Success by the Numbers

Department Chairs Retreat Fall 2012
Supplemental Learning By the Numbers

Why is supplemental learning a best practice?

- SL provides more structure and guidance than a self-directed activity
- SL provides more time on task for students
- SL teaches tasks that students need to know to be successful but may have not been taught previously
- SL refreshes best practices for students
- SL brings students to other key resources, namely the TLC and the library databases.
Supplemental Learning Data for Pilot Semester, Spring 2010

Figure 1: Retention and Success Rate by Frequency of SL/GLA Participation
Supplemental Learning Data, Fall 2010-Spring 2011

Figure 1. Retention and Success Rate by Frequency of SL/GLA Participation: Fall 2010.

Figure 2. Retention and Success Rate by Frequency of SL/GLA Participation: Spring 2011.
Supplemental Learning Data, Fall 2011

Figure 1. Retention and Success Rate by Frequency of SL/GLA Participation
### Number of SL Students and Activities

<table>
<thead>
<tr>
<th></th>
<th>Spring 2010</th>
<th>Fall 2010</th>
<th>Spring 2011</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Students</td>
<td>1,218</td>
<td>1,901</td>
<td>1,846</td>
<td>2,153</td>
</tr>
<tr>
<td># of Activities</td>
<td>3,775</td>
<td>6,363</td>
<td>6,476</td>
<td>7,607</td>
</tr>
<tr>
<td></td>
<td>Spring 2010</td>
<td>Fall 2010</td>
<td>Spring 2011</td>
<td>Fall 2011</td>
</tr>
<tr>
<td>----------------------</td>
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<td>-----------</td>
<td>-------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Retention Overall</td>
<td>4%</td>
<td>5%</td>
<td>4%</td>
<td>6%</td>
</tr>
<tr>
<td>Success Overall</td>
<td>9%</td>
<td>8%</td>
<td>8%</td>
<td>8%</td>
</tr>
</tbody>
</table>
Students don’t do optional--they have to be directed.

Most students surveyed make comments like "I didn't want to come, but I am glad I did. I learned something."

SL provides a low stakes measure of success for students and increases help-seeking behaviors.
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directed.

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SL provides a low stakes measure of success for students and increases help-seeking behaviors.
So, can SL be expanded and used by all departments?

- Primary users now are math and English
- Other departments (psychology, political science, etc.) have used SL for citation, research, plagiarism
- Other departments have designed SL for students in their fields (math conversions, APA format, etc.)
departments?

- Primary users now are math and English
- Other departments (psychology, political science, etc.) have used SL for citation, research, plagiarism
- Other departments have designed SL for students in their fields (math conversions, APA format, etc.)
What Else Works?

Alternative Learning Formats

Know your definitions

Accelerated Online defined as a short-term class that is 100 percent online and offered in a shorter time frame than the semester length courses, including CFE.

Full Semester Online defined as a class that meets online for the length of a semester.

Accelerated Hybrid defined as a short-term hybrid course that meets occasionally face-to-face in a classroom at scheduled times, but has much of the coursework done in an online or alternative format in a shorter time frame than semester length courses, including the Progressive Adult College Education (PACE) program. PACE defined as an eight-week program for busy adults who take short-term courses online and meet face-to-face on occasional Saturdays.

Full Semester Hybrid defined as courses meeting occasionally face-to-face in a classroom at scheduled times, but have much of the coursework done in an online or alternative format for the length of a semester.

Accelerated Face-to-Face defined as courses meeting face-to-face in a shorter time frame than semester length courses during the semester.

Full Semester Face-to-Face defined as courses taught face-to-face over the length of a semester.

Personalized Accelerated Learning defined as back to back short-term (eight-week) math and English courses, in which students complete their math and English course work at their own pace and personalize their learning experience. More specifically, students enter as a cohort and take math and English courses back-to-back and have the same instructor and classmates for both courses.
Know your definitions

Accelerated Online: defined as a short-term class that is 100 percent online and offered in a shorter time frame than the semester length courses, including 60!

Full Semester Online: defined as a class that meets online for the length of a semester

Accelerated Hybrid: defined as a short-term hybrid course that meets occasionally face-to-face in a classroom at scheduled times, but has much of the coursework online or alternative format in a shorter time frame than semester length courses, including the Progressive Adult College Education (PACE) program. PACE: defined as an eight-week program for busy adults who take short-term courses online and meet face-to-face on occasional Saturdays.

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That's a lot of definitions.
<table>
<thead>
<tr>
<th>Instructional Delivery Method</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accelerated Online</td>
<td>50%</td>
<td>54%</td>
<td>64%</td>
<td>68%</td>
<td>65%</td>
</tr>
<tr>
<td>Full Semester Online</td>
<td>56%</td>
<td>57%</td>
<td>64%</td>
<td>68%</td>
<td>63%</td>
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<tr>
<td>Accelerated Hybrid</td>
<td>55%</td>
<td>60%</td>
<td>61%</td>
<td>68%</td>
<td>63%</td>
</tr>
<tr>
<td>Full Semester Hybrid</td>
<td>58%</td>
<td>63%</td>
<td>59%</td>
<td>70%</td>
<td>69%</td>
</tr>
<tr>
<td>Full Semester Face-to-Face</td>
<td>68%</td>
<td>70%</td>
<td>72%</td>
<td>67%</td>
<td>63%</td>
</tr>
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<td>Accelerated Face-to-Face</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PAL</td>
<td>78%</td>
<td>75%</td>
<td>80%</td>
<td>72%</td>
<td>73%</td>
</tr>
</tbody>
</table>

Table 2. Overall Success Rates: Fall 2007-Fall 2011 (Percentage).
Note: Includes all courses taught within each delivery mode.

So what does it all mean?
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<tr>
<td>Accelerated Online</td>
<td>80%</td>
<td>80%</td>
<td>86%</td>
<td>91%</td>
<td>85%</td>
</tr>
<tr>
<td>Full Semester Online</td>
<td>80%</td>
<td>82%</td>
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<td>88%</td>
<td>84%</td>
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<td>82%</td>
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<td>85%</td>
<td>89%</td>
<td>86%</td>
</tr>
<tr>
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<td>--</td>
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- No more "leakage" points
- Learning community or cohort-based practices exist
- Students are immersed in the content or are presented the content in a new manner
- Students go through orientations and class strategies that clue them into a different way of learning and thinking
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So what does that all mean?

How can cohorts be used for "just in time" learning?

Can we create GE or CTE PALS or accelerations?

How many different pathways can one college sustain?

Are there opportunities to rethink learning communities?
How many different pathways can one college sustain?
How can cohorts be used for "just in time" learning?

So what does this mean for us?
Are there opportunities to rethink learning communities?
Can we create GE or CTE PALS or accelerations?
what is meaningful for students?
Thoughts? Questions? Concerns? Brilliant Ideas?

Thanks for your time!
Sorry for any unintended motion sickness