

**STUDENT DEVELOPMENT:
LEARNING ASSISTANCE DEPARTMENT
ASSESSMENT ABSTRACT**

LERN 50 – College Success

Learning Assistance Center Mission Statement:

Create positive learning experiences that support student learning.

The aim of Learning Assistance Department academic support programs is to inspire motivation, confidence, independence, and enthusiastic, active learning. We are committed to helping students attain their academic, vocational and personal goals. As a diverse and collaborative learning community, we seek to continually improve strategies and services that benefit student learning.

Student Learning Outcomes Assessment: LERN 50: 2006-2007

1. Outcomes assessed

The Learning Assistance Department's LERN 50 – College Success is comprehensive course that integrates personal growth and values, academic study strategies, and critical and creative thinking proficiency. This survey course focuses on the following topics: life management, learning styles, personal and educational values, instructor-student relations, maintaining health, memory and concentration, lecture note taking, textbook studying, subject-specific studying, test taking, using the library, critical analysis, problem solving, and creative thinking, Emphasis is on the attainment of life-long success in academic, professional and personal development.

2. Strategies used to assess the outcomes

During Fall 2006 College Success faculty engaged in an extensive dialogue to develop SLO's and teaching "Best Practices" for the course. As a result, the LERN 50 course was redesigned with SLO's in mind and an SLO rubric was developed. This activity included redefining SLO's, content, and assessment activities for the course.

During Spring 2007 a College Success Survey was developed and administered to students who completed LERN 50 with an A, B, or C grade (Fall 2006), enrolled in a subsequent term, and had an email in Banner. The purpose of the survey was to assess the students' application of SLO's in current classes. The survey also assessed the overall usefulness of SLO's for the course. The data from this survey will be use to redesign the SLO's for LERN 50. This survey will be administered during future Spring semesters as well for a larger sample.

3. How the results of the assessment are impacting the program

Spring 07 data will be combined with Spring 08 data, and then will be tabulated onto a rubric. At that point we will have enough data to analyze results and determine the impact on the LERN 50 College Success course.

4. What we are learning from the outcomes assessment

We are beginning to understand that SLO's for LERN 50 are being applied to other courses. We are also starting to understand which SLO's students apply more/less frequently. This data will assist in the development of course curriculum for College Success and its faculty. Thirty-nine of 192 students who met the above criteria responded to the College Success Survey.

Most significant findings from the data are below.

- **Students Who Would Recommend College Success Course to a Friend**
 - Overall: 95%
 - A students: 95%
 - B Students: 91%
 - C Students: 100%

- **Most Used college success strategies overall**
 Q1 Time Management Tool 67%
 Q19 Generally Apply College Success Strategies to Other Classes 64%
 Q2 Learning Styles 56%
 Q10 Participate in Class 56%
 Q18 Creative and Visual Thinking Skills 56%
 Q14 Library Research 54%
- **Most Used college success strategies for "A" students**
 Q19 Generally Apply College Success Strategies to Other Classes 77%
 Q18 Creative and Visual Thinking Skills 68%
 Q1 Time Management Tool 64%
 Q2 Learning Styles 64%
 Q14 Library Research 64%
- **Most Used college Generally success strategies for "B" students**
 Q1 Time Management Tool 73%
 Q10 Participate in Class 64%
 Q18 Creative and Visual Thinking Skills 55%
- **Most Used college success strategies for "C" students**
 Q7 Lecture Note Taking Techniques 67%
 Q1 Time Management Tool 67%
- **Never Used college success strategies overall**
 Q8 Effective Reading Techniques 26%
 Q16 Tutoring 23%
 Q5 Study groups 18%
 Q9 Study Cards 15%
- **Largest Discrepancies between "A" and "C" Students**
 Q18 Creative and Visual Thinking Skills: 68% "A" students to 17% "C" students = 51% difference
 Q17 Lecture Note Taking Techniques: 14% "A" students to 67% "C" students = 53% difference (reversed)
 Q19 Generally Apply C.S. Strategies: 77% "A" students to 50% "C" students = 27% difference
 Q10 Participate in Class: 59% "A" students to 33% "C" students = 26% difference
 Q15 Student Development Services: 41% "A" students to 17% "C" students = 24% difference
 Q5 Study groups: 23% "A" students to 0% "C" students = 23% difference

5. Implications for Instruction

1. Emphasize and expand instruction in Most Used strategies: Time Management Tools, Learning Styles, Participation, Creative and Visual Thinking, and Library Research.
2. The higher the student's grade the more likely they will generally apply college success strategies to other classes. Inform students of these results in a leaflet.
3. Time Management Skills are the most used strategies by students. It is important to develop comprehensive curriculum for all instructors teaching college success.
4. Need to develop better instructional practices for the least used strategies such as Effective Reading Techniques, Accessing Tutoring, & Study Groups. Develop activities that encourage students to apply strategies to other courses.

6. Samplings of students' qualitative responses follow:

- "I am applying the critical thinking skills, muscle reading, and test taking strategies in my classes. I use the library for my researches, and I'm going to start using tutoring."
- "I am using test taking strategies and techniques to reduce test taking anxiety pretty much all the time in school.."
- "I use SQ3R while reading the accounting textbook."
- "I am using mostly memory strategies, flash cards, and a time planner...."
- "Participation in class, tutorial services, study cards, and more contact with teachers and students."

Quantitative results

Response Rate	A Grade	B Grade	C Grade	Total
Respondents (Total)	22	11	6	39
Population* (Total)	94	55	43	192
Response Rate	23%	20%	14%	20%

*Students who completed LERN 50 with an A, B or C grade, enrolled in a subsequent term, and had an email in Banner. Population figures include some emails which "bounced" (did not reach their intended recipient); responses rates are approximate.

Q1_Time Management Tool	A	B	C	A	B	C	Total
1-Never	0	0	0	0%	0%	0%	0%
2-Seldom	2	2	1	9%	18%	17%	13%
3-Sometimes	6	1	1	27%	9%	17%	21%
4-Often	14	8	4	64%	73%	67%	67%

Q2_Learning Styles	A	B	C	A	B	C	Total
1-Never		1		0%	9%	0%	3%
2-Seldom	2	1	1	9%	9%	17%	10%
3-Sometimes	6	4	2	27%	36%	33%	31%
4-Often	14	5	3	64%	45%	50%	56%

Q3_Goals	A	B	C	A	B	C	Total
1-Never	1			5%	0%	0%	3%
2-Seldom	4	2		18%	18%	0%	15%
3-Sometimes	5	4	3	23%	36%	50%	31%
4-Often	12	5	3	55%	45%	50%	51%

Q4_Instructors	A	B	C	A	B	C	Total
1-Never	2	2		9%	18%	0%	10%
2-Seldom	7	2		32%	18%	0%	23%
3-Sometimes	6	4	3	27%	36%	50%	33%
4-Often	7	3	3	32%	27%	50%	33%

Q5_StudyGroups	A	B	C	A	B	C	Total
1-Never	3	3	1	14%	27%	17%	18%
2-Seldom	6	4	3	27%	36%	50%	33%
3-Sometimes	8	3	2	36%	27%	33%	33%
4-Often	5			23%	0%	0%	13%

Q6_Memory	A	B	C	A	B	C	Total
1-Never	1	2		5%	18%	0%	8%
2-Seldom	3	3	1	14%	27%	17%	18%
3-Sometimes	8	3	3	36%	27%	50%	36%
4-Often	10	3	2	45%	27%	33%	38%

Q7_NoteTaking	A	B	C	A	B	C	Total
1-Never	2	2		9%	18%	0%	10%
2-Seldom	5	1	2	23%	9%	33%	21%
3-Sometimes	11	3		50%	27%	0%	36%
4-Often	3	5	4	14%	45%	67%	31%

Q8_Effective Reading Techniques	A	B	C	A	B	C	Total
1-Never	4	5	1	18%	45%	17%	26%
2-Seldom	2	1	1	9%	9%	17%	10%
3-Sometimes	9	4	2	41%	36%	33%	38%
4-Often	7	1	2	32%	9%	33%	26%

Q9_StudyCards	A	B	C	A	B	C	Total
1-Never	1	3	2	5%	27%	33%	15%
2-Seldom	6	2		27%	18%	0%	21%
3-Sometimes	4	3	1	18%	27%	17%	21%
4-Often	11	3	3	50%	27%	50%	44%

Q10 Participate in Class	A	B	C	A	B	C	Total
1-Never		1		0%	9%	0%	3%
2-Seldom	2	3		9%	27%	0%	13%
3-Sometimes	7		4	32%	0%	67%	28%
4-Often	13	7	2	59%	64%	33%	56%

Q11 Apply	A	B	C	A	B	C	Total
1-Never	1	2	1	5%	18%	17%	10%
2-Seldom	4	1	2	18%	9%	33%	18%
3-Sometimes	12	5	1	55%	45%	17%	46%
4-Often	5	3	2	23%	27%	33%	26%

Q12 TestTaking	A	B	C	A	B	C	Total
1-Never	1	1		5%	9%	0%	5%
2-Seldom	1	1	2	5%	9%	33%	10%
3-Sometimes	11	6	1	50%	55%	17%	46%
4-Often	9	3	3	41%	27%	50%	38%

Q13 TestAnxiety	A	B	C	A	B	C	Total
1-Never	1	1		5%	9%	0%	5%
2-Seldom	5	3	2	23%	27%	33%	26%
3-Sometimes	7	3	1	32%	27%	17%	28%
4-Often	9	4	2	41%	36%	33%	38%

Q14 Library Research	A	B	C	A	B	C	Total
1-Never		3		0%	27%	0%	8%
2-Seldom	1	1	1	5%	9%	17%	8%
3-Sometimes	7	3	2	32%	27%	33%	31%
4-Often	14	4	3	64%	36%	50%	54%

Q15 Student Development Services	A	B	C	A	B	C	Total
1-Never	1	2	1	5%	18%	17%	10%
2-Seldom	6	3	1	27%	27%	17%	26%
3-Sometimes	6	1	3	27%	9%	50%	26%
4-Often	9	5	1	41%	45%	17%	38%

Q16 Tutoring	A	B	C	A	B	C	Total
1-Never	4	4	1	18%	36%	17%	23%
2-Seldom	3		2	14%	0%	33%	13%
3-Sometimes	7	4	2	32%	36%	33%	33%
4-Often	8	3	1	36%	27%	17%	31%

Q17 CriticalThinking	A	B	C	A	B	C	Total
1-Never		1		0%	9%	0%	3%
2-Seldom	2	1	2	9%	9%	33%	13%
3-Sometimes	7	3	2	32%	27%	33%	31%
4-Often	13	6	2	59%	55%	33%	54%

Q18 Creative and Visual Thinking Skills	A	B	C	A	B	C	Total
1-Never		1		0%	9%	0%	3%
2-Seldom	3	1		14%	9%	0%	10%
3-Sometimes	4	3	5	18%	27%	83%	31%
4-Often	15	6	1	68%	55%	17%	56%

Q19 Generally apply College Success Strategies to Other Classes	A	B	C	A	B	C	Total
1-Never		1		0%	9%	0%	3%
2-Seldom	1	2		5%	18%	0%	8%
3-Sometimes	4	2	3	18%	18%	50%	23%
4-Often	17	5	3	77%	45%	50%	64%

Q20 Recommended	A	B	C	A	B	C	Total
1-Yes	21	10	6	95%	91%	100%	95%
2-No	1	1		5%	9%	0%	5%



Did you know....

Students who earn an “A”

in

LERN 50 or IDST 50

use these college success strategies

an average of 33% more

than students who earned a “C”

- Apply success strategies to other courses
- Use creative and critical thinking skills
- Join study groups and tutoring
- Participate in classes
- Use student services

**Use your college success strategies.
They work!**