## Structured Learning Assistance Program

Fall 2005 Pass-Fail Report

NOTE: The overall average graded F'05 pass rates are: $90 \%$ (SLA sections), $81 \%$ (control sections), and 78\% (non-SLA departmental average).

| Semester | Course | Sec. \# | Total \# Enrolled in Course | Total \# Graded (no 'W' or 'l' grades) | \# Students who passed w/ C - and better | Total \# Graded Pass \% Cand higher grades | Total \# Enrolled Pass \% Cand higher grades | \# W's | W\% | \# F's | F \% | Diff. +/- \% from Total Graded Pass \% col | HS <br> GPA <br> Avg. | Eng ACT Avg. | Math ACT Avg. | Rdg <br> ACT <br> Avg. | Sci <br> Rsg <br> ACT <br> Avg. | ACT Comp Avg. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2005F ACCT 201 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| SLA |  | 5 | 40 | 40 | 38 | 95\% | 95\% | 0 | 0\% | 1 | 3\% |  | 2.95 | 18.1 | 19.9 | 20.0 | 20.6 | 19.3 |
| Control |  | 8 | 40 | 39 | 33 | 85\% | 83\% | 1 | 3\% | 1 | 3\% | 10\% | 3.22 | 20.9 | 21.0 | 22.4 | 21.9 | 21.4 |
| Non-SLA <br> Dept. Avg. | $001002$ | $\begin{array}{r} 4007010011 \\ 016017 \end{array}$ | 310 | 247 | 188 | 76\% | 61\% | 62 | 20\% | 30 | 10\% | 19\% | 3.03 | 19.2 | 20.9 | 21.3 | 21.5 | 20.7 |
| Non-SLA Dept. Avg. - Control |  |  | 270 | 208 | 155 | 75\% | 57\% | 61 | 23\% | 29 | 11\% |  | 3.05 | 19.4 | 20.9 | 21.4 | 21.5 | 20.8 |

ACCT201 had SLA HSGPA and ACT scores are all lower than the control section and departmental average which may indicate that SLA had an even greater impact on students than the $+10 \%$ and $+19 \%$ pass rate differences show. SLA graded pass rates were $21 \%, 19 \%$, and $27 \%$ over the departmental averages for the previous three semesters and $19 \%$ for the F'05 semester. Continue Support

| Semester | Course | Sec.\# | Total \# Enrolled in Course | Total \# Graded (no 'W' or 'l' grades) | \# Students who passed w/ C - and better | Total \# Graded Pass \% Cand higher grades | Total \# Enrolled Pass \% Cand higher grades | \# W's | W \% | \# F's | F \% | Diff. +/- \% from Total Graded Pass \% col | HS <br> GPA <br> Avg. | Eng ACT Avg. | Math ACT Avg. | Rdg ACT Avg. | Sci Rsg ACT Avg. | ACT Comp Avg. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2005F ACCT 202 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| SLA |  | 2 | 33 | 32 | 31 | 97\% | 94\% | 1 | 3\% | 0 | 0\% |  | 3.00 | 19.6 | 20.1 | 21.9 | 20.9 | 20.5 |
| Control |  | 1 | 40 | 38 | 34 | 89\% | 85\% | 2 | 5\% | 3 | 8\% | 7\% | 3.16 | 19.5 | 20.9 | 21.0 | 21.8 | 20.8 |
| Non-SLA $004005006007$ <br> Dept. Avg. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | 107 | 78 | 54 | 69\% | 50\% | 29 | 27\% | 13 | 12\% | 28\% | 3.03 | 19.9 | 21.4 | 21.6 | 21.9 | 21.3 |
| Non-SLA Dept. Avg. - Control |  |  | 67 | 40 | 20 | 50\% | 30\% | 27 | 40\% | 10 | 15\% |  | 3.07 | 19.8 | 21.3 | 21.4 | 21.9 | 21.2 |

ACCT202 passed $28 \%$ more students than the departmental average for the $\mathrm{F}^{\prime} 05$ semester despite nearly equal HSGPA and ACT scores. The SLA graded pass rates were $14 \%$ and $32 \%$ over the departmental average for the previous two semesters. Continue Support

## Structured Learning Assistance Program

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| Semester | Course | Sec. \# | Total \# Enrolled in Course | Total \# Graded (no 'W' or 'l' grades) | \# Students who passed w/ C - and better | Total \# Graded Pass \% Cand higher grades | Total \# Enrolled Pass \% Cand higher grades | \#W's | W\% | \# F's | F \% | Diff. +/- \% from Total Graded Pass \% col | HS GPA Avg. | Eng ACT Avg. | Math ACT Avg. | Rdg ACT Avg. | Sci <br> Rsg <br> ACT <br> Avg. | ACT Comp Avg. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2005F BLAW 321 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| SLA |  | 1 | 22 | 21 | 15 | 71\% | 68\% | 1 | 5\% | 3 | 14\% |  | 2.86 | 18.6 | 19.0 | 19.7 | 20.6 | 19.4 |
| Control |  | 002003 | 70 | 68 | 46 | 68\% | 66\% | 2 | 3\% | 10 | 14\% | 4\% | 2.94 | 18.6 | 19.7 | 19.7 | 20.6 | 19.7 |
| Non-SLADept. Avg. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | 122 | 113 | 80 | 71\% | 66\% | 9 | 7\% | 9 | 7\% | 1\% | 3.09 | 19.3 | 20.8 | 21.7 | 20.8 | 20.6 |
| Non-SLA Dept. Avg. - Control |  |  | 52 | 45 | 34 | 76\% | 65\% | 7 | 13\% | -1 | -2\% |  | 3.03 | 19.0 | 20.4 | 21.0 | 20.7 | 20.3 |

BLAW321 had a new SLA facilitator and showed almost no difference in F'05 but with the previous facilitator had pass rates of $-8 \%$ and $-13 \%$ under the control group within the past three semesters. However, the W'05 SLA section did pass $23 \%$ more students than the departmental average. Bears Watching

| Semester | Course | Sec. \# | Total \# Enrolled in Course | Total \# Graded (no 'W" or 'l' grades) | \# Students who passed w/ C - and better | Total \# Graded Pass \% Cand higher grades | Total \# Enrolled Pass \% Cand higher grades | \# W's | W\% | \# F's | F \% | Diff. +/- \% from Total Graded Pass \% col | HS <br> GPA <br> Avg. | Eng ACT Avg. | Math ACT Avg. | Rdg ACT Avg. | Sci <br> Rsg <br> ACT <br> Avg. | ACT Comp Avg. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2005F CHEM 103 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| SLA |  | 211212221222 | 82 | 65 | 47 | 72\% | 57\% | 17 | 21\% | 11 | 13\% |  | 2.95 | 18.3 | 20.1 | 20.5 | 20.3 | 19.7 |
| Control |  | 223 | 21 | 17 | 14 | 82\% | 67\% | 4 | 19\% | 1 | 5\% | -10\% | 3.08 | 19.8 | 21.0 | 21.1 | 21.6 | 20.9 |
| Non-SLA <br> Dept. Avg. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

CHEM103 had a new SLA facilitator in F'05 and a pass rate that was $-4 \%$ under the average and $-10 \%$ under the control with similar HSGPA and ACT scores. The facilitator mentioned that he noticed low levels of motivation and resentment in the students who were required to attend workshops. Note that the most recent 4-YR (S'01-W'05) average graded pass rate for the control section is $64 \%$ and the $F^{\prime} 05$ control graded pass rate is higher than the average by $+18 \%$ which may be a factor in the $-10 \%$ difference reported. Over the same $4-Y R$ period there was an SLA graded pass rate of $+12 \%$ higher than the control sections with an average pass rate of $76 \%$. Bears Watching

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| Semester Course Sec.\# | Total \# Enrolled in Course | Total \# Graded (no 'W" or 'l' grades) | \# Students who passed w/ C - and better | Total \# Graded Pass \% Cand higher grades | Total \# Enrolled Pass \% Cand higher grades | \# W's | W\% | \# F's | F \% | Diff. +/- \% from Total Graded Pass \% col | $\begin{gathered} \text { HS } \\ \text { GPA } \\ \text { Avg. } \end{gathered}$ | Eng ACT Avg. | Math ACT Avg. | Rdg ACT Avg. | Sci <br> Rsg <br> ACT <br> Avg. | ACT Comp Avg. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| CHEM 114 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| SLA 211212213214 | 92 | 82 | 62 | 76\% | 67\% | 9 | 10\% | 7 | 8\% |  | 3.30 | 20.7 | 20.9 | 22.2 | 22.3 | 21.4 |
| Control |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Non-SLA 221222223224231232 <br> Dept. Avg. 233234235 | 209 | 197 | 167 | 85\% | 80\% | 12 | 6\% | 7 | 3\% | -9\% | 3.31 | 20.9 | 21.5 | 22.3 | 22.4 | 21.7 |
| Non-SLA Dept. Avg. - Control |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

CHEM114 had a new SLA facilitator for F'05 and passed 76\% (85\% F'04 and 80\% F'03) of the graded students in the SLA sections and 85\% (70\% F'04 and $53 \%$ F'03) of the non-SLA students. Note that the most recent 4-YR (S'01-W'05) average graded pass rate for the control section is $76 \%$ and the F' 05 non-SLA pass rate is $85 \%$ (higher than the average by $+9 \%$, which may be a factor in the $-9 \%$ difference reported). Over the same 4 -YR period, the SLA graded pass rate was $+9 \%$ at $85 \%$ as compared to the non-SLA students. Bears Watching

| Semester | Course | Sec.\# | Total \# Enrolled in Course | Total \# Graded (no "W" or 'l' grades) | \# Students who passed w/ C- and better | Total \# Graded Pass \% Cand higher grades | Total \# Enrolled Pass \% Cand higher grades | \# W's | W\% | \# F's | F\% | Diff. +/- \% from Total Graded Pass \% col | HS <br> GPA <br> Avg. | Eng ACT Avg. | Math ACT Avg. | Rdg ACT Avg. | Sci Rsg ACT Avg. | ACT <br> Comp <br> Avg. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2005F CHEM 121 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| SLA |  | 233234 | 39 | 33 | 29 | 88\% | 74\% | 6 | 15\% | 0 | 0\% |  | 3.46 | 22.3 | 23.8 | 24.5 | 24.3 | 23.5 |
| Control |  | 231232 | 47 | 44 | 38 | 86\% | 81\% | 3 | 6\% | 2 | 4\% | 2\% | 3.64 | 25.4 | 26.1 | 27.0 | 26.1 | 25.8 |
| Non-SLA <br> Dept. Avg. | $\begin{aligned} & 211212 \\ & 223224 \end{aligned}$ | $\begin{aligned} & 3214221222 \\ & 1242243244 \\ & 45251252253 \end{aligned}$ | 355 | 309 | 265 | 86\% | 75\% | 46 | 13\% | 6 | 2\% | 2\% | 3.48 | 22.8 | 24.7 | 24.3 | 24.3 | 23.9 |
| Non-SLA Dept. Avg. - Control |  |  | 308 | 265 | 227 | 86\% | 74\% | 43 | 14\% | 4 | 1\% |  | 3.50 | 23.1 | 24.9 | 24.6 | 24.5 | 24.1 |

CHEM121 had a new SLA facilitator for F' 05 and an SLA graded pass rate that is $+2 \%$ higher than W'05. The F'05 SLA graded pass rate of $80 \%$ is $+8 \%$ higher than the most recent $4-$ YR ( $S^{\prime} 01-W^{\prime} 05$ ) average and is also a $+6-7 \%$ increase over the $4-Y R$ control and departmental averages. The facilitator noted that many students withdrew early in the semester, some the first day (as reflected in the F'05 $15 \%$ withdrawal rate). W'05 had an SLA graded pass rate of $86 \%$, which at the time was $+14 \%$ more than the control section. Bears Watching

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| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2005F CHEM 231 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| SLA 211212 | 23 | 22 | 21 | 95\% | 91\% | 1 | 4\% | 0 | 0\% |  | 3.37 | 22.9 | 24.1 | 24.5 | 23.8 | 23.8 |
| Control <br> Non-SLA <br> Dept. Avg. <br> Non-SLA Dept. Avg. - Control |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

CHEM231 had no students fail in the F'05 semester and only one student withdrawal (4\%). The F'05 SLA graded pass rate is also $+25 \%$ over the most recent 4-YR average (S'01-W'05). F'05 had an SLA mentor and new SLA apprentice facilitator conducting the workshop jointly. The course professor also implemented a new grading technique for the F'05 semester (drop lowest test grade in the final grade calculations.) The same 4-YR period reported a $19 \%$ withdrawal rate and an $11 \%$ failure rate with an average graded pass rate for SLA students at $70 \%$. The Physical Sciences department would like to try a semester without SLA for pass rate comparisons. Continued Support Suggested


DHYG121 passed $100 \%$ of the 60 students enrolled F'05. Over the most recent 4-YR period (S'01-W'05), the average graded pass rate was $99 \%$. Of 212 students enrolled during the same $4-$ YR period, only 4 students withdrew and none failed. Continue Perkins Support

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EEET114 had fewer withdrawals and a pass rate that is $+21 \%$ higher than non-SLA students for $\mathrm{F}^{\prime} 05$. The F' 05 SLA withdrawal rate is $-10 \%$ under the non-SLA withdrawal rate and the SLA failure rate is $-18 \%$ under the non-SLA failure rate. The SLA F'05 sections do have slightly higher HSGPA and ACT scores. F' 04 reported a graded pass rate that was $+17 \%$ higher than the non-SLA departmental average. Over the most recent 4 -YR period (S'01-W'05), the SLA graded pass rate was $78 \%$, which is $+23 \%$ higher than the control section's average for the same time period. The average 12YR composite withdrawal rate for the SLA sections is $20 \%$ ( $23 \%$ for the control sections) and the failure rate is $15 \%(23 \%$ control). This course is currently only offered during the fall semester with SLA. Consider SLA for All Sections

| Semester Course Sec.\# | Total \# Enrolled in Course | Total \# Graded (no 'W' or 'l' grades) | \# Students who passed w/ C - and better | Total \# Graded Pass \% Cand higher grades | Total \# Enrolled Pass \% Cand higher grades | \# W's | W\% | \# F's | F \% | Diff. +/- \% from Total Graded Pass \% col | HS <br> GPA <br> Avg. | Eng ACT Avg. | Math <br> ACT <br> Avg. | Rdg ACT Avg. | Sci <br> Rsg <br> ACT <br> Avg. | ACT <br> Comp <br> Avg. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| FINC 322 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| SLA 4 | 16 | 15 | 14 | 93\% | 88\% | 0 | 0\% | 0 | 0\% |  | 2.89 | 16.1 | 16.8 | 17.5 | 17.9 | 17.0 |
| Control |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  AGA NTA 001002003005 <br> Non-SLA 006007 <br> Dept. Avg.  | 167 | 163 | 138 | 85\% | 83\% | 4 | 2\% | 9 | 5\% | 9\% | 3.00 | 19.8 | 20.8 | 21.5 | 21.7 | 21.0 |
| Non-SLA Dept. Avg. - Control |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

FINC322 had a F'05 graded pass rate that was $+8 \%$ above the $4-Y R$ average and $+9 \%$ above the F' 05 non-SLA department average. W'05 graded pass rates were $-1 \%$ under the control and only $2 \%$ above the W'05 non-SLA departmental average. Over the most recent 4-YR period (F'01-F'05), the SLA graded pass rate was $85 \%$, the control was $91 \%$ ( $+6 \%$ greater than SLA), and the non-SLA department average was $89 \%$ ( $+4 \%$ greater than SLA). Bears Watching

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MATH010 F'05 HSGPA and composite ACT were both slightly lower than the most recent 4-YR average (S'01-W'05), yet the F'05 graded pass rate was slightly higher ( $+1 \%$ ). The F'05 SLA withdrawal rate is $-7 \%$ less than the non-SLA withdrawal rate and the SLA failure rate is $-5 \%$ less than the non-SLA failure rate. This course had SLA graded pass rates of $78 \%, 88 \%, 86 \%$ and $88 \%$ for the past four consecutive semesters. There were no control groups or departmental averages for comparison. Over the same 4 -YR period, the SLA graded pass rate was $80 \%$ with an average HSGPA of 2.70 and average composite ACT of 17.5 points. The average 12-YR composite withdrawal rate for the SLA sections is $13 \%$ ( $7 \%$ higher than F'05) and the failure rate is $15 \%$ ( $5 \%$ higher than $\mathrm{F}^{\prime} 05$ ). Continue Support

| Semester Course Sec.\# | Total \# Enrolled in Course | Total \# Graded (no 'W' or 'l' grades) | \# Students who passed w/ C - and better | Total \# Graded Pass \% Cand higher grades | Total \# Enrolled Pass \% Cand higher grades | \# W's | W \% | \# F's | F \% | Diff. +/- \% from Total Graded Pass \% col | HS <br> GPA <br> Avg. | Eng ACT Avg. | Math ACT Avg. | Rdg ACT Avg. | Sci <br> Rsg <br> ACT <br> Avg. | ACT <br> Comp <br> Avg. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| MATH 110 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| SLA 003008009010011012015022 | 253 | 233 | 179 | 77\% | 71\% | 20 | 8\% | 25 | 10\% |  | 2.70 | 16.7 | 16.5 | 18.1 | 18.9 | 17.5 |
| Control 013014021027 | 119 | 107 | 68 | 64\% | 57\% | 12 | 10\% | 24 | 20\% | 13\% | 2.75 | 18.2 | 16.7 | 20.0 | 19.8 | 18.6 |
| Non-SLA 001002004005006007 <br> Dept. Avg. 016017018020026028 | 413 | 344 | 206 | 60\% | 50\% | 69 | 17\% | 86 | 21\% | 17\% | 2.78 | 17.0 | 16.9 | 18.9 | 19.3 | 18.0 |
| Non-SLA Dept. Avg. - Control | 294 | 237 | 138 | 58\% | 47\% | 57 | 19\% | 62 | 21\% |  | 2.77 | 17.3 | 16.9 | 19.1 | 19.4 | 18.1 |

MATH110 had a F'05 SLA graded pass rate that is $+12 \%$ higher than the most recent $4-\mathrm{YR}$ ( $\mathrm{S}^{\prime} 01-\mathrm{W}^{\prime} 05$ ) average of $65 \%,+13 \%$ higher than the 4 -YR control, and $+17 \%$ higher than the $4-$ YR non-SLA sections. The F' 05 withdrawal and failure rates of both are less than the non-SLA sections by $-2 \%$ and $-10 \%\left(-9 \%\right.$ and $\left.-11 \% F^{\prime} 04\right)$ and are less than the $4-Y R$ average by $-9 \%$ and $-6 \%$. The W' 05 SLA graded pass rate was $+27 \%$ above the 4 -YR average with nearly the same GPA average. The 4-YR average withdrawal and failure rates are $17 \%$ and $16 \%$ respectively. Continue Support

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| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| MATH 115 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| SLA $\quad 001002003008009010011$ | 276 | 248 | 203 | 82\% | 74\% | 28 | 10\% | 12 | 4\% |  | 2.91 | 18.6 | 19.1 | 20.0 | 20.1 | 19.4 |
| Control |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Non-SLA 004005006007017018 <br> Dept. Avg. 019020021022 <br>   | 287 | 258 | 198 | 77\% | 69\% | 29 | 10\% | 30 | 10\% | 5\% | 2.91 | 18.8 | 19.6 | 20.8 | 21.0 | 20.0 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

MATH115 F'05 is $+10 \%$ above the most recent 4-YR SLA (S'01-W'05) average of $72 \%$. The 4 -YR average SLA failure rate is $16 \%$, but the F'05 semester SLA failure rate is $-12 \%$ less than the $4-$ YR average. The F' 04 withdrawal rate is also $-7 \%$ less than the $4-$ YR average. Continue Support

| Semester Course Sec.\# | Total \# Enrolled in Course | Total \# Graded (no "W" or 'l' grades) | \# Students who passed w/ C - and better | Total \# Graded Pass \% Cand higher grades | Total \# Enrolled Pass \% Cand higher grades | \# W's | W\% | \# F's | F \% | Diff. +/- \% from Total Graded Pass \% col | HS <br> GPA <br> Avg. | Eng ACT Avg. | Math ACT Avg. | Rdg ACT Avg. | Sci <br> Rsg <br> ACT <br> Avg. | ACT Comp Avg. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| MATH 116 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| SLA 2 | 30 | 26 | 24 | 92\% | 80\% | 4 | 13\% | 0 | 0\% |  | 2.95 | 18.0 | 19.4 | 17.9 | 21.2 | 19.2 |
| Control  <br>   <br> Non-SLA 001003004005006008 <br> Dept. Avg. 010011 | 243 | 218 | 151 | 69\% | 62\% | 25 | 10\% | 41 | 17\% | 23\% | 2.87 | 18.0 | 20.1 | 19.7 | 20.9 | 19.6 |
| Non-SLA Dept. Avg. - Control |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

MATH116 F'05 semester did not have a control group, but the SLA section had a $+23 \%$ higher pass rate than non-SLA. Considering that the most recent 4-YR (S'01-W'05) SLA graded pass rate is $61 \%$, $\mathrm{F}^{\prime} 05$ passed $+31 \%$ more SLA students than the 4 -YR average with no course failures and similar withdrawal rate. HSGPA and composite ACT scores are comparable. The non-SLA graded pass rate was $69 \%$ for both the F'05 and W'05 semesters. For comparison, the same professor taught this course for the W'05 semester, but only had an SLA pass rate of $77 \%$ ( $-15 \%$ lass than the F' 05 SLA graded pass rate of $92 \%$ ). Even so, the W' 05 semester SLA section passed $+12 \%$ and $+8 \%$ more graded students than the control or nonSLA departmental average. Consider Expanding Support

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| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| MECH 340 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| SLA 2 | 12 | 11 | 10 | 91\% | 83\% | 1 | 8\% | 0 | 0\% |  | 3.05 | 19.0 | 21.1 | 19.7 | 22.1 | 20.3 |
| Control |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Non-SLA AGA 001003004 <br> Dept. Avg.  | 74 | 73 | 71 | 97\% | 96\% | 0 | 0\% | 1 | 1\% | -6\% | 3.21 | 19.0 | 22.4 | 20.5 | 22.8 | 21.3 |
| Non-SLA Dept. Avg. - Control |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

MECH340 reported that the department average passed $+6 \%$ more students that the SLA section during the F' 05 semester. Even so, the SLA section still passed $+5 \%$ more students than the most recent $4-$ YR SLA average ( $S^{\prime} 01-W^{\prime} 05$ ) of $86 \%$. It is also noteworthy that theF'05 graded pass rate of $97 \%$ is $=10 \%$ above the 4 -YR non-SLA graded pass rate of $87 \%$. The higher than average F' 05 non-SLA $97 \%$ graded pass rate may be a factor in the $-6 \%$ difference between the SLA and non-SLA pass rates reported for the F' 05 semester. For reference, the F' 04 SLA graded pass rate was $+22 \%$ higher than the F'04 non-SLA departmental average. Discontinue Support


MRIS103 had the same person facilitating SLA workshops and teaching an online section of this course for the F' 05 semester. The facilitator also has experience teaching this course in the traditional classroom. The most recent 4-YR (S'01-W’05) SLA graded pass rate is $95 \%$ with a withdrawal rate of $6 \%$ and $1 \%$ failure rate. Continue Perkins Support

## Structured Learning Assistance Program

Fall 2005 Pass-Fail Report

| Semester | Course | Sec.\# | Total \# Enrolled in Course | Total \# Graded (no 'W' or 'l' grades) | \# Students who passed w/ C - and better | Total \# Graded Pass \% Cand higher grades | Total \# Enrolled Pass \% Cand higher grades | \# W's | W\% | \# F's | F \% | Diff. +/- \% from Total Graded Pass \% col | $\begin{gathered} \text { HS } \\ \text { GPA } \\ \text { Avg. } \end{gathered}$ | Eng ACT Avg. | Math ACT Avg. | Rdg ACT Avg. | Sci Rsg ACT Avg. | ACT Comp Avg. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2005F | MRIS 204 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| SLA |  |  | 21 | 20 | 19 | 95\% | 90\% | 1 | 5\% | 1 | 5\% |  | 2.94 | 16.3 | 16.3 | 19.0 | 18.6 | 17.6 |
| Control |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Non-SLA <br> Dept. Avg |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Non-SLA Dept. Avg. - Control |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

MRIS204 F'05 had one withdrawal and one course failure. One potential factor contributing to the F'05 course failure and/or course withdrawal is that this semester's HSGPA is less than the $4-$ YR average by 0.5 points and the composite ACT score is also significantly less than the average by 4.7 points. SLA has a graded pass rate of $97 \%$ for the most recent $4-\mathrm{YR}$ ( $\mathrm{S}^{\prime} 01-\mathrm{W}^{\prime} 05$ ) period. Note that for the same period, the non-SLA graded pass rate is $95 \%$. Of 73 students enrolled during the same $4-Y R$ period, no students withdrew and none failed. Continue Perkins Support

| Semester Course Sec.\# | Total \# Enrolled in Course | Total \# Graded (no 'W' or 'l' grades) | \# Students who passed w/ C - and better | Total \# Graded Pass \% Cand higher grades | Total \# Enrolled Pass \% Cand higher grades | \# W's | W\% | \# F's | F\% | Diff. +/- \% from Total Graded Pass \% col | HS <br> GPA <br> Avg. | Eng ACT Avg. | Math ACT Avg. | Rdg <br> ACT <br> Avg. | Sci <br> Rsg <br> ACT <br> Avg. | ACT Comp Avg. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| NUCM 120 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| SLA 211212213214215 | 40 | 38 | 37 | 97\% | 93\% | 2 | 5\% | 0 | 0\% |  | 3.33 | 20.9 | 22.3 | 22.5 | 23.3 | 22.1 |
| Control |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Non-SLA Dept. Avg. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Non-SLA Dept. Avg. - Control |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

NUCM120 had SLA graded pass rates of $100 \%$ for $F^{\prime} 03$ and $F^{\prime} 04$ (not offered F'02). The most recent $4-$ YR (S'01-W'05) withdrawal rate is $5 \%$. Bears Watching

## Structured Learning Assistance Program

Fall 2005 Pass-Fail Report

| Semester | Course | Sec.\# | Total \# Enrolled in Course | Total \# Graded (no 'W' or 'l' grades) | \# Students who passed w/ C - and better | Total \# Graded Pass \% Cand higher grades | Total \# Enrolled Pass \% Cand higher grades | \# W's | W\% | \# F's | F\% | Diff. +/- \% from Total Graded Pass \% col | HS <br> GPA <br> Avg. | Eng ACT Avg. | Math ACT Avg. | Rdg ACT Avg. | Sci <br> Rsg <br> ACT <br> Avg. | ACT <br> Comp Avg. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2005F | NURS 105 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| SLA |  |  | 40 | 40 | 40 | 100\% | 100\% | 0 | 0\% | 0 | 0\% |  | 3.53 | 21.1 | 22.0 | 22.5 | 22.5 | 21.9 |
| Control |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Non-SLA <br> Dept. Avg. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Non-SLA Dept. Avg. - Control |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

NURS105 had an SLA graded pass rate of $98 \%$ (162 students), a $4 \%$ withdrawal rate, and $0 \%$ failure rate for the most recent 4-YR (S'01-W’05) period. Continue Perkins Support


NURS226 had an SLA graded pass rate of $100 \%$ (132 students), a $2 \%$ withdrawal rate, and $0 \%$ failure rate for the most recent 4-YR (S’01-W’05) period. Continue Perkins Support

## Structured Learning Assistance Program

Fall 2005 Pass-Fail Report

| Semester | Course | Sec. \# | Total \# Enrolled in Course | Total \# Graded (no 'W' or 'l' grades) | \# Students who passed w/ C - and better | Total \# Graded Pass \% Cand higher grades | Total \# Enrolled Pass \% Cand higher grades | \# W's | W\% | \# F's | F \% | Diff. +/- \% from Total Graded Pass \% col | HS <br> GPA <br> Avg. | Eng ACT Avg. | Math ACT Avg. | Rdg ACT Avg. | Sci <br> Rsg <br> ACT <br> Avg. | ACT <br> Comp Avg. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2005F | RADI 121 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| SLA |  |  | 57 | 56 | 55 | 98\% | 96\% | 1 | 2\% | 0 | 0\% |  | 3.25 | 19.7 | 20.7 | 20.8 | 21.4 | 20.6 |
| Control |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Non-SLA <br> Dept. Avg |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Non-SLA Dept. Avg. - Control |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

RADI121 had an SLA graded pass rate of $91 \%$ (235 students), a $3 \%$ withdrawal rate, and 3\% failure rate for the most recent 4-YR (S'01-W’05) period. Continue Perkins Support
*SOCY121 (see next page)
Discontinue Support


SONO101 was offered with SLA for the first time F'04 and it reported an SLA graded pass rate of $94 \%$, a $5 \%$ withdrawal rate, and $1 \%$ failure rate. This course is only offered during the fall semester. Bears Watching

## Structured Learning Assistance Program <br> Fall 2005 Pass-Fail Report

| Semester | Course | Sec.\# | Total \# Enrolled in Course | Total \# Graded (no 'W' or 'l' grades) | \# Students who passed w/ C - and better | Total \# Graded Pass \% Cand higher grades | Total \# Enrolled Pass \% Cand higher grades | \# W's | W\% | \# F's | F \% | Diff. +/- \% from Total Graded Pass \% col | HS GPA Avg. | Eng ACT Avg. | Math ACT Avg. | Rdg ACT Avg. | Sci <br> Rsg <br> ACT <br> Avg. | ACT Comp Avg. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2005F | SOCY 121 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| SLA 5 |  |  | $16$ | 15 | 14 | 93\% | 88\% | 0 | 0\% | 1 | 6\% | 2.82 |  | 21.5 | 21.6 | 22.0 | 22.6 | 21.9 |
| Control |  |  | 39 | 35 | 32 | 91\% | 82\% | 4 | 10\% | 1 | 3\% | 2\% | 3.12 | 20.7 | 19.8 | 22.5 | 20.9 | 20.9 |
| Non-SLA 003004006007008009 <br> 010011012013014015  |  |  | 438 | 417 | 339 | 81\% | 77\% | 21 | 5\% | 36 | 8\% | 12\% | 3.02 | 19.8 | 20.5 | 21.8 | 21.7 | 20.9 |
| Dept. Avg. |  | 016 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Non-SLA Dept. Avg. - Control |  |  | 399 | 382 | 307 | 80\% | 77\% | 17 | 4\% | 35 | 9\% |  | 3.03 | 19.9 | 20.4 | 21.9 | 21.6 | 20.9 |

*SOCY121 reported in the most recent 4-YR (S'01-W’05) data an SLA graded pass rate of $87 \%$ ( 262 students), a $10 \%$ withdrawal rate, and $7 \%$ failure rate. At the end of the F' 05 semester, it was decided by the Social Sciences Department Head to remove the SLA component from the SOCY121 course sections as an attempt to see if the SLA component was adversely affecting student enrollment. There does appear to be a decreasing enrollment trend in the SLA sections. Note that enrollment was $104 \%$ for the faculty member who normally has an SLA course section in the winter 2006 semester. All W'06 sections were non-SLA (see chart below representing SOCY121 SLA enrollments (F'05 through W'95) and the W'06 non-SLA enrollment):


