



Co-Curricular Assessment of Student Learning Reporting Form

Contact Person: Alicia Price	Date of Report Submission: 07/21/2021
Department: Success Programs	Semester Assessment Conducted: Fall 2019 to Fall 2020
Identify if assessment is: <input checked="" type="checkbox"/> <i>First time</i> <input type="checkbox"/> <i>Repeat/ trend analysis</i>	
Report Title: (Example: Student Learning Goal #2 – Spring 20xx or Writing – Spring 20xx) Assessment of Using College Technology and Course-specific Platforms– Fall 2019 to Fall 2020	
Type of assessment: (Check all that apply.) <input checked="" type="checkbox"/> <i>Departmental Student Learning goal</i> <input type="checkbox"/> <i>Core Competency</i>	
Identify if this assessment was completed in collaboration with a specific: <input checked="" type="checkbox"/> <i>co-curricular dept.</i> <input type="checkbox"/> <i>course</i> <input type="checkbox"/> <i>discipline</i> <input type="checkbox"/> <i>program</i> <input type="checkbox"/> <i>degree</i> <input type="checkbox"/> <i>grant</i> <input type="checkbox"/> <i>other</i>	
<i>1. Describe <u>what you wanted to know</u> about student knowledge, skills or attitudes/behaviors. (Explain why you conducted this assessment.) OR <u>if this is a repeat assessment to “close the loop”</u> – describe what was initially assessed and what changes were implemented.</i>	
<p>The SWIC Success Centers play an important role in enhancing classroom instruction received by SWIC students. All Success Center tutors and Specialists are trained in their discipline and familiar with college technology, including course-specific platforms. The Success Center mission is to “assist students in developing the skills and strategies they need to become confident, independent, and active learners.” In this assessment, the Success Centers sought to discover whether students who visited a Success Center to participate in the LAUNCH program became comfortable enough with technology and course-specific software that they persisted from Fall 2019 to Fall 2020.</p> <p>To assess this goal, the Success Centers developed a program called LAUNCH to assess students’ comfort and abilities with utilizing college technology and course-specific platforms. In this program, students take the Learning and Study Strategies Inventory (LASSI), which measures their preparedness for college success based on 10 scales such as motivation, anxiety levels, and time management. They are also given a paper technology checklist, which assesses their level of comfort and ability accessing college technology, such as eSTORM, SWIC Alert, student email, Blackboard, student Wi-Fi, Office 365/Google Docs, degree audit, as well as course-specific software such as MyMathLab and WileyPLUS. Success Center staff asked students to log into these different technologies to demonstrate their comfort level, or to allow the Success Center to educate them on the various college technologies if uncomfortable with the platforms. Through the LAUNCH program, the Success Centers hoped that most students would be comfortable and able to use the college technology and course-specific platforms.</p>	
<i>1a. State the department SL goal(s) or core competency linked to this assessment.</i>	
<ul style="list-style-type: none"> • Success Programs Goal 7: The student shall be able to use college technology and course-specific software programs. • SWIC Computer Literacy Core Competency 3: Use application software specific to discipline. • SWIC Computer Literacy Core Competency 4: Use computer technology to access, distribute, and communicate information in an online environment. 	

1 b. Identify which students were assessed.

The Success Center assessed all students who participated in LAUNCH at the Belleville, Granite City, and Red Bud Success Centers during the Fall 2019, Spring 2020, and Fall 2020 semesters.

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

In weeks 1-3 of the Fall 2019 semester, 608 students visited the Success Centers and participated in the LAUNCH program. Of this pool of 608, 11 students dropped/retained prior to census date, which brings the cohort size to 597.

In weeks 1-3 of the Spring 2020 semester, 241 students visited the Success Centers and participated in the LAUNCH program. Of this pool of 241, 3 dropped/retained prior to census date, which brings the cohort size to 238.

In weeks 1-9 of the Fall 2020 semester, 52 students visited the Success Centers to participate in the LAUNCH program. Of this pool, 4 dropped/retained prior to the census date, which brings the cohort size to 48. (Low volume due to primarily remote course offerings.)

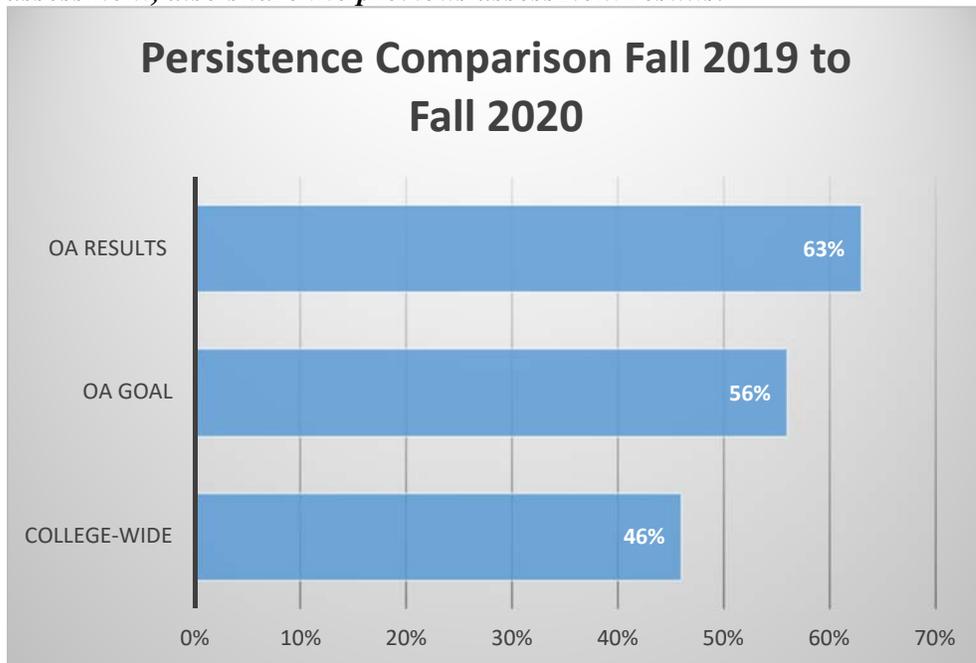
2. Describe when and how the assessment was conducted/completed. (Attach the tool(s) that was used to collect performance measures.)

The assessment periods were as follows:

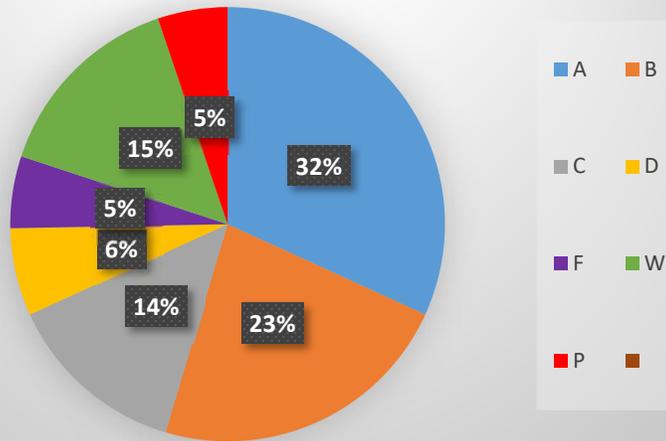
- Fall 2019 Weeks 1-3: 8/17/2019- 8/28/2019
- Spring 2020 Weeks 1-3: 1/21/2020- 2/7/2020
- Fall 2020 Weeks 1-9: 1/17/2020- 9/25/2020

Students took an online LASSI and completed a paper technology checklist with Success Center staff. Next students engaged in a LASSI interpretation session with a Success Center Specialist and received course-specific software assistance during the assessment periods.

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.



Fall 2019 Grade Distribution



Fall 2019 Grade Distribution	
Grade	Frequency
A	190
B	136
C	81
D	39
F	32
W	88
P	31

Fall 2019 Persistence	
Fall 19 to Spring 20	84.85%
Fall 19 to Fall 20	63.16%

Persistence Comparison Fall 2019 to Fall 2020	
Collegewide	46%
OA goal	56%
OA results	63%

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 an ambitious goal that 56% of students who participated in LAUNCH would persist from Fall 2019 to Fall 2020. The goal was based on the college's Fall 2018 to Fall 2019 collegewide persistence rate of 49%. This goal represented a 7% change over Fall 2018 to Fall 2019 persistence.

The Fall 2019 to Fall 2020 collegewide persistence rate was 46%, revealing a 17% change in persistence for the LAUNCH participants compared to the collegewide population.

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

The Success Centers set the goal that 56% of students who participated in LAUNCH would persist from Fall 2019 to Fall 2020. Data indicates that 63% of students who participated in LAUNCH persisted from Fall 2019 to Fall 2020. Additionally, another 11% who participated also graduated and were therefore removed from the possible pool of students who would persist.

During this same timeframe, Fall 2019 to Fall 2020, collegewide, 46% of students persisted. Based on the LAUNCH outcomes, where 63% of participants persisted, an increase of 17%, the data suggests that assisting students with becoming familiar and comfortable with college technology and course-specific software, along with the administration and interpretation of the LASSI, was highly effective.

In the Spring 2020, LAUNCH was administered during the first 3 weeks of the semester, and as a result of COVID-19, the college moved to a remote learning platform in week 9. The above data suggests that students who participated in the LAUNCH program may have been more prepared for the move to remote/technology-based learning as evidenced by the significant increase in persistence of the LAUNCH participants.

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.)

The SWIC Success Centers play an important role in enhancing classroom instruction received by SWIC students. All Success Center tutors and Specialists are trained in their discipline and familiar with college technology, including course-specific platforms. The Success Center mission is to “assist students in developing the skills and strategies they need to become confident, independent, and active learners.” In this assessment, the Success Centers sought to discover whether students who visited a Success Center to participate in the LAUNCH program became comfortable enough with technology and course-specific software that they persisted from Fall 2019 to Fall 2020.

To assess this goal, the Success Centers developed a program called LAUNCH to assess students’ comfort and abilities with utilizing college technology and course-specific platforms. In this program, students take the Learning and Study Strategies Inventory (LASSI), which measures their preparedness for college success based on 10 scales such as motivation, anxiety levels, and time management. They are also given a paper technology checklist, which assesses their level of comfort and ability accessing college technology, such as eSTORM, SWIC Alert, student email, Blackboard, student Wi-Fi, Office 365/Google Docs, degree audit, as well as course-specific software such as MyMathLab and WileyPLUS. Success Center staff asked students to log into these different technologies to demonstrate their comfort level, or to allow the Success Center to educate them on the various college technologies if uncomfortable with the platforms. Through the LAUNCH program, the Success Centers hoped that most students would be comfortable and able to use the college technology and course-specific platforms.

The departmental goal and SWIC core competencies linked to this assessment are as follows:

- Success Programs Goal 7: The student shall be able to use college technology and course-specific software programs.
- SWIC Computer Literacy Core Competency 3: Use application software specific to discipline.
- SWIC Computer Literacy Core Competency 4: Use computer technology to access, distribute, and communicate information in an online environment.

The Success Center assessed all students who participated in LAUNCH at the Belleville, Granite City, and Red Bud Success Centers during the Fall 2019, Spring 2020, and Fall 2020 semesters. Students completed the LASSI and a paper technology checklist during the following assessment periods:

- Fall 2019 Weeks 1-3: 8/17/2019- 8/28/2019
- Spring 2020 Weeks 1-3: 1/21/2020- 2/7/2020
- Fall 2020 Weeks 1-9: 1/17/2020- 9/25/2020

In this assessment, the Success Centers set a benchmark, which hypothesized that at least 56% of students who participated in LAUNCH would persist from Fall 2019 to Fall 2020. This represented a 7% increase over the previous year's (Fall 2018 to Fall 2019) collegewide persistence rate. The collegewide Fall 19 to Fall 20 persistence rate fell from 49% to 46% likely due to the impact of COVID-19 and the move to remote learning. LAUNCH participants had a 63% Fall 2019 to Fall 2020 persistence rate which exceeded the program goal by 7% and exceeded the collegewide persistence rate for that same timeframe by an impressive 17%. These results show that visiting a Success Center for assistance can help students become more comfortable using college technology and course-specific software programs.

In addition to giving assistance on college technology and course-specific software, the Success Centers also administered the LASSI, which helped students understand their preparedness on 10 scales indicative of college success. Also, the interpretation of the LASSI was an important component to this process, as it helped students recognize areas that may need improvement in order for them to be a more successful student, as well as connected them with resources. These resources included an overview of Success Center services, resources in the college as a whole, and the importance of syllabi and faculty utilization. The combination of these results suggests that the consolidation of these methods was effective in helping students persist.

In the Spring 2020, LAUNCH was administered during the first 3 weeks of the semester, and as a result of COVID-19, the college moved to a remote learning platform in week 9. The above data suggests that students who participated in the LAUNCH program may have been more prepared for the move to remote/technology-based learning as evidenced by the significant increase in persistence of the LAUNCH participants.

Due to the positive results, the Success Centers have institutionalized the LAUNCH program districtwide. To fully implement LAUNCH, staff will receive ongoing training to assist them remain up to date with all college technology and course-specific software. These efforts will continue to support student persistence.

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

Submitted by: Alicia Price
Date Reviewed: 10/6/2021

Department: Success Center
Status: Accepted

For official use only.

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



Success Center-Launch Your Success

Student Name: _____ Student ID: _____

Campus: _____ Course: _____ Computer Number: _____

Check the areas you provided assistance with:

Technology:

- eSTORM
- SWIC Alert
- Student email
- Teams
- Google Docs / Office 365
- Blackboard / Syllabus
- SCOTY
- Wi-Fi
- Flash Drive

Student Center:

- Advisement Report
- What-if Report

Course Learning Platforms:

(MyMathLab, WyliePlus, etc.)

- _____
- _____

Study Skills:

- Student Planner
- LASSI profile
- LASSI interpretation & study skills discussion
- Tour of Success Center resources

Other assistance (specify): _____

Staff Signature _____ **Date:** _____ **Time:** _____

White Copy: Student

Yellow Copy: Success Center