

Academic Support Centers Assessment Report

Spring 2022

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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 spring 2022 which is to include the entire 2021-22 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 Spring 2022 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.

	<i># of Students Visiting Tutoring Center</i>	<i>Total # of Students at FSW</i>	<i>% of Students Visiting Tutoring Center</i>
<i>FGIC</i>	655	5461	12%
<i>non-FGIC</i>	942	9860	10%
<i>FTIC</i>	12	660	2%
<i>non-FTIC</i>	1585	14661	11%
<i>Pell Grant Recipients</i>	631	4351	15%
<i>non-Pell Grant Recipients</i>	966	10970	9%
<i>Full-Time</i>	893	4555	20%
<i>Part-Time</i>	704	8673	8%
<i>Hispanic or Latino</i>	631	4740	13%
<i>Black / African American</i>	280	2120	13%
<i>White</i>	734	7243	10%
<i>Full-time & FTIC</i>	7	301	2%
<i>Full-time & FGIC</i>	325	1762	18%
<i>Part-time & FGIC</i>	330	3699	9%
<i>< 18</i>	391	2421	16%
<i>18-24</i>	994	7677	13%
<i>25-39</i>	158	2479	6%
<i>> 39</i>	54	651	8%
<i>Male</i>	577	4564	13%
<i>Female</i>	1015	8639	12%
<i>GPA ≥ 3.5</i>	464	3496	13%
<i>GPA 3.0-3.4</i>	408	3466	12%
<i>GPA 2.5-2.9</i>	299	2640	11%
<i>GPA 2.0-2.4</i>	201	1764	11%
<i>GPA < 2.0</i>	225	1823	12%

Table 1. Total number of FSW students by cohort and percentage visiting tutoring center for the Spring 2022 term.

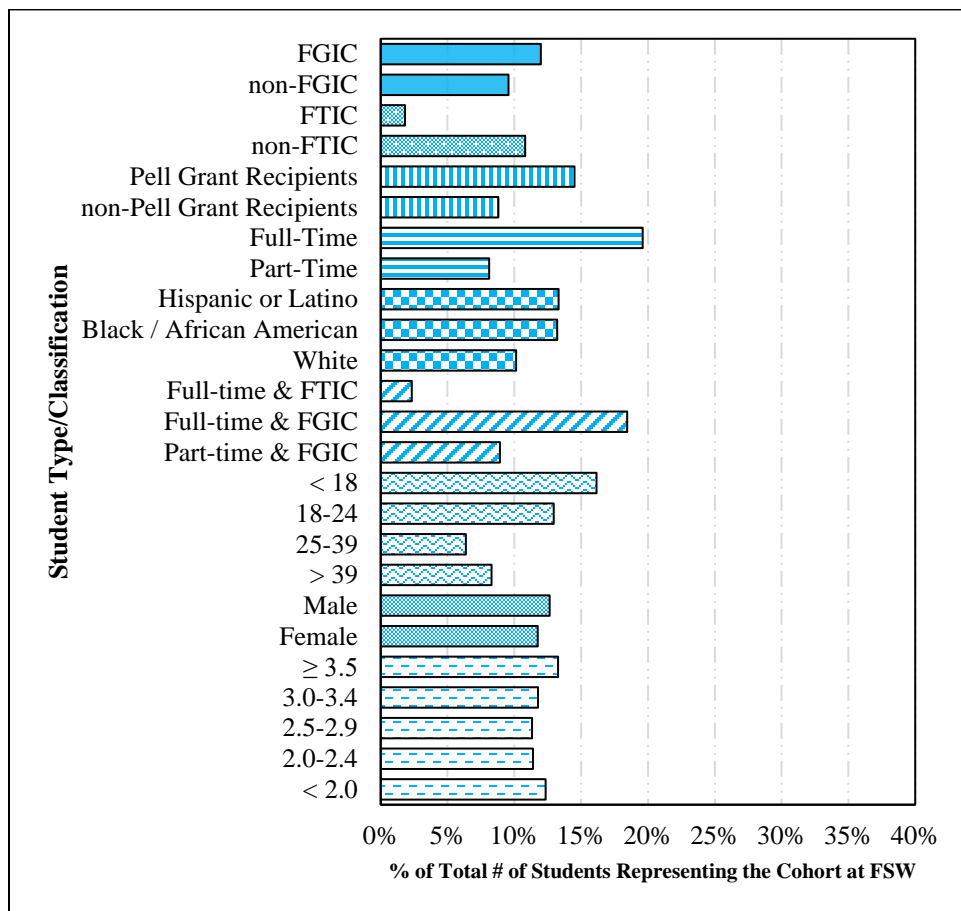


Figure 1. Percentage of FSW student cohorts visiting tutoring center by cohort for the Spring 2022 term.

In the Spring 2022 term, the three cohorts which exhibit the highest rates of visitation to the tutoring center are (1) Full-Time, at 20%, (2) Full-Time/FGIC, at 18%, and (3) < 18, at 16%.

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>	655	1597	41%
<i>non-FGIC</i>	942	1597	59%
<i>FTIC</i>	12	1597	1%
<i>non-FTIC</i>	1585	1597	99%
<i>Pell Grant Recipients</i>	631	1597	40%
<i>non-Pell Grant Recipients</i>	966	1597	60%
<i>Full-Time</i>	893	1597	56%
<i>Part-Time</i>	704	1597	44%
<i>Hispanic or Latino</i>	631	1597	40%
<i>Black / African American</i>	280	1597	18%
<i>White</i>	734	1597	46%
<i>Full-time & FTIC</i>	7	1597	0%
<i>Full-time & FGIC</i>	325	1597	20%
<i>Part-time & FGIC</i>	330	1597	21%
<i>< 18</i>	391	1597	24%
<i>18-24</i>	994	1597	62%
<i>25-39</i>	158	1597	10%
<i>> 39</i>	54	1597	3%
<i>Male</i>	577	1597	36%
<i>Female</i>	1015	1597	64%
<i>GPA ≥ 3.5</i>	464	1597	29%
<i>GPA 3.0-3.4</i>	408	1597	26%
<i>GPA 2.5-2.9</i>	299	1597	19%
<i>GPA 2.0-2.4</i>	201	1597	13%
<i>GPA < 2.0</i>	225	1597	14%

Table 2. Total number and percentage of students visiting tutoring center by cohort for the Spring 2022 term.

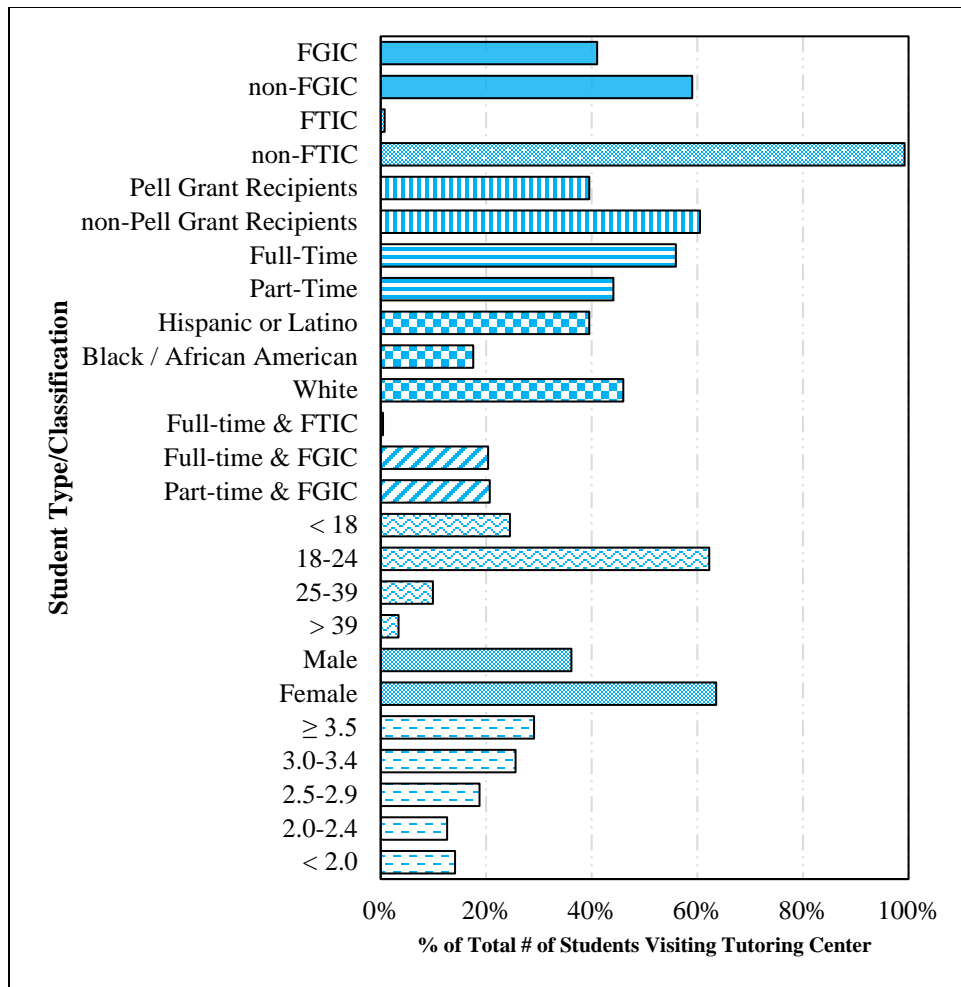


Figure 2. Percentage of tutoring center student visitors by cohort for the Spring 2022 term.

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 (41%) compared with non-FGIC (59%)?” as that answer is unrelated to the purpose of the analysis.

3 TUTOR.COM STUDENT USER PROFILE ATTRIBUTES COLLECTION

In the Spring 2022 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>	300	5461	5%
<i>non-FGIC</i>	458	9860	5%
<i>FTIC</i>	54	660	8%
<i>non-FTIC</i>	704	14661	5%
<i>Pell Grant Recipients</i>	276	4351	6%
<i>non-Pell Grant Recipients</i>	482	10970	4%
<i>Full-Time</i>	343	4555	8%
<i>Part-Time</i>	415	8673	5%
<i>Hispanic or Latino</i>	316	4740	7%
<i>Black / African American</i>	122	2120	6%
<i>White</i>	363	7243	5%
<i>Full-time & FTIC</i>	25	301	8%
<i>Full-time & FGIC</i>	112	1762	6%
<i>Part-time & FGIC</i>	188	3699	5%
<i>< 18</i>	215	2421	9%
<i>18-24</i>	386	7677	5%
<i>25-39</i>	122	2479	5%
<i>> 39</i>	35	651	5%
<i>Male</i>	196	4564	4%
<i>Female</i>	562	8639	7%
<i>GPA ≥ 3.5</i>	294	3496	8%
<i>GPA 3.0-3.4</i>	180	3466	5%
<i>GPA 2.5-2.9</i>	148	2640	6%
<i>GPA 2.0-2.4</i>	70	1764	4%
<i>GPA < 2.0</i>	66	1823	4%

Table 3. Total number of FSW students by cohort and percentage visiting tutor.com for the Spring 2022 term.

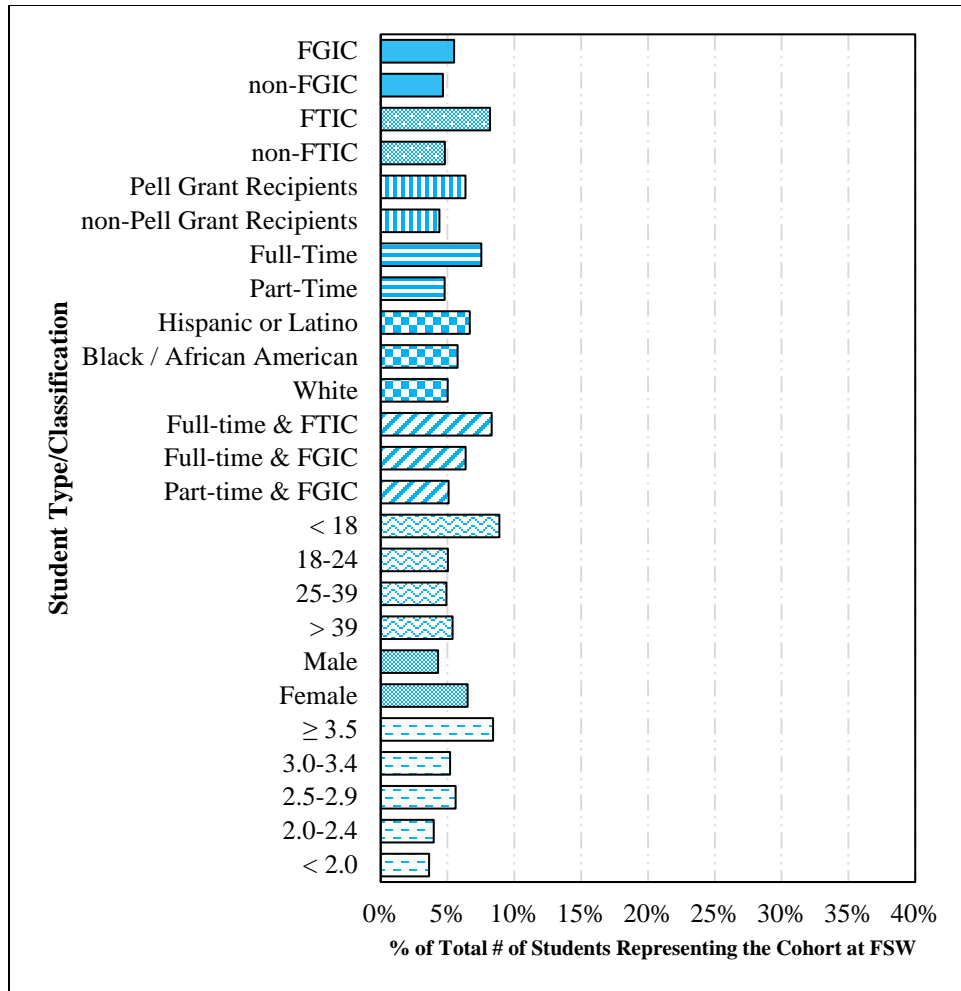


Figure 3. Percentage of FSW student cohorts visiting tutor.com by cohort for the Spring 2022 term.

In the Spring 2022 term, under 18 students have the highest representation, at 9%. The second highest representation is from those with a GPA at or above 3.5, at 8%. And the third highest is Full-time/FTIC, at 8%. The lowest representation is < 2.0 GPA, 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.

	<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>	300	758	40%
<i>non-FGIC</i>	458	758	60%
<i>FTIC</i>	54	758	7%
<i>non-FTIC</i>	704	758	93%
<i>Pell Grant Recipients</i>	276	758	36%
<i>non-Pell Grant Recipients</i>	482	758	64%
<i>Full-Time</i>	343	758	45%
<i>Part-Time</i>	415	758	55%
<i>Hispanic or Latino</i>	316	758	42%
<i>Black / African American</i>	122	758	16%
<i>White</i>	363	758	48%
<i>Full-time & FTIC</i>	25	758	3%
<i>Full-time & FGIC</i>	112	758	15%
<i>Part-time & FGIC</i>	188	758	25%
<i>< 18</i>	215	758	28%
<i>18-24</i>	386	758	51%
<i>25-39</i>	122	758	16%
<i>> 39</i>	35	758	5%
<i>Male</i>	196	758	26%
<i>Female</i>	562	758	74%
<i>GPA ≥ 3.5</i>	294	758	39%
<i>GPA 3.0-3.4</i>	180	758	24%
<i>GPA 2.5-2.9</i>	148	758	20%
<i>GPA 2.0-2.4</i>	70	758	9%
<i>GPA < 2.0</i>	66	758	9%

Table 4. Total number and percentage of students visiting tutor.com by cohort for the Spring 2022 term.

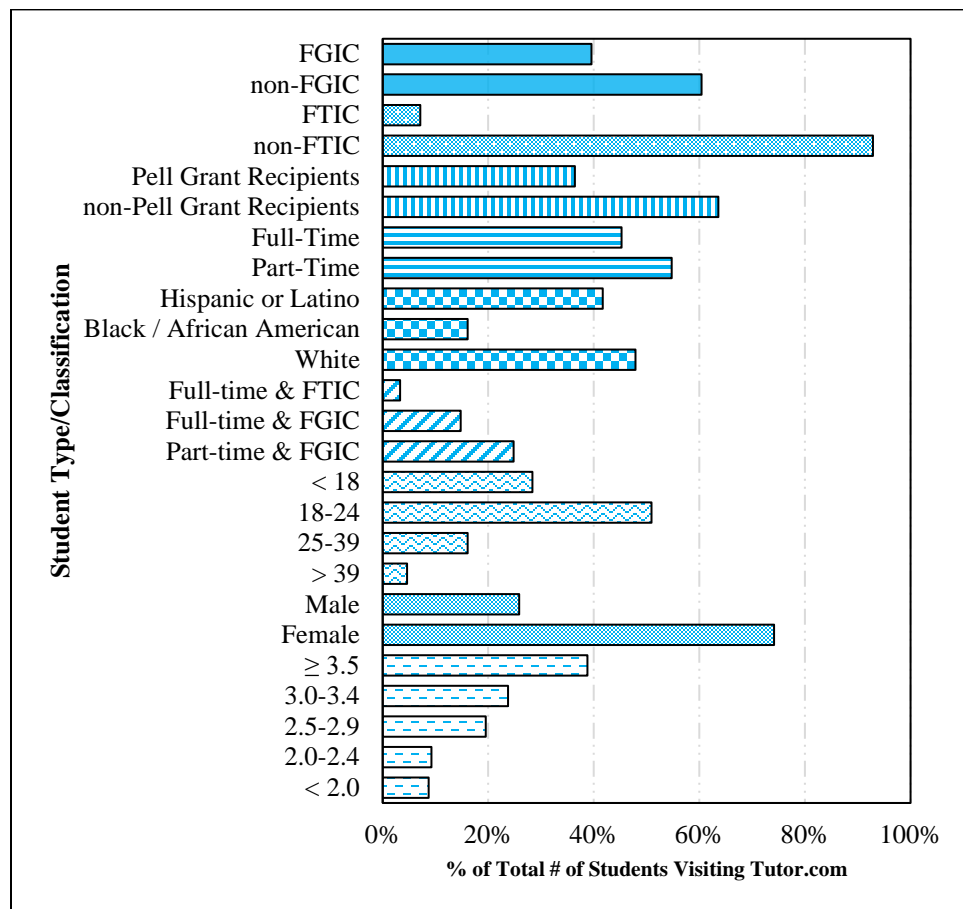


Figure 4. Percentage of tutor.com visitors by cohort for the Spring 2022 term.

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 Spring 2022 term, the three cohorts which exhibit the highest rates of visitation to the tutoring center are (1) Full-Time, at 20%, (2) Full-Time/FGIC, at 18%, and (3) < 18, at 16%.
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 (41%) compared with non-FGIC (59%)?" 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 2022 term, under 18 students have the highest representation, at 9%. The second highest representation is from those with a GPA at or above 3.5, at 8%. And the third highest is Full-time/FTIC, at 8%. The lowest representation is < 2.0 GPA, 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.