



Co-Curricular Assessment of Student Learning Reporting Form

Contact Person: Alicia Price	Date of Report Submission: 9/09/2019
Department: Success Programs	Semester Assessment Conducted: Fall 2018 & Spring 2019

Identify if assessment is:
 First time *Repeat/ trend analysis*

Report Title:
 Assessment of Personal Accountability in Students Seeking Math Tutoring – Fall 2018 to Spring 2019

Type of assessment: (Check all that apply.)
 Departmental Student Learning goal
 Core Competency

Identify if this assessment was completed in collaboration with a specific:
 co-curricular dept. *course* *discipline* *program* *degree* *grant* *other*

1. Describe what you wanted to know about student knowledge, skills or attitudes/behaviors. (Explain why you conducted this assessment.) OR if this is a repeat assessment to “close the loop” – describe what was initially assessed and what changes were implemented.

The SWIC Success Centers play an important role in teaching SWIC students how to be more personally accountable for their own success. All Success Center tutors and specialists are trained in using tutoring strategies that encourage students to become, as stated in the Success Programs mission statement, “confident, independent, and active learners.” In this assessment, the Success Centers sought to discover whether students who visited a Success Center for help with MATH 93, 94, or 97 developed greater personal accountability for their learning as a result of taking advantage of tutoring and other Success Center resources.

To assess this goal, the Success Centers developed a survey to assess students’ self-perception of their personal accountability. The courses MATH 93: Review of Arithmetic, MATH 94: Basic Algebra, and MATH 97: Intermediate Algebra were chosen for assessment because they are taken by a wide range of SWIC students, many of whom seek tutoring in a Success Center. Math tutoring is available six days a week at the Belleville campus, five days a week at the Granite City campus, and four days a week at the Red Bud campus. Through spending time with tutors, the Success Centers hoped that most students would be better equipped to take charge of their own learning.

- 1a. State the department SL goal(s) or core competency linked to this assessment.**
- Success Programs Goal 8: The student shall be able to demonstrate personal accountability for their learning.
 - SWIC Personal Accountability Core Competency 2: Express critical self-awareness. Honestly self-assess how the individual meets expectations, and takes personal responsibility to improve when expectations are not met.
 - SWIC Personal Accountability Core Competency 3: Adapt as needed. Use knowledge and disposition to adapt the individual’s behavior, attitude, and/or actions to be personally accountable in all situations.

1 b. Identify which students were assessed.

The Success Center assessed MATH 93, 94, and 97 students who visited the Belleville, Granite City, and Red Bud Success Centers for tutoring during the Fall 2018 and Spring 2019 semesters. The assessment periods were as follows:

- Fall 2018 Weeks 3 & 4: September 3 – 14
- Fall 2018 Weeks 13 & 14: November 12 – 21
- Spring 2019 Weeks 3 & 4: January 28 – February 8
- Spring 2019 Weeks 13 & 14: April 15 – 26

1c. What was the sample size of the group assessed/the number of possible students?

In Fall 2018, 119 students visited the Success Center to seek tutoring for MATH 93, 94, and 97 during the weeks 3 & 4 assessment period; of that number, 36 students took the assessment.

95 students visited the Success Center to seek tutoring for MATH 93, 94, and 97 during the weeks 13 and 14 assessment period; of that number, 23 students took the assessment.

In Spring 2019, 98 students visited the Success Center to seek tutoring for MATH 93, 94, and 97 during the weeks 3 & 4 assessment period; of that number, 33 students took the assessment.

68 students visited the Success Center to seek tutoring for MATH 93, 94, and 97 during the weeks 13 and 14 assessment period; of that number, 14 students took the assessment.

2. Describe when and how the assessment was conducted/completed. (Attach the tool(s) that was used to collect performance measures.)

Students completed the assessment on paper during the following assessment periods:

Fall 2018

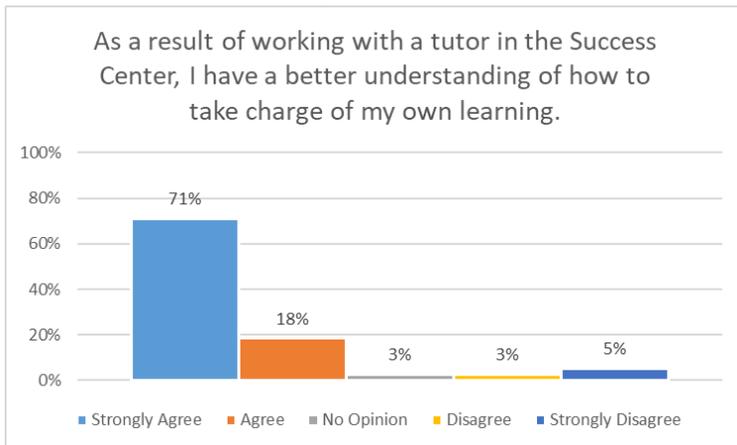
- Weeks 3 & 4: September 3 – 14
- Weeks 13 & 14: November 12 – 21

Spring 2019

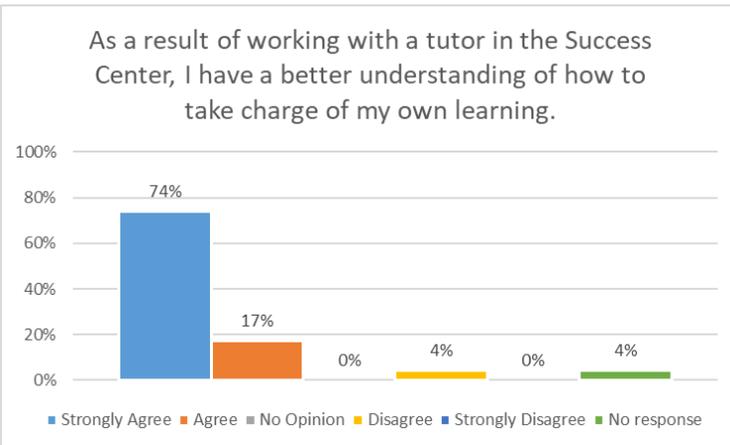
- Weeks 3 & 4: January 28 – February 8
- Weeks 13 & 14: April 15 – 26

3. What were the results of this assessment? (Organize data in a chart – no interpretation needed here.) If this is a repeat assessment, also share the previous assessment results.

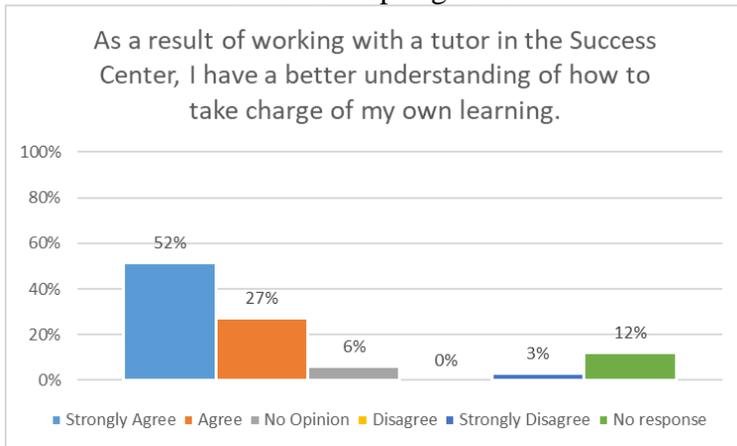
Weeks 3 & 4 Fall 2018



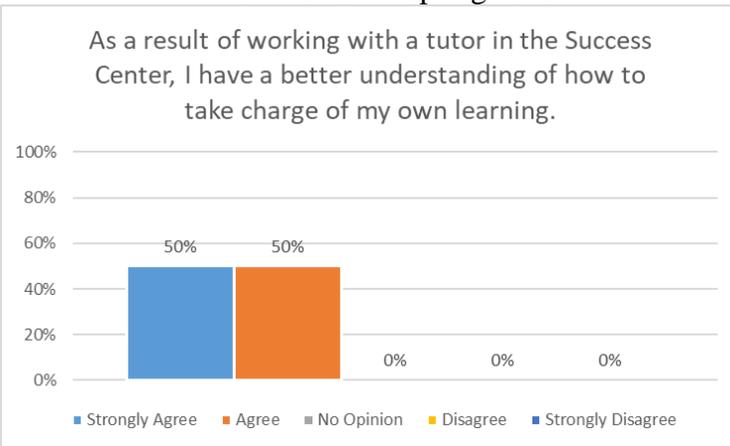
Weeks 13 & 14 Fall 2018



Weeks 3 & 4 Spring 2019



Weeks 13 & 14 Spring 2019



3a. What was the cutoff point (benchmark) using this tool which would indicate satisfactory performance on the goal/objective or core competency skill assessed?

The Success Centers set the goal that 80% of students assessed would agree or strongly agree that Success Center tutoring helped them learn to take charge of their own learning.

4a. What is the analysis/interpretation of these results/trend results?

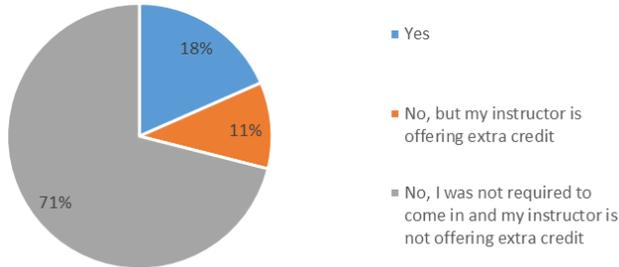
The Success Centers met the benchmark set for this assessment that 80% of students would agree or strongly agree that tutoring in the Success Center helped them learn to take charge of their own learning. An average of 89.75% agreed or strongly agreed that as a result of working with a tutor in the Success Center, they had a better understanding of how to take charge of their own learning, which shows that visiting a Success Center for assistance can help students demonstrate greater personal accountability.

In addition to asking a question directly tied to the goal being assessed, the Success Centers also asked students if they were required by their instructor to come into the Success Center for assistance. Their responses show that even though some were required to visit, the majority of students chose to visit a Success Center either on their own or to earn extra credit. On average, 65.75% of students visited on their own, while an average of 13.75% visited to earn extra credit. The combination of these results with the

question above would suggest that while students who use the Success Center may already be highly motivated, the availability of tutoring and other Success Center resources can further help students become self-determined learners.

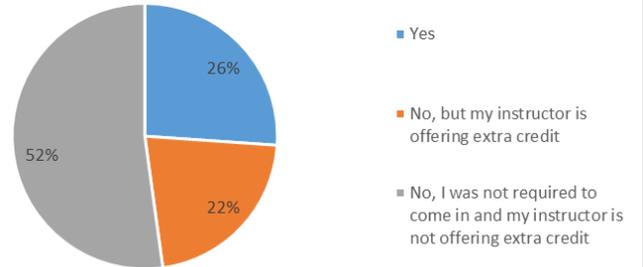
Weeks 3 & 4 Fall 2018

Were you required by your instructor to come in to the Success Center today?



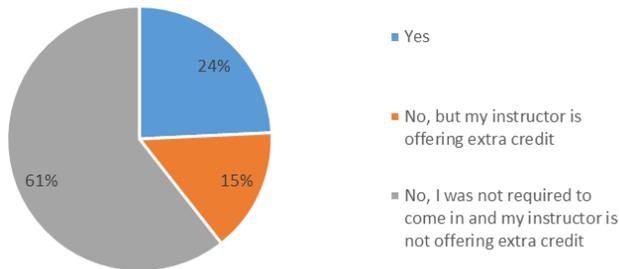
Weeks 13 & 14 Fall 2018

Were you required by your instructor to come in to the Success Center today?



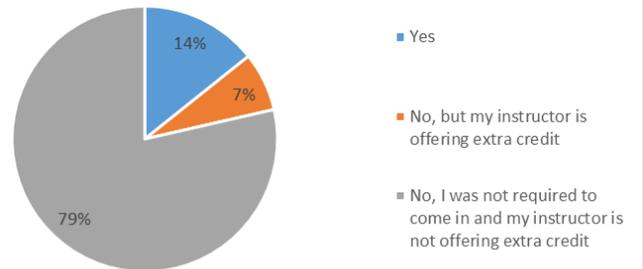
Weeks 3 & 4 Spring 2019

Were you required by your instructor to come in to the Success Center today?



Weeks 13 & 14 Spring 2019

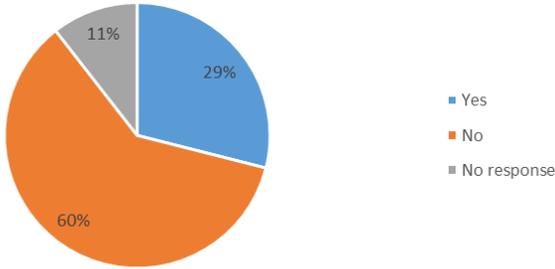
Were you required by your instructor to come in to the Success Center today?



The Success Centers assessed whether or not MATH 93, 94, and 97 students took advantage of practice sheets, another resource available to them in the Success Centers. These practice sheets have been developed by Math Specialists to provide students with additional questions that they can use to further develop their skills. Having access to these practice sheets likely aids students by helping them become more aware of their academic needs, and their use may indicate that students are demonstrating personal accountability by taking the responsibility to meet those needs. On average, 39% of students said that they had used Success Center practice sheets, and while the number of students using practice sheets had increased toward the end of the semester in Fall 2018, no increase was shown in Spring 2019. While this may indicate that Specialists and peer tutors should increase their promotion of these practice sheets among students seeking tutoring, it also suggests that students may instead be utilizing the enhanced online services available to them on MyMathLab.

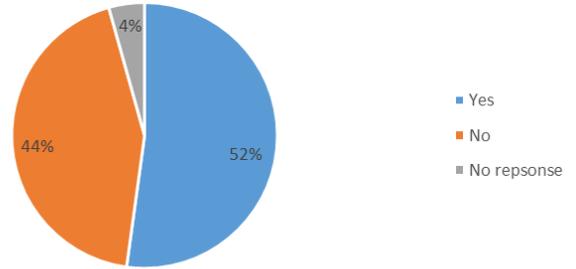
Weeks 3 & 4 Fall 2018

Have you completed any Success Center practice sheets to prepare for your class?



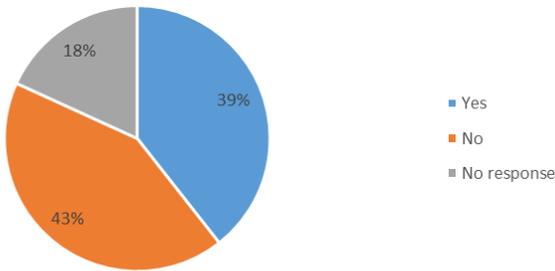
Weeks 13 & 14 Fall 2018

Have you completed any Success Center practice sheets to prepare for your class?



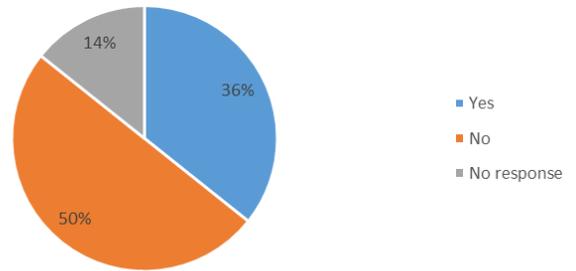
Weeks 3 & 4 Spring 2019

Have you completed any Success Center practice sheets to prepare for your class?



Weeks 13 & 14 Spring 2019

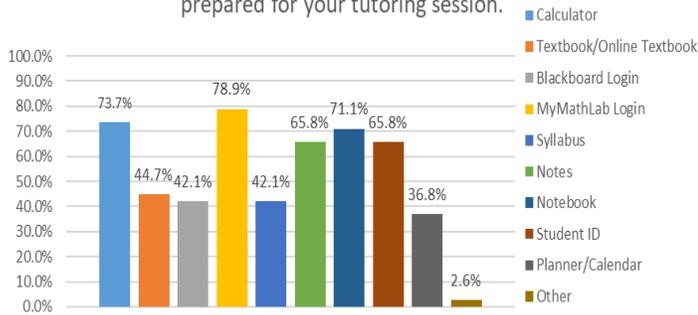
Have you completed any Success Center practice sheets to prepare for your class?



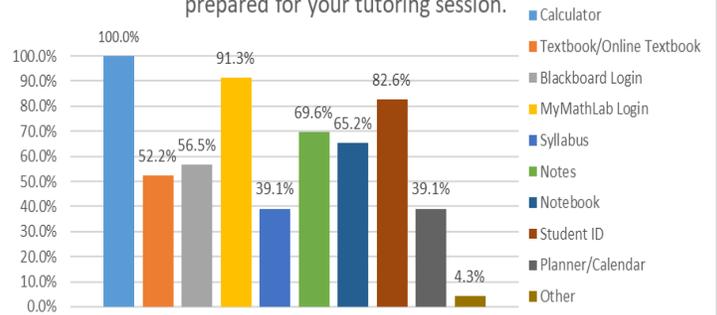
The Success Centers also asked MATH 93, 94, and 97 students what items they had with them in order to be prepared for their tutoring session. The most common item that students had with them was a calculator. The percentage of students who had their calculator increased from 73.7% in weeks 3 & 4 of Fall 2018 to 100% in weeks 13 & 14 of Fall 2018. Similarly, this percentage increased from 75.8% in weeks 3 & 4 of Spring 2019 to 88.2% in weeks 13 & 14 of Spring 2019. This increase could likely be tied to an increase in the student's ability to assess what they need during a tutoring session and adapt their actions to be personally accountable in this situation.

Students were also asked if they had access to their MyMathLab login. In weeks 3 & 4 of Fall 2018, 78.9% of students had their login, and that number increased to 91.3% in weeks 13 & 14 of Fall 2018. This number also increased from 78.8% in weeks 3 & 4 of Spring 2019 to 88.2% in weeks 13 & 14 of Spring 2019. This result suggests an increase in the frequency of students logging into MyMathLab, which suggests they may self-assessed and adapted their behavior to be personally accountable to meet academic expectations.

Please check each item you have with you today to be prepared for your tutoring session.

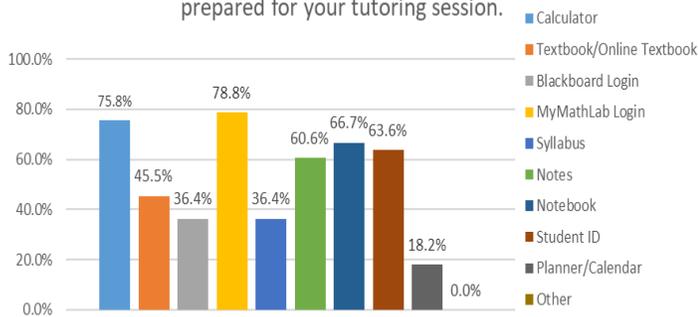


Please check each item you have with you today to be prepared for your tutoring session.



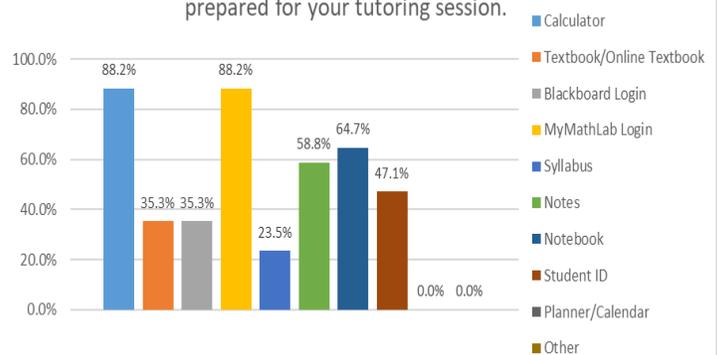
Weeks 3 & 4 Spring 2019

Please check each item you have with you today to be prepared for your tutoring session.



Weeks 13 & 14 Spring 2019

Please check each item you have with you today to be prepared for your tutoring session.



4b. Did the groups meet the benchmark?

Yes

4c. Were there differences in performance based on ethnicity, mode of delivery, GPA, participation in specific support activities, etc.?

N/A

5. What changes, if any, does the department plan to implement to improve student performance? (Note: The response to this question is printed in a public document, the OA Report, posted on www.swic.edu without the above information. Please write this response for summary stand-alone statement that the public will understand – what was assessed, analysis of results, and plans for action.)

In this assessment, the Success Centers met the benchmark set that 80% of students assessed would agree or strongly agree that Success Center tutoring helped them learn to take charge of their own learning, with an average score of 89.75%. The results suggest that visiting a Success Center for assistance can help students demonstrate greater personal accountability. Specialists and tutors will continue to help students learn to be more personally accountable for their learning by encouraging them to take advantage of all available study resources, including practice sheets, calculators, and MyMathLab practice problems. While MyMathLab offers numerous features, tutors and Specialists play an essential role in encouraging students to take personal accountability by helping them learn to make sense of the questions and examples provided by MyMathLab, and by connecting students with available resources, both online and within the Success Centers.

Note: Attach relevant summary of data, rubric, or assessment tool.

Submitted by: Alicia Price

Department: Success Center

Date Reviewed: 9/20/2019

Status: Accepted

For official use only.

Please submit this form electronically to: OA coordinator and Supervisor.