

Data Driven Decision Making for Learning Support Services

Danny Ralston
Director of Learning Support Services
Vincennes University

A Little Background...

In 2017 The Learning Support Services Department was created at Vincennes University, as part of our strategic plan, in order to centralize and standardize a number of aspects of our academic support areas. The intent was to improve the overall experience of students who use these services, increase the number of users, and develop methods for measuring the impact of these services.

Our main campus has support areas spread out across several academic buildings. Prior to the creation of LSS, the support areas were part of the college where their physical location belonged. For example, the Academic Skills Center and the Writing Center were part of the College of Humanities and the Mathematics Laboratory and the Science Resource Center were part of the College of Science, Engineering, and Mathematics. These areas often competed with each other for tutors, financial resources, technology, and even students.

...a little more

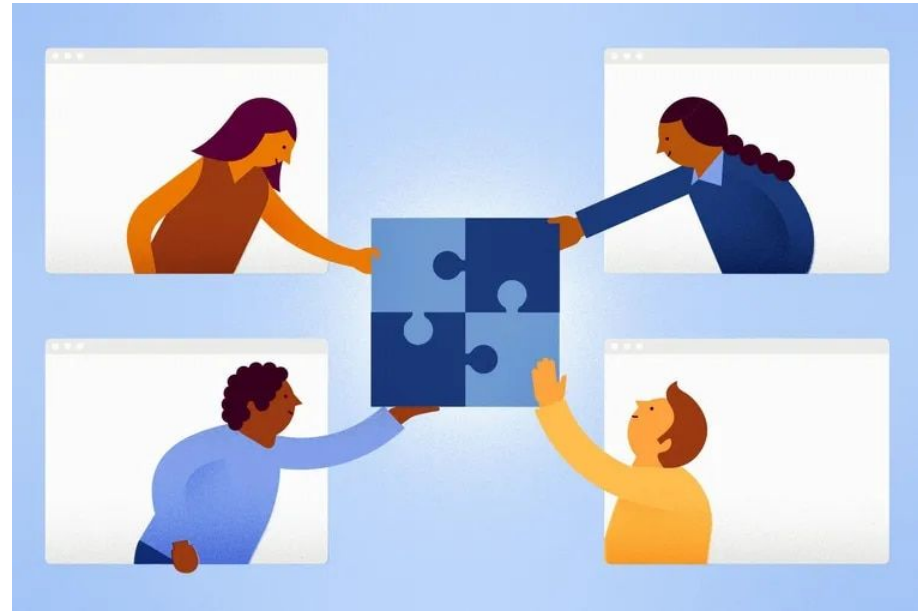
Data collection consisted of sign in sheets.

Data was used by faculty who offered extra credit or required students to spend time in the academic support areas. They would have to search page by page for student names.

Total sign ins were used to justify budget requests for peer tutor salaries and supplies.

Changes Under LSS

- Most Academic Support Areas are part of LSS instead of the individual Colleges
- Data collection is centralized and much more detailed
- Processes such as training are standardized
- Areas now share resources
- They support and promote each other rather than compete.



Data Collection Methods

Students Sign in upon entry by scanning their student id, which records their student id number. They then select an activity they are there for. This includes resources available in that area and their list of courses for tutoring. Students scan their id again while exiting to end their session.

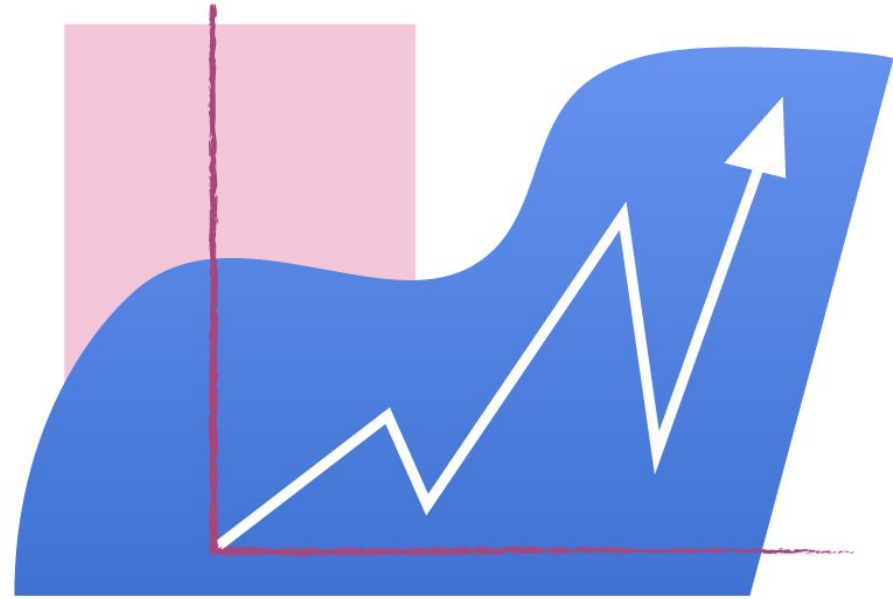
Learning Support Services uses AccuSQL by Engineerica to collect data.

Basic Data Collected for Each Student Session

- Login Time
- Logout Time
- Length of Session
- Student Name
- Student ID
- Lab ID (Location)
- Activity/Class

Since the student's id is collected, we can work with our IR team to augment this data with any student information in our system.

Usage Data Cross section - Fall 2019 Academic Skills Center (Pre COVID)



Number of Visits by Week

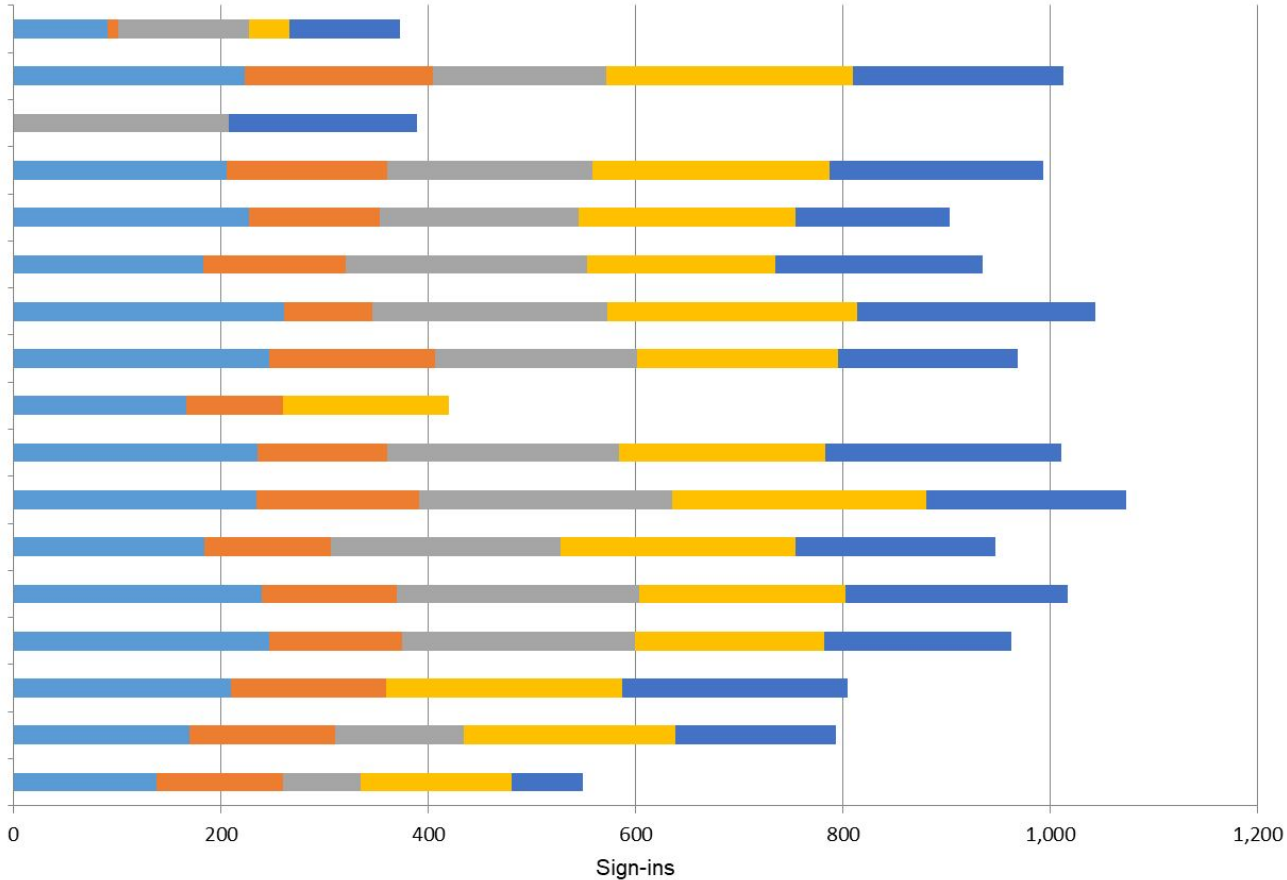
Cday ▾

Wednesday Friday Monday Thursday Tuesday

Week ▾

Weeks

w50
w49
w48
w47
w46
w45
w44
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w42
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w40
w39
w38
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w36
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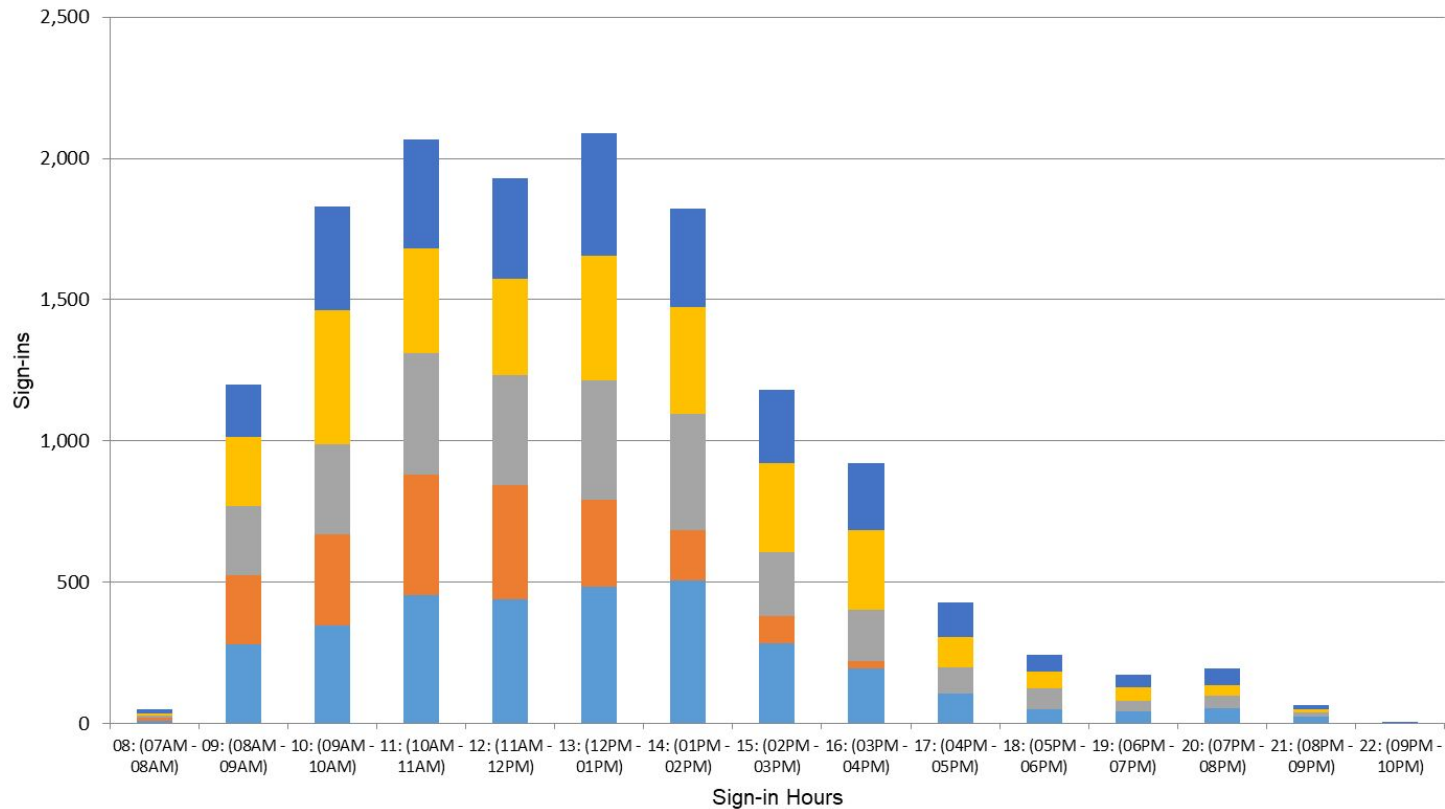


Week ▾

Number of Sign-In by Hour

Cday ▾

Wednesday Friday Monday Thursday Tuesday



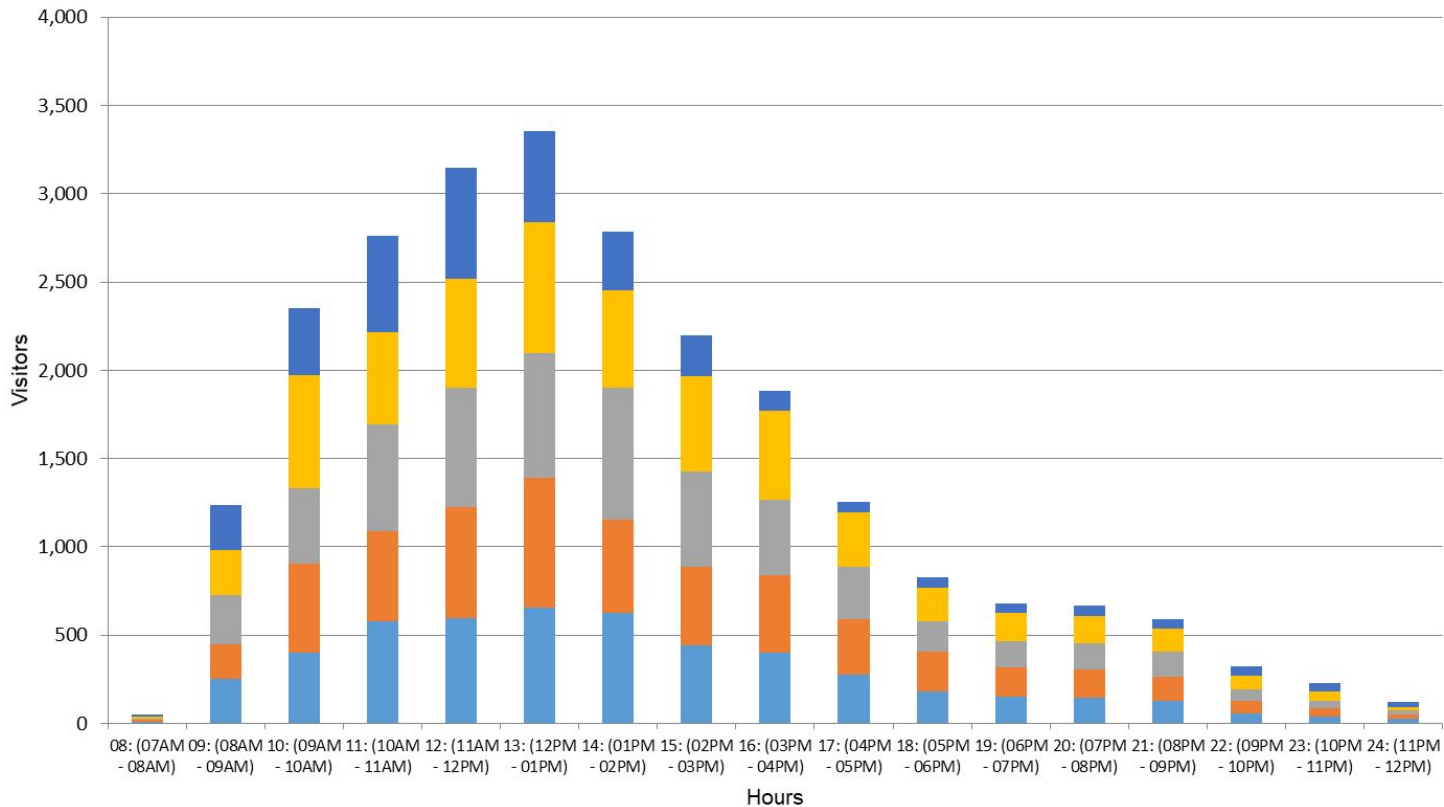
Cloginhour ▾

Week ▾

Number of Visitors by Hour

Day ▾

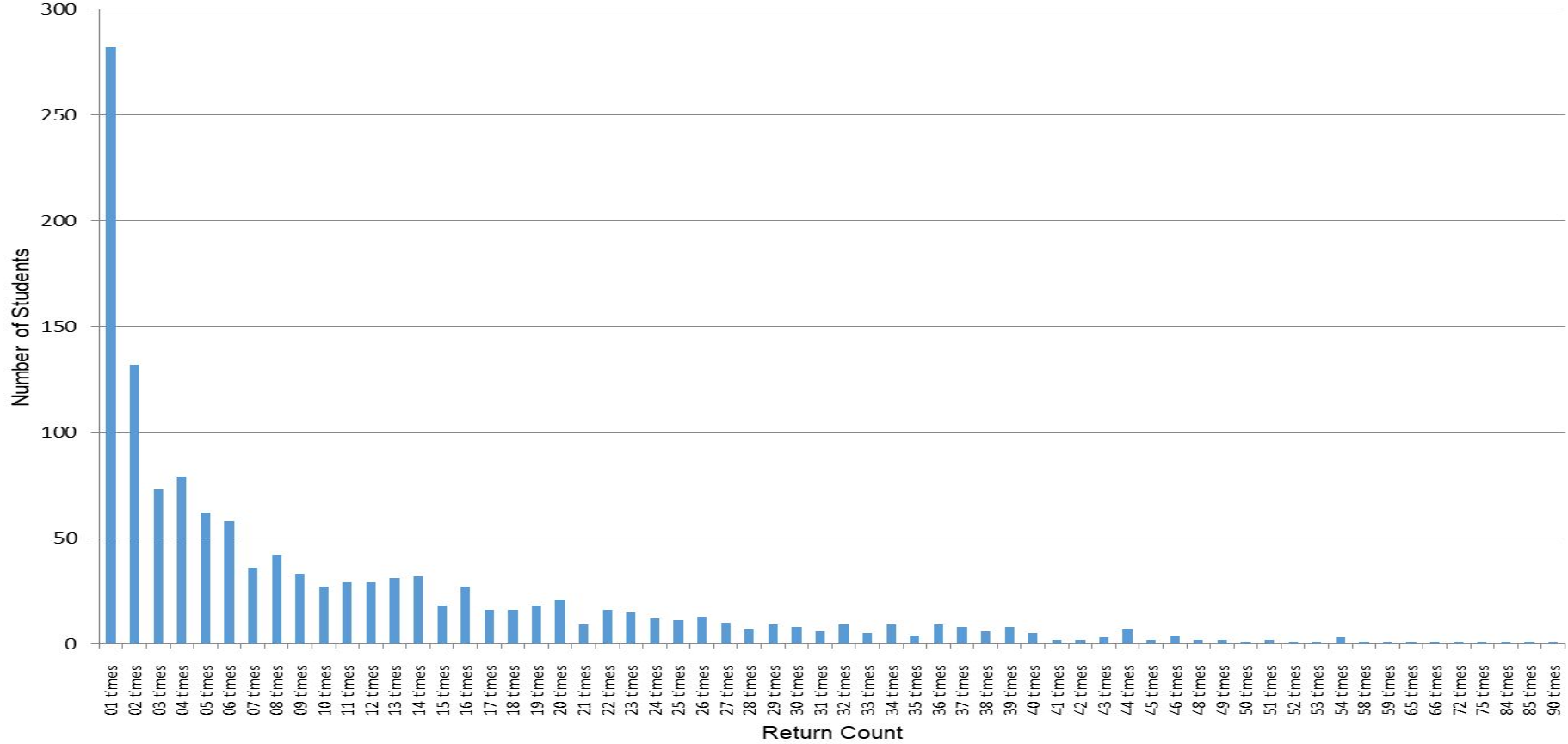
Monday Tuesday Wednesday Thursday Friday



Hour ▾

Return Times

■ Students



Usage Data Cross section - Fall 2022 Academic Skills Center

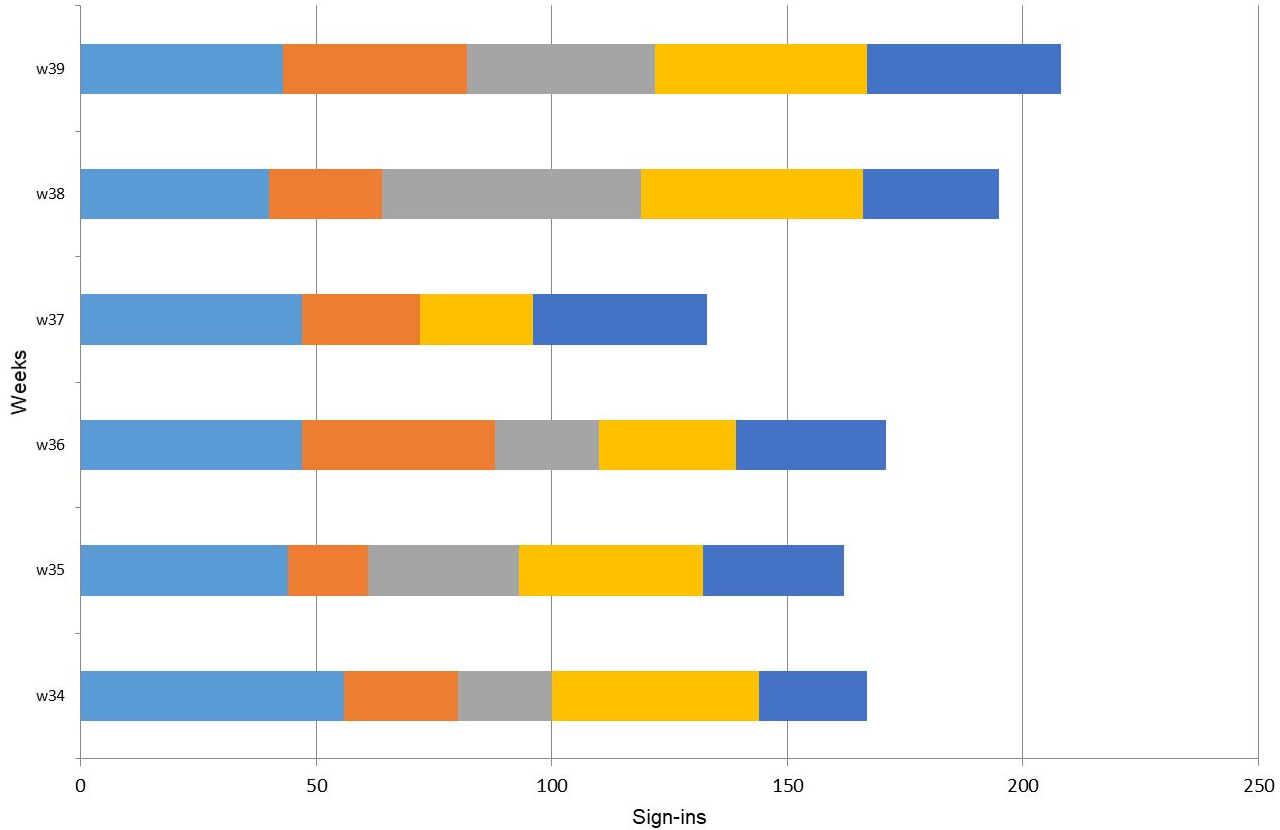


Number of Visits by Week

Cday ▾

■ Wednesday ■ Friday ■ Monday ■ Thursday ■ Tuesday

Week ▾



Quick Comparison

Week 39 - 2019

947 students signed in

Week 39 - 2022

208 students signed in

Vincennes University's enrollment is down compared to 2019, which would account for some of the decrease, but the majority is due to students' perception and mindset in an environment where people are still getting and spreading COVID.

Some big questions moving forward:

- Are we able to get back to this level of engagement
- If we can, is it in students' best interest to do so
- Are there ways we can provide the same types of support to students in new ways

Measuring the Impact

Establishing some Key Performance Indicators

A dark blue diagonal graphic that starts from the bottom left corner and extends towards the top right corner, covering the lower half of the slide.

What are Regular Users?

Regulars user are students who sign in at least 4 times throughout a semester.

During the fall of 2018, after collecting one year of data, I began looking at data to try to determine some ways of measuring the impact that academic support areas had on the students who use them.

Student persistence was an easy place to begin. I worked with our Institution Research department to get data on students who enrolled for the first time in the fall of 2018. Then, tracked their enrollment for the spring of 2019 and fall 2019. I was able to compare this data to how many times students signed in to our tracking system. I did the for 0, 1, 2 up to 10 and 10 or more sign ins.

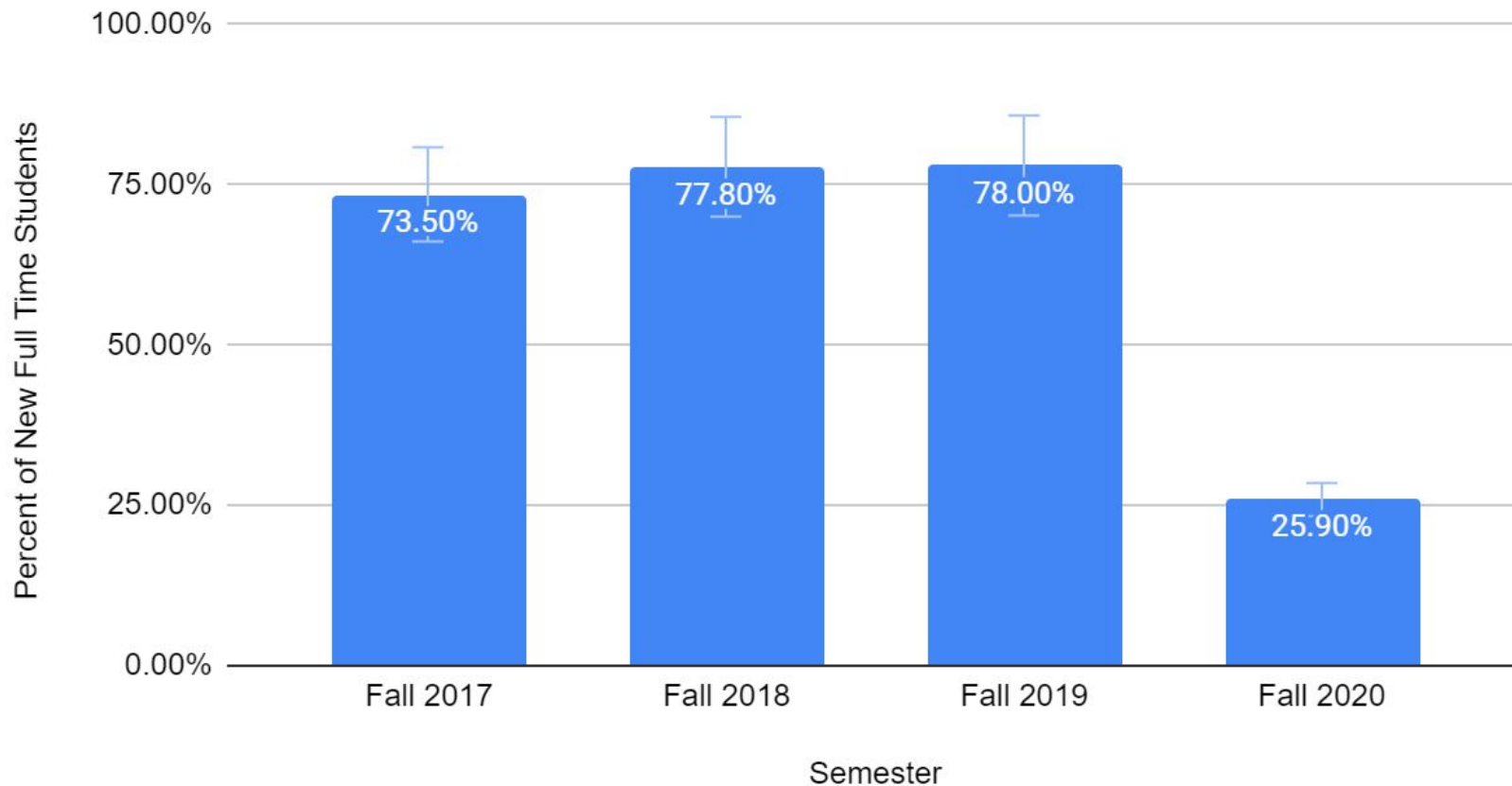
There was a consistent jump when comparing persistence rates for students who signed in 3 or fewer time to those who signed in 4 or more.

As we will see later, this trend continued with other metrics.

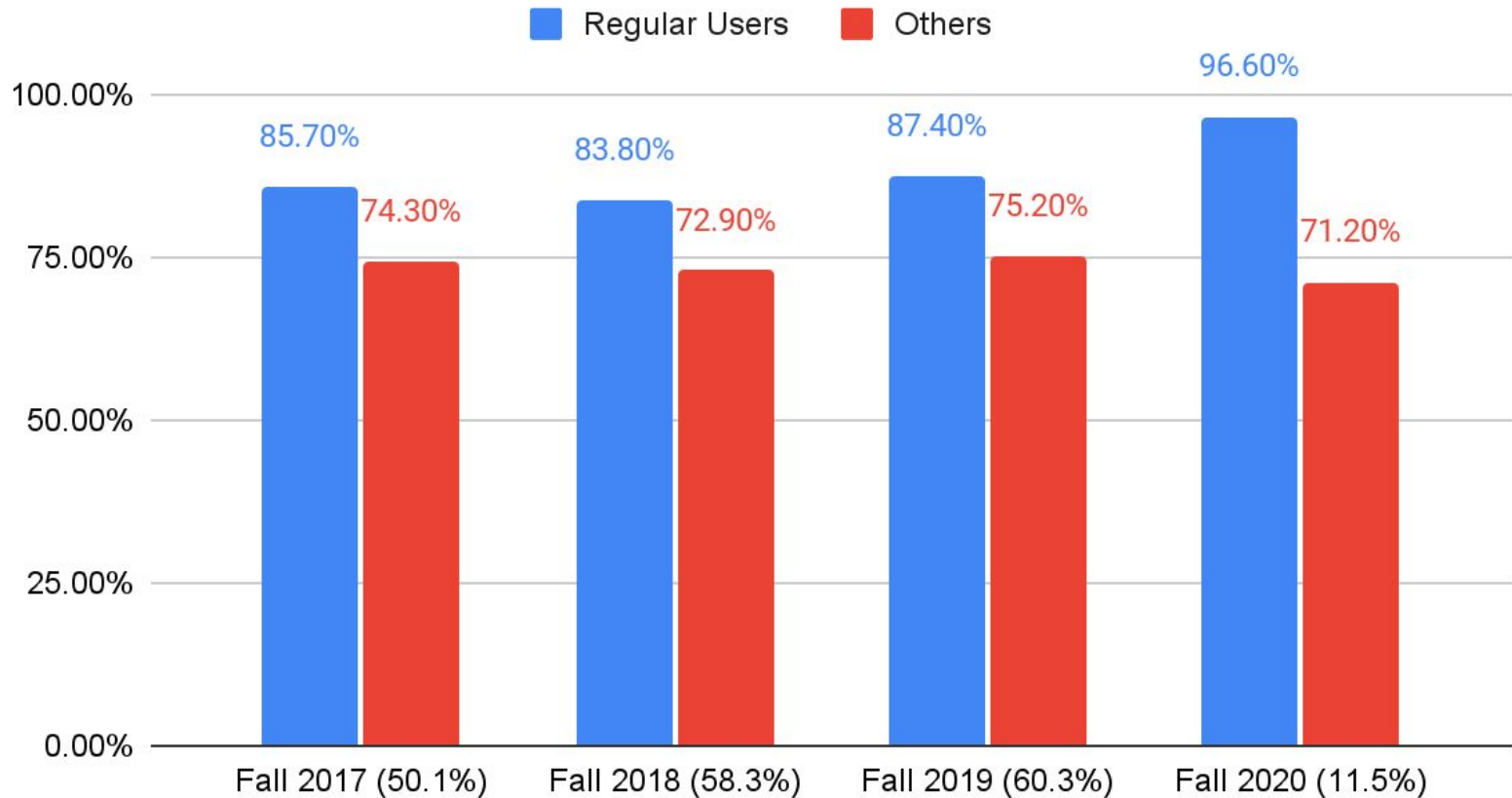
11%

For the Fall 2018 cohort of students, if they visited an academic support area at least 4 times, they were 11% more likely to enroll in spring courses and 4% more likely to enroll in courses for fall 2019.

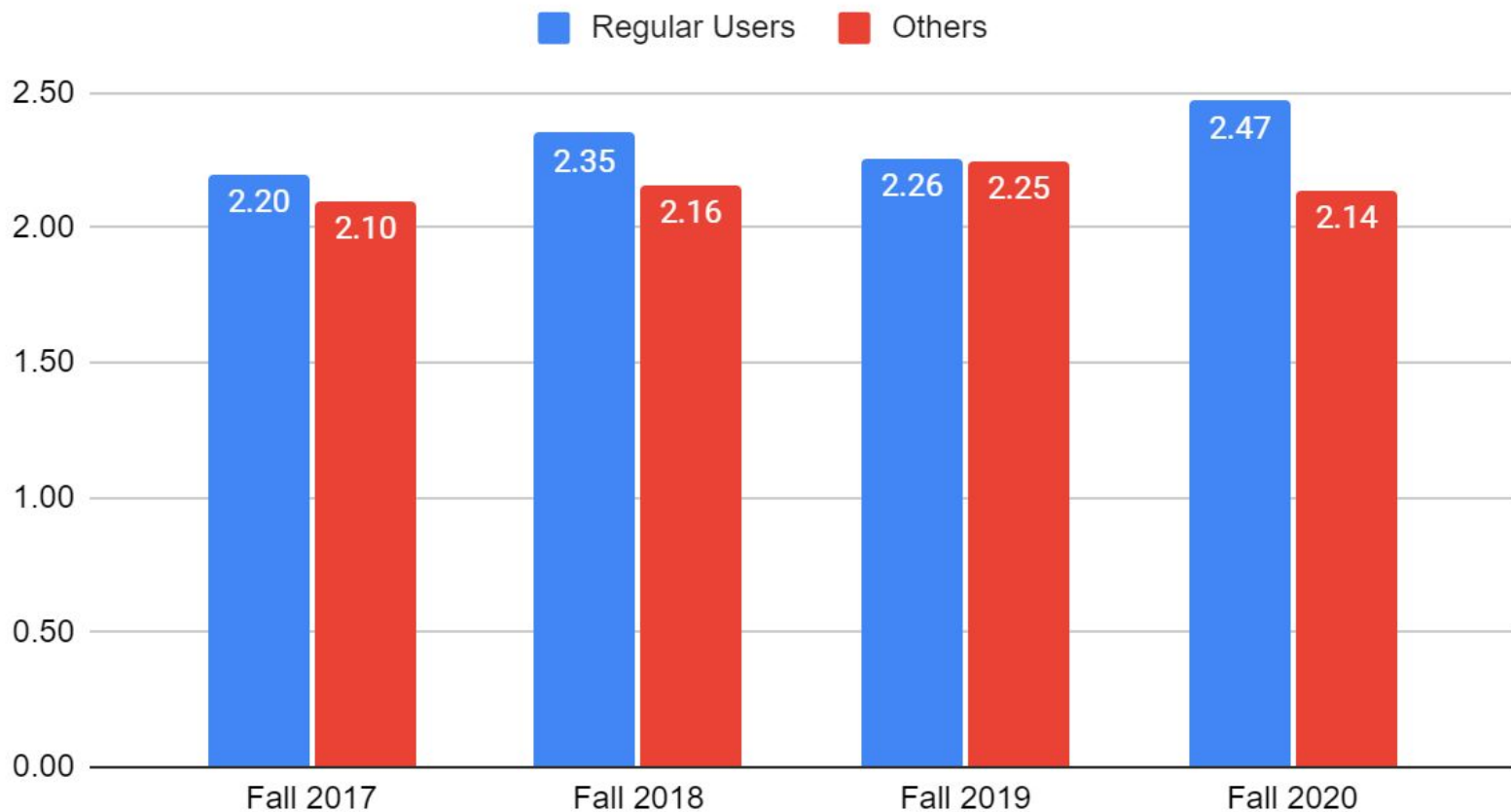
Percentage of New Full Time Students Using Academic Support



Fall to Spring Retention

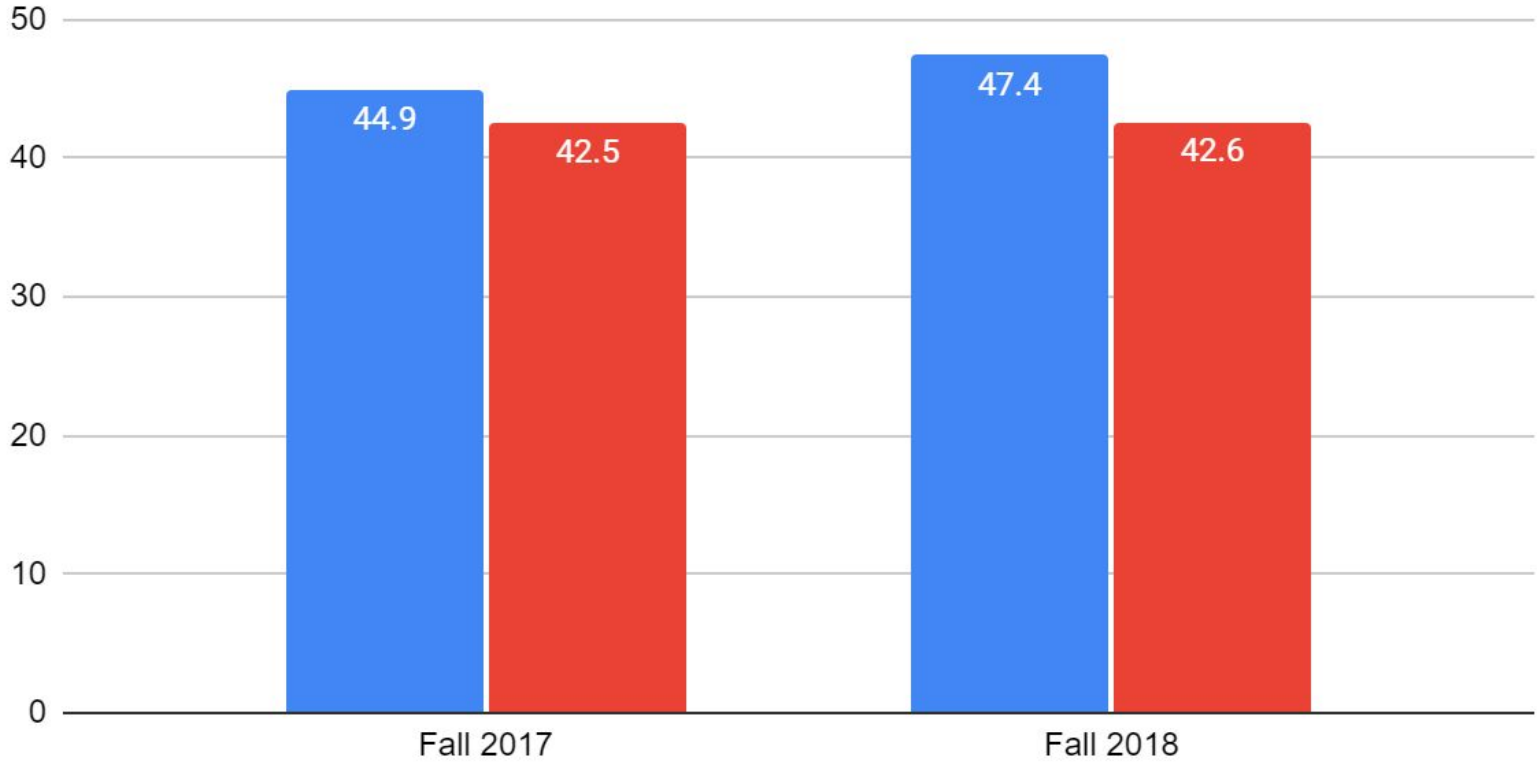


Vincennes University GPA



150% Program Completion Rate

Regular Users Others



Looking Toward the Future



WHAT'S NEXT?

Goal Setting for Usage

Academic Support areas have set goals for 10% increase in users relative to enrollment for this year. This goal will continue for subsequent years in hopes of getting closer to pre-COVID numbers

How will these goals be reached?

- Staff visiting classes
- Classes visiting labs/centers
- Word of Mouth
- Updating services
- Faculty Support!!

Increasing Regular Users

Tutors and other staff are trained on building rapport and establishing a personal connection with students and building a plan for when they can return.

More Data Analysis!

Other areas for being considered for comparison:

- Low Income/Pell Grant eligible
- Students with Dual Credit or honors diplomas
- Student Athletes

Many of our non-credit bearing courses require students to spend time in our academic support areas. Starting with the 2021-2022 Academic Year, we will begin comparing subgroups of students using the same metrics we have been using.

Specifically, comparing regulars users to others for all students enrolled in non-credit bearing courses. Also, looking at the same thing for students not enrolled in such courses.

Questions, Comments, Suggestions

If any questions come up later, feel free to contact me

Email: dralston@vinu.edu

Phone: 812-888-5495