Academic Performance

Academic Advising (Exploring Majors)

- For Exploring and Exploring - Pathways students who attended the ASC New Student Orientation in Summer 2018*:
  - Average cumulative GPA after first academic year: 2.74
  - Average number of credits earned after first academic year: 25
  - Met with an academic advisor during their first academic year: 69.79% (723/1,036)

- Every student in the Exploring and Exploring - Pathways majors were contacted monthly during their first academic year, in addition to ongoing outreach for special populations.

* Data from UNLV Campus Connect

Academic Transitions and Learning Support (ATLS): COLA 100E, Hixson-Lied Scholars, Academic Success Coaching, Tutoring, Supplemental Instruction, and Math Bridge

ATLS: COLA 100E

For the 2018-2019 academic year (Fall/Spring), COLA 100E students responded to the following statement (81.53% (971/1,191) response rate):

“Compared to my other courses, this course has prepared me to succeed academically.”

- 55.20% (536/971) Strongly Agreed; 33.68% (327/971) Agreed; 8.34% (81/971) Neither Agreed nor Disagreed; 1.24% (12/971) Disagreed; 1.54% (15/971) Strongly Disagreed.
- In summary, 88.88% (863/971) of COLA 100E students either agreed or strongly agreed that this course prepared them to succeed academically.

*COLA 100E survey data collected from Qualtrics COLA 100E Course Evaluations
ATLS: Hixson-Lied Success Scholars
- At the conclusion of the 2018-2019 Academic Year, the Hixson-Lied Success Scholars' average cumulative GPA was 3.40.

ATLS: Academic Success Coaching

Fall 2018
942 face to face visits were completed by 388 unique students in the following categories:
- AANAPISI (n=151)
  - 433 face to face visits by 151 students
  - Mean Semester GPA 3.16 (n=151)
- Hixson-Lied (n=14)
  - 72 face to face visits by 14 students
  - Mean Semester GPA 3.44 (n=14)
- Honors Students (n=25)
  - 52 face to face visits by 25 students
  - Mean Semester GPA 3.39 (n=25)
- Self-Referrals (n=131)
  - 223 face to face visits by 131 students
  - Mean Semester GPA 2.85 (n=129)*
- Freshman Academy (n=67)
  - 162 face to face visits by 67 students
  - Mean Semester GPA 2.31 (n=66)*

Spring 2019:
813 face to face visits were completed by 324 students in the following categories:
- AANAPISI (n=147)
  - 424 face to face visits by 146 students
  - Mean Semester GPA 3.10 (n=144)*
- Hixson-Lied (n=14)
  - 61 face to face visits by 14 students
  - Mean Semester GPA 3.39 (n=13)*
• Honors Students (n=9)
  o 29 face to face visits by 9 students
  o Mean Semester GPA 3.37 (n=9)
• Self-Referrals (n=115)
  o 211 face to face visits by 115 students
  o Mean Semester GPA 2.24 (n=110)*
• Freshman Academy (n=39)
  o 88 face to face visits by 39 students
  o Mean Semester GPA 2.235 (n=39)

ATLS: Academic Success Coaching Outreach/Academic Workshops
Fall 2018
• 760 unique students attended 1 or more presentations
• 114 unique students had 170 visits to Academic Success Series presentations
  o 27 students attended 2-7 presentations
  o Mean semester GPA 3.28 (n=113)*
• 646 unique students had 727 visits to Campus Presentations
  o 61 students attended 2-3 presentations
  o Mean Semester GPA 2.97 (n=642)*

Spring 2019
• 432 students attended 1 or more presentations
• 151 unique students had 180 visits to Academic Success Series presentations
  o 17 students attended 2-4 presentations
  o Mean semester GPA 3.03 (n=148)*
• 281 unique students had 290 visits to Campus Presentations
  o 9 students attended 2 presentations
  o Mean Semester GPA 2.75 (n=278)*

*Mean GPA was based on number of students who completed the semester.
ATLS: Tutoring in Lied Library
Fall 2018
• 5,298 visits occurred in Fall 2018
  o 1,476 grades were posted for 1,222 students
  o 218 students came in for 2-4 different subjects
• 75.88% (1,120/1,476) of the graded courses students took had a grade of C- or higher.

Spring 2019
• 5,255 visits occurred in Spring 2019
  o 1,415 grades were posted for 1,144 students
  o 230 students came in for 2-4 different subjects
• 76.25% (1,079/1,415) of the graded courses students took had a grade of C- or higher.

ATLS: Tutoring in College of Engineering
Fall 2018
• 2,677 visits occurred in Fall 2018
  o 530 grades were posted for 367 students
  o 121 students came in for 2-4 different subjects
• 81.70% (433/530) of the graded courses students took had a grade of C- or higher.

Spring 2019
• 2,611 visits occurred in Spring 2019
  o 536 grades were posted for 363 students
  o 122 students came in for 2+ different subjects
• 87.31% (468/536) of the graded courses students took had a grade of C- or higher.
### ATLS: Brainfuse On-line Tutoring Usage

**Fall 2018**
- Tutoring Hours = 846.90 with 400 unique users
- Writing Lab hours = 267.50 with 254 unique users

**Spring 2019**
- Tutoring Hours = 510.03 with 246 unique users
- Writing Lab hours = 140.50 with 137 unique users

### ATLS: Supplemental Instruction

**Fall 2018**
- 2,374 visits occurred in Fall 2018
  - 390 grades were posted for 403 students (unique students included Freshman Academy Students, but no grades were available for CSN courses)
  - 17 students came in for 2 different subjects
- 78.97% (308/390) of the graded courses students took had a grade of C- or higher.

**Spring 2019**
- 3,751 visits occurred in Spring 2019
  - 649 grades were posted for 644 students
  - 11 students came in for 2 different subjects
- 73.04% (474/649) of the graded courses students took had a grade of C- or higher.

### ATLS: Math Bridge

**Significant Changes in Math Curriculum & Placement Occurred for Fall 2018:**
- ALEKS scores of 45 or below, placed students into a Math 95 or Math 96 course based on his/her major. A progression from Math 95 to Math 96 was no longer required.
  - After successfully completing the Math 95 course, students were eligible to take Math 120 only.
  - After successfully completing Math 96, students were eligible to take Math 124 or Math 126.
• ALEKS scores of 46-60, placed students in Math 120/124/122.
• ALEKS scores of 61-75, placed students in Math 126/132.
• ALEKS scores of 76-100, placed students in Math 181.
• The College of Engineering required students to place into Math 126. Engineering students were placed in Math 96 even if their ALEKS Placement score of 46-60 allowed them to take Math 120/124/122.

Initial Placement for Summer 2018 Math Bridge
• 217 students participated in Summer 2018 Math Bridge (5-week program & 8-week STEM program, M-F, 3 hours per day).
• Initial ALEKS Placement Assessment:
  o 98.62% (214/217) placed into Math 95 or 96 (Initial ALEKS Scores Range was 3 to 45).
  o 1.38% (3/217) initially placed into credit bearing Math 120/124/122, but needed Math 126 or Math 181 for their major (Initial ALEKS Scores Range was 49 to 57).

After completing Summer 2018 Math Bridge:
• All 217 students’ ALEKS Placement scores increased. Range of score increase was 2 points to 55 points, with an overall average increase of 24.57 points.

  • 2.76% (6/217) placed into Math 181
    o Initial ALEKS Placement Scores for these students ranged from 39 to 57.
    o Increases ranged from 23 points up to 55 points, with an average increase of 38.67 points.
  • 13.36% (29/217) placed into Math 126/132
    o Initial ALEKS Placement Scores for these students ranged from 12 to 55.
    o Increases ranged from 31 points up to 52 points, with an average increase of 39.05 points.
  • 41.94% (91/217) placed into Math 120/124/122
    o Initial ALEKS Placement Scores for these students ranged from 7 to 45.
    o Increases ranged from 4 points up to 50 points, with an average increase of 26.77 points.
  • 41.94% (91/217) placed into Math 95 or 96
    o Initial ALEKS Placement Scores for these students ranged from 3 to 34.
    o Increases ranged from 2 points up to 35 points, with an average increase of 18.54 points.
Fall 2018
- 94.50% (189/200) enrolled took a math class in Fall 2018.
- 78.84% (149/189) obtained a C grade or higher in their Math class in Fall 2018.

Student-Athlete Academic Services (SAAS)
- All teams at UNLV maintained a multi-year Academic Progress Rate (APR)* score of 952 or better, remaining penalty-free and eligible for post-season competition.
  - One team (Women’s Volleyball) scored a perfect 1,000 multi-year score.
  - Four teams (Men’s Golf, Men’s Swimming & Diving, Women’s Tennis, and Women’s Volleyball) scored a perfect 1,000 single-year score.
- For 2018-19, new department records were set by achieving an overall student-athlete cumulative GPA
  - Fall 2018 Cumulative GPA = 3.09 (n=496)
  - Spring 2019 Cumulative GPA = 3.05 (n=476)
  - After Spring 2019, 60.08% (286/476) of UNLV student-athletes attained a cumulative grade point average of 3.00 or greater.
- Between Fall 2018 and Spring 2019, 288 student-athletes were named to the UNLV Dean’s Honor List, which required 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 2.80 or greater.
- The overall cumulative GPA of all UNLV student-athletes subsequent to Spring 2019 semester was 3.09 (department record).
- 180 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 (Exploring Majors)
- 99.43% (1,733/1,743) of student respondents demonstrated confidence in their understanding of UNLV general education requirements as a result of academic advising.*

*Data from Qualtrics 2018-2019 ASC Student Assessment of Academic Advising

Academic Transitions and Learning Support (ATLS): COLA 100E, Hixson-Lied Scholars, Academic Success Coaching, Tutoring, Supplemental Instruction, and Math Bridge

ATLS: COLA 100E
For the 2018-2019 academic year (Fall/Spring), COLA 100E students responded to the following statement (971/1,191, 81.53% response rate):

“I know the University Undergraduate Learning Outcomes (UULOs) and have a general understanding of what they mean.”
- 55.41% (538/971) Strongly Agreed; 38.41% (373/971) Agreed; 4.84% (47/971) Neither Agreed nor Disagreed; 1.03% (10/971) Disagreed; 0.31% (3/971) Strongly Disagreed.
- In summary, 93.82% (911/971) of COLA 100E students either agreed or strongly agreed that they knew the UULOs and had a general understanding of what they meant.

*COLA 100E survey data collected from Qualtrics COLA 100E Course Evaluations
ATLS: Academic Success Coaching
Fall 2018 Coach Evaluation Survey
As a result of Academic Success Coaching:
• 86.42% (70/81) of student respondents agreed that they could better draw a conclusion using information given to them.
• 83.95% (68/81) of student respondents agreed that they could better identify their personal strengths and areas of improvement.

Spring 2019 Coach Evaluation Survey
• 72.31% (47/65) of student respondents agreed that they could better draw a conclusion using information given to them.
• 86.15% (56/65) of student respondents agreed that they could better identify their personal strengths and areas of improvement.

ATLS: Tutoring in Lied Library
• Fall 2018: 85.03% (159/187) of student respondents had improved their understanding of the course content as a result of tutoring.
• Spring 2019: 94.74% (108/114) of student respondents had improved their understanding of the course content as a result of tutoring.

ATLS: Tutoring in College of Engineering
• Fall 2018: 86.21% (25/29) of student respondents had improved their understanding of the course content as a result of tutoring.
• Spring 2019: 94.29% (33/35) of student respondents had improved their understanding of the course content as a result of tutoring.

ATLS: Supplemental Instruction
• Fall 2018: 90.12% (73/81) of student respondents had improved their understanding of the course content as a result of SI.
• Spring 2019: 91.67% (66/72) of student respondents had improved their understanding of the course content as a result of SI.
ATLS: Math Bridge  
Summer 2018 Math Bridge Survey results:
- 84.42% (168/199) of participant respondents felt confident that they could be good at math after taking Math Bridge.
- 71.36% (142/199) of participant respondents felt prepared to take a college level math class after taking Math Bridge.

Student-Athlete Academic Services (SAAS)
- Over 94.34% (150/159) of students-athlete respondents demonstrated confidence in their understanding of NCAA eligibility requirements, how to register for courses, and where to find academic resources.

Retention

Academic Advising (Exploring Majors)
- Fall 2018 to Spring 2019 persistence: 91.06% (866/951) of first-time/full-time students in our Exploring and Exploring - Pathways major returned for the Spring 2019 semester.*

* Data from UNLV Analytics

Academic Transitions and Learning Support (ATLS): COLA 100E, Hixson-Lied Scholars, Academic Success Coaching, Tutoring, Supplemental Instruction, and Math Bridge

ATLS: COLA 100E
- The COLA 100E student retention rate from Fall 2018 to Spring 2019 was 91.43% (800/875).
- The Fall 2018 to Spring 2019 retention rate for Major Pathways students in COLA 100E was 90.43% (378/418).
ATLS: Hixson-Lied Success Scholars
- Hixson-Lied Success Scholars (20/20 total in Fall 2018, 20/20 in Spring 2019) matriculated from Fall 2018 to Spring 2019, resulting in a 100% enrollment retention rate.
- 20/24 total Hixson-Lied Success Scholars were active for the Fall 2018 semester.
  - 4 Scholars were on Leave of Absence in Fall 2018. 20/24 total Hixson-Lied Success Scholars were active for the Spring 2019 semester.
  - 4 Scholars were on Leave of Absence in Spring 2019.
  - Please note these are not the same 4 Scholars for Fall 2018 and Spring 2019.

ATLS: Academic Success Coaching
- AANAPISI (n=151)
  - 88.74% (134/151) completed Spring 2019
  - 4.64% (7/151) Graduated Fall 2018
- Hixson-Lied (n=14)
  - 78.57% (11/14) completed Spring 2019
- Honors Students (n=25)
  - 96.00% (24/25) completed Spring 2019
- Freshman Academy (n=67)
  - 95.52% (64/67) completed Spring 2019
- Self-Referrals (n=131)
  - 91.60% (120/131) completed Spring 2019
- Students who only attended a Campus Presentation or a Series Workshop (n=671)
  - 90.01% (604/671) completed Spring 2019
  - 3 Graduated Fall 2018

ATLS: Tutoring in Lied Library
Of the 1,222 students with posted grades in Fall 2018:
- 89.61% (1,095/1,222) enrolled in the Spring 2019 semester
- 16 students graduated Fall 2018
• 90.92% (1,111/1,222) = Total Fall 2018 to Spring 2019 retention + graduation
• 41 more students who used tutoring either Fall (n=33) or Spring (n=8) graduated Spring 2019.

ATLS: Tutoring in College of Engineering
Of the 367 students with posted grades in Fall 2018:
• 93.73% (344/367) enrolled in the Spring 2019 semester.
• 4 students who used EGR tutoring this semester graduated Fall 2018.

ATLS: Supplemental Instruction
Of the 403 unique students in Fall 2018:
• 97.52% (393/403) enrolled in the Spring 2019 semester.

ATLS: Math Bridge
217 students completed Summer 2018 Math Bridge

• 92.17% (200/217) completed Fall 2018 semester.
• 83.57% (186/217) completed Spring 2019.

Student-Athlete Academic Services (SAAS)
• The single year federal graduation rate for UNLV student-athletes currently sits at 69.32% (61/88). That is approximately 27% higher than the University’s general student-body federal graduation rate (42%).
• The four year average federal graduation rate for UNLV student-athletes is 60.43% (255/422). 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 78.32% (289/369).
Student Satisfaction

Academic Advising (Exploring Majors)

- The 2018 Fall 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 had a 4.52/5.00 average from a likert scale (2 = Strongly Dissatisfied up to 5 = Strongly Satisfied). The overall mean for all advising centers combined was 4.43/5.00.

Over 1,700 ASC Student Assessment of Academic Advising surveys have been collected during Fall 2018 and Spring 2019:

- 99.43% (1,745/1,755) of student respondents reported being “satisfied” or “very satisfied” with their ASC academic advising experience.*
- 99.83% (1,740/1,743) of students responded in the affirmative to the statement, “My academic advisor is approachable; someone with whom I feel comfortable speaking.”*

*Data from Qualtrics 2018-2019 ASC Student Assessment of Academic Advising

Academic Transitions and Learning Support (ATLS): COLA 100E, Hixson-Lied Scholars, Academic Success Coaching, Tutoring, Supplemental Instruction, and Math Bridge

ATLS: COLA 100E

For the 2018-2019 academic year (Fall/Spring), COLA 100E students responded to the following statements (971/1,191, 81.53% response rate):

Thinking of other UNLV instructors I have encountered, I would rate this instructor:
- 82.08% (797/971) Excellent; 13.49% (131/971) Good; 4.12% (40/971) Fair; and 0.31% (3/971) Poor.

The instructor provided helpful feedback and criticism.
- 73.02% (709/971) Strongly Agreed; 21.73% (211/971) Agreed; 4.63% (45/971) Neither Agreed nor Disagreed; and 0.62% (6/971) Disagreed.
“Thinking of other UNLV classes I have taken, I would rate this class:”
- 62.92% (611/971) Excellent; 28.01% (272/971) Good; 6.59% (64/971) Fair; and 2.47% (24/971) Poor.
- In summary, 90.94% (883/971) of COLA 100E students considered COLA 100E excellent or good compared to other UNLV classes they had taken.

*COLA 100E survey data collected from Qualtrics COLA 100E Course Evaluations

**ATLS: Academic Success Coaching**

**Fall 2018 Coach Evaluation Survey**
As a result of Academic Success Coaching:
- 92.59% (75/81) of student respondents agreed with the statement, “I implemented strategies that my coach recommended.”
- 86.42% (70/81) of student respondents agreed with the statement, “My coach encouraged me to reflect on my progress as a student.”
- 87.50% (70/80) of student respondents agreed with the statement, “My coach helped me create a plan to continue improving as a student.”
- 83.95% (68/81) of student respondents agreed with the statement, “My coach encouraged me to set small goals to improve as a student.”
- 79.01% (64/81) of student respondents agreed with the statement, “Academic Success Coaching helped me build my confidence to be a successful student.”
- 86.42% (70/81) of student respondents agreed with the statement, “The strategies I implemented because of Academic Success Coaching helped me improve as a student.”

**Spring 2019 Coach Evaluation Survey**
As a result of Academic Success Coaching:
- 89.86% (62/69) of student respondents agreed with the statement, “I implemented strategies that my coach recommended.”
- 92.75% (64/69) of student respondents agreed with the statement, “My coach encouraged me to reflect on my progress as a student.”
- 91.30% (63/69) of student respondents agreed with the statement, “My coach helped me create a plan to continue improving as a student.”
- 86.96% (60/69) of student respondents agreed with the statement, “My coach encouraged me to set small goals to improve
as a student.”
- 79.71% (55/69) of student respondents agreed with the statement, “Academic Success Coaching helped me build my confidence to be a successful student.”
- 85.51% (59/69) of student respondents agreed with the statement, “The strategies I implemented because of Academic Success Coaching helped me improve as a student.”

**ATLS: Tutoring in Lied Library**
- Fall 2018: 91.89% (170/185) of student respondents would participate in ASC Tutoring again and 87.57% (162/185) would recommend Tutoring to a friend.
- Spring 2019: 97.37% (111/114) of student respondents would participate in ASC Tutoring again and 94.74% (108/114) would recommend Tutoring to a friend.

**ATLS: Tutoring in College of Engineering**
- Fall 2018: 89.66% (26/29) of student respondents would participate in ASC Tutoring again and 86.21% (25/29) would recommend Tutoring to a friend.
- Spring 2019: 94.29% (33/35) of student respondents would participate in ASC Tutoring again and 94.29% (33/35) would recommend Tutoring to a friend.

**ATLS: Supplemental Instruction**

**Fall 2018**
- 93.83% (76/81) of student respondents agreed that they would more likely continue with the course as a result of or participating in SI.
- 96.30% (78/81) of student respondents agreed that they would participate in SI again and 96.30% (78/81) would recommend it to a friend.
Spring 2019

- 90.28% (65/72) of student respondents agreed that they would more likely continue with the course as a result of or participating in SI.
- 97.22% (70/72) of student respondents agreed that they would participate in SI again and 97.22% (70/72) would recommend it to a friend.

**ATLS: Math Bridge**
Results from Math Bridge Survey Summer 2018:

- 72.00% (144/200) of participant respondents felt confident with math after taking Math Bridge.
- 83.33% (165/198) of participant respondents felt confident about being a college student at UNLV after taking Math Bridge.

**Student-Athlete Academic Services (SAAS)**

- 94.62% (88/93) of students-athlete respondents agreed or strongly agreed that he/she has made a positive progress in his/her education at UNLV through the use of SAAS.
- 88.82% (143/161) of students-athlete respondents strongly agreed or agreed that the SAAS Staff assisted him/her with academic needs.
- 88.20% (142/161) of students-athlete respondents strongly agreed or agreed that his/her Academic Eligibility Specialist was accessible and/or available to meet.
- 98.04% (100/102) of student-athletes who responded to the survey and who used the SAAS Tutoring Services found it helpful or very helpful.
- 96.03% (145/151) of students-athlete respondents rated overall satisfaction of Student-Athlete Academic Services as very satisfied or satisfied.
- 93.55% (87/93) of students-athlete respondents rated his/her Academic Eligibility Specialist overall as excellent or very good.
- 74.19% (69/93) of students-athlete respondents rated the quality of the SAAS facilities as excellent or very good.
## What Students Are Saying

### Academic Advising (Exploring Majors)

- “I always enjoy my appointments and always feel supported and welcome.”
- “This was a great experience and I had a lot of help directing me to the right path even though I didn't know what major I want to do.”
- “She really addressed issues that I didn't think someone would talk to me about. I'm homesick and she talked about a lot of good resources that I wouldn't have considered. She just made me feel better.”
- “Having an Academic Advising Center on campus is necessary to my success as a non-traditional student who will be the first to graduate from college in my family. I can't do this alone. Thank you.”
- “Great advising experience, advisor was very knowledgeable and approachable. Really helped me feel less overwhelmed and more prepared.”

### Academic Transitions and Learning Support (ATLS): COLA 100E, Hixson-Lied Scholars, Academic Success Coaching, Tutoring, Supplemental Instruction, and Math Bridge

#### ATLS: COLA 100E

**Fall 2018**

- “I liked learning more about the importance of major exploration. It gave me insight on how to come to a final decision.”
- “I liked how cohesive the course was and how much it focused on helping students improve different skill sets to do better in college. I also liked how this course helps students be able to narrow in on a major that interests them in a way that isn't forceful and teaches you that it's okay to not know what you want to do yet.”
- “I enjoyed all of the activities that we all participated in, which helped with our communication skills, and also being able to learn more about the campus' resources.”
- “I liked the idea that the course focused on yourself as a person. The course allows you to learn more about yourself including interests, values, and skills.”
- “What I liked the most out of this course is that I was constantly practicing writing. [. . . ] I learned how to connect my ideas better and explain them even further. Compared to where I started, I can see that writing got a little easier. Another thing I
liked strongly from this class is that I feel confident to take my first step into college. I was shown all the resources and help I can use to get me far in my college career.”

- “I really liked learning about everything in this class. I did not know much about many of the topics that we covered, especially about what resources are available to me. After taking this class, I am more confident in my future.”
- “I enjoyed having an instructor who made me feel welcome in class and allowed me to ask questions about the material.”

Spring 2019

- “I just want to say that this was the best class in terms of fostering a community. I felt comfortable expressing myself in this class which I feel is important.”
- “I love being able to improve myself as a person and as a student. My professor helped guide me through reflecting on what I can do better on campus and with myself.”
- “I liked how it wasn't just about academics but it was about the physical, emotional, and mental ways that college can change you and prepare you for the real world. It was actually things I liked to learn about and made me want to not only get involved more but become a healthier being.”
- “I liked how engaging the course was between the class peers as well as the instructor. It helped to see other people's career choices and why they chose them when deciding my own.”
- “I love how it helps students really dig in to majors/careers. As an undeclared student I loved the guidance the class provided me with.”
- “I liked how small the class was and how the material was relevant and applicable to what we were going through at the time.”

*COLA 100E survey data collected from Qualtrics COLA 100E Course Evaluations

**ATLS: Academic Success Coaching**

Fall 2018 Coach Evaluation Survey Comments:

- “Coaching staff is sweet and caters well to our needs.”
- “Amazing experience! Overall I learned so much.”
- “[My coach] was very welcoming and informational.”
- “[My coach] is great and very helpful with giving study strategies.”
- “[Coach] is an amazing coach!”
● “[Coach] is very nice and understanding.”
● “[Coach] was very welcoming and friendly.”
● “[My coach] was good at giving advice and checking in on me.”
● “My academic coach is awesome. I am glad to have been able to use coaching. I can’t wait to use it again next semester.”
● “Great experience and good to know I have resources on campus that can help me.”
● “[Coach] was respectful and considerate. (Coach) was always prepared and was understanding in the circumstance if I was stressed about school which helped me relax.”
● “[Coach] is great. Cares about the well-being of the students overall.”
● “It was very helpful having someone who has been in a situation like mine and giving me tips on how to overcome it.”

Spring 2019 Coach Evaluation Survey Comments:
● “I really enjoy(ed) my meeting with my coach. I have noticed improvements in my academic success.”
● “[My Coach] gave me great tools to utilize for academic and mental development.”
● “She was super nice and made me feel much better about college and she gave me great strategies to help me with tests.”
● “The academic coach was polite and gentle yet firm in giving helpful advice. She was able to read into my situation with astounding accuracy. I also appreciate that the coach listened attentively without judgement but was full of compassion. She sensed how I felt about certain matters.”
● “[Coach] has been great to work with. One thing that has really helped me is utilizing the library tutoring for my Spanish class. She suggested that I go there to check my Spanish compositions and that has really helped me.”
● “[Coach] was a great help in talking through life and my worries. She helped me organize my thoughts.”
● “[Coach] is very kind and empathetic.”
● “[Coach] is an excellent coach with great ideas. She has definitely helped me organize my weekly schedule.”
● “[Coach] is a great listener and motivator.”
● “My coach was really wonderful and patient.”
● “[Coach] was extremely helpful with setting goals specific to me and making sure I had the help that I needed. [Coach] provided many resources and gave me helpful tips on studying and time management that improved my skills.”
● “I love [my coach], best person there is.”
● “[Coach] is super nice and willing to listen to my concerns.”
● “[Coach] is really kind and understanding. [Coach] is great at listening and giving feedback. It’s easy to see that my coach cares about my growth as a student.”
ATLS: Tutoring in Lied Library

Fall 2018 Tutoring Survey

- “[The Tutor] prepared me for my test and [they] even went out of [their] way to make practice problems for me to try! Amazing! I’m so happy after tutoring!”
- “Explains in step-by-step method and makes it easier to understand.”
- “I love the tutoring center. I thank them for assisting me in achieving my academic goals.”
- “Thanks to all the help I am getting from tutoring service, my grades are improving and I am less stressed about my classes.”
- “Attending the center has inspired me to be a better student. I’m thankful for the experience that is provided here at UNLV.”
- “Everyone is very helpful and knowledgeable! So glad I utilize this resource.”
- “Everyone I have encountered is kind and have a drive to not only solve the math problem but to also ensure that I understand the concepts behind them. I suggest the tutor center to everyone I can. Thank you so much for helping me become a better student!”

Spring 2019 Tutoring Survey

- “Every time I come here I have understood the content better.”
- “Every tutor is extremely helpful. Always with a smile. Will definitely be back! :)”
- “[The Tutor] was really helpful tutoring me ochem and biochem. [They] were very knowledgeable and caring and I don’t think I would’ve passed without [their] help.”
- “Everyone is very passionate in making sure that I understand what is taking place in the material I am studying. They all give me just enough information so I can figure out the problem for myself, instead of spoon-feeding me the answer. I am very grateful for their efforts.”
- “All the tutors are great. They have really contributed in helping me understand the content and doing well on homework/exams.”
- “The tutor took enough time to let me explain my problems and [they] helped me figure out which steps to follow to solve the problem. [They] spoke in a way that I could understand and I appreciated [them] very much!”
- “I come to tutoring a lot and all of these guys are amazing!! They all have helped me so much understand the concepts better. A big thank you to all of them.”
ATLS: Tutoring in College of Engineering

Fall 2018 Tutoring Survey
- “The engineering staff is always extremely helpful and they work really hard to help everyone no matter how busy they are.”
- “I was not doing well in my coding for a computer science class. [The Tutor] was wonderful, patient, relaxed and I felt [they] genuinely cared that I learn and understand the subject matter. I didn't feel rushed or that I was asking silly questions etc. What a wonderful tutor.”
- “Keep up the great work! All of the tutors are extremely helpful and patient!”

Spring 2019 Tutoring Survey
- “Tutors work together very well to assist me in any questions or areas of concern.”
- “Thank you x 1 million.”
- “I enjoyed working with majority of the tutors in the engineering lab. I am very grateful for all of their help.”
- “Great service in helping me through CPE 100.”
- “Great and friendly staff.”

ATLS: Supplemental Instruction

Fall 2018:
- "SI for chemistry 108 has helped me get the additional help I needed."
- "Thank you for encouraging class to participate."
- "[The SI Leader] is doing a GREAT job. I would not be passing the course without SI, much less understand a majority of the material. EXTREMELY thankful for the opportunity."
- "The SI Leader was amazing for CHEM 241."
- "[My SI Leader] was amazing! Without [them] I would not be passing this class...[The SI Leader] made all of the concepts seem so easy and made the class a breeze."
- “This program is great. I strongly support the program because it does help students in need of questions and assistance.”

Spring 2019:
- "The SI program is great overall."
- "I have really enjoyed SI and [The SI Leader] has been extremely helpful."
• “I think it’s great! [The SI Leader] is fantastic!”
• “[The SI Leader] is amazing.”
• “[The SI Leader] is the best… I literally had a D in bio… Now, I am thriving with a B- which is amazing for me… [The SI Leader] put bio in more understandable terms and shows how it applies to the real world.”

ATLS: Math Bridge

Comments by Students on Math Bridge Survey Summer 2018:

• “I was pleased to take this program during the summer because instead of sitting there doing nothing with a Math 96 class, I got the chance to practice and test out into a higher math class that I feel I deserve. I really did learn a lot effectively and reviewed everything I previously learned. I want to say thanks to everyone who contributed in this program including the instructors and especially those who established this program. Thank you for giving us another chance to get into a higher math class. I know a lot of colleges that don’t give that kind of special opportunity like UNLV does. Also, thanks for making it (almost) free!”
• “This was an amazing experience, summer math bridge. Every aspect of it made me 100% more confident about starting college then I ever was before. I would recommend this to every student that is making the transition from high school to college. Helpful and insightful are two words I would use to describe this program. From the introduction we were given from the coaches at the ASC to the note talking class we had a couple Fridays ago. Everything has opened my eyes about the college life and I am more than excited to start this next chapter in my life.”
• “It was a great experience and the math bridge program really helped me improve my math skills!”
• “I felt like I learned a bunch during this class and I'm glad I got the opportunity to increase my confidence and skill with math. I feel much more prepared in going into college this fall. Thank you so much for all the help this summer! :D”

Student-Athlete Academic Services (SAAS)

• “Always does their best to support their student-athletes. I always feel like we are put first and are priorities at the University.”
• “I really appreciate how my academic eligibility specialist is always willing to help us and how she is very invested in our futures.”
• “SAAS treats the student-athletes with care and do their absolute best for their students.”
“My academic eligibility specialist definitely made a huge impact in my life by being there when I needed her and making sure that I progressed in the right way and getting the help I needed. I think that they all (SAAS staff) make it very easy to come in and talk about what we are struggling with and I appreciate it very much.”

“Great people to have conversations with and more like mentors that I can come with to look for advice without judgement.”

“Overall the Student-Athlete Academic Services is outstanding they have done everything they could to help me and it has made me become a better and more organized person.”

“SAAS is very convenient for me to access. I am able to get help from my academic eligibility specialist whenever I need it. It definitely has helped me improved my academic performance and helped me to succeed.”

“Always someone to help with whatever you may need.”

“Very communicative about our academic progress.”

“Friendly and welcoming atmosphere that encourages student-athletes to use the wonderful resources SAAS provides.”

“All of the staff members are super nice and always willing to help!”

“Keep doing what you’re doing!”

*Results from 2018-2019 Student-Athlete Experience Survey, SAAS Tutoring Satisfaction Surveys, SAAS Student Satisfaction Survey, and Life Skills Seminar Assessment Surveys*
Closing the Loop

Academic Advising (Exploring Majors)

Academic Advising collects data on student performance, engagement, and satisfaction via Campus Connect, UNLV Analytics, and a post-appointment survey. Through these tools, we are able to see that the majority of our students feel confident in their knowledge of advising content and path toward their degree. We use these data and campus-wide advising requirements, as well as best practices in the field of advising, to develop our advising curriculum, including outreach calendars and content, materials for orientation, first-year seminar group advising, and individual advising sessions.

Academic Transitions and Learning Support (ATLS): COLA 100E, Hixson-Lied Scholars, Academic Success Coaching, Tutoring, Supplemental Instruction, and Math Bridge

ATLS: COLA 100E & Hixson-Lied Scholars Program

COLA 100E
To maintain and increase retention and student satisfaction, a “Basic Needs” statement and linked resources (including UNLV scholarships, emergency funding, and more) were added to syllabi and WebCampus pages. Curricular updates--such as the revised Major and Career Exploration Cycle in partnership with the ASC’s Academic Advising unit, a new Common Reader essay prompt, and a planned Scholarly Research Article Assignment--have been designed to further encourage students’ academic preparation, knowledge of UULOs, retention, and satisfaction.

Hixson-Lied Success Scholars Program
Adjustments are being made to Hixson-Lied programming to offer one-on-one peer mentoring appointments for designated COLA 100E sections.

ATLS: Academic Success Coaching

Academic Success Coaching has added new populations in an effort to expand the services. New populations include Math Bridge students, Jump-Start Scholars, Freshman Academy students, Honors College students, and freshman student-athletes.
ATLS: Tutoring
Incorporating best practices from the recent 38th Annual Conference on the First-Year Experience and the Association of Colleges for Tutoring and Learning Assistance (ACTLA) Conference, a peer-leader model has been introduced to further emphasize the benefits of leading peer-to-peer interactive learning with students, providing new professional and skill development opportunities for student staff. Additional training and virtual resources were also added to further incorporate this model into everyday responsibilities; qualitative and quantitative metrics for measuring weekly peer-leader performance were refined to increase overall effectiveness of the end-of-semester evaluation process.

ATLS: Supplemental Instruction
Incorporating best practices from the recent 38th Annual Conference on the First-Year Experience and the Association of Colleges for Tutoring and Learning Assistance (ACTLA) Conference, a peer-leader model has been introduced to further emphasize the benefits of leading peer-to-peer interactive learning with students, providing new professional and skill development opportunities for student staff. Additional training and virtual resources were also added to further incorporate this model into everyday responsibilities; qualitative and quantitative metrics for measuring weekly peer-leader performance were refined to increase overall effectiveness of the end-of-semester evaluation process.

ATLS: Math Bridge
As Learning Support data was compiled over the years, it was found that Summer Math Bridge participants rarely used any of the ASC Learning Support services during the Fall semester. Thus, changes were made in the program requirements to ensure the participants had a successful first semester. Changes were also made in outreach to follow-up with the participants to encourage resource usage and retention.

To increase Learning Support usage for Fall 2019, the new requirement included that the participants attend at least three Academic Success Center Services: Academic Success Coaching, Supplemental Instruction, Tutoring, or Academic Advising. To increase outreach to students, members of the Math Bridge team email participants once per month during the Fall and call at the end of the Fall and Spring semesters to discuss campus resources and encourage retention/reenrollment in the following semester.
Student-Athlete Academic Services (SAAS)

As a result of our annual report findings, SAAS will be committed to maintaining and/or making progress on the following:

- Maintain or increase Academic Performance Program (APR/FGR/GSR) rates and overall grade point average.
- Increase promotions and education to student-athletes and coaches/staff about Academic Success Center and SAAS academic resources.
- Continue to explore opportunities for space expansion for SAAS and our student-athletes.
- Maintain student satisfaction of SAAS and address any concerns mentioned in the surveys.
- Increase assessments and reports that will provide data on Student-Athlete Academic Services and student-athlete academic success and graduation.
- Continue to meet the student-athlete academic needs in programming and staffing.