

## **MISSION STATEMENT**

Through partnership with the Purdue community, the Academic Success Center (ASC) provides undergraduate students with both credit and noncredit opportunities to develop students' transferable academic skills, enhance learning, increase retention, and improve overall student success at multiple stages of their academic journey.

## **VISION STATEMENT**

The ASC aspires to provide all students with services and opportunities to define and develop strategies to reach their full potential. Driven by a focus on students, the ASC partners with the campus community to facilitate a culture of academic confidence, tenacity, and, ultimately, success.

## **PROGRAM ELEMENTS**

The Academic Success Center provides free services that support students' learning with a focus on the process strategies and skills that support the content expertise provided in the classroom.

- **Academic Consultations** are individual meetings that provide students with tailored support on study strategies, time management, test-taking strategies, and other academic success topics. These 1-on-1 meetings are with a staff member and require an appointment. Participating students may be voluntarily seek support or required by an academic program or campus office to meet with an academic consultant.
- **Peer Success Coaching program (PSC)** offers students additional support, campus resources and connections, and accountability as they work toward academic, social, and/or personal goals. Trained peer leaders work 1-on-1 with students to develop strategies, skills, and solutions as they aim for their definition of success.
- **Supplemental Instruction program (SI)** provides students with interactive, peer-led study sessions for traditionally challenging courses. The trained SI leader facilitates group activities that engage students in critically thinking about the course material, applying the concepts, and learning transferable study skills. For fall 2018, SI is linked with 29 courses and has more than 45 leaders hosting a total of 105+ sessions each week.
- **Study Skills Course-** GS 29001 is a one credit hour, first 8 weeks course that focuses on discussing and applying effective academic strategies including goal setting, time management, and study skills.
- **Workshops** provide an interactive environment for small to large groups of students to identify and practice strategies for effective studying and learning, including time management, overcoming procrastination, and effective studying. In addition to our open series of workshops, student organizations or classes can request a workshop for their group.
- **Online Resources** are available for students and the campus community through the ASC website, and include success strategy handouts, a GPA calculator, and a searchable database of course-specific help rooms and tutoring programs offered across campus.

## **LEARNING OUTCOMES**

As a result of participating in programs and services offered by the Academic Success Center, students will:

- Engage with peers to problem-solve and increase learning
- Identify and utilize relevant ASC services and campus resources to achieve their goals

- Identify, explain, and implement strategies for effective studying and learning
- Evaluate and adapt study plans and strategies to address changes and challenges in meeting learning goals and needs
- Assess strengths and areas in need of improvement in academic skills and course content
- Gain transferable strategies for future semesters with increasingly rigorous material and career after graduation
- Demonstrate stronger learning comprehension as measurable by course grade(s)
- Develop critical thinking skills beyond memorization
- Achieve better course outcome (grade) than comparable peers who did not participate
- Maintain or return to good academic standing status (term and cumulative GPA at or above 2.0)
- Increased self-efficacy and confidence in academic setting and performance

As a result of student leader employment with the Academic Success Center, student leaders will:

- Develop and apply transferable leadership skills including adaptability, facilitation skills, cultural awareness and inclusive communication, self-regulation, and confidence.
- Enhance their communication and interpersonal skills through interactions with peers, staff, and campus partners.
- Articulate the transferability and value of their leadership experiences with the ASC to future career goals and potential employers.

### **NOTABLE CHANGES FROM 2017-18 Academic Year**

- **Staffing:** To best support the increase in first-year student enrollment, the ASC added an additional graduate assistant position. The new GA position specifically supports the SI program, allowing for an increased number of leaders and new approaches to leader development in light of the anticipated increase in SI participants. The ASC is a team of six professional staff members and five graduate assistants.
- **Test Drive event:** The ASC held the 2<sup>nd</sup> annual mock exam event in the large evening exam context typical for first year courses (Elliott Hall). This year the event expanded beyond math to courses in biology and chemistry. Through partnership with the Disability Resource Center, students with testing accommodations were able to use their accommodations in the mock exam.
- **Digital Presence and Technology:** The ASC launched a new website and the PurdueGuide app in August. The new website ([purdue.edu/asc](http://purdue.edu/asc)) should offer an easier navigation experience, consistent and clean branding, and focused information. The PurdueGuide app replaces the BoilerGuide app in providing students with information about SI session on-the-go, while also supporting new features like SI groups for discussion, push notifications, and improved campus map function. Additionally, the ASC will complete the transition of all services being tracked or documented in the campus-wide BoilerConnect system by the end of fall.

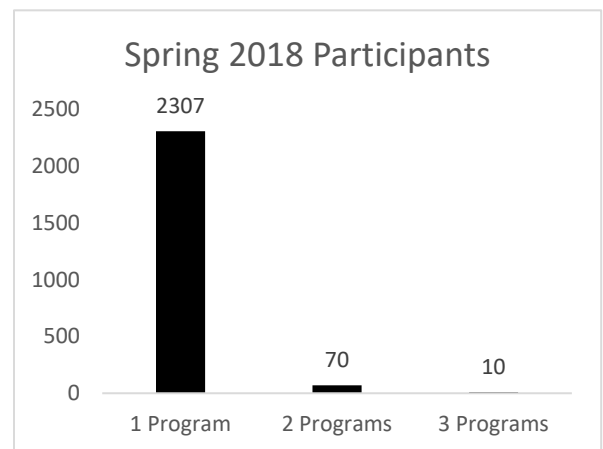
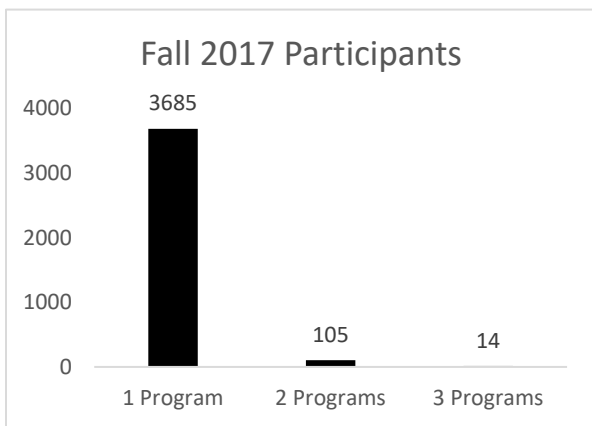
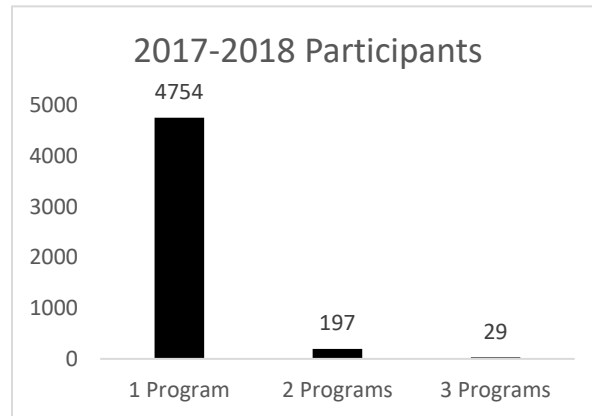
### **OUR DATA**

See attached data summary.

# 2017-2018 Academic Success Center Data

## Overview

The four main programs that the Academic Success Center offers are Supplemental Instruction, Academic Consultations, Peer Success Coaching, and GS 29001, a study strategies course. A total of 4,980 students utilized the Academic Success Center's services in the 2017-2018 academic year. The tables below show the distribution of how many programs ASC students participated in.



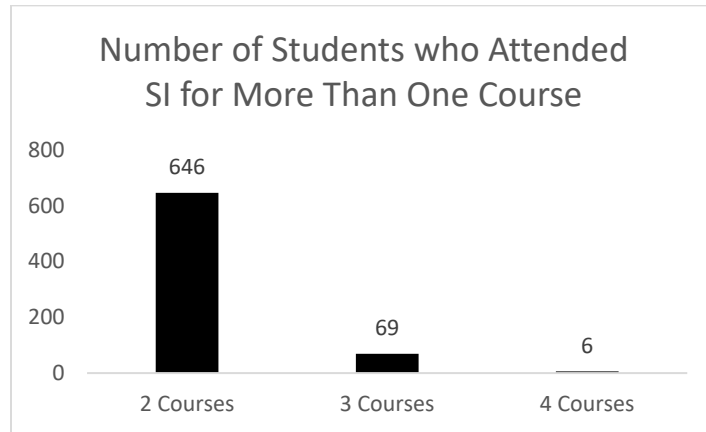
## Supplemental Instruction

### Fall 2017 SI Attendance

	No Sessions	1-2 Sessions	3-4 Sessions	5-7 Sessions	8+ Sessions
A	27%	26%	25%	26%	<b>*34%</b>
B or better	56%	<b>*59%</b>	<b>*61%</b>	<b>*62%</b>	<b>*71%</b>
C or better	81%	<b>*85%</b>	<b>*88%</b>	<b>*89%</b>	<b>*95%</b>
DFW	19%	<b>*15%</b>	<b>*12%</b>	<b>*11%</b>	<b>*5%</b>
Total Students	17,970	2,666	693	427	542

**Significance: \*=p<0.01**

Of those who attended SI eight or more times, 95% earned a C or better, 71% earned a B or better, and 34% earned an A. The DFW rate was 14% higher for those who never attended when compared to those who attended eight or more times. Of students enrolled in SI eligible courses, approximately 19% participated.

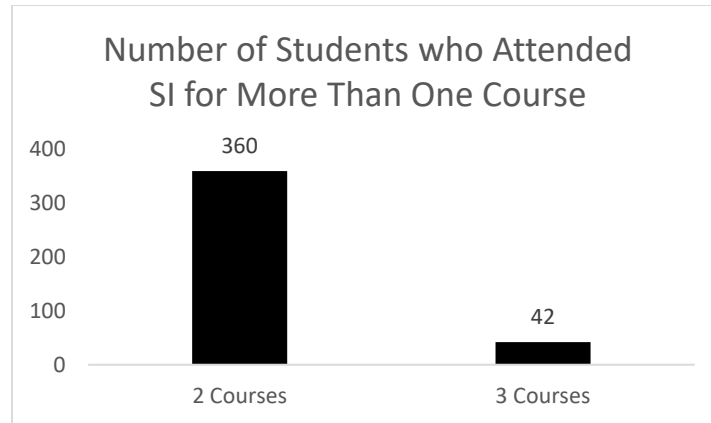


### Spring 2018 SI Attendance

	No Sessions	1-2 Sessions	3-4 Sessions	5-7 Sessions	8+ Sessions
A	27%	<b>*24%</b>	30%	28%	<b>*41%</b>
B or better	58%	59%	<b>*64%</b>	<b>*68%</b>	<b>*82%</b>
C or better	83%	<b>*87%</b>	<b>*91%</b>	<b>*93%</b>	<b>*96%</b>
DFW	17%	<b>*13%</b>	<b>*9%</b>	<b>*7%</b>	<b>*4%</b>
Total Students	15,854	1,505	370	227	388

**Significance: \*=p<0.01**

Of those who attended SI eight or more times, 96% earned a C or better, 82% earned a B or better, and 41% earned an A. The DFW rate was 13% higher for those who never attended when compared to those who attended eight or more times. Of students enrolled in SI eligible courses, approximately 14% participated.



## Impact of Attending SI Accounting for Self-Selection Bias

### Background

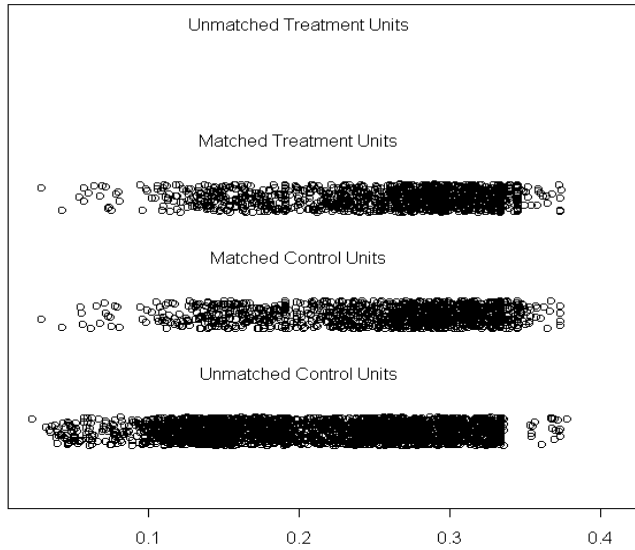
In order to understand how SI influences students' academic performances in critical courses, a study was conducted to investigate the differences in course grades between SI attendees and non-attendees. This study utilizes propensity-matching method, which matches students based on a series of characteristics between SI and non-SI groups so we can compare their achievement differences. The matching characteristics used in this study are:

- *Course: course title*
- *SI Indicator: whether the student attended SI*
- *International: domestic or international residency status*
- *Gender: male or female*
- *URM: Under-represented minority or not*
- *First Generation Status: whether a first generation student in college*
- *Ethnicity: a student's reporting ethnicity (e.g. White, Asian, etc.)*
- *Prior GPA: a student's cum GPA in the semester before their SI attendance*
- *High School GPA: only used if and when students have no prior GPA in the system*

The outcome variable is the course grade in the SI-participating course, converted to the 4.0 scale.

### Process

First, SI attendees are matched with their counterparts in the non-attendee group based on the series of characteristics listed above. Taking BIOL for example, we can see that all SI attendees were successfully matched with non-attendees. The matching results are shown in the graph below.



Next, the numeric course grades are compared between SI attendees and non-attendees within the course. For example, in BIOL courses, the analysis shows that at  $p < 0.001$ , SI attendees generally tend to have higher course grades than their matched counterparts who did not attend SI – 2.81 vs 2.61.

### Findings

Using data from Spring 2017 and Fall 2017 semesters, the analysis revealed that for some disciplines, there is a difference in the academic achievement between SI attendees and non-attendees, such as in MATH and BIOL, and the results are statistically significant. However, this does not seem to be the case with STAT, CS, ECE, or MGMT. Upon further investigation into specific courses within these disciplines, it is found that within CS, SI attendees do differ academically from non-attendees in CS180 and CS240, but not in CS158/159.

**Table 1. Summary of findings in this study**

Discipline	non SI Attendee Grade	SI Attendee Grade	Sig
MATH	2.53	2.73	***
BIOL	2.61	2.81	***
CHEM	2.7	2.78	**
STAT	No difference		
CS	No difference		
CS158/900	No difference		
CS18000	2.16	2.51	*
CS24000	2.53	2.76	*
ECON	2.69	2.73	*
ECE	No difference		
AGEC	2.53	2.7	*
MGMT	No difference		
PHYS	2.40	2.46	*

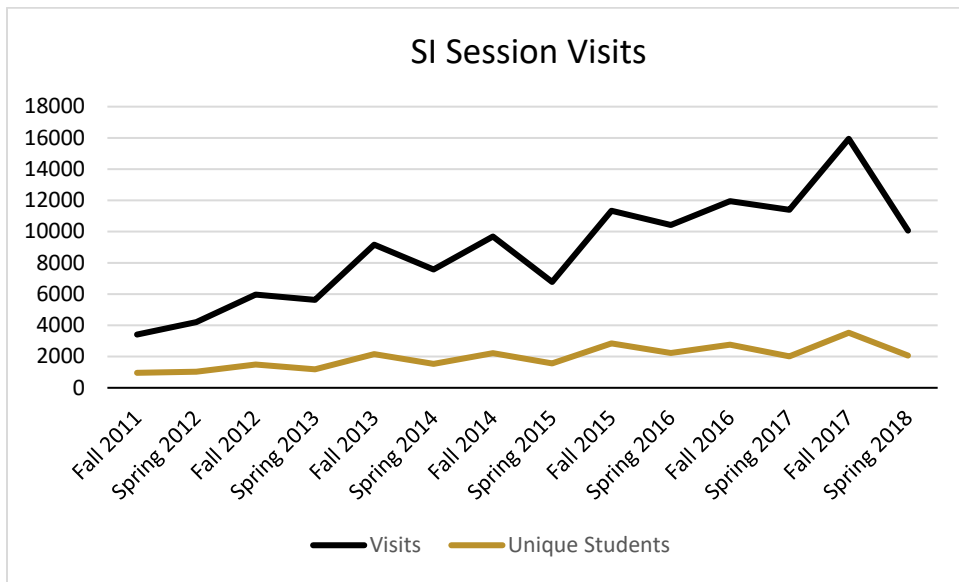
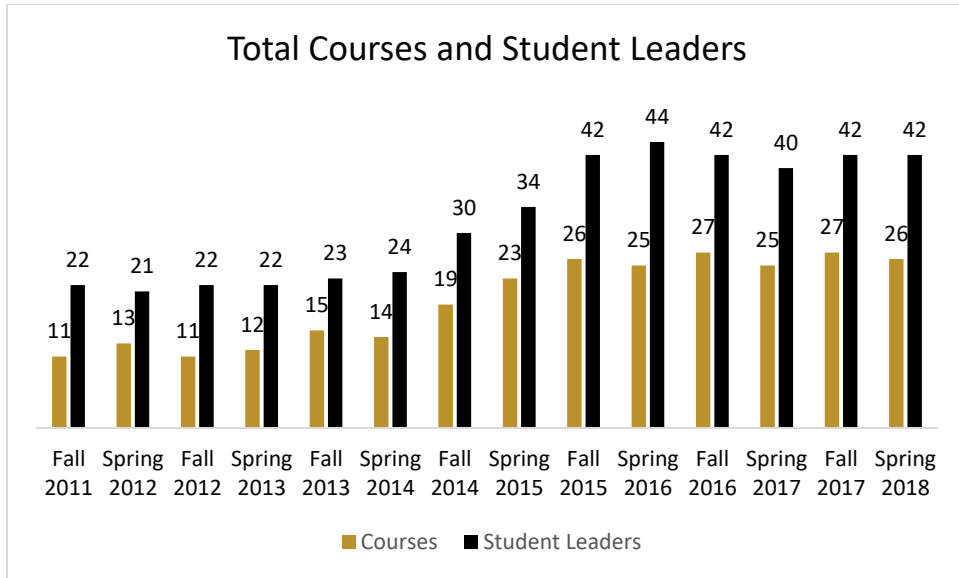
## Retention Data

- For the 2012 cohort, the six-year graduate rate is 7% higher for students who attended one or more SI sessions their first year than for students who did not attend SI their first year.
- For the 2017 cohort, the one-year retention rate is 5% higher for students who attended one or more SI sessions this year than for students who did not attend SI

### Retention and Graduation Rates by SI/Non-SI Cohorts (For FTFT students who attended SI in their first year)

Academic Year	Cohort		One Year Retention Rate	Two Year Retention Rate	Three Year Retention Rate	Four Year Graduation Rate	Five year Graduation Rate	Six Year Graduation Rate
2011	SI	989	95.15%	90.80%	87.56%	56.32%	82.20%	87.06%
	Non SI	5671	89.77%	83.21%	79.79%	50.64%	72.79%	77.29%
2012	SI	1478	94.38%	90.80%	88.36%	59.54%	81.80%	86.60%
	Non SI	4851	89.98%	84.66%	81.26%	54.73%	75.74%	79.53%
2013	SI	1799	95.11%	91.50%	87.27%	57.75%	80.04%	
	Non SI	4520	91.64%	86.17%	81.99%	58.83%	77.39%	
2014	SI	1312	95.05%	92.61%	88.64%	63.41%		
	Non SI	5096	92.17%	86.85%	82.81%	59.44%		
2015	SI	2451	94.37%	90.58%	87.43%			
	Non SI	4404	90.30%	85.42%	80.52%			
2016	SI	2432	94.24%	91.69%				
	Non SI	4797	90.33%	85.28%				
2017	SI	2782	95.26%					
	Non SI	4766	90.01%					

## History of Courses, Leaders, Visits, and Unique Students





## Tutoring Resource Management

### Blackboard Ad Views

To assist students in locating campus resources related to their specific courses, the Tutoring Database, managed by the ASC, feeds an image displaying relevant academic support resources into each course's Blackboard module.

Term	Student Views	Professor Views	Other Views*	Total Views	Unique Viewers
Fall 2017	24577	1078	340	25995	12560
Spring 2018	14581	917	195	15693	8831
Total 2017-2018	39158	1995	535	41688	17644

\*User roles are provided as listed in the course module in Blackboard. Others combines grader (G), teaching assistant (T), and course builder (B) roles.

### Resource Searches through Purdue.edu/Tutoring

Most Frequently Searched Subjects	
MA	29189
CHM	15797
CS	15349
ECE	12749
ME	11207
BIOL	11160
ENGL	10020
MGMT	10015
PHYS	9624
COM	8482

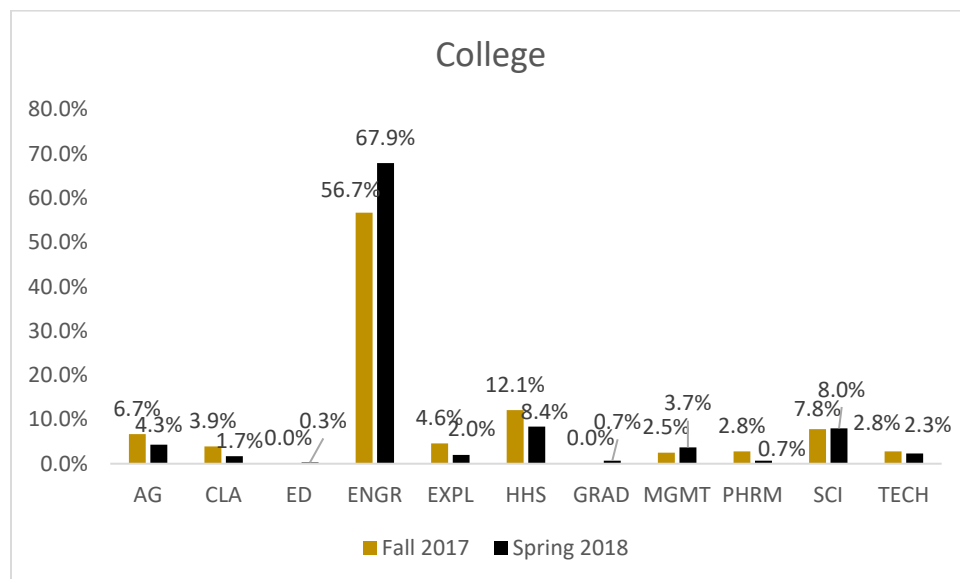
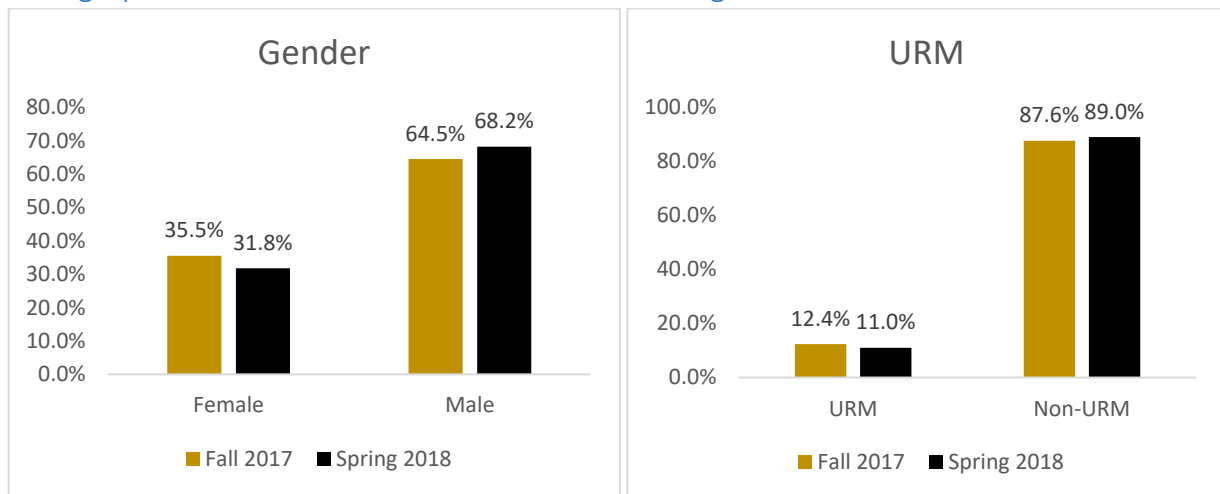
Most Frequently Searched Courses	
ENGL 10600	5966
COM 11400	5090
CHM 11500	4937
MA 26100	4272
ECON 25100	3934
ENGR 13100	3562
MA 16200	3030
MA 26500	2980
PHYS 17200	2812
MA 16010	2312

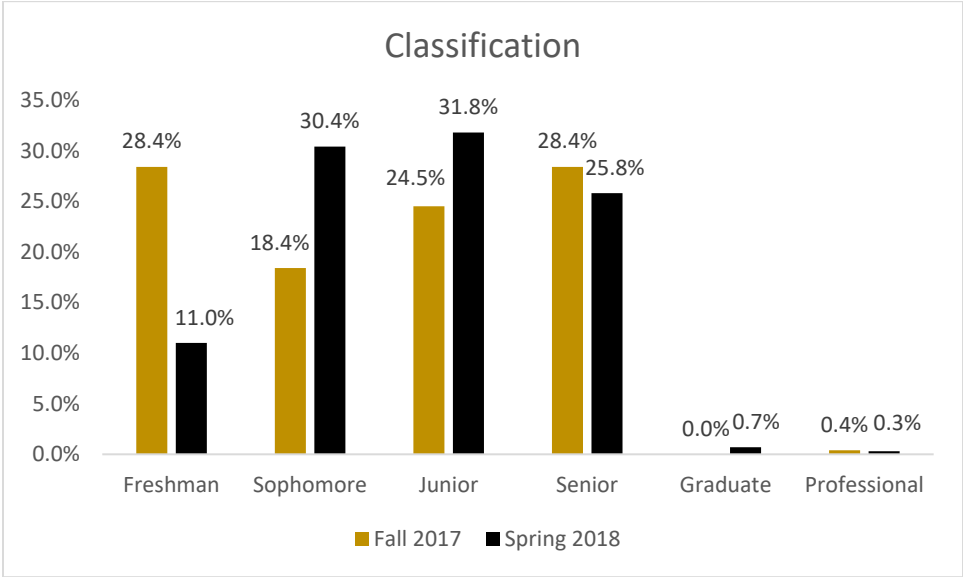
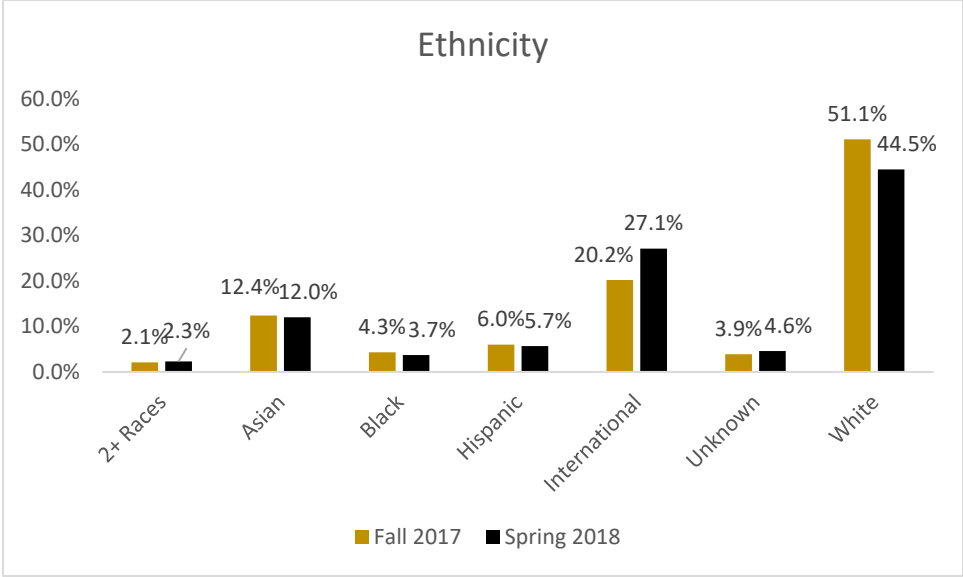
## Consultations

During the 2017-2018 academic year, the ASC held a total of 700 consultations for 530 unique students. This is an increase of 196 consultations and 126 students from the 2016-2017 school year.

	Fall 2017	Spring 2018	2017-18 Total
# of Visits	343	357	700
Unique Students Served	282	299	530

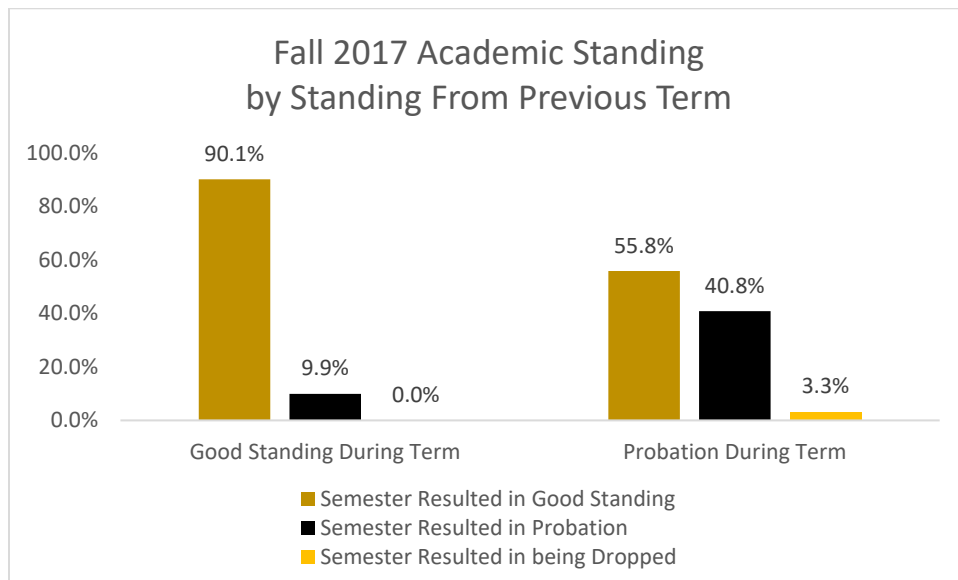
## Demographic Information of Students Served through Consultations

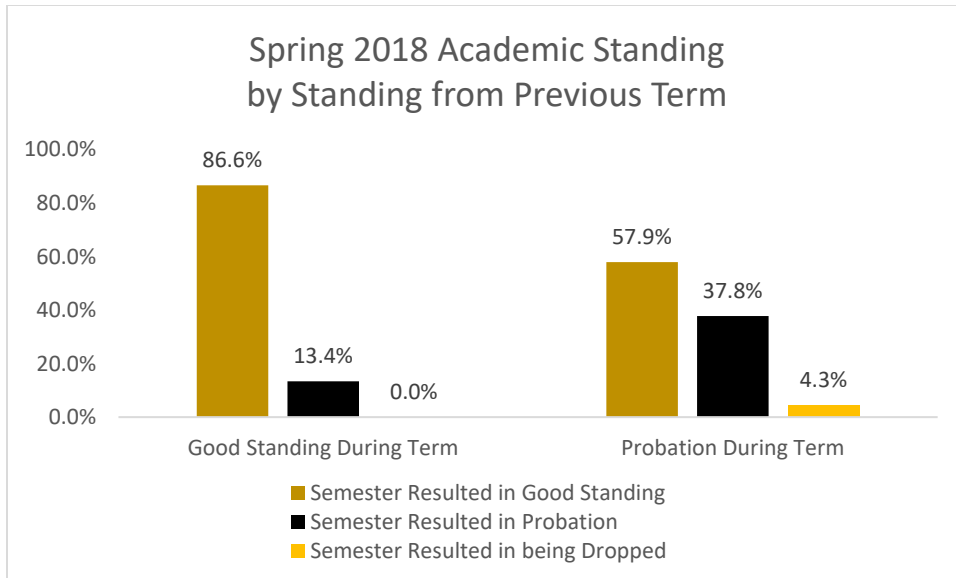




## Academic Standing of Students Served through Consultations

One of the learning outcomes the ASC has for academic consultations is participating students will “maintain or return to good academic standing status (term and cumulative GPA at or above 2.0).” When looking at the outcome of a semester’s academic standing, it is helpful to consider the academic standing the participating students were in during the semester they received support. For students in good standing, the goal is to maintain their academic good standing. For students on academic probation, the ideal goal is to earn a cumulative and term GPA of 2.0+ so they can return to good standing. However depending on the student’s cumulative GPA, it may not be mathematically possible to return to good standing in just one semester; in these situations, remaining on probation is a neutral to positive outcome. For all students, being academically dismissed or “dropped” is not the desired outcome. The charts below show the academic standing outcomes of participating students based on their standing groups during the semester. In Fall 2017, 90.1% of participating students who were in good standing when seeking support remained in good standing at the end of the term. That same semester, more than half (55.8%) of the participating students who were on academic probation during the semester of support returned to academic good standing. Spring 2018 had similar results with 86.6% of participating students on academic good standing remaining in that standing and 57.9% of participating students on probation moving into good standing.



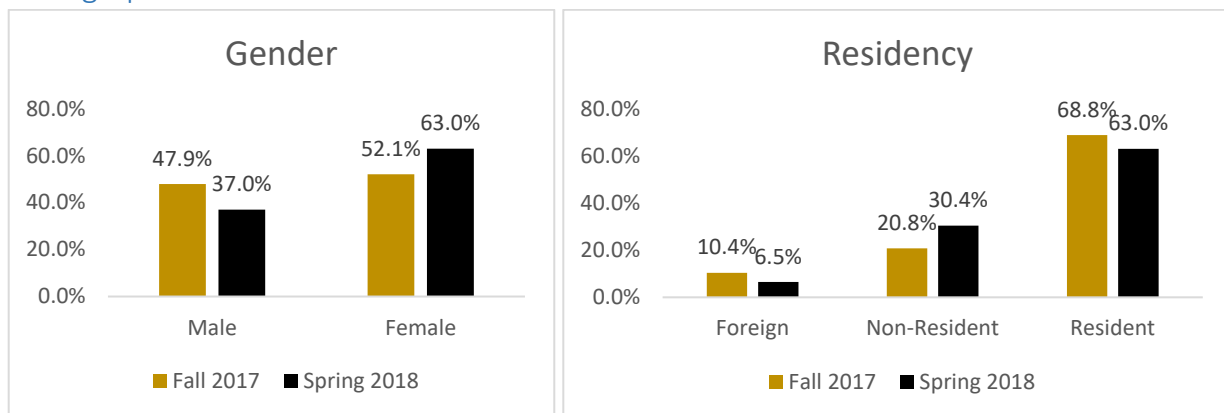


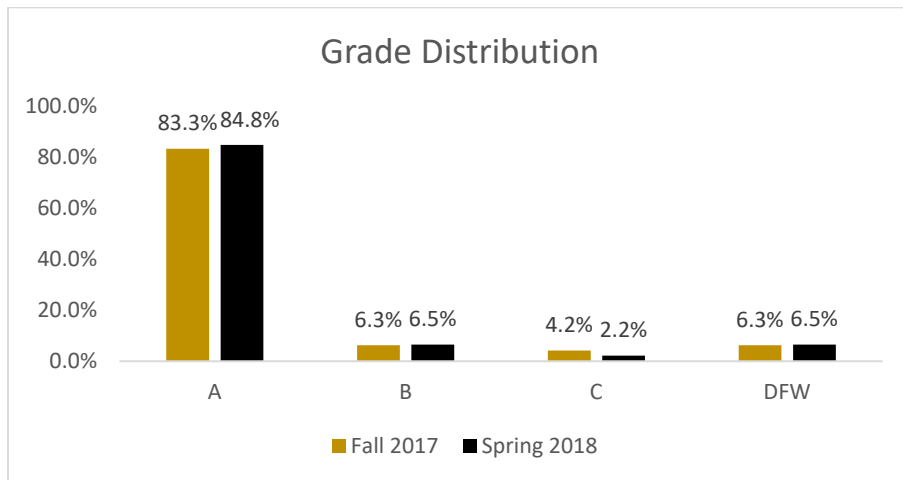
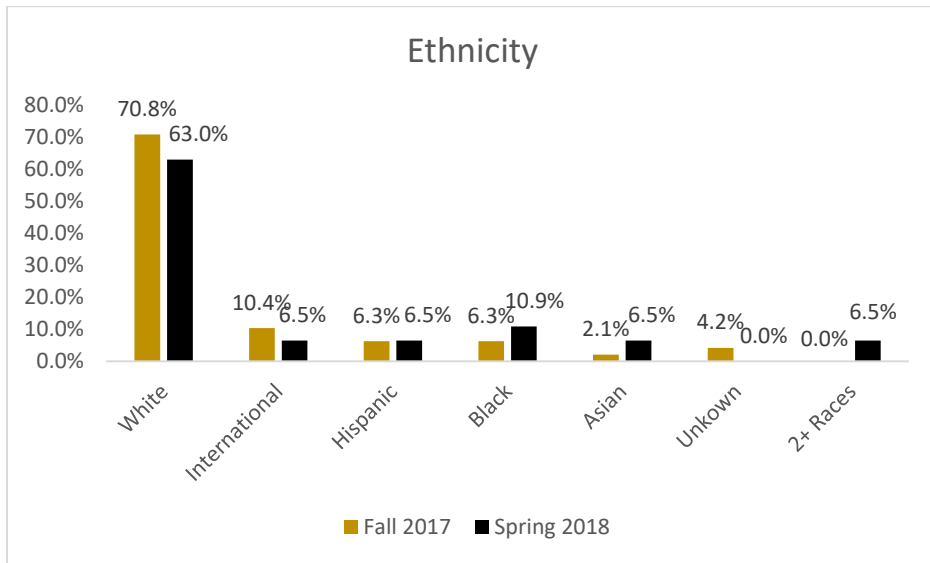
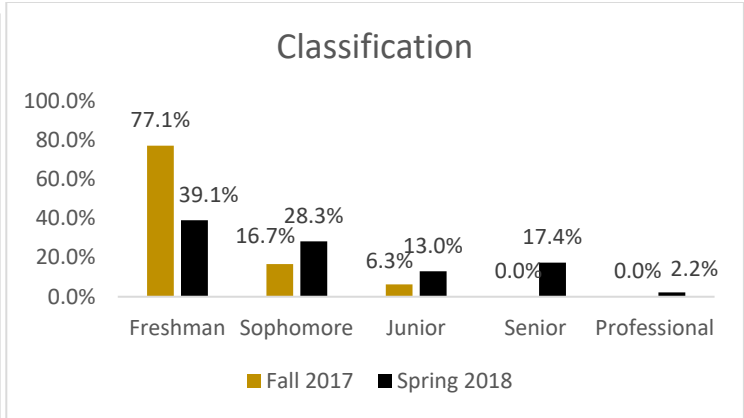
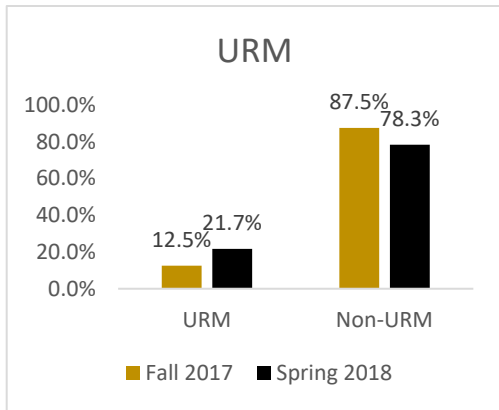
Average GPAs of Participating Students 2017-2018		
	Fall 2017	Spring 2018
Average Cumulative GPA	2.86	2.74
Average Term GPA	2.64	2.44
Average Credit Hours Completed	13.40	12.27

## GS 29001

During the 2017-2018 academic year, the ASC taught 4 sections (2 in the fall, 2 in the spring) of GS 29001: Academic Success Skills to a total of 94 students (48 in the fall, 46 in the spring).

### Demographics of Students Enrolled in GS 29001





<b>Retention and Graduation Rates of GS29001</b>		
	<b>Fall 2017</b>	<b>Spring 2018</b>
<b>Class Size</b>	48	46
<b>Class Retention</b>	46 (96%)	34 (74%)
<b>Class Graduation</b>	0 (0%)	3 (7%)

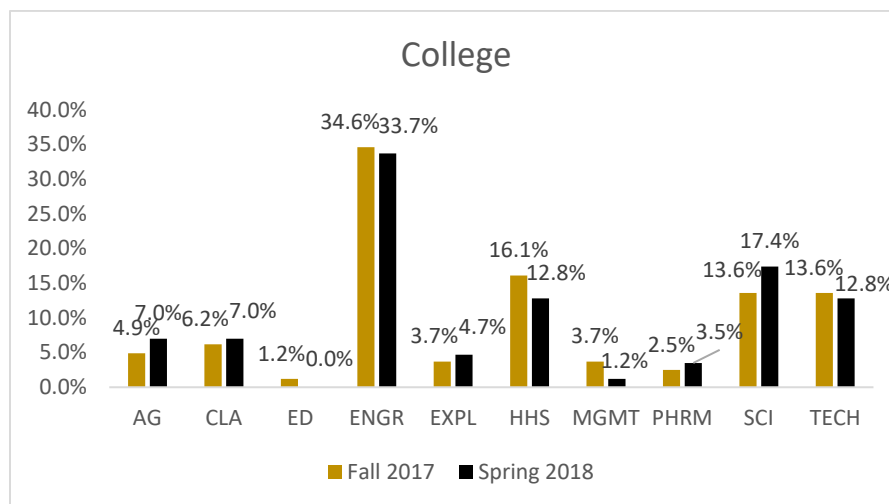
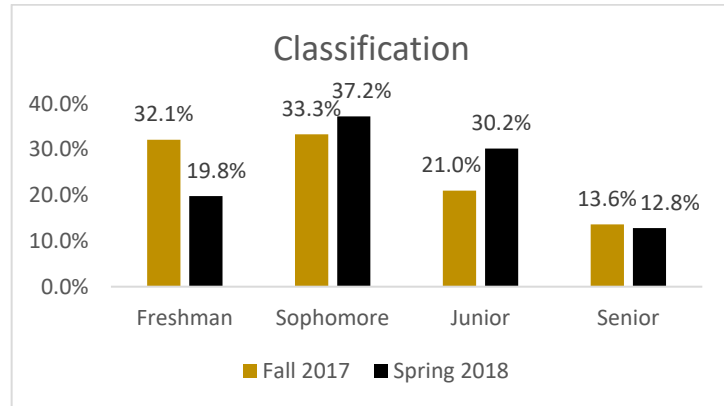
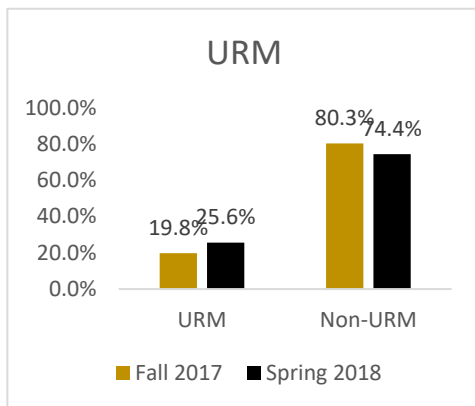
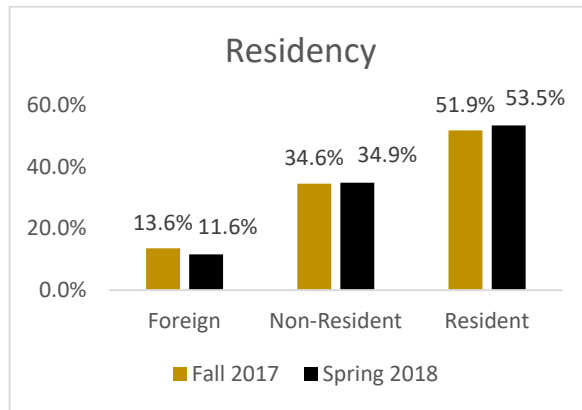
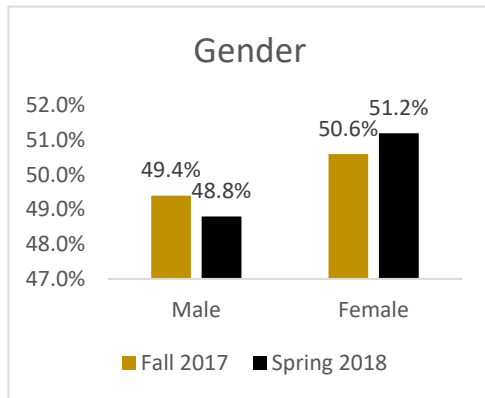
<b>GS29001 Student Outcomes</b>		
	<b>Fall 2017</b>	<b>Spring 2018</b>
<b>Average Overall GPA</b>	2.87	2.76
<b>Average Term GPA</b>	2.82	2.71
<b>Average Term Cr Hr Earned</b>	13.98	13.20

## Peer Success Coaching Program

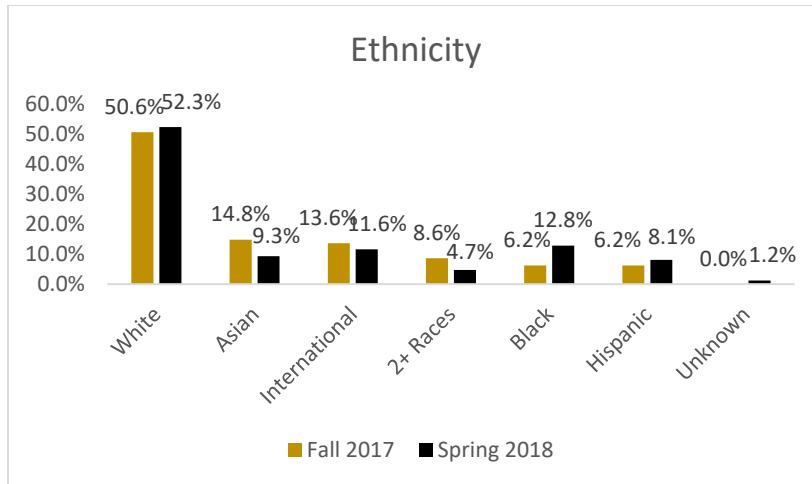
During 2017-2018, the PSC program served 125 unique students and conducted 854 in-person meetings.

	Fall 2017	Spring 2018	2017-18 Total
<b>Visits</b>	422	432	854
<b>Unique Students Served</b>	81	86	125

### Demographics of PSC Program Participants

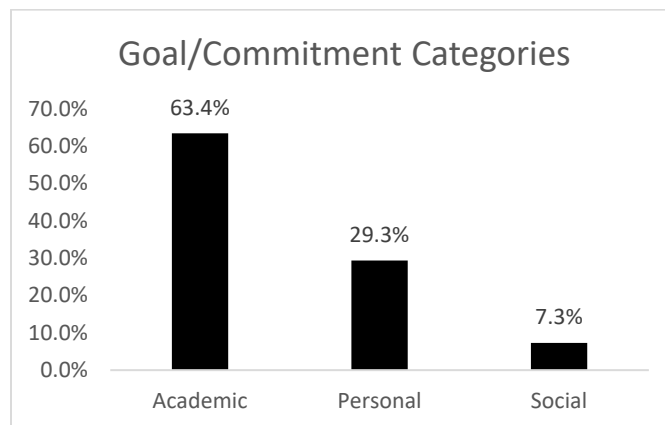
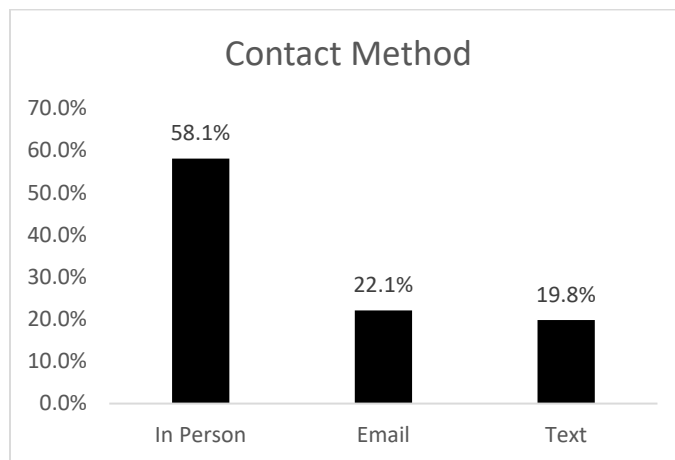






### PSC Student Contacts

During the 2017-2018 academic year, data shows the majority (58.1%) of all PSC interactions with students were in person meetings.



The table below shows that on average in the 2017-2018 academic year, students met with their Peer Success Coach 6 times per semester. The minimum number of visit is 1 and the maximum is 25.

N	Minimum	Maximum	Mean	Std. Deviation
141	1	25	6.08	3.953

The table below shows the end of semester academic standing for PSC participants who were on probation at the beginning of the semester.

	End of Semester Standing		
	Good Standing	Probation	Dropped
Fall 2017 Probation Students (N=21)	57.1%	19.0%	23.8%
Spring 2018 Probation Students (N=35)	54.3%	34.3%	11.4%