

Academic Support Centers Assessment Report

Spring 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 2020 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 2020 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 programming and retention initiatives such as GPA, gender, ethnicity, age, student type, and class status beginning with the fall 2020 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.

	<i># of Students Visiting Tutoring Center</i>	<i>Total # of Students at FSW</i>	<i>% of Students Visiting Tutoring Center</i>
<i>FGIC</i>	292	5523	5%
<i>non-FGIC</i>	471	9798	5%
<i>FTIC</i>	82	646	13%
<i>non-FTIC</i>	681	14675	5%
<i>Pell Grant Recipients</i>	324	4335	7%
<i>non-Pell Grant Recipients</i>	439	10986	4%
<i>Full-Time</i>	401	5119	8%
<i>Part-Time</i>	362	8789	4%
<i>Hispanic or Latino</i>	259	4868	5%
<i>Black / African American</i>	173	2136	8%
<i>White</i>	375	7946	5%
<i>Full-time & FTIC</i>	36	305	12%
<i>Full-time & FGIC</i>	128	1831	7%
<i>Part-time & FGIC</i>	164	3692	4%
<i>< 18</i>	93	2317	4%
<i>18-24</i>	480	8064	6%
<i>25-39</i>	133	2807	5%
<i>> 39</i>	57	720	8%
<i>Male</i>	272	4738	6%
<i>Female</i>	489	9149	5%
<i>GPA ≥ 3.5</i>	218	3725	6%
<i>GPA 3.0-3.4</i>	189	3773	5%
<i>GPA 2.5-2.9</i>	141	2837	5%
<i>GPA 2.0-2.4</i>	99	1788	6%
<i>GPA < 2.0</i>	116	1736	7%

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

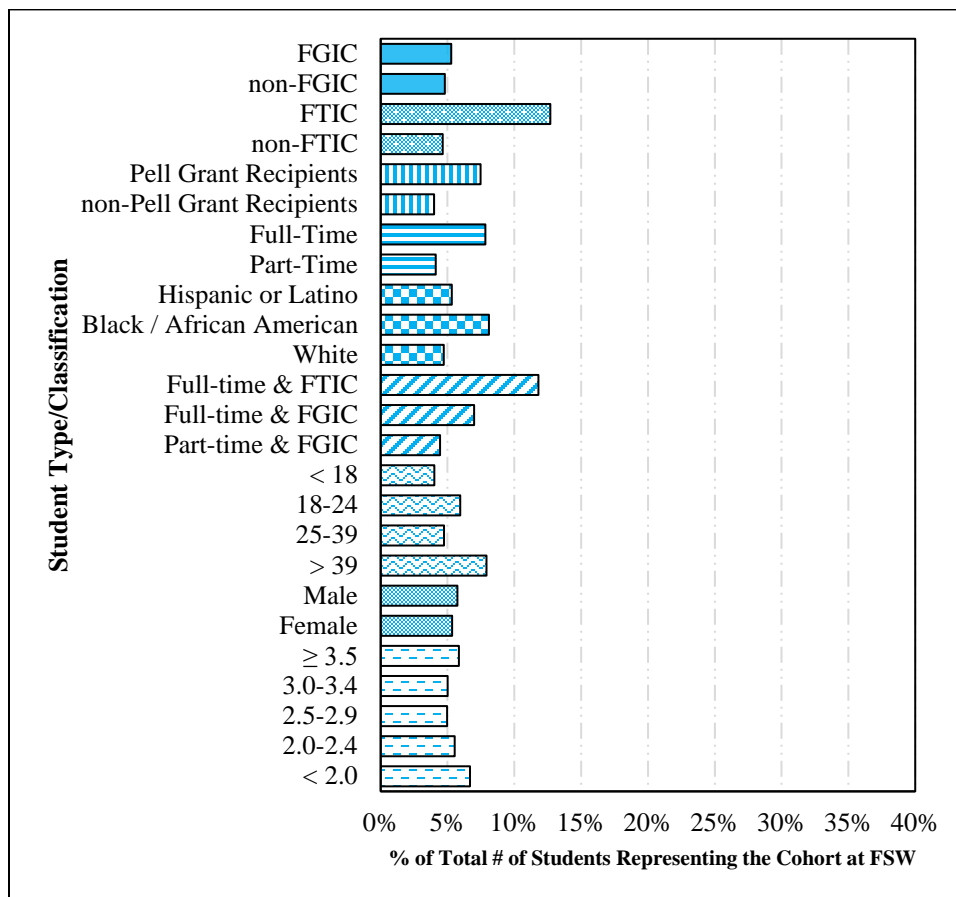


Figure 1. Percentage of FSW student cohorts visiting tutoring center by cohort for the Spring 2021 term.

In the Spring 2021 term, the three cohorts which exhibit the highest rates of visitation to the tutoring center are (1) students who are First time In College (FTIC), at 7%, down from 13% in Fall 2020. All other cohorts range between 2% and 5%.

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.

	<i># of Students Visiting Tutoring Center</i>	<i>Total # of Students Visiting Center</i>	<i>% of Students Visiting Tutoring Center</i>
<i>FGIC</i>	292	763	38%
<i>non-FGIC</i>	471	763	62%
<i>FTIC</i>	82	763	11%
<i>non-FTIC</i>	681	763	89%
<i>Pell Grant Recipients</i>	324	763	42%
<i>non-Pell Grant Recipients</i>	439	763	58%
<i>Full-Time</i>	401	763	53%
<i>Part-Time</i>	362	763	47%
<i>Hispanic or Latino</i>	259	763	34%
<i>Black / African American</i>	173	763	23%
<i>White</i>	375	763	49%
<i>Full-time & FTIC</i>	36	763	5%
<i>Full-time & FGIC</i>	128	763	17%
<i>Part-time & FGIC</i>	164	763	21%
<i>< 18</i>	93	763	12%
<i>18-24</i>	480	763	63%
<i>25-39</i>	133	763	17%
<i>> 39</i>	57	763	7%
<i>Male</i>	272	763	36%
<i>Female</i>	489	763	64%
<i>GPA ≥ 3.5</i>	218	763	29%
<i>GPA 3.0-3.4</i>	189	763	25%
<i>GPA 2.5-2.9</i>	141	763	18%
<i>GPA 2.0-2.4</i>	99	763	13%
<i>GPA < 2.0</i>	116	763	15%

Table 2. Total number and percentage of students visiting tutoring center by cohort for the Spring 2021 term.

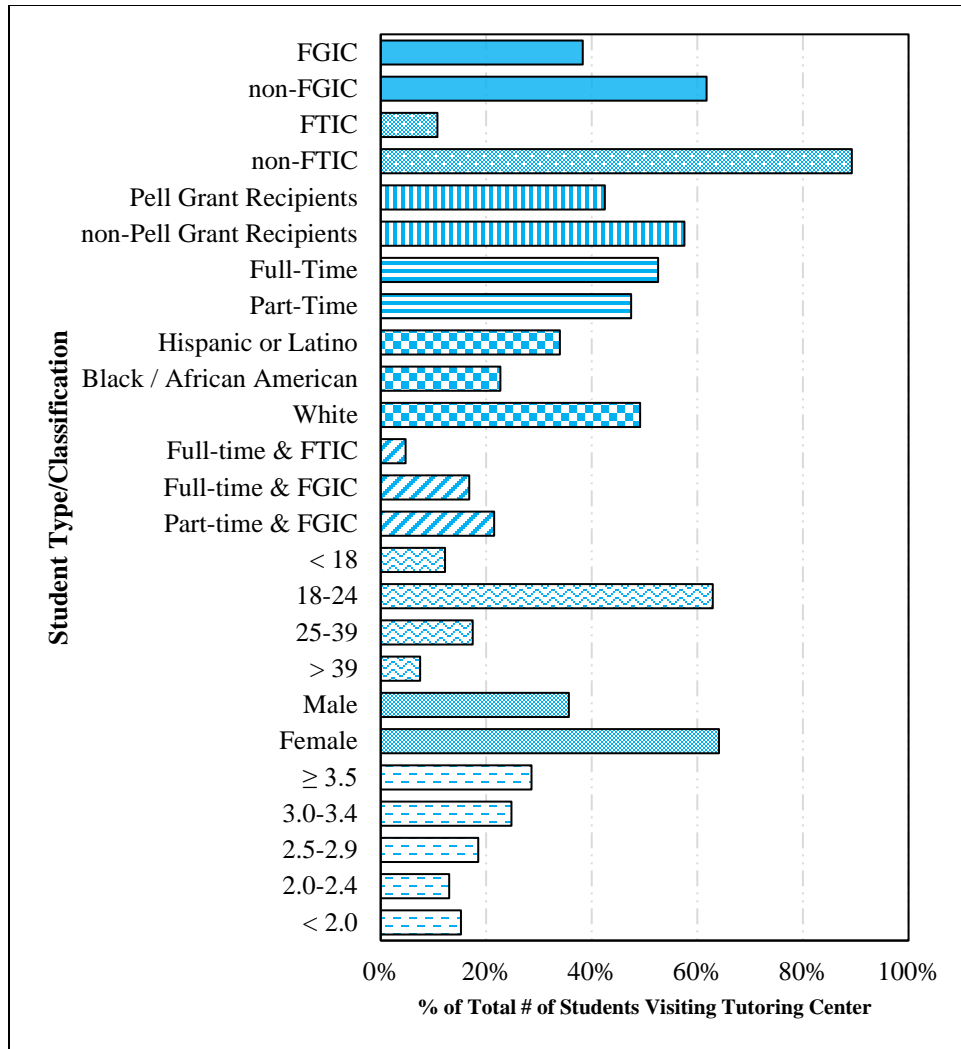


Figure 2. Percentage of tutoring center student visitors by cohort for the Spring 2021 term.

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 65% of tutoring center users are non-FGIC?” may be more beneficial than “Why is FGIC so low (35%) compared with non-FGIC (65%)?” as that answer is unrelated to the purpose of the analysis.

3 TUTOR.COM STUDENT USER PROFILE ATTRIBUTES COLLECTION

In the Fall 2020 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.

	<i># of Students Visiting Tutor.com</i>	<i>Total # of Students at FSW</i>	<i>% of Students Visiting Tutor.com</i>
<i>FGIC</i>	318	5523	6%
<i>non-FGIC</i>	497	9798	5%
<i>FTIC</i>	138	646	21%
<i>non-FTIC</i>	677	14675	5%
<i>Pell Grant Recipients</i>	298	4335	7%
<i>non-Pell Grant Recipients</i>	517	10986	5%
<i>Full-Time</i>	375	5119	7%
<i>Part-Time</i>	440	8789	5%
<i>Hispanic or Latino</i>	304	4868	6%
<i>Black / African American</i>	135	2136	6%
<i>White</i>	438	7946	6%
<i>Full-time & FTIC</i>	66	305	22%
<i>Full-time & FGIC</i>	125	1831	7%
<i>Part-time & FGIC</i>	193	3692	5%
<i>< 18</i>	152	2317	7%
<i>18-24</i>	470	8064	6%
<i>25-39</i>	150	2807	5%
<i>> 39</i>	43	720	6%
<i>Male</i>	224	4738	5%
<i>Female</i>	590	9149	6%
<i>GPA ≥ 3.5</i>	281	3725	8%
<i>GPA 3.0-3.4</i>	212	3773	6%
<i>GPA 2.5-2.9</i>	129	2837	5%
<i>GPA 2.0-2.4</i>	77	1788	4%
<i>GPA < 2.0</i>	116	1736	7%

Table 3. Total number of FSW students by cohort and percentage visiting tutor.com for the Spring 2021 term.

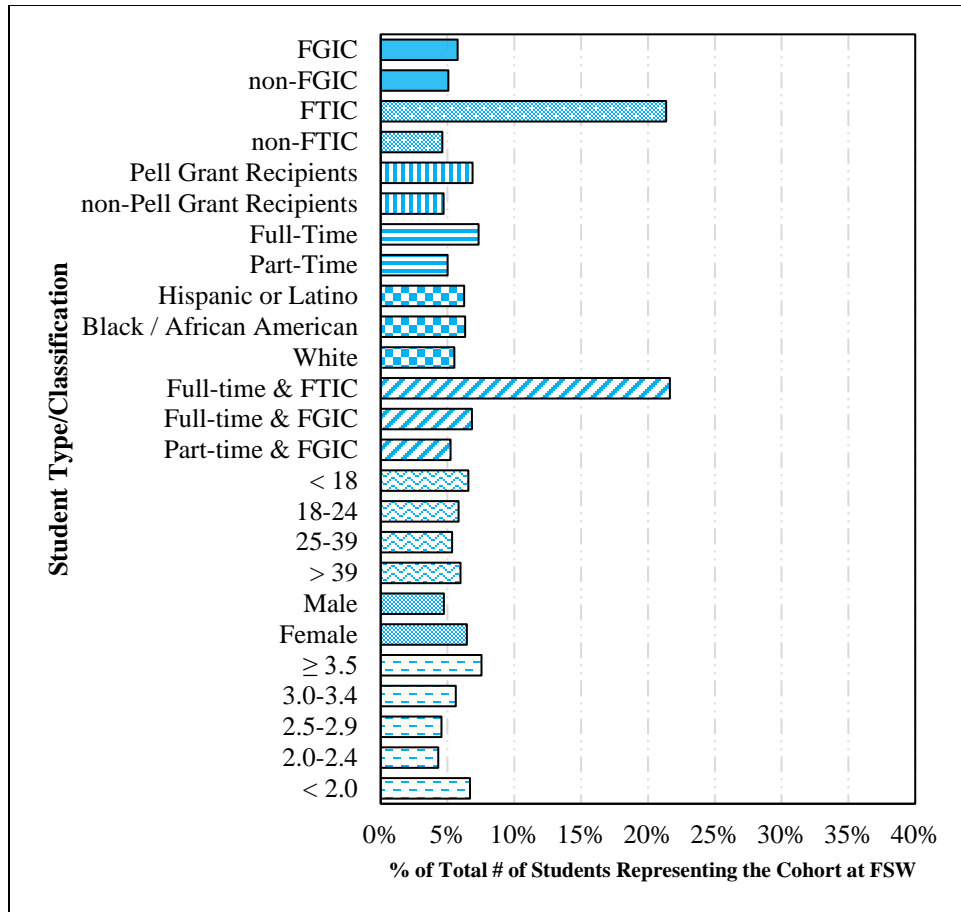


Figure 3. Percentage of FSW student cohorts visiting tutor.com by cohort for the Spring 2021 term.

In the Spring 2021 term, Full-Time FTIC students have the highest representation, at 22%, up from 12% in Fall 2020. Most other cohorts range from 4% to 6%.

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.

	<i># of Students Visiting Tutor.com</i>	<i>Total # of Students Visiting Tutor.com</i>	<i>% of Students Visiting Tutor.com</i>
<i>FGIC</i>	318	815	39%
<i>non-FGIC</i>	497	815	61%
<i>FTIC</i>	138	815	17%
<i>non-FTIC</i>	677	815	83%
<i>Pell Grant Recipients</i>	298	815	37%
<i>non-Pell Grant Recipients</i>	517	815	63%
<i>Full-Time</i>	375	815	46%
<i>Part-Time</i>	440	815	54%
<i>Hispanic or Latino</i>	304	815	37%
<i>Black / African American</i>	135	815	17%
<i>White</i>	438	815	54%
<i>Full-time & FTIC</i>	66	815	8%
<i>Full-time & FGIC</i>	125	815	15%
<i>Part-time & FGIC</i>	193	815	24%
<i>< 18</i>	152	815	19%
<i>18-24</i>	470	815	58%
<i>25-39</i>	150	815	18%
<i>> 39</i>	43	815	5%
<i>Male</i>	224	815	27%
<i>Female</i>	590	815	72%
<i>GPA ≥ 3.5</i>	281	815	34%
<i>GPA 3.0-3.4</i>	212	815	26%
<i>GPA 2.5-2.9</i>	129	815	16%
<i>GPA 2.0-2.4</i>	77	815	9%
<i>GPA < 2.0</i>	116	815	14%

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

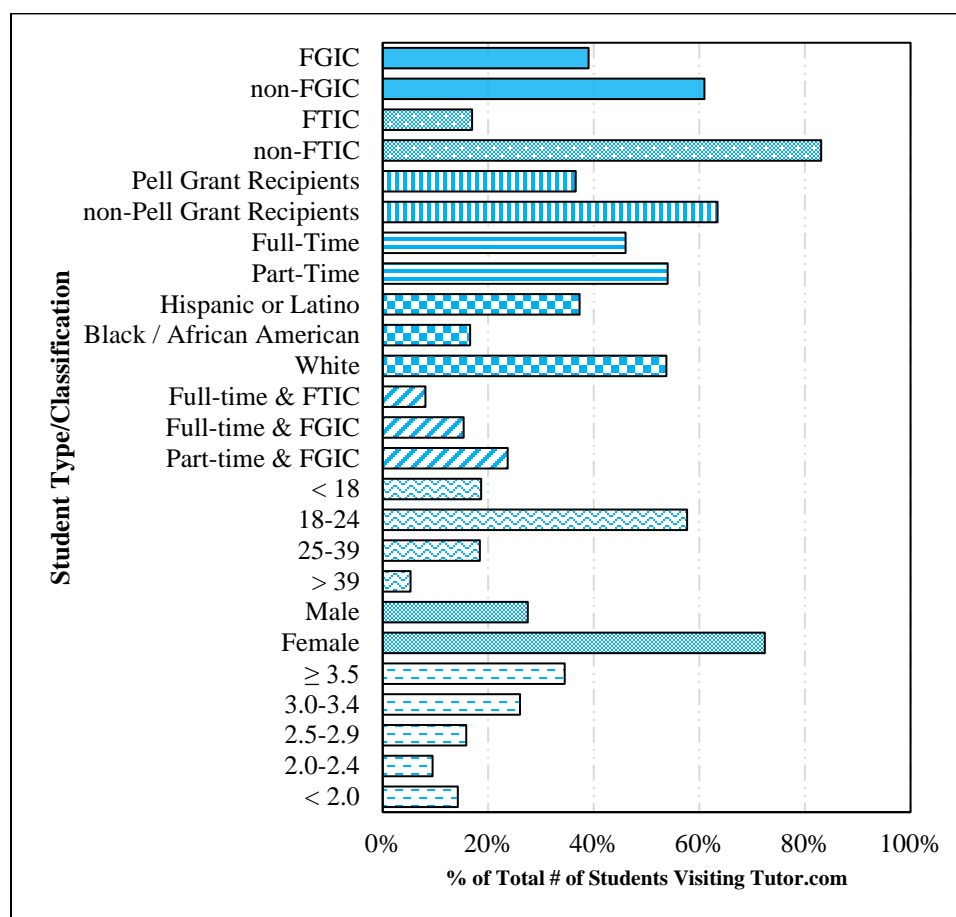


Figure 4. Percentage of tutor.com visitors by cohort for the Spring 2021 term.

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 in an effort 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 Spring 2021 term, the cohort which exhibit the highest rates of visitation to the tutoring center are students who are First time In College (FTIC), at 7%, down from 13% in Fall 2020.
 - b. All other cohorts range between 2% and 5%.
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 65% of tutoring center users are non-FGIC?" may be more beneficial than "Why is FGIC so low (35%) compared with non-FGIC (65%)?" 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 Spring 2021 term, Full-Time FTIC students have the highest representation, at 22%, up from 12% in Fall 2020.
 - b. Most other cohorts range from 4% to 6%.

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.