Academic Support Centers Assessment Report
Fall 2021

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1 INTRODUCTION

Florida SouthWestern's Academic Support Center (ASC) began a new assessment plan for AY 2020-21 in an effort to gather deeper information on user attributes of both the FSW Tutoring Centers and tutor.com. Student learning centers have been shown to successfully improve student learning outcomes across the curriculum (Hendriksen et al., 2005) as well as increase college preparedness (Perin, 2004). Therefore, data informed improvement has potential for a compounded effect across multiple disciplines college-wide as well as within the learning centers. Information gathered from assessment is intended to be shared with ASC leadership and staff as well as, in certain cases, among faculty and students. This study is in partial fulfillment of the assessment goals established in fall 2021 which is to include the entire 2020-21 academic year and is outlined in each section below.

For additional detail on further analysis not provided in this report, please contact Dr. Joseph F. van Gaalen, Asst. VP, IR, Assessment & Effectiveness (jfvangaalen@fsw.edu; x16965).

2 FSW STUDENT USER PROFILE FOR TUTORING SERVICES ATTRIBUTES COLLECTION

In the Fall 2021 term, in order to support student achievement of the General Education competencies, the department established a goal of investigating selected student attributes for those students using campus-based college tutoring services. These attributes will be gathered and reviewed to inform tutoring support programing and retention initiatives such as GPA, gender, ethnicity, age, student type, and class status beginning with the fall 2019 semester will be monitored.

For these attribute investigations, data is displayed here in two formats. The first format is based on cohort representation of the College. The second format is based on cohort representation of the tutoring service. In the former, we review the total number of students at FSW which represent that specific cohort, and then determine the percentage of that cohort which has visited the tutoring center. In the latter, we review the total number of visitors to the tutoring center, and then determine the percentage of that total which represents the cohort. This allows us to determine (1) which cohort most actively uses the tutoring center, and (2) which cohort is most represented in tutoring center usage, both values may be of use in future investigations.

2.1 WHICH COHORT MOST ACTIVELY USES THE TUTORING CENTER?

In a review of the total number of students at FSW which represent that specific cohort, we review cohorts of First Generation In College (FGIC), First Time In College (FTIC), Pell Grant Recipients, Full-Time / Part-Time status, Race/Ethnicity, Age, and some combined categories as well. Table 1 and Figure 1 below depicts these characteristics.

	# of Students Visiting Tutoring Center	Total # of Students at FSW	% of Students Visiting Tutoring Center
FGIC	791	6266	13%
non-FGIC	1068	9055	12%
FTIC	563	2672	21%
non-FTIC	1296	12649	10%
Pell Grant Recipients	727	4835	15%
non-Pell Grant Recipients	1132	10486	11%
Full-Time	1112	5513	20%
Part-Time	747	9192	8%
Hispanic or Latino	737	5332	14%
Black / African American	339	2338	14%
White	845	8061	10%
Full-time & FTIC	421	1715	25%
Full-time & FGIC	424	2164	20%
Part-time & FGIC	367	4102	9%
< 18	478	2980	16%
18-24	1116	8276	13%
25-39	202	2745	7%
> 39	63	704	9%
Male	6778	5121	13%
Female	1175	9555	12%
GPA ≥ 3.5	571	3848	15%
GPA 3.0-3.4	415	3730	11%
GPA 2.5-2.9	328	2747	12%
GPA 2.0-2.4	228	1989	11%
GPA < 2.0	317	2305	14%

Table 1. Total number of FSW students by cohort and percentage visiting tutoring center for the Fall 2021 term.
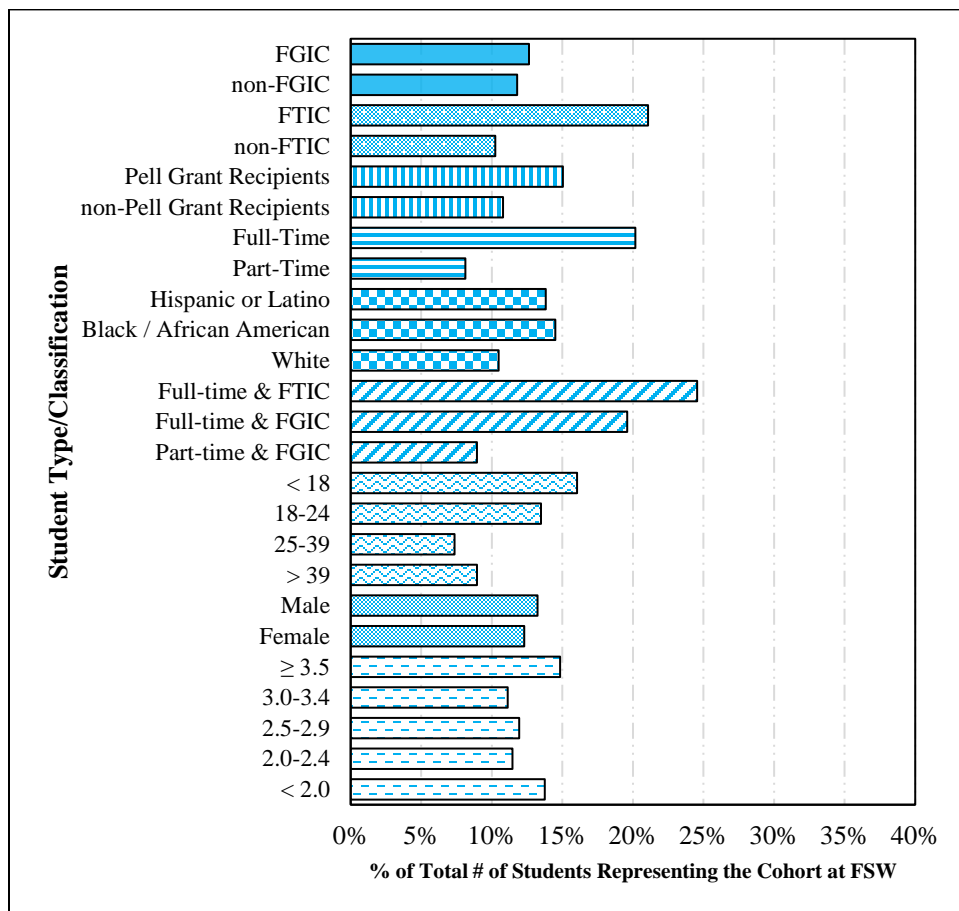

Figure 1. Percentage of FSW student cohorts visiting tutoring center by cohort for the Fall 2021 term.

In the Fall 2021 term, the three cohorts which exhibit the highest rates of visitation to the tutoring center are (1) Full-Time/FTIC, at 25%, (2) FTIC, at 21%, and (3) Full-Time, at 20%.

2.2 WHICH COHORT IS MOST REPRESENTED IN TUTORING CENTER USAGE?

In a review of the total number of students using the tutoring center by specific cohort, we review cohorts of First Generation In College (FGIC), First Time In College (FTIC), Pell Grant Recipients, Full-Time / Part-Time status, Race/Ethnicity, Age, and some combined categories as well. Table 2 and Figure 2 below depicts these characteristics.

	# of Students Visiting Tutoring Center	Total # of Students Visiting Center	% of Students Visiting Tutoring Center
FGIC	791	1859	43%
non-FGIC	1068	1859	57%
FTIC	563	1859	30%
non-FTIC	1296	1859	70%
Pell Grant Recipients	727	1859	39%
non-Pell Grant Recipients	1132	1859	61%
Full-Time	1112	1859	60%
Part-Time	747	1859	40%
Hispanic or Latino	737	1859	40%
Black / African American	339	1859	18%
White	845	1859	45%
Full-time & FTIC	421	1859	23%
Full-time & FGIC	424	1859	23%
Part-time & FGIC	367	1859	20%
< 18	478	1859	26%
18-24	1116	1859	60%
25-39	202	1859	11%
> 39	63	1859	3%
Male	6778	1859	36%
Female	1175	1859	63%
GPA ≥ 3.5	571	1859	31%
GPA 3.0-3.4	415	1859	22%
GPA 2.5-2.9	328	1859	18%
GPA 2.0-2.4	228	1859	12%
GPA < 2.0	317	1859	17%

Table 2. Total number and percentage of students visiting tutoring center by cohort for the Fall 2021 term.
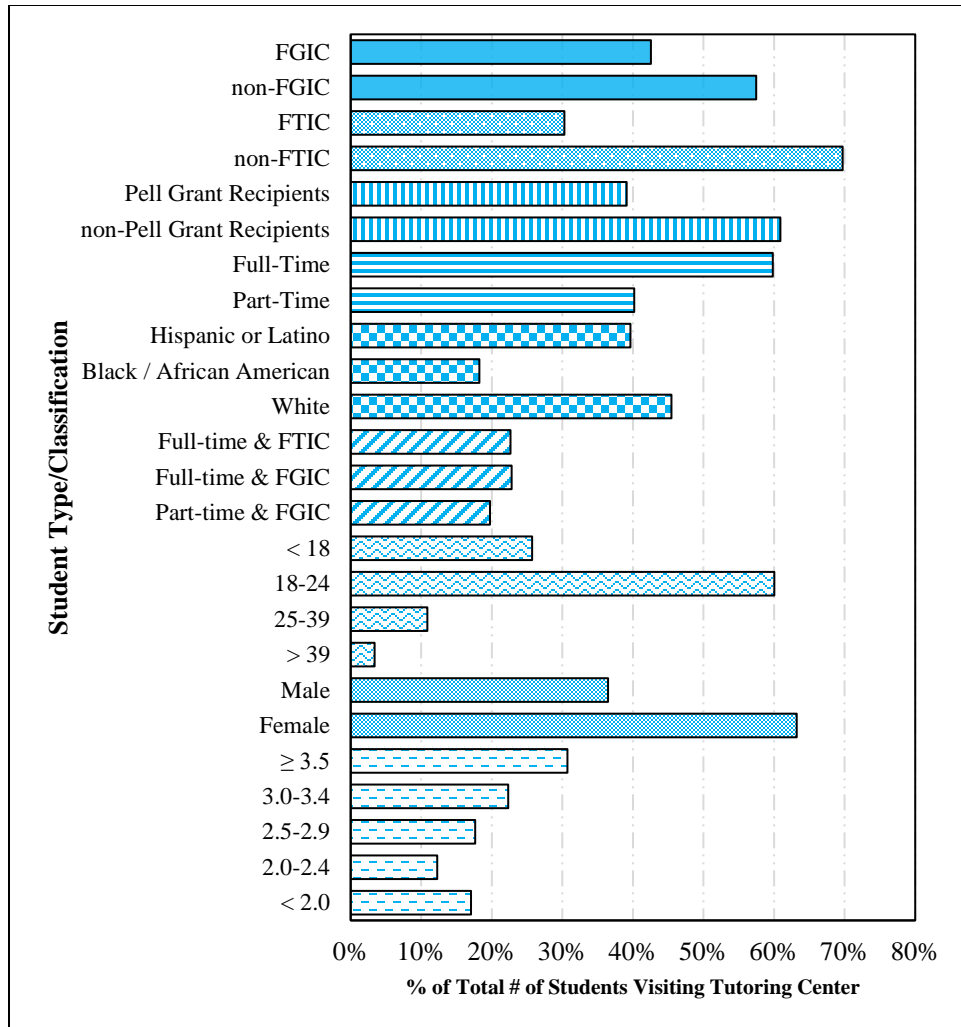
Figure 2. Percentage of tutoring center student visitors by cohort for the Fall 2021 term.

When we review cohorts based on the total number of tutoring center visitors, much of the data simply reflects the population of FSW. As a result, it is important to review these numbers not in a comparison to the cohorts, but instead to understand the attributes of largest percentage of visitors. In other words, asking questions such as "How do we cater to non-FGIC students better, knowing that 57% of tutoring center users are non-FGIC?" may be more beneficial than "Why is FGIC so low (43%) compared with non-FGIC (57%)?" as that answer is unrelated to the purpose of the analysis.

3 TUTOR.COM STUDENT USER PROFILE ATTRIBUTES COLLECTION

In the Fall 2021 term, in order to support student achievement of the General Education competencies, the department established a goal of investigating selected student attributes for those students using Tutor.com online tutoring resources will be gathered and reviewed to inform tutoring support programming and retention initiatives. Selected student attributes such as GPA, gender, ethnicity, age, student type, and class status beginning with the fall 2019 semester will be monitored.

For these attribute investigations, as with above, data is displayed here in two formats. The first format is based on cohort representation of the College. The second format is based on cohort representation of tutor.com. In the former, we review the total number of students at FSW which represent that specific cohort, and then determine the percentage of that cohort which has visited tutor.com. In the latter, we review the total number of visitors to tutor.com, and then determine the percentage of that total which represents the cohort. This allows us to determine (1) which cohort most actively uses the tutoring center, and (2) which cohort is most represented in tutor.com usage, both values may be of use in future investigations.

3.1 WHICH COHORT MOST ACTIVELY USES TUTOR.COM?

In a review of the total number of students at FSW which represent that specific cohort, we review cohorts of First Generation In College (FGIC), First Time In College (FTIC), Pell Grant Recipients, Full-Time / Part-Time status, Race/Ethnicity, Age, and some combined categories as well. Table 3 and Figure 3 below depicts these characteristics.

	# of Students Visiting Tutor.com	Total # of Students at FSW	% of Students Visiting Tutor.com
FGIC	316	6266	5%
non-FGIC	586	9055	6%
FTIC	235	2672	9%
non-FTIC	667	12649	5%
Pell Grant Recipients	323	4835	7%
non-Pell Grant Recipients	579	10486	6%
Full-Time	489	5513	9%
Part-Time	413	9192	4%
Hispanic or Latino	359	5332	7%
Black / African American	191	2338	8%
White	413	8061	5%
Full-time & FTIC	163	1715	10%
Full-time & FGIC	155	2164	7%
Part-time & FGIC	161	4102	4%
< 18	318	2980	11%
18-24	436	8276	5%
25-39	115	2745	4%
> 39	33	704	5%
Male	233	5121	5%
Female	669	9555	7%
GPA ≥ 3.5	390	3848	10%
GPA 3.0-3.4	199	3730	5%
GPA 2.5-2.9	139	2747	5%
GPA 2.0-2.4	83	1989	4%
GPA < 2.0	91	2305	4%

Table 3. Total number of FSW students by cohort and percentage visiting tutor.com for the Fall 2021 term.
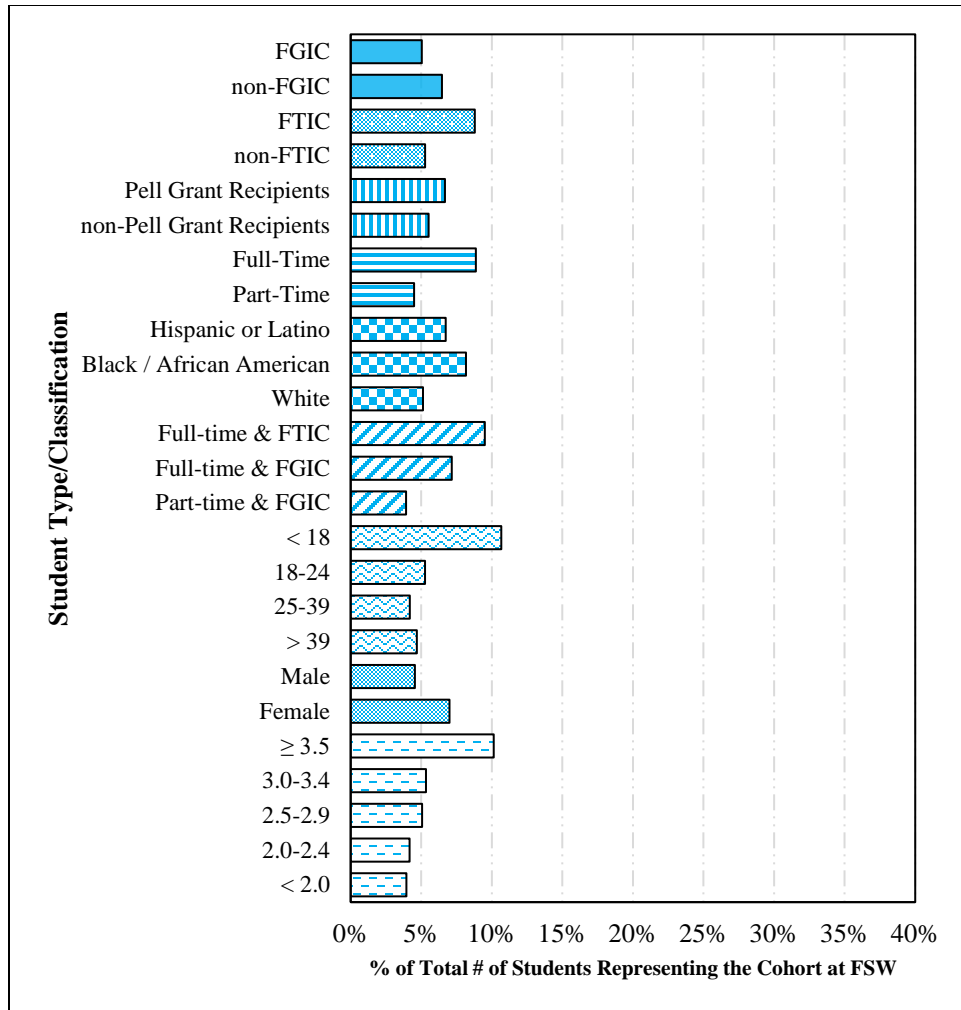
Figure 3. Percentage of FSW student cohorts visiting tutor.com by cohort for the Fall 2021 term.

In the Fall 2021 term, under 18 students have the highest representation, at 11%. The second highest representation is from those with a GPA at or above 3.5. And the third highest is Full-time/FTIC, at 10%. The lowest representation is Part-Time/FGIC, at 4%.

3.2   WHICH COHORT IS MOST REPRESENTED IN TUTOR.COM USAGE?

In a review of the total number of students using tutor.com by specific cohort, we review cohorts of First Generation In College (FGIC), First Time In College (FTIC), Pell Grant Recipients, Full-Time / Part-Time status, Race/Ethnicity, Age, and some combined categories as well. Results of these can be found below in Table 4 and Figure 4.

	# of Students Visiting Tutor.com	Total # of Students Visiting Tutor.com	% of Students Visiting Tutor.com
FGIC	316	902	35%
non-FGIC	586	902	65%
FTIC	235	902	26%
non-FTIC	667	902	74%
Pell Grant Recipients	323	902	36%
non-Pell Grant Recipients	579	902	64%
Full-Time	489	902	54%
Part-Time	413	902	46%
Hispanic or Latino	359	902	40%
Black / African American	191	902	21%
White	413	902	46%
Full-time & FTIC	163	902	18%
Full-time & FGIC	155	902	17%
Part-time & FGIC	161	902	18%
< 18	318	902	35%
18-24	436	902	48%
25-39	115	902	13%
> 39	33	902	4%
Male	233	902	26%
Female	669	902	74%
GPA ≥ 3.5	390	902	43%
GPA 3.0-3.4	199	902	22%
GPA 2.5-2.9	139	902	15%
GPA 2.0-2.4	83	902	9%
GPA < 2.0	91	902	10%

Table 4. Total number and percentage of students visiting tutor.com by cohort for the Fall 2021 term.
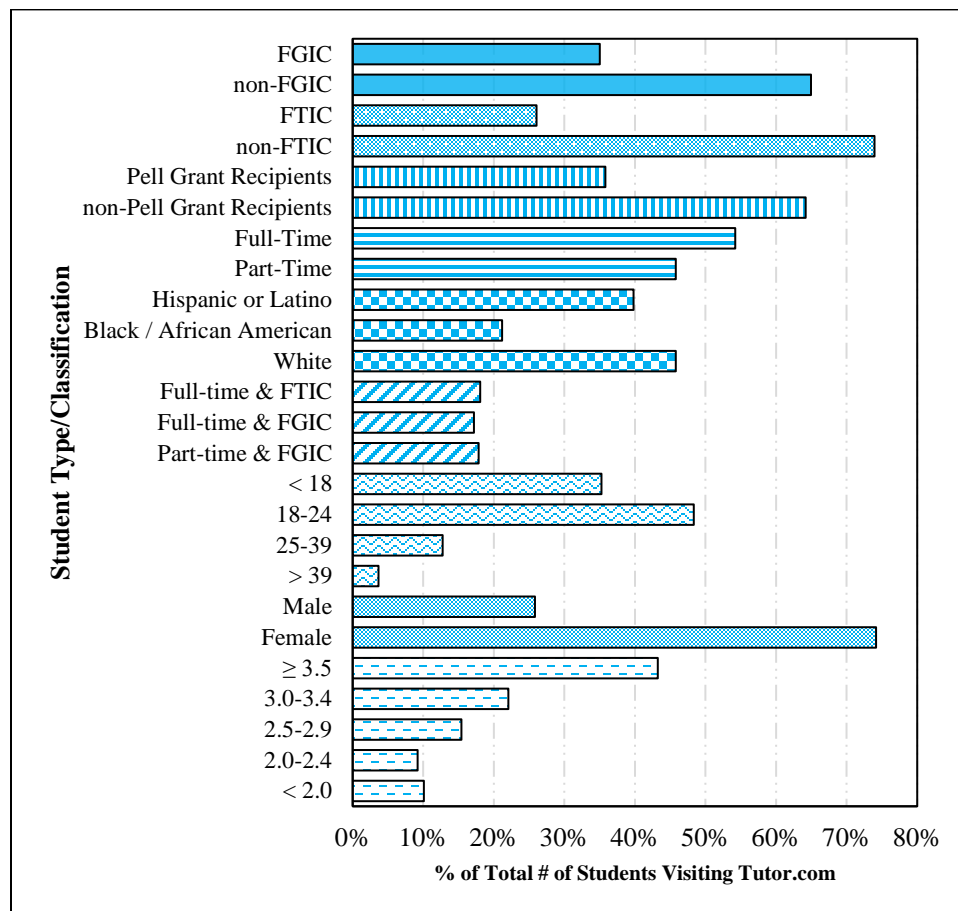

Figure 4. Percentage of tutor.com visitors by cohort for the Fall 2021 term.

When we review cohorts based on the total number of tutor.com visitors, much of the data simply reflects the population of FSW. As a result, it is important to review these numbers not in a comparison to the cohorts, but instead to understand the attributes of largest percentage of visitors. In other words, if you are going to ask questions about under-represented groups, do so using comparisons of college-wide cohorts (Section 3.1), not comparisons of tutor.com total visits (Section 3.2).

4 CONCLUSIONS

FSW's Academic Support Center began a new assessment plan for AY 2020-21 to gather deeper information on user attributes of both the FSW Tutoring Centers and tutor.com.

A drill-down of FSW Student User Profile Attributes for Tutoring Services are as follows:
1. For these attribute investigations, data is displayed here in two formats. The first format is based on cohort representation of the College. The second format is based on cohort representation of the tutoring service. In the former, we review the total number of students at FSW which represent that specific cohort, and then determine the percentage of that cohort which has visited the tutoring center. In the latter, we review the total number of visitors to the tutoring center, and then determine the percentage of that total which represents the cohort. This allows us to determine (1) which cohort most actively uses the tutoring center, and (2) which cohort is most represented in tutoring center usage, both values may be of use in future investigations.
2. Which Cohort Most Actively Uses the Tutoring Center?
    a. In the Fall 2021 term, the three cohorts which exhibit the highest rates of visitation to the tutoring center are (1) Full-Time/FTIC, at 25%, (2) FTIC, at 21%, and (3) Full-Time, at 20%.
3. Which Cohort Is Most Represented in Tutoring Center Usage?
    a. When we review cohorts based on the total number of tutoring center visitors, much of the data simply reflects the population of FSW.
    b. As a result, it is important to review these numbers not in a comparison to the cohorts, but instead to understand the attributes of largest percentage of visitors. In other words, asking questions such as "How do we cater to non-FGIC students better, knowing that 57% of tutoring center users are non-FGIC?" may be more beneficial than "Why is FGIC so low (43%) compared with non-FGIC (57%)?" as that answer is unrelated to the purpose of the analysis.

A drilldown drill-down of Tutor.com Student User Profile Attributes are as follows:
1. For these attribute investigations, data is displayed here in two formats. The first format is based on cohort representation of the College. The second format is based on cohort representation of the tutoring service.
2. Which Cohort Most Actively Uses Tutor.com?
    a. In the Fall 2021 term, under 18 students have the highest representation, at 11%. The second highest representation is from those with a GPA at or above 3.5. And the third highest is Full-time/FTIC, at 10%. The lowest representation is Part-Time/FGIC, at 4%.
3. Which Cohort Is Most Represented in Tutor.com?

a. When we review cohorts based on the total number of tutor.com visitors, much of the data simply reflects the population of FSW.
b. As a result, it is important to review these numbers not in a comparison to the cohorts, but instead to understand the attributes of largest percentage of visitors. In other words, if you are going to ask questions about under-represented groups, do so using comparisons of college-wide cohorts (Section 3.1), not comparisons of tutor.com total visits (Section 3.2).

5 REFERENCES

Hendriksen, S.I., Yang, L., Love, B., and Hall, M.C. 2005. Assessing academic support: the effects of tutoring on student learning outcomes. Journal of College Reading and Learning, 35(2), 56-65.

Perin, D. 2004. Remediation beyond developmental education: The use of learning assistance centers to increase academic preparedness in community colleges. Community College Journal of Research and Practice, 28, 559-582.