Student Satisfaction

Academic Advising Unit (Exploring Majors)

- The 2017 UNLV Learning Outcomes Survey for First-Year Seminars stated that students reported the quality of academic advising for COLA 100E: First-Year Seminar for Exploring Majors as tied for the highest overall average among all advising centers (4.50/5.00).
- Over 1,300 student ASC academic advising satisfaction surveys have been collected over Fall 2017 and Spring 2018.
- 99.77% (1,306/1,309) of student respondents reported being “satisfied” or “very satisfied” with their ASC academic advising experience.*
- 99.85% (1,301/1,303) of students responded in the affirmative to the statement, “My academic advisor is approachable; someone I feel comfortable speaking with.”*

*Data from Qualtrics 2017-2018 ASC Student Assessment of Academic Advising

Academic Transitions Unit

- For the 2017-2018 academic year (Fall/Spring), COLA 100E students responded to the following statements (690/904, 76.32% response rate):

  “Thinking of other UNLV instructors I have encountered, I would rate this instructor: ”
  - 83.62% (577/690) Excellent; 13.47% (93/690) Good; 2.60% (18/690) Fair; and 0.28% (2/690) Poor

  “The instructor provided helpful feedback and criticism.”
  - 71.15% (491/690) Strongly Agree; 24.20% (167/690) Agree; 3.91% (27/690) Neither Agree nor Disagree; and 0.86% (6/690) Disagree

  “Thinking of other UNLV classes I have taken, I would rate this class: ”
  - 64.34% (444/690) Excellent; 24.78% (171/690) Good; 8.98% (62/690) Fair; and 1.88% (13/690) Poor
  - In summary, 89.13% (615/690) of COLA 100E students considered COLA 100E excellent or good compared to other UNLV classes they had taken.
Learning Support – Tutoring

Lied Library Tutoring Lab
- Fall 2017: 91.13% (226/248) of students would participate in ASC Tutoring again and 89.88% (222/247) would recommend Tutoring to a friend.
- Spring 2018: 91.49% (172/188) of students would participate in ASC Tutoring again and 89.89% (169/188) would recommend Tutoring to a friend.

Engineering Tutoring Lab
- Fall 2017: 100% (59/59) of students would participate in EGR Tutoring again and 100% (59/59) would recommend Tutoring to a friend.
- Spring 2018: 92.42% (61/66) of students would participate in EGR Tutoring again and 89.39% (59/66) would recommend Tutoring to a friend.

Learning Support – Academic Coaching

Fall 2017 Coach Evaluation Survey
As a result of Academic Success Coaching:
- 83.50% (162/194) agreed with the statement, “I implemented strategies that my coach recommended.”
- 85.57% (166/194) agreed with the statement, “My coach encouraged me to reflect on my progress as a student.”
- 87.37% (166/190) agreed with the statement, “My coach helped me create a plan to continue improving as a student.”
- 80.73% (155/192) agreed with the statement, “My coach encouraged me to set small goals to improve as a student.”
- 76.56% (147/192) agreed with the statement, “I feel more equipped to be a successful student.”

Spring 2018 Coach Evaluation Survey
As a result of Academic Success Coaching:
- 78.67% (59/75) agreed with the statement, “I implemented strategies that my coach recommended.”
- 76.00% (57/75) agreed with the statement, “My coach encouraged me to reflect on my progress as a student.”
- 78.67% (59/75) agreed with the statement, “My coach helped me create a plan to continue improving as a student.”
- 72.00% (54/75) agreed with the statement, “My coach encouraged me to set small goals to improve as a student.”
- 64.00% (48/75) agreed with the statement, “I feel more equipped to be a successful student.”
Learning Support – Math Bridge
Results from Math Bridge Survey Summer 2017:
• 99.30% (142/143) of respondents believed they are learning as a result of Math Bridge.
• 97.90% (140/143) of respondents believed they are more prepared to take math classes at UNLV because of Math Bridge.
• 97.20% (139/143) of respondents would recommend Math Bridge to a friend.

Learning Support – Supplemental Instruction
Fall 2017 SI Survey Results
• 96.05% (146/152) agree that they would participate in SI again.
• 96.71% (147/152) agree that they would recommend it to a friend.

Spring 2018 SI Survey Results
• 96.99% (129/133) agree that they would participate in SI again.
• 95.49% (127/133) agree that they would recommend it to a friend.

Student-Athlete Academic Services
• 96.92% (63/65) agreed or strongly agreed that he/she has made positive progress in his/her education at UNLV through the use of SAAS.
• 95.86% (255/266) strongly agreed or agreed that the SAAS Staff assisted him/her with academic needs.
• 95.86% (255/266) strongly agreed or agreed that his/her Athletic Academic Advisor is accessible and/or available to meet.
• 96.17% (201/209) of student-athlete who used the SAAS Tutoring Services found it helpful or very helpful.
• 91.62% (197/215) of student-athletes who used the SAAS Tutoring Services agreed or strongly agreed their academic performance was enhanced by using a tutor.
• 93.92% (201/214) of student-athletes reported the Whole Rebel Academy programming to be very helpful or helpful.
• 70.76% (46/65) of student-athlete respondents feel UNLV/SAAS/Student-Athlete Development programming 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.
• 99.26% (268/270) of students who responded to the survey rated overall satisfaction of Student-Athlete Academic Services as very satisfied or satisfied.
Retention

Academic Advising Unit (Exploring Majors)
- Fall 2017 to Spring 2018 persistence: 88.70% of first-time/full-time students in our Exploring (and Exploring/Pathways) majors who were advised during Fall 2017 returned for the Spring 2018 semester.

Academic Transitions Unit
- The COLA 100E student retention rate from Fall 2017 to Spring 2018 was 88.87% (559/629).
- The Fall 2017 to Spring 2018 retention rate for Major Pathways students in COLA 100E was 90% (199/222 students).

Learning Support – Tutoring
Lied Library Tutoring Lab
- Of the 1,778 students with posted grades in Fall 2017,
  - 89.20% (1,586/1,778) enrolled in the Spring 2017 semester
  - 37 students who used LLB tutoring in the semester graduated in Fall 2017

Engineering Tutoring Lab
- Of the 287 students with posted grades in Fall 2017,
  - 91.64% (263/287) enrolled in the Spring 2017 semester
  - 4 students who used EGR tutoring this semester graduated in Fall 2017

Learning Support – Academic Coaching
- AANAPISI (n=174)
  - 94.25% (164/174) enrolled in Spring 2018
  - 1 Graduated in Fall 2017
- Hixson Lied (n=23)
  - 91.30% (21/23) enrolled in Spring 2018
  - 1 Graduated in Fall 2017
- Honors Students (n=91)
2017-2018 Academic Success Center Annual Assessment Metarubric

- 92.31% (84/91) enrolled in Spring 2018
  - 2 Graduated in Fall 2017

  • Math Success (n=346)
    - 81.21% (281/346) enrolled in Spring 2018
  
  • Self-Referrals (n=249)
    - 87.15% (217/249) enrolled in Spring 2018
    - 2 Graduated in Fall 2017
  
  • Presentation Only Students (n=481)
    - 90.23% (434/481) enrolled in Spring 2018
    - 2 Graduated in Fall 2017

**Learning Support – Math Bridge**
- 261 students completed 2017 Summer Math Bridge (5-week program & 8-week STEM program, M-F, 3 hours per day)
  - 91.12% (238/261) completed Fall 2017
  - 83.52% (218/261) completed Spring 2018

**Learning Support – Supplemental Instruction**
Of the 684 students with posted grades in Fall 2017
- 89.18% (610/684) completed Spring 2018 semester
- 4 students graduated in Fall 2017

**Learning Support – Brainfuse On-Line Tutoring**
Of the (546/601) students with posted grades for courses in which students utilized On-line Tutoring:
- 96.89% (529/546) completed Spring 2018 semester

**Student-Athlete Academic Services**
- The federal graduation rate for UNLV student-athletes currently sits at 63%. That is approximately 22% higher than the University’s general student-body federal graduation rate (41%).
- UNLV student-athletes currently have a graduation success rate of 76%.
Academic Performance

**Academic Advising Unit (Exploring Majors)**
- For Exploring (including Major Pathways) students who attended the ASC New Student Orientation (Summer 2017):
  - Average cumulative GPA after first academic year: 2.52
  - Average number of credits earned after first academic year: 23
  - Met with an academic advisor during their first academic year: 88.00%
- Every student in the Exploring major was contacted monthly during their first academic year.

**Academic Transitions Unit**
- For the 2017-2018 academic year (Fall/Spring), COLA 100E students responded to the following statement (690/904, 76.32% response rate):
  - "*Compared to my other courses, this course has prepared me to succeed academically.*"
    - 57.82% (399/690) Strongly Agree; 31.30% (216/690) Agree; 7.82% (54/690) Neither Agree nor Disagree; 2.02% (14/690) Disagree; 1.01% (7/690) Strongly Disagree
    - In summary, 89.13% (615/690) of COLA 100E students either agree or strongly agree that this course prepared them to succeed academically.
- At the conclusion of the 2017-2018 Academic Year, the Hixson-Lied Success Scholars' average cumulative GPA was 3.53 and the median was 3.55.

**Learning Support – Tutoring**

**Lied Library Tutoring Lab**
- Tutoring in Lied Library Drop-in Lab Fall 2017
  - 8,164 visits occurred in Fall 2017
    - 2,227 grades were posted for 1,778 students
    - 384 students came in for 2-5 different subjects
  - 70.45% (1,569/2,227) of the graded courses students took had a grade of C- or higher.
  - Students who had a C-, S, or higher visited the tutoring lab more often (3.79 average visits vs. 3.27 visits). This difference was slightly statistically significant \( F(1,126.795) = 4.701, \ p.030. \)
Tutoring in Lied Library Drop-in Lab Spring 2018
- 7,004 visits occurred in Spring 2018
  - 1,775 grades were posted for 1,416 students
  - 296 students came in for tutoring for 2-4 courses
- 77.18% (1,370/1,775) of the graded courses students took had a grade of C- or higher.
- Students who had a C-, S, or higher visited the tutoring lab more often (4.11 average visits vs. 3.37 visits). This difference was statistically significant $F(1,172.25) = 4.958, p .026.$
- 24 students who used tutoring this semester graduated in Spring 2018.

Engineering Tutoring Lab
Tutoring in the College of Engineering Drop-in Lab Fall 2017
- 1,801 visits occurred in Fall 2017
  - 403 grades were posted for 287 students
  - 82 students came in for 2-5 different subjects
- 75.93% (306/403) of the graded courses students took had a grade of C- or higher.
- Students who had a C range or higher visited the tutoring lab more often (4.72 average visits vs. 3.42 visits). This difference was significantly different $F(1,124.39) = 3.095, p .079.$ Thus, the more times the students come in the more likely they will receive a passing grade.

Tutoring in College of Engineering Drop-in Lab Spring 2018
- 1,893 visits occurred in Spring 2018
  - 409 grades were posted for 286 students
  - 123 students came in for 2+ different subjects
- 83.37% (341/409) of the graded courses students took had a grade of C- or higher.
- Students who had a C range or higher visited the tutoring lab more often (4.70 average visits vs. 4.25 visits). This difference was not statistically significant.
- 9 students who used tutoring in the semester graduated in Spring 2018.
Learning Support – Academic Coaching

Academic Coaching

Fall 2017 - 1,856 face to face visits were completed by 688 students in the following categories:

- AANAPISI (n=174)
  - 733 face to face visits by 171 students
  - 3 students came only to a presentation
  - Mean Semester GPA 2.90 (n=173)

- Hixson Lied (n=23)
  - 134 face to face visits by 23 students
  - Mean Semester GPA 3.35 (n=23)

- Honors Students (n=91)
  - 188 face to face visits by 88 students
  - 3 students came only to a presentation
  - Mean Semester GPA 3.26 (n=90)

- Math Success (n=346)
  - 276 face to face visits by 157 students
  - 189 students came only to a presentation
  - Mean Semester GPA 2.48 (n=334)

- Self-Referrals (n=249)
  - 525 face to face visits by 249 students
  - Mean Semester GPA 2.68 (n=237)

- Presentation Only Students (n=481)
  - Mean Semester GPA 2.96 (n=471)

Spring 2018 - 1,215 face to face visits were completed by 531 students in the following categories:

- AANAPISI (n=133)
  - 433 face to face visits by 133 students
  - Mean Semester GPA 3.01 (n=132)

- Hixson Lied (n=16)
2017-2018 Academic Success Center Annual Assessment Metarubric

- 102 face to face visits by 16 students
  - Mean Semester GPA 3.54 (n=16)
- Honors Students (n=19)
  - 69 face to face visits by 19 students
  - Mean Semester GPA 3.21 (n=19)
- Math Success (n=33)
  - 45 face to face visits by 33 students
  - Mean Semester GPA 2.25 (n=334)
- Self-Referrals (n=330)
  - 525 face to face visits by 330 students
  - Mean Semester GPA 2.27 (n=323)
- Presentation Only Students (n=251)
  - Mean Semester GPA 3.06 (n=242)

Outreach/Academic Workshops
Fall 2017
- 676 students attended 1 or more presentations
Spring 2018
- 251 students attended 1 or more presentations

Learning Support – Math Bridge
- 261 students completed 2017 Summer Math Bridge (5-week program & 8-week STEM program, M-F, 3 hours per day)
- 94.25% (246/261) placed into Math 95 or 96 on the first assessment with ALEKS
- After completing Summer 2017 Math Bridge:
  - 4.98% (13/261) placed into Math 95
  - 31.80% (83/261) placed into Math 96
  - 63.22% (165/261) placed into 100-level Math
- 88.66% (211/238) enrolled took a math class in Fall 2017
- 51.18% (108/211) obtained a C grade or higher in their Math class in Fall 2017
Learning Support – Supplemental Instruction

Supplemental Instruction  Fall 2017
- 4,279 visits occurred in Fall 2017
  - 691 grades were posted for 683 students
  - 27 students came in for 2 different subjects
- 75.11% (519/691) of the graded courses students took had a grade of C- or higher
- Students who had a C range or higher visited SI sessions more often (6.85 average visits vs. 3.84 visits). This difference was significantly different $F(1,1173.89) = 32.607, p .000$.

Supplemental Instruction  Spring 2018
- 4,406 visits occurred in Spring 2018
  - 761 grades were posted for 716 unique students
  - 45 students came in for 2 different subjects
- 78.98% (601/761) of the graded courses students took had a grade of C- or higher
- Students who had a C range or higher visited SI sessions more often (6.38 average visits vs. 3.56 visits). This difference was significantly different $F(1,1001.45) = 26.043, p .000$.
- 8 students who used SI in the semester graduated Spring 2018

Learning Support – Brainfuse On-Line Tutoring

Brainfuse Effectiveness  Fall 2017
- Highest overall sessions occurred in Math: Pre-calculus, College Algebra, and Calculus
- Tutoring hours were 2,576.35; Writing Lab hours were 511
- 601 unique students used the On-line Tutoring service,
  - 546 grades were posted for students
  - 149 students used the service for 2+ courses
  - 55 students used tutoring for courses in which they were not enrolled or a course for which a grade could not be attributed
  - 70.69% (386/546) grades posted were C-, Satisfactory, or Higher
- Students who use the Writing lab do not select a course for which they use the service
Brainfuse Effectiveness Spring 2018
- Highest overall sessions occurred in Math: Pre-calculus, College Algebra, and Calculus
- Tutoring hours were 2,003.34; Writing Lab hours were 295
- 406 unique students used the On-line Tutoring service,
  - 414 grades were posted for students
  - 160 students used the service for 2+ courses
  - 151 students used tutoring for courses in which they were not enrolled or a course for which a grade could not be attributed
  - 78.02% (323/414) grades posted were C-, Satisfactory, or Higher

Student-Athlete Academic Services
- All teams at UNLV maintained a multi-year Academic Progress Rate (APR)* score of 943 or better, remaining penalty-free and eligible for post-season competition. Two teams (Women’s Golf, Women’s Volleyball) scored a perfect 1,000 multi-year score.
- For 2017-18, a department record was earned by achieving an overall student-athlete cumulative GPA of 3.00 or greater for Fall and Spring; 55.00% of UNLV student-athletes attained a cumulative grade point average of 3.00 or greater.
- Between Fall 2017 and Spring 2018, 202 student-athletes were named to the UNLV Dean’s Honor List, which requires a semester GPA greater than 3.50 in at least 12 academic credits.
- ALL of UNLV’s 16 sports achieved a team cumulative GPA of 2.70 or greater.
- The overall cumulative GPA of all UNLV student-athletes subsequent to Spring 2018 semester is 3.02.
- 186 student-athletes were honored with Academic All-Conference and Conference Scholar-Athlete awards.

*(APR) holds institutions accountable for the academic progress of their student-athletes through a team-based metric that accounts for the eligibility and retention of each student-athlete for each academic term. A 930 multi-year score is required to remain penalty-free and eligible for post-season competition.
University Undergraduate Learning Outcomes (UULOs)

Academic Advising Unit (Exploring Majors)
- 99.77% of student respondents (1,301/1,304) demonstrated confidence in their understanding of UNLV general education requirements as a result of academic advising.*

*Data from Qualtrics 2017-2018 ASC Student Assessment of Academic Advising

Academic Transitions Unit
- For the 2017-2018 academic year (Fall/Spring), COLA 100E students responded to the following statement (690/904, 76.32% response rate):

  “I know the University Undergraduate Learning Outcomes (UULOs) and have a general understanding of what they mean.”
  o 56.81% (392/690) Strongly Agree; 37.24% (257/690) Agree; 4.63% (32/690) Neither Agree nor Disagree; 1.30% (9/690) Disagree; 0.00% (0/690) Strongly Disagree
  o In summary, 94.05% (649/690) 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
Lied Library Tutoring Lab
Fall 2017 Survey:
- 88.76% (221/249) of students self-reported that they have improved their understanding of the course content.
- 86.00% (215/250) agreed with the statement, “I can better draw a conclusion using information given to me.”
- 85.20% (213/250) agreed with the statement, “I can better identify my personal strengths and areas of improvement.”
- 84.00% (210/250) agreed with the statement, “I have experienced intellectual growth.”

Spring 2018 Survey:
- 88.29% (166/188) of students self-reported that they have improved their understanding of the course content.
- 82.35% (154/187) agreed with the statement, “I can better draw a conclusion using information given to me.”
- 82.89% (155/187) agreed with the statement, “I can better identify my personal strengths and areas of improvement.”
- 83.42% (156/187) agreed with the statement, “I have experienced intellectual growth.”
Engineering Tutoring Lab
Fall 2017 Survey:
- 100% (59/59) agreed with the statement, “I have improved my understanding of the course content.”
- 98.31% (58/59) agreed with the statement, “I can better draw a conclusion using information given to me.”
- 100% (59/59) agreed with the statement, “I can better identify my personal strengths and areas of improvement.”
- 100% (59/59) agreed with the statement, “I have experienced intellectual growth.”

Spring 2018 Survey:
- 95.45% (63/66) of students self-reported that they have improved their understanding of the course content.
- 84.62% (55/65) agreed with the statement, “I can better draw a conclusion using information given to me.”
- 90.77% (59/65) agreed with the statement, “I can better identify my personal strengths and areas of improvement.”
- 92.31% (60/65) agreed with the statement, “I have experienced intellectual growth.”

Learning Support – Academic Coaching
Fall 2017 Coach Evaluation Survey
As a result of Academic Success Coaching:
- 73.30% (140/191) agreed that they could better draw a conclusion using information given to them.
- 84.21% (160/190) agreed that they could better identify their personal strengths and areas of improvement.

Spring 2018 Coach Evaluation Survey
- 72.22% (52/72) agreed that they could better draw a conclusion using information given to them.
- 66.67% (48/72) agreed that they could better identify their personal strengths and areas of improvement.

Learning Support – Math Bridge
Summer 2017 Math Bridge Survey results:
As a result of Math Bridge (Likert scale 1-5):
- 4.24 average (n = 141 student responses) agreed with the statement, “I can better draw a conclusion using information given to me.”
- 4.37 average (n = 141 student responses) agreed with the statement, “I can better identify my personal strengths and areas of improvement.”
- 4.37 average (n = 141 student responses) agreed with the statement, “I have experienced intellectual growth.”
Learning Support – Supplemental Instruction

Fall 2017 SI Survey
As a result of Supplemental Instruction…

- 92.76% (141/152) agree they have improved their understanding of the course content.
- 94.08% (143/152) agree they will more likely continue with the course.
- 92.76% (141/152) agree they could better understand how to interpret lecture information and take useful notes.
- 92.11% (140/152) agree they could better identify their personal strengths and areas of improvement.
- 94.74% (144/152) agree they had experienced intellectual growth.

Spring 2018 SI Survey
As a result of Supplemental Instruction…

- 93.23% (124/133) agree they have improved their understanding of the course content.
- 90.23% (120/133) agree they will more likely continue with the course.
- 86.47% (115/133) agree they could better understand how to interpret lecture information and take useful notes.
- 90.98% (121/133) agree they could better identify their personal strengths and areas of improvement.
- 89.47% (119/133) agree they had experienced intellectual growth.

Student-Athlete Academic Services

- Over 95.55% (n=270) of student respondents demonstrated confidence in their understanding of NCAA eligibility requirements, how to register for courses, the ability to access degree requirements, and where to find academic resources.