University of North Texas
Learning Center
Annual Report
2014-2015

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Mission

The Learning Center (LC) provides programs that enhance the learning experiences and facilitate academic excellence for all students at the University of North Texas. The LC promotes academic engagement through programs and support services that further encourage the ongoing intellectual development of students at UNT.

The purpose of the LC is to provide academic assistance by working with students to meet college readiness requirements, helping them understand their learning style and needs, connecting them to tutoring services and supplemental instruction, offering workshops to help them develop foundational study skills, offering exam preparation materials, and connecting them to a variety of appropriate campus resources.

2014-15: Accomplishments

The Learning Center worked to increase visibility to students, garner overall participation, and further develop program development and assessment approaches. Highlights of success are listed below and reflect the work of the students and staff affiliated with the Learning Center:

- Course academic support services (Supplemental Instruction, Tutoring, etc.) reached **25,205** contacts.
- **592** students utilized learning skills workshops (Learning 101, Graduate student workshops, etc.)
- **416** opportunities for student leader engagement were provided to UNT students
- In addition to the above, the Learning Center walk-ins, excluding special appointments or workshops, totaled to **7,564** contacts.
- Student Learning Outcomes were established, along with a department assessment plan (see Appendix A for more details)
- Drop In Tutoring services were expanded to locations within the residence halls to increase accessibility to residential students
- The Coordinators for Supplemental Instruction with 3 student leaders presented, "Myers Briggs Type indicator and Supplemental Instruction" at the 7th Regional Conference on Supplemental Instruction held in College Station, TX.

2015-16: Opportunities

In an effort to continue growing services and expanding the impact of the Learning Center, the following areas are points of growth that are being focused on for the 2015-16 academic year. The Learning Center will work towards:

- Growing Academic Coaching services with the development of a peer coach role (Peer Academic Leaders) to better serve students
- Continue program review to determine efficacy in response to student needs
- Achieving Level 3 certification through the International Tutor Training Program Certification (ITTPC) and International Mentor Training Program Certification (IMTPC) for Supplemental Instruction, the Volunteer Tutor program, and Academic Coaching from the College Reading and Learning Association (CRLA)
- Completing a self-review of services and the Learning Center based on the Council for the Advancement of Standards in Higher Education Learning Assistance Program Standards and Guidelines
- Developing departmental strategic goals to further drive the work and efforts of Learning Center services
- Aligning assessment methods and approaches to meet the learning outcomes that have been developed by program coordinators
- Strengthening assessment practices and conducting impact studies that look at the Learning Center's role in student success
- Increasing web-presence and marketing efforts with the use of an updated LC website and social media outlets

Summary of Programs & Services

The Learning Center offers a variety of programs, services, and opportunities to students in order to support their overall academic success during their UNT career. The Learning Center also employs over 100 student leaders annually in roles including Supplemental Instruction Leaders, general Office Assistants, Texas Success Initiative Assistants, and Lead Tutors. The Learning Center is primarily funded through Student Services Fees, with a small amount of state funding for TSI.   The Learning Center also receives program fees to support the Supplemental Instruction program from anthropology, biology, chemistry, history, music theory, and political science.

To participate in Learning Center services, students may visit the LC, sign up through online request forms, or access services via the appropriate online platform. The Learning Center measures impact of services through data about overall contacts and the number of students utilizing the LC services, frequency of use, and program specific measures including GPA increases and pre/post test results.

Subject Matter & Course-Based Support:
- Supplemental Instruction
- Volunteer Tutors
- Online Tutoring
- Drop-In Tutoring

Academic Skills Development and Support:
- Learning 101 Series
- Academic Coaching
- Semester Reboot
- Speed Reading

Future Planning & Graduate Student Services:
- Graduate School: Guide to Getting In
- GRE/GMAT Test Preparation Workshop
- Graduate Student Success Skills Workshop
- Stats 101 Workshops
- Academic Resource Library

Intervention Services:
- Academic Success Program
- Early Alert Response System
- Texas Success Initiative Advising

Outreach & Partnerships:
- Orientation and Transition Programs
- Special Request Workshops & Collaborations

Learning Center: Overall Contacts Summary

Calls/LC Office Walk Ins	10,284
Total Contact with Student Usage	
Supplemental Instruction	28,269
Tutoring and related services	2,619
Future Planning Services	193
Skills Development Workshops	599
Intervention Services (Academic Coaching & Early Alert)	2,359
Contacts through Outreach/Presentations	4,293
Total	**48,616**

Subject Matter & Course-Based Support Summaries

Supplemental Instruction Program

Program Description

Supplemental Instruction (SI) is an internationally recognized academic assistance program featuring weekly facilitated group study sessions led by undergraduate students serving in the capacity of SI leaders. These SI leaders have been previously successful in the targeted course and received training in facilitating group learning and encouraging proactive learning. The goal is to target and support as many disciplines as possible.

SI Leaders attend class for the courses to which they have been assigned and hold three study sessions each week. They also arrive to class early and remain after class to serve as peer-mentors, encouraging campus engagement, assisting with appropriate referrals, informing students of important dates and information, and reminding them of things that will help them be more successful in the classroom. In this way, SI leaders serve as peer role models and allow students to gain a better understanding of the skills and behaviors associated with successful students at UNT.

(Supplemental Instruction Program Continued)

Courses are chosen based on historically difficult courses at UNT, identified through the D/F/W rate, as well as per department/faculty request. SI Leaders are evaluated via an end of term peer evaluation survey. Efficacy of SI is measured by average GPA increase between attending and non-attending students. Program will continue to expand, adding Physics, Engineering, and additional English course support.

Summary of Supplemental Instruction Statistics

Total # of SI Sessions offered	7824
Total Number of Students Attending SI	6,369
Percentage of Students Attending SI	24.5%
Total hours of SI usage	28,269
Average Sessions Attended by SI participants	3.95
Average Final Course Grade for Regularly Attending SI Participants (5+sessions)	2.77
Average Final Course Grade for Non-Attending Students	2.37
Average GPA Difference, Participants v. Non	0.40

Final Course Grades based on SI Participation
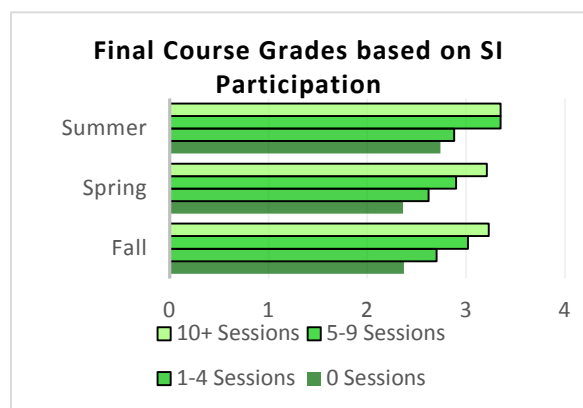
Students who were most likely to see the largest course grade increase attended more than five sessions. Those who attended five to nine sessions saw an average course grade increase of 0.60 points higher than students who did not take advantage. As the graph shows, the impact of the number of sessions attended does correlate to an overall increase in course grade when compared to students who did not attend any session.

The average GPA impacts are further delineated based on course(s) supported. Courses identified with an asterisk are program/course-fee funded. Statistics for program/course-fee funded subjects are detailed in Appendix B.

Below is a summary of subjects supported by Supplemental Instruction, detailing the number of sections supported and the average GPA difference between SI participants versus non-participants.

Anthropology (1010)*
6 sections were supported by **5** SI Leaders. Average GPA Difference **0.75**

Biology (1710/1720)*
19 sections were supported by **21** SI Leaders. Average GPA difference **0.55**

Biology (2301/2302)*
5 sections were supported by **7** SI Leaders. Average GPA difference **0.89**

Chemistry (1410/1420)*
16 sections were supported by **17** SI Leaders. Average GPA difference **0.43**

Chemistry (2370/2380)
5 sections were supported by **5** SI Leaders. Average GPA difference **0.54**

Early Childhood Education (3613)
2 sections were supported by **2** SI Leaders. Average GPA difference **0.25**

English (2210/2220)
5 sections were supported by **5** SI Leaders Average GPA difference **0.91**

History (2610/2620)*
51 sections were supported by **53** SI Leaders. Average GPA difference **0.45**

Logistics & Supply Chain Management (3960)
3 sections were supported by **2** SI Leaders. Average GPA difference **0.71**

Mathematics (1580/1681)
11 sections were supported by **11** SI Leaders. Average GPA difference **0.52**

Music Theory (1400/1500)*
5 sections were supported by **5** SI Leaders. Average GPA difference **0.57**

Philosophy (1800)
3 sections were supported by **3** SI Leaders. Average GPA difference **1.09**

Political Science (1040/1050)*
47 sections were supported by **40** SI Leaders. Average GPA difference **0.41**

Political Science (2301)
1 section was supported by **1** SI Leader. Average GPA difference **0.74**

Psychology (1630)
2 sections were supported by **3** SI Leaders. Average GPA difference **0.67**

Volunteer Tutor Program

Program Description

The Volunteer Tutor Program exists to provide one-on-one and small group tutoring for UNT students in a variety of courses. In addition, the program provides UNT students the opportunity to enhance their skills, gain leadership experience, and serve the community as a peer tutor. This program is also certified through the International Tutor Training Program Certification (ITTPC) through the College Reading and Learning Association (CRLA) through Level 1.

A special form of this program is also available at Discovery Park to through the Exceptional Engineers tutoring program.

Summary of Volunteer Tutor Statistics

Total Number of Tutors	230
Total Number of Courses Offered	663
Total Number of Requests	1197
Total Hours of Tutoring	1916
Total Number of Tutees	403

Online Tutoring Program

Program Description

The Online Tutoring program provides distance learners and students who are not readily on campus the opportunity to receive content assistance from current students serving as Lead Tutors. All online sessions were conducted using the AskOnline platform, a web-based service that included tutor availability outside of standard business hours. Students and tutors interacted in a synchronous format utilizing chat functions and virtual whiteboards that were used in individual and group formats. The platform also included an asynchronous platform allowing for question postings and emails between tutors and tutees.

For the 2015-16 year, the platform will be switching to UpSwing in response to the challenges associated with utilizing AskOnline. This platform is also being explored to encompass the Volunteer Tutor request form, allowing for a one-stop request site for any tutoring services.

Summary of Online Tutoring Statistics

Total number of students registered	411
Total hours reported online	26:52
Total number of online sessions	38
Total hours face-to-face sessions	588:24
Total face-to-face sessions	581
Total reported ask queue questions	11

Drop-In Tutoring Program

Program Description

Offered in the fall and spring semesters, tutors are available for approximately 4 hours each week. During these times, students are able to visit with tutors on a first come, first serve basis and request help with specific course content. These sessions are offered in the evening hours to better meet student needs. During the 2014-15 year, drop in sessions rotated between the residence halls and Willis Library Forum to be accessible to all students and covered core course content areas such as accounting, biology, chemistry, math, physics, history, music theory, and Spanish.

For the 2015-16 year, the program will seek to increase drop-in hour offerings to encompass a broader range of core courses. Further, a partnership with the Willis Library is being explored to increase accessibility to and visibility of services offered.

Summary of Drop-In Tutoring Statistics

Total Hours of Drop-In Tutoring Offered	118
Total Number of Locations Served	5
Total Number of Tutees	89

Academic Skills Development & Support Summaries

Academic Coaching

Program Description

Academic Coaching is designed to guide students in developing academic goals and a plan of action to achieve them. Students work one-on-one with a staff member to identify areas of strengths and weaknesses in order to facilitate student academic success in the classroom.

Students are able to meet once or multiple times, with a coach, based on individual need. Graduate students may also request this service and are often referred by the Toulouse Graduate School faculty and staff. The program will grow to include peer coaches to allow for broader reach and increased accessibility.

Summary of Academic Coaching Statistics

Total Number of Participants	46
Total Number of Coaching Sessions	183
Academic Coaching Recipients by Classification:	
Freshman	9
Sophomore	12
Junior	9
Senior	3
Graduate	7
Average Semester GPA Prior to Coaching	1.99
Average Semester GPA After Receiving Coaching	2.25
Average GPA Increase	0.26

Semester Reboot/Study Skills Lab

Program Description

Semester Reboot, formerly known as Study Skills lab, is a 5 week course that allows students to meet weekly, for sixty minutes, and develop skills to support their ongoing academic success at UNT. The program begins with the Learning and Study Strategies Inventory (LASSI) to determine strengths and areas of growth. The program offers academic support in a small group setting that encourages active participation, and a staff member to help tailor course content to meet the needs of a student.

The course is offered multiple times each semester, including summer. The course is evaluated on each topic discussed during the five week session and with pre/post test results for the LASSI.

Summary of Semester Reboot Statistics

Number of Participants	31
Average Improvement in All LASSI Areas	27.1
Average Class Evaluation (scale: 1= Not Helpful to 5= Very Helpful)	4.42
Average Student Effort (scale: 1=No Effort to 5= Best Effort)	4.16
Average Instructor Evaluation (scale: 1=Not Adequate to 5=Very Adequate)	4.67

Learning 101 Series

Program Description

The Learning 101 series provides free, one hour, skills-based workshops offered approximately 3 times a week across fall and spring semesters. Students are able to explore skills necessary to reach their academic. These workshops offer practical and applicable advice about studying, academic expectations, and the steps to becoming an independent learner.

This year's topics included: time management, note taking, learning styles, test taking, critical thinking, presentation skills, stress management, and memory strategies. A partnership with Housing and Residence Life was developed to offer a series within the residence halls.

Summary of Learning 101 Statistics

Total Number of Attendees	487
Evaluation Averages: 1=Strongly Disagree to 5=Strongly Agree	
Learned about LC services offered	4.64
Presenter demonstrated knowledge of subject	4.79
Information presented in interesting manner	4.57
Confident in skills gained through workshop	4.68

Speed Reading Program

Program Description

The Speed Reading Program is a five week course designed to help students improve their reading rate. This program has been known to help students double their reading speed, thereby allowing them to complete twice the work in the same time. Students meet weekly, for two hours and utilize a Speed Reading program that is also used for assessment purposes.

The course is offered multiple times each semester, including summer. The Speed Reading Program evaluates eye movement, comprehension, vocabulary, and phrase reading.

Summary of Speed Reading Statistics

Number of Participants	35
Average Words per Minute Improvement	127
Average Class Evaluation (scale: 1= Not Helpful to 5= Very Helpful)	4.31
Average Student Effort (scale: 1=No Effort to 5= Best Effort)	4.09
Average Instructor Evaluation (scale: 1=Not Adequate to 5=Very Adequate)	4.85

Intervention Services Summaries

Texas Success Initiative

Program Description

The State of Texas requires that all undergraduate students entering public colleges and universities in Texas have skills necessary to perform effectively in all college-level coursework. The Texas Success Initiative is the program that administers testing to measure college-level readiness in reading, mathematics, and writing. TSI Coordinators at the Learning Center oversee this process for all incoming and continuing students through testing, advising, and course placement till they are TSI complete.

During the summer orientations, and the academic year, the Learning Center staff will evaluate transcripts and advise all incomplete freshman and transfer students. This individualized advising allows for proper course placement per TSI needs.

During the semester, TSI advisors work with incomplete students to develop plans through developmental course work and non-course based options. All TSI incomplete students must complete mandatory TSI advising prior to registration.

Summary of TSI Statistics

Fall 2014 Incomplete Student Enrollment	626
Spring 2015 Incomplete Student Enrollment	439

Academic Success Program

Program Description

The Academic Success Program is an intervention designed to assist first year students on Academic Alert. The program complements academic advising that is required by all schools and colleges.

The workshop is a ninety minute program that students on alert are required to attend. During this time, they are introduced to strategies to support their academic success while negaging in active goal-setting to help them become proactive and independent learners. Through this, students explore efficient methods through which their academic success may be improved.

Summary of Academic Success Program Statistics

Total # Participants	234
Participants by College	
College of Arts and Sciences	66
College of Business	46
College of Education	18
College of Engineering	51
College of Music	2
College of Visual Arts and Design	29
Mayborn School of Journalism	1
College of Public Affairs & Community Service	9
College of Merchandising, Hospitality & Tourism	10
Unknown	2

Early Alert Response System

Program Description

The Early Alert Response System (EARS) is an online referral system for faculty and staff to report if they notice that a student is falling behind or not attending class regularly. Faculty and staff can submit an Early Alert online through their class rosters. The Learning Center is the main hub in which Early Alerts are received, processed, or referred on a daily basis. After Early Alerts are submitted, they are evaluated by the Learning Center and sent to appropriate campus departments, when appropriate. The goal is to identify at-risk students early and actively provide them with a link to the university through academic intervention, advising, and campus resource referrals.

Summary of EARS Statistics

Total Number of Early alerts	2125
Referrals	
Learning Center	1351
College of Engineering	82
College of Business	57
College of Education	61
College of Merchandising, Hospitality & Tourism	37
College of Music	1
Dean of Students	67
Emerald Eagle Scholars	3
Honor's College	4
Toulouse Graduate School	43
Athletics	4

Future Planning and Graduate Student Services Summaries

In an effort to support students as they complete their undergraduate studies, the Learning Center works to provide services that will prepare students in the event that they would like to pursue another degree. Furthermore, the Learning Center collaborates with Toulouse Graduate School to provide resources to graduate students.

Graduate School: Guide to Getting in

Program Description

This program is designed to introduce undergraduate students to the process of applying to graduate school. This sixty minute workshop covers information on important questions to consider before applying to graduate school, researching programs, the differences between undergraduate and graduate admissions, common application components, and language specific to graduate school.

Summary of Guide to Getting in Statistics

Total Number of Attendees	42
Evaluation Averages:	
1=Strongly Disagree to 5=Strongly Agree	
Valuable use of my time	4.9
Learned about LC services offered	4.5
Presenter demonstrated knowledge of subject	4.9
Information presented in engaging manner	4.8
I am more likely to utilize LC services	4.75

GRE/GMAT Test Preparation Workshop

Program Description

This program consists of a 90 minute workshop to provide a general overview of either the GRE or the GMAT exams needed for graduate school admittance. It provides a guide of what to expect on the day of the test, a summary of the content being covered, and test preparation tips and resources. Each presentation also includes sample questions to demonstrate the types of questions and quick tips on how to answer.

Summary of GRE/GMAT Test Preparation Workshop Statistics

Total Number of Attendees	75
Evaluation Averages:	
1=Strongly Disagree to 5=Strongly Agree	
Valuable use of my time	4.72
Learned about LC services offered	4.43
Presenter demonstrated knowledge of subject	4.6
Information presented in engaging manner	4.61
I am more likely to utilize LC services	4.41

Graduate Student Success Skills Workshops

Program Description

Offered in the fall and spring semesters, these workshops are geared towards developing research skills in graduate students, this program focuses on developing research topics and questions, preparing proposals, navigating the IRB process, finding a balance with time management, and summarizing and synthesizing research.

Summary of Graduate Student Workshop Statistics

Total # Participants	24
Evaluation Averages: 1=Strongly Disagree to 5=Strongly Agree	
Learned About LC Graduate Services	4.41
Presenter Knowledge of Subject Matter	4.82
Presented in an Interesting/Engaging Manner	4.87
Information will Help me Academically	4.83

Stats 101

Program Description

Stats 101 is a series of five workshops designed to reinforce basic statistical concepts and help students feel more confident in their ability to use them in further study. The workshops place emphasis on developing an understanding of the basic elements of statistics and how those elements carry through the logic of more complex hypothesis testing. The topics covered include variance, standard deviation, Z-scores, reliability, validity, effect size, T-Tests, Chi-Square, ANOVA, and regression.

Summary of Stats 101 Workshop Statistics

Total # Participants	45
Evaluation Averages: 1=Strongly Disagree to 5=Strongly Agree	
Learned About LC Services	3.95
Presenter Knowledge of Subject Matter	4.68
Presented in an Interesting/Engaging Manner	4.57
Information will Help me Academically	4.57
Pre- & Post-Test Results	
Average Pre-Test Score	39.35
Average Post-Test Score	59.80

Academic Resource Library

Program Description

The Learning Center's Academic Resource Library offers books, videos, and computer assisted instruction for standardized test preparations. This includes materials for the CPA, CLEP, GMAT, GRE, LSAT, MCAT, TExES, ASBAB, DAT, Police Office Exam, civil Service Exam, Officer Candidate Test, TOEFL, and PDR. The LC continues to grow the resource library based on student request and usefulness of the materials.

Outreach & Partnerships

The Learning Center regularly partners with departments and faculty across campus to provide services to students. Students and faculty may request the Learning Center to present or table at any time. The Learning Center regularly visits residence halls, provides presentations in lectures, tables at department fairs, provides short presentations at departmental meetings, and heavily engages students during orientation programs.

Orientation and Transition Programs

Partnership Description

The Learning Center participates in all orientation programs for incoming students through Parent Overview presentations, College Success Series presentations, and tabling at resource fairs and coffee breaks. Furthermore, the Learning Center strives to provide representation at parent lunches, evening events, and mixers. During First Flight, the Learning Center offers over thirty programs to students for passport credit. These programs include short workshops on learning skills, longer presentations for planning for the new year, as well as TSI related workshops and presentations.

Requested Workshops and Collaborations

Program Description

Students, faculty, and staff are able request presentations and workshops from the Learning Center at any point during the year. The Learning Center works to honor all requests, even if they are requested outside of business hours, to ensure that services and programs are meeting the needs of students. Standing partnerships are also in place to offer programing and services, with the Department of Linguistics and Technical Communication, Toulouse Graduate School, the College of Engineering, Office of Disability Accommodation, and the Dean of Students.

Appendix A: Program Learning Outcomes

Supplemental Instruction

As a result of participating in the Supplemental Instruction program, students will:

- Know how to more effectively engage with the course material through increased exposure and regular of the specific course's fundamental learning skills.
- Develop increased confidence in applying subject skills to course assessments and other assignments.
- Increase their abilities in being independent learners and taking responsibility for their learning.

As a result of participate in the Supplemental Instruction program, Supplemental instruction Leaders will:

- Know a variety of learning strategies specific to different academic areas and in order to meet the individual needs and abilities of students.
- Increase their capacity to facilitate groups as well as their ability to lead discussions with their peers.
- Increase their capacity to serve as mentors to their peers.

Volunteer Tutor Program

As a result of participating in the Volunteer Tutor Program, tutees will:

- Identify problem solving strategies to allow them to be more successful in their selected course.
- Identify strategies to improve problem solving and understanding around a specific content area.

As a result of participating in the Volunteer Tutor Program, tutors will:

- Apply best practices to tutoring based on a student's learning style and needs.
- Understand the program objective and help to provide services based on those objectives.
- Gain training and skills to help them grow as engaged campus leaders.

Online Tutoring Program

As a result of participating in the Online Tutoring Program, tutees will:

- Identify problem solving strategies to allow them to be more successful in their selected course.
- Engage in practices that will help them become engaged and independent learners.

As a result of participating in the Lead Tutor program, tutors will:

- Apply best practices to tutoring based on a students' learning style and needs.
- Gain leadership skills while serving as a cohort leader for a subset of volunteer tutors.

- Obtain College Reading and Learning Association (CRLA) Level I certification through the International Tutor Training Program Certification (ITTPC).

Drop-in Tutoring

As a result of attending Drop-In tutoring, tutees will:

- Be able to articulate needs or questions with regards to course content.
- Be exposed to additional strategies with which to approach problem solving and deepen their understanding of content.

Academic Coaching

As a result of attending an Academic Coaching appointment, a student will:

- Identify resources and strategies to address barriers to academic success.
- Develop a connection with a LC staff member vested in their overall success.

Semester Reboot/Study Skills Lab

As a result of completing Semester Reboot, a student will:

- Create an academic action plan focused on academic needs and individually identified strategies for success.
- Develop social connections with peers as well as relationships with members of the LC staff.

Learning 101 Series

As a result of attending a Learning 101 workshop, a student will:

- Identify one strategy or skill to support their success based on the topic of the workshop.
- Develop increased confidence in their knowledge of useful learning and study strategies.

Speed Reading Program

As a result of completing Speed Reading, a student will:

- Improve their overall rate of reading, measured in words per minute.
- Identify strategies to maintain comprehension while increasing reading speed.
- Develop a stronger relationship with peers in the program as well as with the LC staff.

Academic Success Program

As a result of attending an Academic Success Program workshop, a student will:

- Be exposed to the skills and strategies necessary to be self-motivated and self-regulated learners.
- Establish a personal goal to work towards improving academic standing.
- Be informed of support services and resources available across the UNT campus.

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Early Alert Response System

As a result of being contacted through the EARS, a student will:

- Be connected to a campus resource from which to obtain support.
- Be approached by the appropriate resource/staff based on needs and further referred as needed

Graduate School: Guide to Getting In

As a result of attending the Graduate School: Guide to Getting in workshop, a student will:

- Understand the steps needed to prepare for applications to graduate degree programs.
- Learn jargon associated with graduate school programs.
- Identify campus resources that can support the development of an application.

GRE/GMAT Test Preparation Workshop

As a result of attending a GRE/GMAT Test Preparation Workshop, a student will:

- Identify the components of the exam and understand the format
- Be exposed to tips to better prepare for and answer questions during the exam
- Explore question examples and strategies to appropriately answer them

Graduate Student Success Skills Workshop

As a result of attending a Graduate Student Success Skills Workshop, a student will:

- Be exposed to the process of conducting research.
- Identify the steps or strategies necessary to be successful in the area of focus for the selected workshop.

Stats 101

As a result of participating in Stats 101, a student will:

- Practice different forms of statistical analysis using a variety of examples.
- Enhance their skills in applying a variety of statistical methods.
- Gain an understanding of the basic key elements of statics.

Appendix B: Overall 2014-15 Academic Year Statistics at a Glance

Supplemental Instruction (Overall)

Number of sessions offered	7824
Number of students attending (unduplicated)	6369
Percentage of students attending (unduplicated)	24.5%
Total hours of SI Usage	28,269
Mean number of sessions attended	3.95
Mean final course grade of SI participants	2.77
Mean final course grade of non-SI participants	2.37
Mean GPA increase for participants	0.40

Supplemental Instruction (Anthropology)

Total number of SI sessions offered	192
Number of students attending (unduplicated)	127
Percentage of students attending (unduplicated)	26%
Total hours of SI Usage for subject	320
Mean number of sessions attended	0.34
Mean final course grade of SI participants	3.00
Mean final course grade of non-SI participants	2.23
Mean GPA increase for participants	0.77

Supplemental Instruction (Biology)

Total number of SI sessions offered	1088
Number of students attending (unduplicated)	788
Percentage of students attending (unduplicated)	26.8%
Total hours of SI Usage for subject	3038
Mean number of sessions attended	3.63
Mean final course grade of SI participants	2.55
Mean final course grade of non-SI participants	2.11
Mean GPA increase for participants	0.44

Supplemental Instruction (Chemistry)

Total number of SI sessions offered	896
Number of students attending (unduplicated)	1280
Percentage of students attending (unduplicated)	36.4%
Total hours of SI Usage for subject	7552
Mean number of sessions attended	5.38
Mean final course grade of SI participants	2.73
Mean final course grade of non-SI participants	2.20
Mean GPA increase for participants	0.54

Supplemental Instruction (History)

Total number of SI sessions offered	2624
Number of students attending (unduplicated)	1403
Percentage of students attending (unduplicated)	23.5%
Total hours of SI Usage for subject	4634
Mean number of sessions attended	3.11
Mean final course grade of SI participants	2.93
Mean final course grade of non-SI participants	2.56
Mean GPA increase for participants	0.37

Supplemental Instruction (Music Theory)

Total number of SI sessions offered	240
Number of students attending (unduplicated)	32
Percentage of students attending (unduplicated)	9.7%
Total hours of SI Usage for subject	119
Mean number of sessions attended	4.5
Mean final course grade of SI participants	3.26
Mean final course grade of non-SI participants	2.85
Mean GPA increase for participants	0.41

Supplemental Instruction (Political Science)

Total number of SI sessions offered	1832
Number of students attending (unduplicated)	1556
Percentage of students attending (unduplicated)	19.25%
Total hours of SI Usage for subject	5216
Mean number of sessions attended	3.36
Mean final course grade of SI participants	2.93
Mean final course grade of non-SI participants	2.52
Mean GPA increase for participants	0.41

Volunteer Tutors

Total number of tutors	230
Total number of courses offered	663
Total hours of tutoring	1916
Total number of students receiving tutoring	403

Online Tutors

Total number of students registered	411
Total hours reported online	26:52
Total scheduled online sessions	38
Total hours face-to-face sessions	588:24
Total face-to-face sessions	581
Total reported ask queue questions	11

Drop-In Tutors

Total hours offered	118
Total number of locations served	5
Total number of tutees	89

Academic Coaching

Number of Participants	46
Number of Coaching Sessions	183
Participants by Classification:	
Freshman	9
Sophomore	12
Junior	9
Senior	3
Graduate	7
Average Semester GPA Prior to Coaching	1.99
Average Semester GPA after Coaching	2.25
Average GPA Increase	0.26

Semester Reboot/Study Skills Lab

Number of participants	31
Average Improvement on all areas of the LASSI	27.1
Average Class Evaluation	4.42
Average Student Effort	4.16
Average Instructor Evaluation	4.67

Learning 101 Series

Number of participants:	487
Learned about LC services	4.64
Presenter demonstrated knowledge of subject	4.79
Information presented in interesting	4.57
Confident in skills gained through workshop	4.68

Speed Reading Workshops

Number of participants	35
Average Reading Speed (WPM) Improvement	127
Average Class Evaluation	4.31
Average Student Effort	4.09
Average Instructor Evaluation	4.85

Texas Success Initiative Advising & Testing

Number of incomplete students fall 2014	626
Number of incomplete students spring 2015	439

Academic Success Program

Number of Participants:	234
Participants by College:	
College of Arts and Sciences	66
College of Business	46
College of Education	18
College of Engineering	51
College of Music	2
College of Visual Arts and Design	29
Mayborn School of Journalism	1
College of Public Affairs & Community Service	9
College of Merchandising, Hospitality & Tourism	10
Unknown	2

Early Alert Response System

Total number of Early Alerts	2276
Number referred to:	
Learning Center	1351
College of Engineering	82
College of Business	57
College of Education	61
College of Merchandising, Hospitality, & Tourism	37
College of Music	1
Dean of Students	67
Emerald Eagle Scholars	3
Honor's College	4
Toulouse Graduate School	43
Athletics	4

Graduate School: The guide to getting in

Number of participants	42
Valuable use of my time	4.9
Learned about LC services offered	4.5
Presenter demonstrated knowledge of subject	4.9
Information presented in interesting	4.8
I am more likely to utilize LC services	4.75

Graduate School Test Preparation Workshops

Number of Participants	75
Valuable use of my time	4.72
Learned about LC services	4.43
Presenter demonstrated knowledge of subject	4.6
Information presented in interesting	4.61
I am more likely to utilize LC services	4.61

Graduate Student Success Skills Workshops

Number of participants	24
Learned About LC Graduate Services	4.41
Presenter Knowledge of Subject Matter	4.82
Presented in an Interesting/Engaging Manner	4.87
Information will help me academically	4.83
I Would Recommend this Workshop to Others	4.76

Graduate Stats 101

Number of participants	45
Learned About LC Graduate Services	3.95
Presenter Knowledge of Subject Matter	4.68
Presented in an Interesting/Engaging Manner	4.57
Activities Enhanced my Understanding	4.63
Information will help me academically	4.57
I Would Recommend this Workshop to Others	4.7

Contact Hours:

Walk-in	2720
Call-in	7564

Presentation Contacts:

Students	4293
Parents/Other	96