	60%	N/A	100%	
Summer 2002	1	25.0%	1	25.0%	22	13	59%	N/A	100%	
Fall 2002	11	31.4%	22	24.4%	368	318	86%	N/A	93%	
Winter 2003	11	40.7%	31	51.7%	462	359	78%	N/A	85%	
Summer 2003	1	50.0%	1	50.0%	31	29	94%	N/A	90%	
Fall 2003	13	50.0%	26	37.7%	465	367	79%	N/A	93%	
Winter 2004	13	52.0%	30	50.0%	485	358	74%	N/A	88%	
Summer 2004	2	100.0%	4	100.0%	60	57	95%	97%	99%	
Fall 2004	14	53.8%	35	54.7%	531	418	79%	84%	94%	
Winter 2005	7	33.3%	23	39.0%	294	249	85%	73%	90%	
Summer 2005	1	100.0%	1	100.0%	10	9	90%	N/A	N/A	
<b>Totals</b>	<b>101</b>		<b>230</b>		<b>2788</b>	<b>2199</b>				



### Perkins Funded SLA Course Summary (Fall 2004 - Summer 2005)

45.83%	<b>Composite Percentage of SLA Courses Funded Through Perkins</b>
53.85%	Percentage of <b>Fall</b> SLA Courses Funded Through Perkins (14 of 26)
33.33%	Percentage of <b>Winter</b> SLA Courses Funded Through Perkins (7 of 21)
100.00%	Percentage of <b>Summer</b> SLA Courses Funded Through Perkins (1 of 1)
22	Total # of Perkins Funded SLA Courses
47.58%	<b>Composite Percentage of SLA Course Sections Funded Through Perkins</b>
54.69%	Percentage of <b>Fall</b> SLA Course Sections Funded Through Perkins (35 of 64)
38.98%	Percentage of <b>Winter</b> SLA Course Sections Funded Through Perkins (23 of 59)
100.00%	Percentage of <b>Summer</b> SLA Course Sections Funded Through Perkins (1 of 1)
59	Total # of Perkins Funded SLA Course Sections
80.96%	<b>Percentage of Perkins Students Enrolled in Perkins Funded SLA Course Sections</b>
835	Total # of <b>Students Enrolled</b> in Perkins Funded SLA Course Sections
676	Total # of <b>Perkins Program Students Enrolled</b> in Perkins Funded SLA Course Sections
77.83%	<b>Average Pass-Rate of Perkins Students Enrolled in Perkins Funded SLA Course Sections (Fall and Winter)</b>
92.01%	<b>Average Pass-Rate of All Students Enrolled in Perkins Funded SLA Course Sections (Fall and Winter)</b>
90.31%	<b>Average Pass-Rate of Perkins Students Enrolled in SLA and Non-SLA Course Sections (Fall and Winter)</b>
96.97%	Pass-Rate of All Perkins Students (SLA and Non-SLA) for the <b>Fall</b> Semester (Note: 90% for All SLA)
83.64%	Pass-Rate of All Perkins Students (SLA and Non-SLA) for the <b>Winter</b> Semester
N/A	Pass-Rate of All Perkins Students (SLA and Non-SLA) for the <b>Summer</b> Semester

### S.L.A. Courses Funded by Voc. Ed. Support Services - Fall 04

Course	Section Number(s)	Number of Sections	Total # of Students	Total # of Students in Perkins Programs	Percent of Students In Perkins Programs	Graded Pass Rate of Perkins Students	Course Pass Rate
CHEM 114	221-225	5	117	60	51.28%	83%	85%
DHYG 111	211-214	4	56	52	92.86%	100%	100%
DHYG 218	001	1	24	23	95.83%	100%	100%
EEET 114	211-212	2	21	11	52.38%	83%	83%
MATH 116	002	1	24	20	83.33%	54%	70%
MECH 340	003	1	20	19	95.00%	89%	100%
MRIS 103	001	1	21	14	66.67%	100%	100%
MRIS 211	211	1	14	9	64.29%	89%	100%
NUCM 120	211-215	5	38	29	76.32%	100%	100%
NURS 105	001	1	37	35	94.59%	93%	100%
NURS 226	211-217	7	60	56	93.33%	100%	100%
RADI 121	001	1	60	57	95.00%	82%	89%
RFIM 115	001	1	19	14	73.68%	67%	94%
SONO 101	211-214	4	20	19	95.00%	80%	94%
<b>Totals</b>		<b>35</b>	<b>531</b>	<b>418</b>	Average=	<b>87.09%</b>	<b>93.93%</b>

### S.L.A. Courses Funded by Voc. Ed. Support Services - Winter 05

Course	Section Number(s)	Number of Sections	Total # of Students	Total # of Students in Perkins Programs	Percent of Students In Perkins Programs	Graded Pass Rate of Perkins Students	Course Pass Rate
DHYG 121	211-214	4	59	54	91.53%	100%	100%
EEET 124	211-213	3	34	18	52.94%	83%	67%
MATH 116	003	1	27	16	59.26%	44%	73%
MRIS 204	211	1	21	16	76.19%	100%	100%
NURS 116	211-214	4	39	39	100.00%	89%	97%
NURS 236	211-215	5	58	57	98.28%	69%	94%
RADI 111	211-215	5	56	49	87.50%	96%	100%
<b>Totals</b>		<b>23</b>	<b>294</b>	<b>249</b>	Average=	<b>83.09%</b>	<b>90.10%</b>

### S.L.A. Courses Funded by Voc. Ed. Support Services - Summer 05

Course	Section Number(s)	Number of Sections	Total # of Students	Total # of Students in Perkins Programs	Percent of Students In Perkins Programs	Graded Pass Rate of Perkins Students	Course Pass Rate
MRIS211	211	1	10	9	90.00%	N/A	N/A
<b>Totals</b>		<b>1</b>	<b>10</b>	<b>9</b>	Average=	<b>N/A</b>	<b>N/A</b>