### Student Satisfaction

#### Academic Advising Unit (Exploring Majors)
- The 2015 UNLV Learning Outcomes Survey for First-Year Seminars reported that the quality of academic advising for COLA 100E: First-Year Seminar for Exploring Majors students rated higher than the overall average for all First-Year Seminars.
- 345 students completed a student satisfactory survey regarding ASC academic advising services. 97.68% (337/345) reported being “satisfied” or “very satisfied” with their ASC academic advising.
- 97.00% (323/333) of students who responded to the statement, “My advisor evaluated my degree progress in satisfying UNLV’s General Education Requirements,” reported that they “agree”.

*Data from Qualtrics 2015-2016 ASC Student Assessment of Academic Advising

#### Academic Transitions Unit
- For the 2015-2016 academic year (Fall/Spring), COLA 100E students responded to the following statements (399/540, 73.88% response rate):

  “Thinking of other UNLV instructors I have encountered, I would rate this instructor: ”

- **80.20% (320/399) Excellent:** 14.54% (58/399) Good; 4.01% (16/399) Fair; and 1.25% (5/399) Poor

  “Thinking of other UNLV classes I have taken, I would rate this class: ”

- **61.90% (247/399) Excellent:** 25.56% (102/399) Good; 10.53% (42/399) Fair; and 2.01% (8/399) Poor

#### Learning Support – Tutoring

Lied Library Tutoring Lab
- Fall 2015: 89.60% (155/173) of students would participate in ASC Tutoring again and 88.64% (156/176) would recommend Tutoring to a friend
- Spring 2016: 95.38% (330/346) of students would participate in ASC Tutoring again and 96.81% (334/345) would recommend Tutoring to a friend
2015-2016 Academic Success Center Annual Assessment Metarubric

Engineering Tutoring Lab

- Fall 2015: 96.00% (48/50) of students would participate in ASC Tutoring again and 95.74% (45/47) would recommend Tutoring to a friend
- Spring 2016: 100.00% (40/40) of students would participate in ASC Tutoring again and 100.00% (40/40) would recommend Tutoring to a friend

Learning Support – Academic Coaching

Fall 2015 Coach Evaluation Survey
As a result of Academic Success Coaching:
- 91.14% (72/79) of the students either strongly agreed or agreed that they feel better equipped to be a successful student
- 91.14% (72/79) of the students either strongly agreed or agreed that they feel better equipped to be a successful student
- 93.33% (84/90) of the students either strongly agreed or agreed their coach encouraged them to set small goals to improve as a student.
- 91.89% (68/74) of the students either strongly agreed or agreed that they learned study strategies with their coach.

Learning Support – Math Bridge

Summer 2015 Math Bridge Survey
- 96.41% (188/195) believe they are more prepared to take math classes at UNLV because of Math Bridge.
- 98.96% (191/193) believe they were learning math in Math Bridge.
- 97.95% (191/95) would recommend Math Bridge to a friend.
- 75.69% (218/288) tested into a 100-level math course.

Learning Support – Supplemental Instruction

Fall 2015
- 74.44% (67/90) of students agree that they will more likely continue with the course as a result of or participating in SI
- 87.78% (79/90) of students agree that they would participate in SI again and 84.44% (76/90) would recommend it to a friend

Spring 2016
- 91.01% (162/178) of students agree that they will more likely continue with the course as a result of or participating in SI
- 95.51% (170/178) of students agree that they would participate in SI again and 93.82% (167/178) would recommend it to a friend

Faculty Satisfaction
"Students in Phys 180 need additional help to master the course contents. They need special help in improving their proficiency in mathematics (algebra, trig and calculus). The SI program and your effort has been very useful to them."
### Student-Athlete Academic Services

- 97.22% (35/36) agree or strongly agree that he/she has made a positive progress in his/her education at UNLV through the use of SAAS.
- 86.11% (31/36) 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.
- 94.87% (37/39) of student-athletes who used the SAAS Tutoring Services improved their understanding of the course content.
- 58.97% (23/39) of student-athletes who used the SAAS Tutoring Services improved their study strategies.
- 97.48% (620/636) of student-athletes report being very satisfied or satisfied with the seminars offered over the fall and spring semesters.
- 83.33% (30/36) of students who responded to the survey rated overall satisfaction of Student-Athlete Academic Services as “excellent” or “very good”.

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Academic Advising Unit (Exploring Majors)
- Fall 2015 to Spring 2016 persistence = 93.13% (298/320) for New Incoming Exploring Majors advised by the ASC

Academic Transitions Unit
- The COLA 100E student retention rate from Fall 2015 to Spring 2016 was 91.12% (318/349)
- The Hixson-Lied Success Scholars retention rate from Fall 2015 to Spring 2016 was 100% (16/16), which does not include the three scholars who graduated in December 2015.

Learning Support – Tutoring
Lied Library Tutoring Lab
Of the 1,475 students with posted grades in Fall 2015
- 92.27% (1361/1475) enrolled in Spring 2016 semester
- 1.22% (18/1475) graduated in Fall 2015, 1.63% (24/1475) graduated Spring 2016

Engineering Tutoring Lab
Of the 376 students with posted grades in Fall 2015
- 92.55% (348/376) enrolled in Spring 2016 semester
- 2.39% (9/376) graduated in Fall 2015, 3.99% (15/376) graduated in Spring 2016

Learning Support – Academic Coaching
Coaching Alternate Admits
- Fall 2015 First Year Alt Admits: 85.25% (474/556) enrolled in Spring 2016 semester

Coaching Self-Referrals
- Fall 2015 Self-Referrals: 92.17% (106/115) enrolled in Spring 2016, 1 graduated in Fall 2015

Fall 2015 Coach Evaluation Survey
- 90.00% (72/80) of the students either strongly agreed or agreed that they will more likely continue with school as a result of Academic Success Coaching
Learning Support – Math Bridge
• In Fall 2015, 68.75% (198/288) of summer bridge participants took a math class with 34.85% (69/198) having a C grade or higher

Learning Support – Supplemental Instruction
Of the 664 students with posted grades in Fall 2015
• 93.22% (619/664) enrolled in Spring 2016
• 1.66% (11/664) graduated Fall 2015, 2.26% (15/664) graduated in Spring 2016

Learning Support – Brainfuse On-Line Tutoring
• Of the 336 students with posted grades
  o 93.45% (314/336) enrolled in Spring 2016 semester
  o 1.19% (4/336) graduated in Fall 2015, 1.19% (4/336) graduated in Spring 2016

Student-Athlete Academic Services
• The federal graduation rate for UNLV student-athletes currently sits at 62%. That is approximately 21% higher than the University’s general student-body federal graduation rate (41%)
• UNLV student-athletes currently have a graduation success rate of 78%
Academic Performance

Academic Advising Unit (Exploring Majors)
- Exploring Majors who attended the ASC New Student Orientation (Summer 2015) averaged 3.88 advising appointments during FY16. Of this cohort, those who participated in academic advising more frequently averaged higher grade point averages:
  - > 5 academic advising visits = 2.90 GPA
  - ≤ 2 academic advising visits = 2.61 GPA

Academic Transitions Unit
- For the 2015-2016 academic year (Fall/Spring), COLA 100E students responded to the following statement (399/540, 73.88% response rate):

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

  58.65% (234/399) Strongly Agree; 26.31% (105/399) Agree; 11.03% (44/399) Neither Agree nor Disagree; 2.26% (9/399) Disagree; 1.75% (7/399) Strongly Disagree

Hixson-Lied Success Scholarship Program
- The Hixson-Lied Success Scholar Average Cumulative GPA for the 2015-2016 academic year was 3.5 GPA

Learning Support – Tutoring
Lied Library Tutoring Lab
- Tutoring in Lied Library Drop-in Lab Fall 2015
  - 6931 visits occurred in Fall 2015**
    - 1653 grades were posted for 1,475 students
    - 157 students came in for 2-4 different subjects
  ** 79 students were not enrolled in the course for which they came in for tutoring, 22 students were not enrolled in Fall Semester, 10 students were not found in the MyUNLV system
- 64.00% (1058/1653) 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 (4.17 average visits vs. 3.70 visits). This difference was almost statistically significant $F(11,651)=2.618$, p .106
Tutoring in Lied Library Drop-in Lab Spring 2016
- 7688 visits occurred in Spring 2016
  - 1247 grades were posted for 1134 students
  - 106 students came in for tutoring for 2-4 courses
- 64.55% (805/1247) 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 (6.17 average visits vs. 5.17 visits). This difference was statistically significant $F(1,245)=6.608$, $p=.010$

Engineering Tutoring Lab
Tutoring in the College of Engineering Drop-in Lab Fall 2015
- 1883 visits occurred in Fall 2015**
  - 477 grades were posted for 376 students
  - 81 students came in for 2-4 different subjects
  - 27 students were not enrolled in the course for which they came in for tutoring, 3 students were not enrolled in Fall Semester, 7 students had missing data or were not found in the MyUNLV system
- 72.21% (354/477) 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 (4.08 average visits vs. 2.87 visits). This difference was significantly different $F(1,475)=4.857$, $p=.028$. 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 2016
- 1495 visits occurred in Spring 2016**
  - 361 grades were posted for 293 students
  - 57 students came in for 2-5 different subjects
  - 18 students were not enrolled in the course for which they came in for tutoring, 3 students came in for other tutoring such as technical writing, 3 students were not enrolled in the Spring semester, 7 students had missing data or were not found in the MyUNLV system
- 78.94% (285/361) 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 (4.32 average visits vs. 2.54 visits). This difference was statistically significant $F(1,359)=6.538$, $p=.011$
2015-2016 Academic Success Center Annual Assessment Metarubric

Learning Support – Academic Coaching
Coaching Alt Admits Fall 2015-Spring 2016
• 1571 visits were completed by 556 First Year Alt Admit students in Fall 2015
• The majority of the Alt Admit students came in 3 or more times 85.61% (476/556)
• On average students who came in 3 or more times had semester GPAs above 2.0
  o 7x (n=1) = GPA 2.000
  o 4x (n=44) = GPA 2.253
  o 3x (n=431) = GPA 2.202
  o 2x (n=36) = GPA 1.410
  o 1x (n=23) = GPA 1.246
  o 0x (n=21) = .799

In Spring 2016, it is mandatory for First Year Alt Admit students whose first semester GPA is below 2.0 to come in for Academic Coaching.
• 40.83% (227/556) of the Alt Admit students had less than a 2.0 GPA after their first semester
• 77.53% (176/227) of the students on probation enrolled in Spring 2016 semester
• 22.73% (40/176) of the Alt Admit students on probation had a cumulative Spring GPA above 2.0

Coaching Self-Referrals Fall 2015:
204 visits were completed by 115 Self-Referral (non-Alt Admit) students (Self-Referrals, Hixson Lied Scholars, and Honors College Students)
• Most Self-Referral students in Fall 2015, on average, had semester grade points that were 2.6 or above.
  o 4+x (n=12) = GPA 3.336
  o 3x (n=7) = GPA 3.234
  o 2x (n=17) = GPA 2.677
  o 1x (n=79) = GPA 2.869

Coaching Self-Referrals Spring 2016:
In Spring 2016, 248 visits were completed by 129 Self-Referral (non-Alt Admit) students enrolled (Self-Referrals, Hixson Lied Scholars, and Honors College Students).
• Most Self-Referrals had, on average, semester grade points that were 2.5 or higher
  o 4+x (n=17) = GPA 2.756
  o 3x (n=14) = GPA 2.563
  o 2x (n=11) = GPA 2.547
  o 1x (n=87) = GPA 2.824
### Outreach/Academic Workshops

**Fall 2015**
- 28 Presentations = 471 participants

**Spring 2016**
- 28 Presentations = 489 participants
- 27 Next Steps Presentations = 817 CCSD students

### Learning Support – Math Bridge
- 288 students completed Summer Math Bridge (5-week program, M-F, 3 hours per day)
- 98.96% (285/288) of the participants' initial ACT/SAT Math score placed them into Math 095 or Math 096
- After completing Summer 2015 Math Bridge:
  - 3.47% (10/288) placed into Math 095
  - 20.83% (60/288) placed into Math 096
  - 75.69% (218/288) placed into 100-level Math

### Learning Support – Supplemental Instruction

**Supplemental Instruction Fall 2015**
- 3002 visits occurred in Fall 2015**
  - 679 grades were posted for 664 students
  - 15 students came in for 2 different subjects
** 2 students were not enrolled in the course for which they came in for tutoring, 4 students were not enrolled in Fall Semester, 3 students had missing data or were not found in the MyUNLV system
- 77.76% (528/679) 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 (4.61 average visits vs. 3.60 visits). This difference was significantly different \( F(1,677)=5.642, p .018 \). Thus the more times the students come in the more likely they will receive a passing grade.

**Supplemental Instruction Spring 2016**
- 3399 visits occurred in Spring 2016
- 599 grades were posted for 574 students
- 26 students came in for 2-3 different subjects
- 80.13% (480/599) of the graded courses students took had a grade of C- or higher
### 2015-2016 Academic Success Center Annual Assessment Metarubric

- Students who had a C Range or Higher visited SI sessions more often (6.14 average visits vs. 3.78 visits). This difference was significantly different $F(1,597)=14.411$, $p=.000$. Thus the more times the students come in the more likely they will receive a passing grade.

### Learning Support – Brainfuse On-Line Tutoring

**Brainfuse Effectiveness Fall 2015**
- 410 grades posted in Fall 2015 from on-line tutoring from 336 students
  - 61 students visited Brainfuse for 2-4 courses
- The writing lab submissions could be for papers from various classes. It was difficult to determine for which course the paper was submitted.
- 58.29% (239/410) of the graded courses students took had a grade of C- or higher

**Brainfuse Effectiveness Spring 2016**
- 327 grades posted in Spring 2016 from on-line tutoring
- The writing lab submissions could be for papers from various classes. It was difficult to determine for which course the paper was submitted.
- 62.07% (203/327) of the graded courses students took had a grade of C- or higher
- For Spring semester, the more hours a student used the tutoring service the better they did. Students who had a C Range or Higher logged more hours (4.08 hours vs. 3.86 hours). This difference was not statistically significant $F(1,325)=0.046$, $p=.831$.

### Student-Athlete Academic Services

- All teams at UNLV maintained a multi-year Academic Progress Rate (APR)* score of 930 or better, remaining penalty-free and eligible for post-season competition. Two teams (Women’s Golf & Women’s Tennis) scored a perfect 1000 multi-year score.
- For 2015-16, 49.87% (192/385) of UNLV student-athletes attained a cumulative grade point average of 3.0 or higher
- Between Fall 2015 and Spring 2016, 170 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
- The overall cumulative GPA of all UNLV student-athletes subsequent to Spring 2016 semester is 2.98.

*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.
University Undergraduate Learning Outcomes (UULOs)

Academic Advising Unit (Exploring Majors)
- Over 80.00% of student respondents (n=345) demonstrated confidence in their understanding of university general education requirements, how to register for courses, and the ability to access degree requirements*

* Data from Qualtrics 2015-2016 ASC Student Assessment of Academic Advising

Academic Transitions Unit
- For the 2015-2016 academic year (Fall/Spring), COLA 100E students responded to the following statement (399/540, 73.88% response rate):

“I know the University Undergraduate Learning Outcomes (UULOs) and have a general understanding of what they mean.”

49.37% (197/399) Strongly Agree; 37.34% (149/399) Agree; 10.78% (43/399) Neither Agree nor Disagree; 2.26% (9/399) Disagree; 0.25% (1/399) Strongly Disagree

In summary, 86.71% (346/399) 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:

Lied Library Tutoring Lab
- Fall 2015: 89.08% (155/174) of students self-reported that they have improved their understanding of the course content as a result of tutoring
- Spring 2016: 95.63% (328/343) of students self-reported that they have improved their understanding of the course content as a result of tutoring
### 2015-2016 Academic Success Center Annual Assessment Metarubric

As a result of Tutoring:
- 83.76% (263/314) of the students either agreed a great deal or considerably that they could better draw a conclusion using information given to me.
- 84.36% (259/307) of the students either agreed a great deal or considerably that they could better identify my personal strengths and areas of improvement.
- 84.74% (272/321) of the students either agreed a great deal or considerably that they have experienced intellectual growth.

*Taken from Fall 2015 Survey*

#### Engineering Tutoring Lab
- Fall 2015: 89.13% (41/46) of students self-reported that they have improved their understanding of the course content as a result of tutoring
- Spring 2016: 95.00% (38/40) of students self-reported that they have improved their understanding of the course content as a result of tutoring

#### Learning Support – Academic Coaching
- Fall 2015 Coach Evaluation Survey

As a result of Academic Success Coaching:
- 85.37% (70/82) of the students either agreed a great deal or considerably that they could better draw a conclusion using information given to me.
- 84.15% (69/82) of the students either agreed a great deal or considerably that they could better identify my personal strengths and areas of improvement.
- 80.49% (66/82) of the students either agreed a great deal or considerably that they have experienced intellectual growth.

#### Learning Support – Math Bridge

As a result of Math Bridge:
- 100% (19/19) of the students either agreed a great deal or considerably that they could better draw a conclusion using information given to me.
- 95.74% (18/19) of the students either agreed a great deal or considerably that they could better identify my personal strengths and areas of improvement.
- 95.74% (18/19) of the students either agreed a great deal or considerably that they have experienced intellectual growth.

*Taken from Fall 2015 Survey*
Learning Support – Supplemental Instruction
- Fall 2015: 80.00% (72/90) of students self-reported that they have improved their understanding of the course content as a result of Supplemental Instruction
- Spring 2016: 94.38% (168/178) of students self-reported that they have improved their understanding of the course content as a result of Supplemental Instruction

As a result of Supplemental Instruction:
- 89.62% (596/665) of the students either agreed a great deal or considerably that they could better draw a conclusion using information given to me.
- 87.97% (563/640) of the students either agreed a great deal or considerably that they could better identify my personal strengths and areas of improvement.
- 92.59% (612/661) of the students either agreed a great deal or considerably that they have experienced intellectual growth.

Taken from Fall 2015 Survey

Student-Athlete Academic Services
R.E.B.S. Life Skills Seminars

Intellectual Breadth and Lifelong Learning
- 100% (19/19) report feeling equipped to introduce and speak with Las Vegas employers, compared to 46% (6/13) pre-seminar
- 90.48% (57/63) report skill/knowledge improvement in applying techniques to optimize productivity, compared to 57.50% (23/40) pre-seminar

Global/Multicultural Knowledge and Awareness
- 90.24% (74/82) report skill/knowledge improvement in effective leadership practices, compared to 12.90% (8/62) pre-seminar