



Co-Curricular Assessment of Student Learning Reporting Form

Contact Person: Keli Tucker	Date of Report Submission: 11/3/2017
Department: Success Programs	Semester Assessment Conducted: Fall 2016 & Spring 2017

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

Report Title:

Using the Learning and Study Strategies Inventory in Project Success Interventions – Fall 2016 to Spring 2017

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.

Each year, faculty across SWIC campuses refer more than 1,300 at-risk students to Project Success, SWIC’s early alert system. On average, 50% of referred students choose to participate in an individual appointment with a Project Success facilitator, each of whom is a trained professional holding a master’s degree. When facilitators meet with referred students, they identify the factors behind the student’s academic struggles through the use of personal inquiry as well other available resources, such as the student’s transcript and the comments provided by the instructors in their referral. Typically, facilitators must rely on students’ subjective self-reports to gain information about any other contributing factors. However, students with limited self-awareness may not be good reporters of the factors affecting their academic success.

By having students take the LASSI (Learning And Study Strategies Inventory) prior to their Project Success appointment, students and Project Success facilitators are able to receive an objective diagnosis of each students’ strengths and weaknesses in ten areas critical to student success. Using 60 questions, the LASSI gives students a score (ranging from 0% to 100%) in each of the following 10 areas: anxiety, attitude, concentration, information processing, motivation, selecting main ideas, self-testing, test strategies, time management, and using academic resources. A score above 75% in one of these areas indicates that students likely do not need to prioritize improvement in that area; a score between 50% and 75% indicates a strong likelihood that improvement is needed; and a score below 50% indicates that the student must improve in order to succeed. Facilitators then use this information to identify resources and strategies that will improve student success, and to provide individualized interventions for Project Success students. In this assessment, the Success Centers sought to discover whether taking the LASSI prior to meeting with a Project Success facilitator increased course completion rate, as well as fall to spring persistence rate.

1a. State the department SL goal(s) or core competency linked to this assessment.

Success Programs Goal 9: The student shall be able to plan, monitor, and evaluate their own learning processes and use appropriate study strategies to adjust accordingly.

1 b. Identify which students were assessed.

The Success Center assessed students who were referred to Project Success at the Belleville, Granite City, and Red Bud campuses during fall 2016 and spring 2017.

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

851 students were referred to Project Success in fall of 2016, 368 of whom received an intervention during an in-person meeting with a Project Success facilitator or by phone. Of that number, 307 students took the LASSI before their appointment, a sample size of 36% of the number of possible students.

647 students were referred to Project Success in spring of 2017, 257 of whom received an intervention during an in-person meeting with a Project Success facilitator or by phone. Of that number, 209 students took the LASSI before their appointment, a sample size of 32% of the number of possible students.

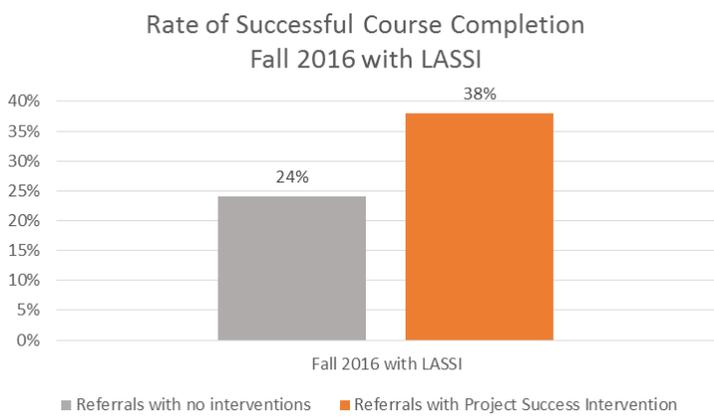
Note: 16% of the Project Success students included in the sample group did not take the LASSI, due primarily to the fact that facilitators must sometimes conduct phone sessions with students who are unable to meet in person. Additionally, some students did not take the LASSI in the spring semester due to having already taken it in the fall.

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

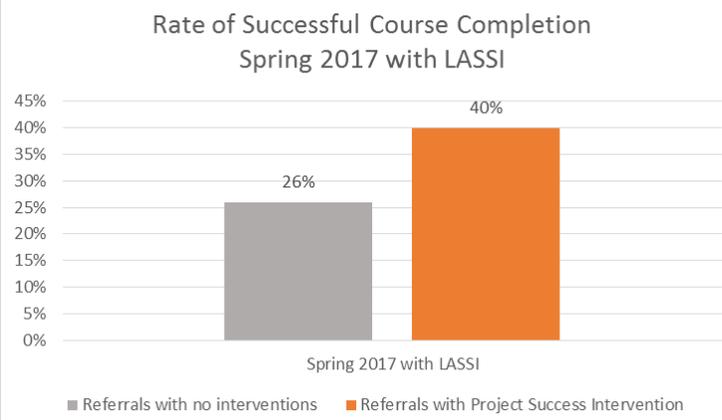
During Weeks 2-16 of fall 2016, Project Success students completed the Learning and Study Strategies Inventory on Success Center computers.
During Weeks 2-16 of spring 2017, Project Success students completed the Learning and Study Strategies Inventory on Success Center computers.

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.

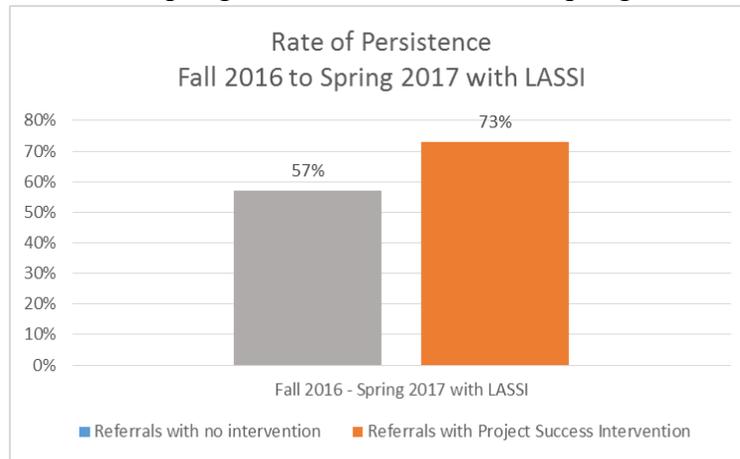
Course Completion – Fall 2016



Course Completion – Spring 2017



Fall to Spring Persistence – Fall 2016-Spring 2017



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 average successful course completion rate for Project Success participants over the past five years is 40%, and the average successful fall to spring persistence rate for Project Success participants over the past five years is 72%. For this assessment, the Success Centers set the following goals:

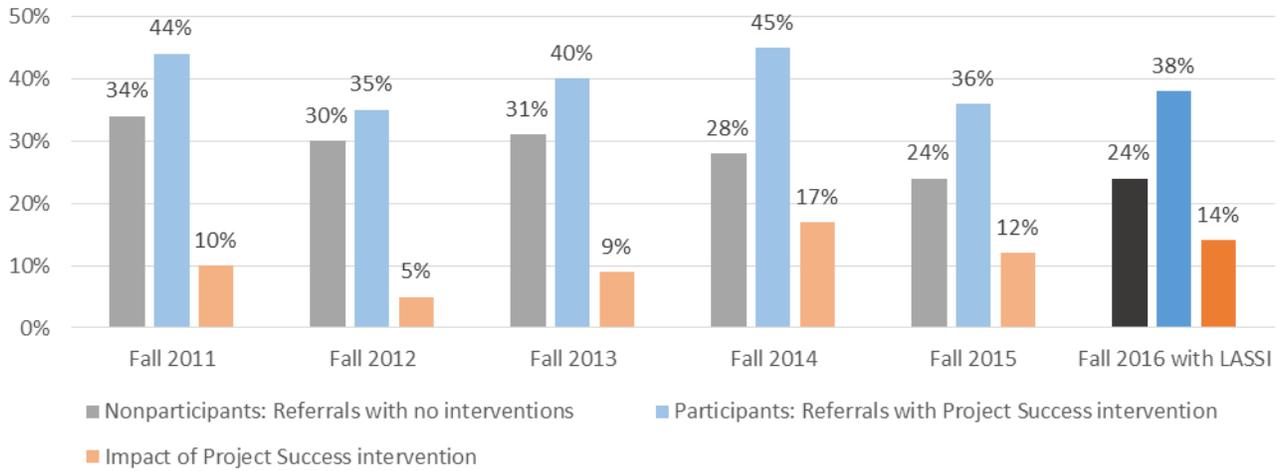
1. Increase successful completion for Project Success participants by 3% to 43% in both fall 2016 and spring 2017.
2. Increase successful persistence from fall to spring for Project Success participants by 3% to 75%.

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

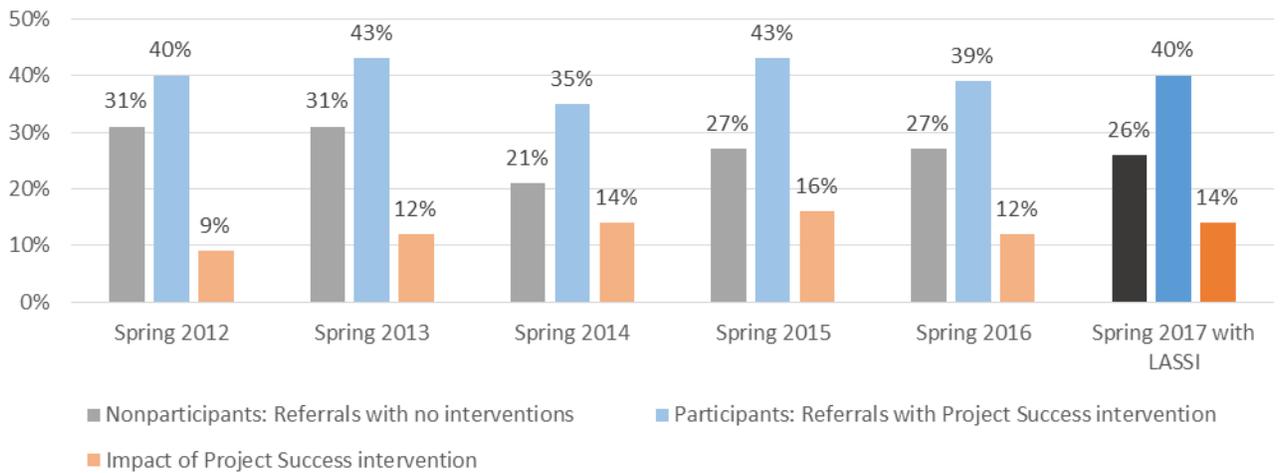
During the year being assessed, neither course completion nor persistence met the benchmarks set by the Success Centers. To interpret these results, it is necessary to first compare this data to the same data collected during the five years prior to this assessment, the averages of which were used to set the benchmarks.

Historically, Project Success has had a clear and significant impact when comparing outcomes of participants (referred students who chose to receive an intervention from a Project Success facilitator) against nonparticipants (referred students who chose not to receive an intervention). In the five years prior to this assessment, students who chose to participate in Project Success were significantly more likely to complete their course and to persist to the next semester, a trend that continued through fall 2016 and spring 2017. Despite the fact that the benchmarks were not met, the impact of Project Success participation on course completion and persistence during fall 2016 and spring 2017 was just as significant as in prior years.

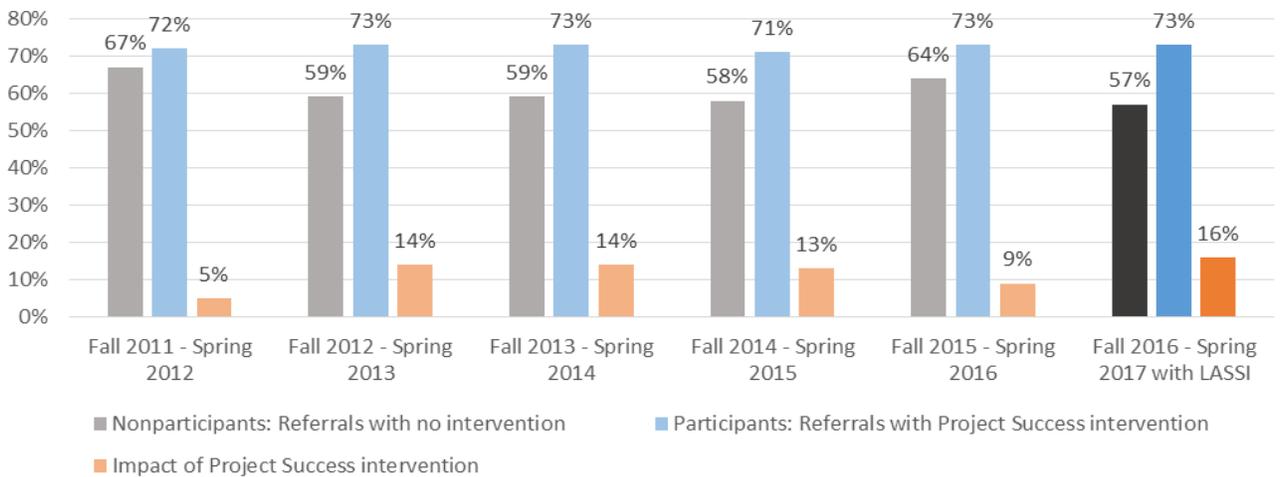
Fall Course Completion



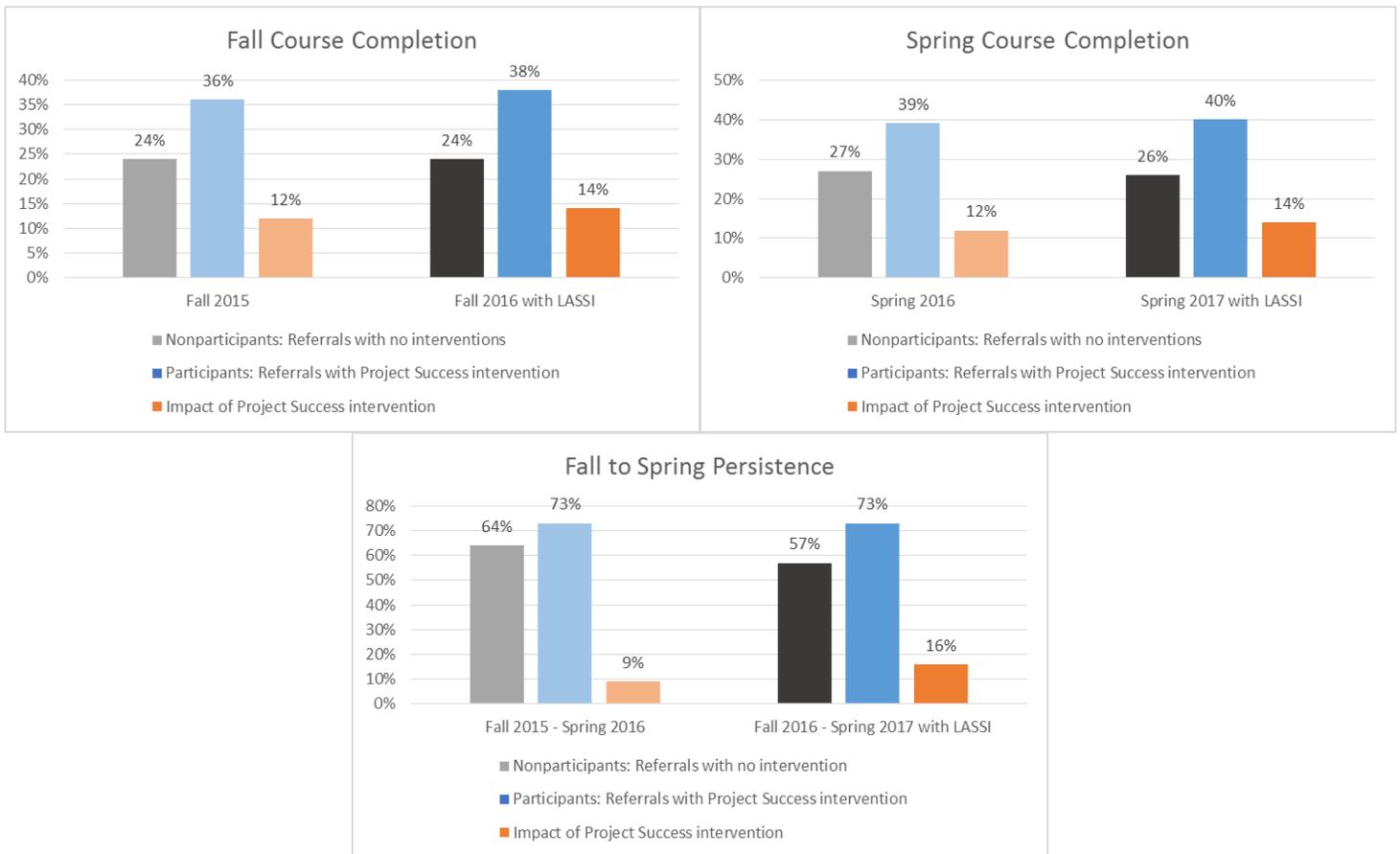
Spring Course Completion



Fall to Spring Persistence



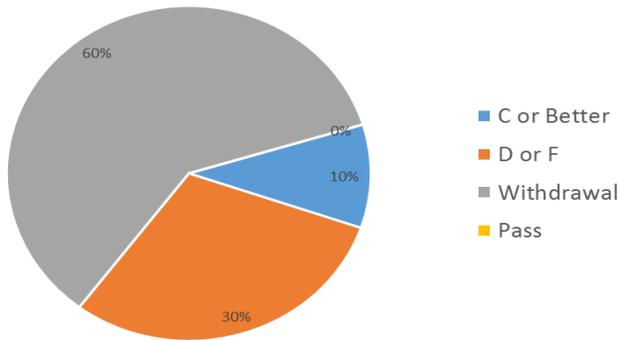
In particular, when comparing the net impact of Project Success on referred students who chose to receive an intervention against referred students who did not receive an intervention, there is an increase of 2% in both fall and spring course completion from the year before, as well as a 7% increase in fall to spring persistence from the year before. This could be attributable in part to the use of the LASSI in fall 2016 and spring 2017.



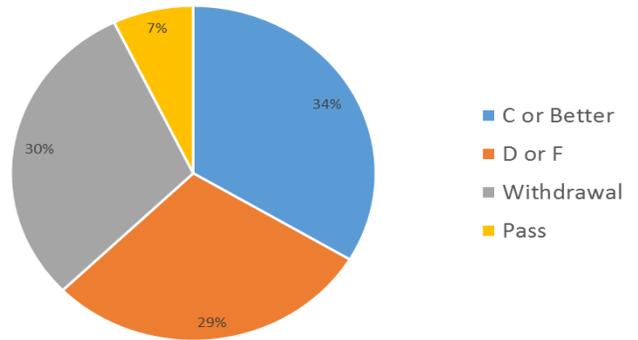
In addition, Project Success participants who took the LASSI were significantly more likely to earn a grade of C or better in their course. In fall of 2016, 33% of participants who took the LASSI earned a grade of C or better, while only 10% of participants who did not take the LASSI earned a grade of C or better.

However, the impact of using the LASSI with Project Success is most evident when comparing grades earned by participants who took the LASSI against participants who did not take the LASSI during the time period being assessed. In fall of 2016, 60% of Project Success participants who did not take the LASSI withdrew from the course for which they were referred. In comparison, just 30% of participants who took the LASSI withdrew.

Grade Distribution of Project Success Participants
Fall 2016 - Without LASSI

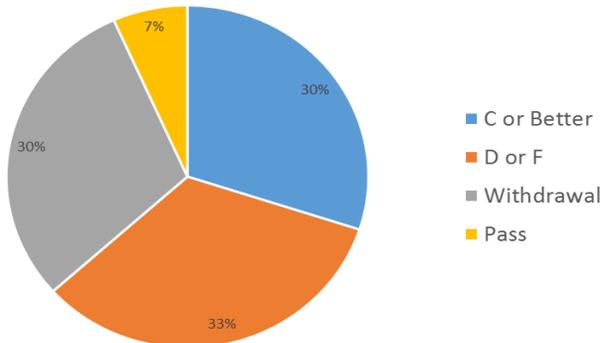


Grade Distribution of Project Success Participants
Fall 2016 - With LASSI

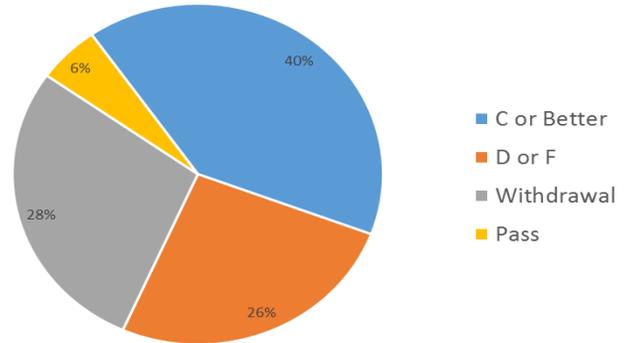


While withdrawal rates were not statistically different in the spring of 2017 between participants who took the LASSI and participants who did not, the positive effects on the grades students earned continued. In spring of 2017, 40% of participants who took the LASSI earned a grade of C or better, while only 30% of participants who did not take the LASSI earned a grade of C or better. It is possible that receiving their LASSI results helped some students fine-tune specific areas of need, which then led to greater success in their course.

Grade Distribution of Project Success Participants
Spring 2017 - Without LASSI



Grade Distribution of Project Success Participants
Spring 2017 - With LASSI



The results of this assessment would suggest that while use of the LASSI did not allow the Success Centers to meet the benchmarks set, the LASSI did have many positive, measurable effects on the Project Success program. In addition to the impact on course completion and grades earned, use of the LASSI also allowed facilitators to more quickly assess students' needs. Because the LASSI was taken prior to the student's appointment with a facilitator, its use allowed facilitators to spend more of each student's appointment time on discussing action steps and concrete strategies, rather than interviewing the student. Use of the LASSI also meant that facilitators were better able to manage the program's student load, and to meet with more students earlier in the semester when interventions are most effective.

While the LASSI appears to have had a positive effect on persistence, course completion, and grades earned, the Success Centers' inability to meet the benchmarks set for this assessment through the use of the LASSI alone may ultimately indicate that Project Success facilitators were already well-equipped to assess the needs of Project Success students, and that other avenues should be explored to increase student outcome.

4b. Did the groups meet the benchmark?

No

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.)

Each year, faculty across SWIC campuses refer more than 1,300 at-risk students to Project Success, SWIC's early alert system. On average, 50% of referred students choose to participate in an individual appointment with a Project Success facilitator, each of whom is a trained professional holding a master's degree. When facilitators meet with referred students, they identify the factors behind the student's academic struggles through the use of personal inquiry as well other available resources, such as the student's transcript and the comments provided by the instructors in their referral. Typically, facilitators must rely on students' subjective self-reports to gain information about any other contributing factors. However, students with limited self-awareness may not be good reporters of the factors affecting their academic success.

By having students take the LASSI (Learning And Study Strategies Inventory) prior to their Project Success appointment, students and Project Success facilitators are able to receive an objective diagnosis of each students' strengths and weaknesses in ten areas critical to student success. Using 60 questions, the LASSI gives students a score (ranging from 0% to 100%) in each of the following 10 areas: anxiety, attitude, concentration, information processing, motivation, selecting main ideas, self-testing, test strategies, time management, and using academic resources. A score above 75% in one of these areas indicates that students likely do not need to prioritize improvement in that area; a score between 50% and 75% indicates a strong likelihood that improvement is needed; and a score below 50% indicates that the student must improve in order to succeed. Facilitators then use this information to identify resources and strategies that will improve student success, and to provide individualized interventions for Project Success students.

Historically, Project Success has had a clear and significant impact when comparing outcomes of participants (referred students who chose to receive an intervention from a Project Success facilitator) against nonparticipants (referred students who chose not to receive an intervention). In the five years prior to this assessment, students who chose to participate in Project Success were significantly more likely to complete their course and to persist to the next semester, a trend that continued through fall 2016 and spring 2017. In this assessment, the Success Centers sought to discover whether taking the LASSI prior to meeting with a Project Success facilitator could further increased course completion rate, as well as fall to spring persistence rate. The departmental Student Learning goal linked to this assessment was Success Programs Goal 9: The student shall be able to plan, monitor, and evaluate their own learning processes and use appropriate study strategies to adjust accordingly.

Prior to the year being assessed, the Success Centers found that the average successful course completion rate for Project Success participants over the past five years is 40%, and the average successful fall to spring persistence rate for Project Success participants over the past five years is 72%. The Success Centers used this information to set the following benchmarks for fall 2016 and fall 2017:

1. Increase successful completion for Project Success participants by 3% to 43% in both fall 2016 and spring 2017.
2. Increase successful persistence from fall to spring for Project Success participants by 3% to 75%.

During the year being assessed, neither course completion nor persistence met the benchmarks set by the Success Centers. Despite this, the impact of Project Success participation on course completion and persistence during fall 2016 and spring 2017 was just as significant as in prior years. In particular, when comparing the net impact of Project Success on referred students who chose to receive an intervention against referred students who did not receive an intervention, there is an increase of 2% in both fall and spring course completion from the year before, as well as a 7% increase in fall to spring persistence from the

year before. This could be attributable in part to the use of the LASSI in fall 2016 and spring 2017.

In addition, Project Success participants who took the LASSI were significantly more likely to earn a grade of C or better in their course. In fall of 2016, 33% of participants who took the LASSI earned a grade of C or better, while only 10% of participants who did not take the LASSI earned a grade of C or better. However, the impact of using the LASSI with Project Success is most evident when comparing grades earned by participants who took the LASSI against participants who did not take the LASSI during the time period being assessed. In fall of 2016, 60% of Project Success participants who did not take the LASSI withdrew from the course for which they were referred. In comparison, just 30% of participants who took the LASSI withdrew. While withdrawal rates were not statistically different in the spring of 2017 between participants who took the LASSI and participants who did not, the positive effects on the grades students earned continued. In spring of 2017, 40% of participants who took the LASSI earned a grade of C or better, while only 30% of participants who did not take the LASSI earned a grade of C or better. It is possible that receiving their LASSI results helped some students fine-tune specific areas of need, which then led to greater success in their course.

The results of this assessment would suggest that while use of the LASSI did not allow the Success Centers to meet the benchmarks set, the LASSI did have many positive, measurable effects on the Project Success program. In addition to the impact on course completion and grades earned, use of the LASSI also allowed facilitators to more quickly assess students' needs. Because the LASSI was taken prior to the student's appointment with a facilitator, its use allowed facilitators to spend more of each student's appointment time on discussing action steps and concrete strategies, rather than interviewing the student. Use of the LASSI also meant that facilitators were better able to manage the program's student load, and to meet with more students earlier in the semester when interventions are most effective.

In addition, as a result of using the LASSI in Project Success, the Project Success facilitators were better able to identify specific areas – such as anxiety, information processing, and selecting the main idea – where new or revised handouts and resources were warranted. Susan Cantonwine and Donna Schenewerk, Learning Specialists at the Belleville Success Center, used the results gleaned from students' LASSI results to revise existing Success Center handouts and to develop new handouts that would better meet students' needs. The LASSI was also used in the development of a four page booklet, called "The Key to Success is U," for use during Project Success appointments. Each of the ten sections within the handout contains strategies tied to one of the ten academic areas that the LASSI assesses. Project Success facilitators can use this handout to quickly provide strategies to each student based on their individual LASSI results. Project Success facilitators will continue to use these updated resources with students to supplement Project Success interventions.

While the LASSI appears to have had a positive effect on persistence, course completion, and grades earned, the Success Programs' inability to meet the benchmarks set for this assessment through the use of the LASSI alone may ultimately indicate that Project Success facilitators were already well-equipped to assess the needs of Project Success students, and that other avenues should be explored to increase student outcome. Because the LASSI costs \$3.50 per unit, any positive effects from its continued use must be judged against the financial investment required. The Success Center plans to use its remaining LASSI units through spring of 2018, and to monitor student outcome throughout this time to ascertain whether these effects increase enough to warrant its continued use.

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

Submitted by: Keli Tucker

Department: Success Center

Date Reviewed: 11/17/17

Status: Accepted

For official use only.

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