2014-2015 Academic Success Center Annual Assessment Metarubric

**Student Satisfaction**

**Academic Advising Unit (Exploring Majors)**
The Fall 2014 and Spring 2015 UNLV Learning Outcomes Survey for First-Year Seminars reported that the quality of academic advising was rated highest among COLA 100E (First-Year Seminar for Exploring Majors) students.

Data from Qualtrics 2014-2015 ASC Student Assessment of Academic Advising:
- 330 students completed a student satisfactory survey regarding ASC academic advising services. 98.79% (326/330) reported being “satisfied” or “very satisfied” with the advising unit; which indicates the students received exceptional services
- 96.75% (298/308) of students who responded to the statement, “My advisor evaluated my degree progress in satisfying UNLV’s General Education Core Requirements,” reported that they “agree”

**Academic Transitions Unit**
**COLA 100E Students**
For the 2014-2015 academic year (Fall/Spring), COLA 100E students responded to the following statements (460/565, 81.42% response rate):
- “Thinking of other UNLV instructors I have encountered, I would rate this instructor:”
  - 80.87% (372/460) **Excellent**
  - 16.96% (78/460) Good
  - 1.52% (7/460) Fair
  - 0.65% (3/460) Poor

- “Thinking of other UNLV classes I have taken, I would rate this class:”
  - 62.83% (289/460) **Excellent**
  - 27.39% (126/460) Good
  - 8.91% (41/460) Fair
  - 0.87% (4/460) Poor

**Learning Support – Tutoring**
**Lied Library Tutoring Lab**
- Fall 2014: 96.75% (298/308) of students who responded to the statement, “My advisor evaluated my degree progress in satisfying UNLV’s General Education Core Requirements,” reported that they “agree”
- Spring 2015: 99.30% (423/426) of students would participate in Tutoring again and 98.36% (419/426) would recommend Tutoring to a friend

**Engineering Tutoring Lab**
- Fall 2015: 100% (134/134) (50.56% (134/265) response rate for survey given to students throughout month of October) of students would participate in Tutoring again and 99.24% (130/131) would recommend Tutoring to a friend
- Spring 2015: 100% (102/102) (48.43% (108/223) response rate for survey given to students throughout month of March) of students would participate in Tutoring again and 99.01% (100/101) would recommend Tutoring to a friend
Learning Support – Academic Coaching
Sample answers from Fall 2014 Qualtrics Coach Evaluation Survey:
- 97.09% (100/103) of students either strongly agreed or agreed that their Academic Success Coach was knowledgeable
- 100.00% (103/103) of students either strongly agreed or agreed that their Academic Success Coach was respectful
- 85.44% (88/103) of students either strongly agreed or agreed that they have improved their study strategies
- 87.39% (90/103) of students either strongly agreed or agreed that they feel better equipped to be a successful student

Learning Support – Math Bridge
Survey Data Summer 2014:
- 97.12% (202/208) of students believed they were learning math
- 97.79% (133/136) of students would recommend Bridge to a friend
Survey Data Fall 2014:
- 100.00% (26/26) of students believed they were learning math
- 92.31% (24/26) of students would recommend Bridge to a friend

Learning Support – Supplemental Instruction
- 89.28% (275/308) of students agree that they will more likely continue with the course as a result of or participating in SI
- 97.72% (301/308) of students agree that they would participate in SI again and 97.05% (297/306) would recommend it to a friend
- 100% (23/23) of faculty who participated in the survey (54.76% (23/42) response rate) agreed that they feel SI is a helpful resource and their students also find SI helpful

Student-Athlete Academic Services
- 92.6% agree or strongly agree that he/she has made a positive progress in his/her education at UNLV through the use of SAAS
- 90.3% feel UNLV/SAAS has effectively prepared the student-athlete for graduation and life after college, and helped the student-athlete advance toward his/her future endeavors and goals
- Of the student-athletes who used the SAAS Tutoring Services, 97% plan to participate in tutoring again and would recommend our services to another student-athlete
- 94.5% of student-athletes rated their skills, knowledge, and/or perspective improved as a result of participation in R.E.B.S. Life Skills Programming
- 93.8% of students who responded to the survey rated overall satisfaction of Student-Athlete Academic Services as “excellent” or “very good”
Retention

**Academic Advising Unit (Exploring Majors)**
Fall 2014 to Spring 2015 persistence = 93.87% (521/555) for Exploring Majors advised by the ASC

**Academic Transitions Unit**
COLA 100E: First Year Seminar for Exploring Majors
Fall 2014 to Spring 2015 COLA 100E student retention was 94.43% (322/341)

**Hixson-Lied Success Scholarship Program**
All Hixson-Lied Success Scholars (15/15 current; 23/23 total) matriculated from Fall 2014 to Spring 2015, resulting in a 100.00% enrollment retention rate

**Learning Support – Tutoring**
**Lied Library Tutoring Lab**
- 92.82% of students using All-Campus Tutoring in Fall 2014 were retained from Fall 2014 to Spring 2015 semester

**Engineering Tutoring Lab**
- 91.92% of students using Engineering Tutoring in Fall 2014 were retained from Fall 2014 to Spring 2015 semester

**Learning Support – Academic Coaching**
**Coaching Alt Admits**
- 86.30% (523/606) retention of Alternate Admit students from Fall 2014 to Spring 2015

**Coaching Self-Referrals**
- 88.89% (96/108) retention of Self-Referral students from Fall 2014 to Spring 2015

**Survey Data**
- 87.38% (90/103) of students either strongly agreed or agreed that they are more likely to continue with school as a result of Academic Success Coaching
Sample answers from Fall 2014 Qualtrics Coach Evaluation Survey
2014-2015 Academic Success Center Annual Assessment Metarubric

**Learning Support – Math Bridge**
Summer 2014 Math Bridge (N=381)
- 98.69% of the Summer 2014 Bridge students enrolled in Fall 2014
- 93.70% of the Summer 2014 Bridge students enrolled in Spring 2015

Fall 2014 Math Bridge (N=72)
- 94.44% of the Fall 2014 Bridge students enrolled in Spring 2015

**Learning Support – Supplemental Instruction**
82.29% of SI students have been retained from Fall 2014 to Spring 2015 semester

**Student-Athlete Academic Services**
The federal graduation rate for UNLV student-athletes currently sits at 60%. That is approximately 19% higher than the University’s general student-body federal graduation rate (41%). UNLV student-athletes currently have a graduation success rate of 76%.

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### Academic Performance

**Academic Advising Unit (Exploring Majors)**
Exploring Majors who attended the ASC New Student Orientation (Summer 2014) averaged 2.8 advising appointments during FY15. Of this cohort, those who participated in academic advising more frequently averaged higher grade point averages:
- ≥ 5 academic advising visits = 2.80 grade point average
- ≤ 2 academic advising visits = 2.50 grade point average

**Academic Transitions Unit**
COLA 100E: First Year Seminar for Exploring Majors
For the 2014-2015 academic year (Fall/Spring), COLA 100E students responded to the following statement (460/565, 81.42% response rate):
- “Compared to my other courses, this course has prepared me to succeed academically.”
  - 52.17% (240/460) Strongly Agree; 35.00% (161/460) Agree; 11.09% (51/460) Neither Agree nor Disagree; 0.87% (4/460) Disagree; 0.87% (4/460) Strongly Disagree

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Hixson-Lied Success Scholarship Program
At the conclusion of the 2014-2015 Academic Year, the Hixson-Lied Scholars’ average cumulative GPA was 3.56 and the median cumulative GPA was 3.65

**Learning Support – Tutoring**

**Lied Library Tutoring Lab**

- Fall 2014: Of all earned final grades (not considering grades of W, AD, I, dropped courses or missing grades) 70.94% (974/1373) earned at least a C in their course
- Spring 2015: Of all earned final grades (not considering grades of W, AD, I, dropped courses or missing grades) 78.22% (1074/1373) earned at least a C in their course

**Engineering Tutoring Lab**

- Fall 2014: Of all earned final grades (not considering grades of W, AD, I, dropped courses or N/A) 76.84% (282/367) earned at least a C in their course
- Spring 2015: Of all earned final grades (not considering grades of W, AD, I, dropped courses or N/A) 80.70% (301/373) earned at least a C in their course

**Learning Support – Academic Coaching**

**Coaching Alt Admits Fall 2014**

- Total visits for the Alt Admits in Fall 2014 = 1475
- Alt Admit Students who met with their Academic Success Coach 3 times had higher grade point averages than students who met with their coach less times:
  - 4-5x (n=22), GPA 2.680
  - 3x (n=348), GPA 2.421
  - 2x (n=130), GPA 2.133
  - 1x (n=82), GPA 1.750
  - 0x (n=24), GPA 0.805
- 64.52% (391/606) of the students had above a 2.0 GPA, 27.23% (165/606) had a 3.0 or above
- The more they met with their coach, the less likely they were on probation (n=215)
  - 4-5x (2/22), 9.09% on probation
  - 3x (96/348), 27.59% on probation
  - 2x (53/130), 40.77% on probation
  - 1x (42/82), 51.22% on probation
  - 0x (22/24), 91.67% on probation
Coaching Spring 2015 Alt Admit Students

- Total visits for the Alt. Admits in Spring 2015 = 530
- 86.30% (523/606) of all Alt Admit students from Fall 2014 completed Spring 2015 semester
  - 94.63% (370/391) of the Alt Admit students with 2.0 or higher in the Fall completed Spring 2015
  - 71.16% (153/215) of the Alt Admit students on probation completed Spring 2015
- It is mandatory for the Alt Admit students to meet with their Coach if they have below a 2.0 GPA after their Fall semester
  - 347 visits occurred with these Alt Admit students on probation
  - 25.49% (39/153) of the probation students who completed Spring 2015 had cumulative GPAs above 2.0
  - 36.60% (56/153) earned above a 2.0 GPA for the Spring 2015 semester
    - These students averaged 2.59 appointments with a coach
    - Those who earned below a 2.0 Spring 2015 GPA averaged 1.9 appointments with a coach
- 29 out of 39 of the Alternate Admits newly admitted in Spring 2015 met with a coach for a total of 84 visits
  - The 10 students who did not meet with a coach had an average GPA of .788 compared to the 2.093 average GPA of those who did meet with a coach

Coaching Self-Referrals Fall 2014

- 108 students met with a coach as self-referrals for a total of 299 visits
- Like the Alt Admit students, students who met with a coach 3 or more times had a higher GPA in the fall semester

Coaching Self-Referrals Spring 2015

- 93 students met with a coach as self-referrals for a total of 215 visits
- Students who met with a coach 3 or more times had a higher average GPA in the spring semester

Learning Support – Math Bridge

Summer Math Bridge 2014 Overall Completion (n=381)

- 93.70% (357/381) of all students in Summer 2014 Math Bridge placed into a 100-level credit bearing Math class

Fall 2014 Bridge Cohort (all Freshmen n=72)

- 91.67% (66/72) of all students in Fall 2014 Math Bridge placed into a 100-level credit bearing Math class
- Please note that these students were also taking a course load in addition to Math Bridge
Learning Support – Supplemental Instruction

Fall 2014
- 79.11% (621/785) of SI participants received a C or Better Final Grade in their course vs. 66.65% (1839/2759) of non-SI participants
- 89.92% (116/129) of students attending SI 10 or more times in the semester received a C or Better

Spring 2015
- 78.97% (428/542) of SI participants received a C or Better Final Grade in their course vs. 67.46% (1663/2465) of non-SI participants
- 88.99% (97/109) of students attending SI 10 or more times in the semester received a C or Better

Student-Athlete Academic Services
- The institutional multi-year academic progress rate (APR) is a score of 973, meaning 97.3% of our student-athletes are academically eligible to compete and retained
- For 2014-2015, 50.4% (227/450) of UNLV student-athletes attained a cumulative grade point average of 3.0 or higher
- Between Fall 2014 and Spring 2015, 176 student-athletes were named to the UNLV Dean’s Honor List, which requires a semester GPA greater than 3.5 in at least 12 academic credits
- 16 of UNLV’s 17 sports achieved a team cumulative GPA of 2.75 or higher

University Undergraduate Learning Outcomes (UULOs)

Academic Advising Unit (Exploring Majors)
Over 90.00% of student respondents (n=330) demonstrated confidence in their understanding of university general education requirements, how to register for courses, and the ability to access degree requirements.

Academic Transitions Unit
COLA 100E Student Progress on UULOs
- For the 2014-2015 academic year (Fall/Spring), COLA 100E students responded to the following statement (460/565, 81.42% response rate):
  - “I know the University Undergraduate Learning Outcomes (UULOs) and have a general understanding of what they mean.”
  - 47.61% (219/460) Strongly Agree; 45.22% (208/460) Agree; 6.30% (29/460) Neither Agree nor Disagree; 0.22% (1/460) Disagree; 0.65% (3/460) Strongly Disagree
- In summary, 92.83% (427/460) of COLA 100E students either agree or strongly agree that they know the UULOs and have a general understanding of what they mean.
Learning Support – Tutoring
Objective: Students will improve their understanding of course content:
Results:
Lied Library Tutoring Lab
- Fall 2014: 94.97% (340/358) of students self-reported that they have improved their understanding of the course content as a result of tutoring
- Spring 2015: 94.85% (405/427) of students self-reported that they have improved their understanding of the course content as a result of tutoring

Engineering Tutoring Lab
- Fall 2014: 94.03% (126/134) of students self-reported that they have improved their understanding of the course content as a result of tutoring
- Spring 2015: 88.12% (89/101) of students self-reported that they have improved their understanding of the course content as a result of tutoring

Learning Support – Academic Coaching
Sample answers from Fall 2014 Qualtrics Coach Evaluation Survey
As a result of Academic Success Coaching
- 87.38% (90/103) of students either strongly agreed or agreed that as a result of Academic Success Coaching they feel better equipped to be a successful student
- 86.41% (89/103) of students either strongly agreed or agreed that as a result of Academic Success Coaching they understand the UNLV campus better
- 91.01% (81/89) of students either strongly agreed or agreed that they now have a realistic goal
- 85.57% (83/97) of students either strongly agreed or agreed that they feel better equipped to manage their time

Learning Support – Math Bridge
- The Math Bridge Program helps students who, according to their ACT or SAT scores, would place into a non-credit bearing developmental Math class. Students who complete the program are more likely to test out of 1 or 2 courses, which means they would be able to begin working toward their general education requirements for their major earlier

Learning Support – Supplemental Instruction
- 89.57% (275/307) of students agree that they have improved their understanding of the course content as a result of or participating in SI
Student-Athlete Academic Services
UULO assessments will be available after detailed review of the R.E.B.S. Life Skills Seminars.