



# Academic Success Center

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## 2017-18 Annual Report

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### **Mission**

*To empower students to become independent learners through engaging support programs*

### **Vision**

*To revolutionize the academic support experience*

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## Introduction

University-funded programming within the Academic Success Center (ASC) primarily includes Academic Coaching (AC), Study Skills Tutoring (SST), Subject Tutoring (ST) facilitated in both scheduled and drop-in formats, and Supplemental Instruction (SI). This report provides a demographic summary of the students that utilize these programs and an analysis on the effects of participation in these programs during the 2017-18 academic year. This report will collectively refer to students who participate in AC, SST, ST, and/or SI as “ASC Participants”.

<b><u>ASC Participants</u></b>	– any student who participated in Academic Coaching, Study Skills Tutoring, Subject Tutoring, and/or Supplemental Instruction
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A deeper analysis is provided for the freshmen population based upon longitudinal trends. The assessment approach divided the freshmen class into five distinct cohorts based on students’ incoming high school GPA. Utilization was subsequently broken down into the following four categories based on the number of hours ASC Participants reported throughout the academic year:

<b><u>Non-Attendance</u></b>	–	Zero hours
<b><u>Infrequent Attendance</u></b>	–	Less than eight hours
<b><u>Moderate Attendance</u></b>	–	Eight to fifteen hours
<b><u>Frequent Attendance</u></b>	–	More than fifteen hours

A trend analysis measuring the freshmen utilization and effects of participation on cumulative college GPA at the end of the first academic year has been conducted. Freshmen retention to the 2<sup>nd</sup> year, persistence to the third year, persistence to the fourth year, and 4-year graduation rate have also been provided:

<b><u>Retention</u></b>	–	Students are retained if they enroll in their 2 <sup>nd</sup> fall semester
<b><u>Persistence to 3<sup>rd</sup> Year</u></b>	–	Students persist if they graduate or enroll in their 3 <sup>rd</sup> fall semester
<b><u>Persistence to 4<sup>th</sup> Year</u></b>	–	Students persist if they graduate or enroll in the 4 <sup>th</sup> fall semester
<b><u>4-Year Graduation Rate</u></b>	–	Students graduate if they earned their degree within 4 years

Additionally, the following abbreviations have been utilized throughout this report in reference to high school and college GPAs.

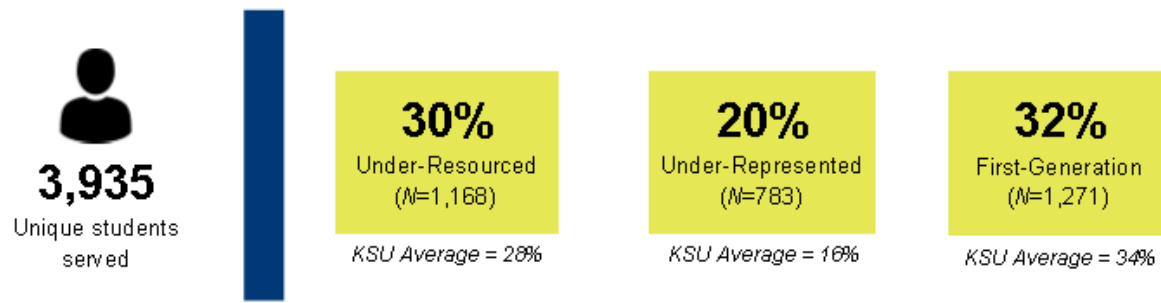
<b><u>HS-GPA</u></b>	–	Final high school GPA
<b><u>C-GPA</u></b>	–	College GPA established at Kent State University

# Academic Success Center

## 2017-18 Academic Year At-A-Glance

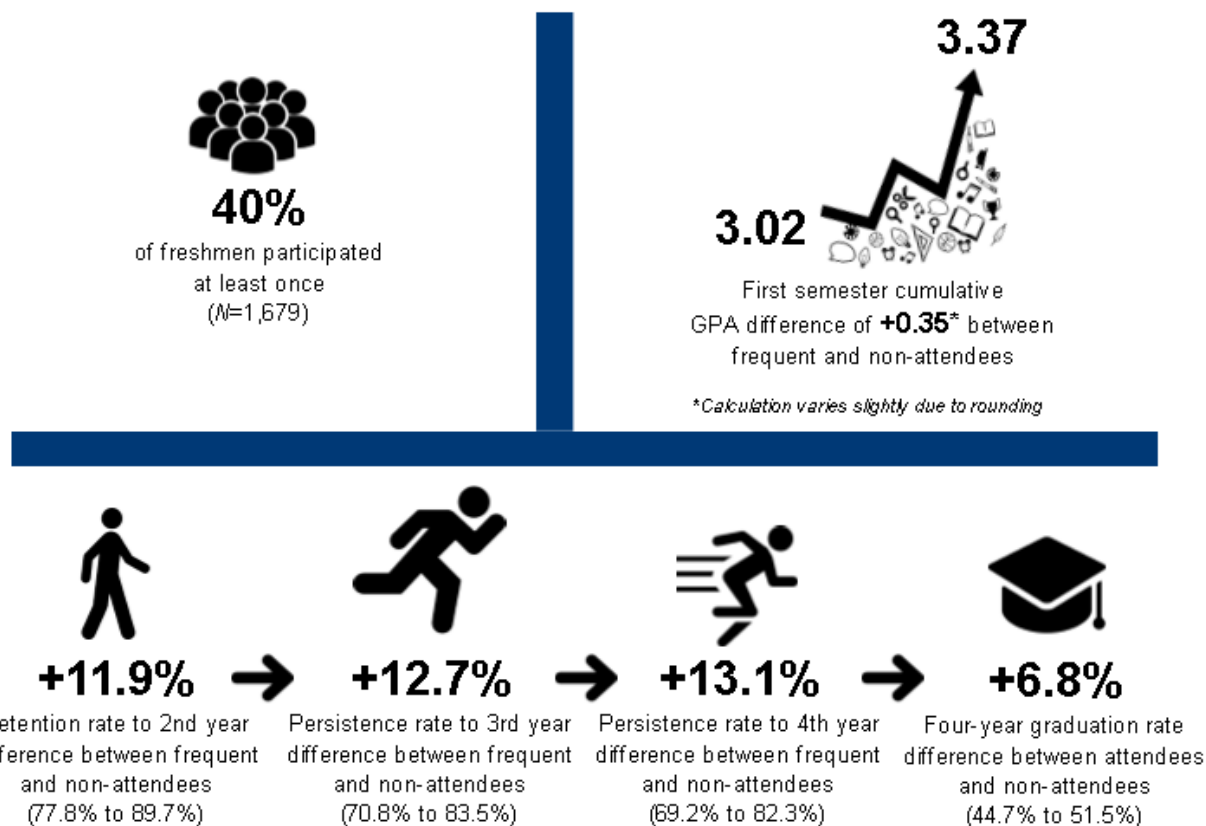
### Student Demographics for Combined Programs:

*Academic Coaching, Study Skills Tutoring, Subject Tutoring, and Supplemental Instruction*



### Freshman Population

*Note: Frequent attendees participate 15 or more hours in an academic year*



Graphics retrieved from [www.flaticon.com](http://www.flaticon.com)

## Student Demographics (Fall 2017)

### Unique Student Utilization

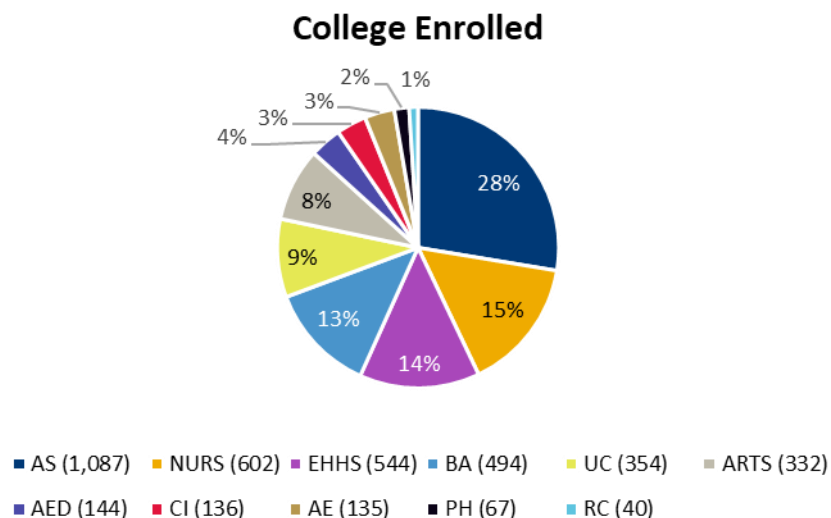
Unique student utilization factors each individual ASC participant only once, regardless of the number of programs they participated in or the number of courses they received support for within a particular program. To maintain the integrity of the data, this information is reported on a single semester versus the full academic year. During the Fall 2017 semester, there were 3,935 unique ASC Participants.

The sections to follow provide more specific information regarding the College Enrolled, Class Standing, and Additional Student Demographics for the unique ASC Participants.

### College Enrolled

The college in which ASC Participants are enrolled is representative of the specific courses supported through these programs. The largest proportion of student participants are in the College of Arts & Sciences (28%). The next largest proportions are the College of Nursing (15%), College of Education, Health and Human Services (14%), and College of Business Administration (13%). Colleges with the smallest proportions are the University College-Exploratory Major (9%), College of the Arts (8%), College of Architecture and Environmental Design (4%), College of Communication and Information (3%), College of Aeronautics and Engineering (3%), College of Public Health (2%), and Regional Campus Majors (1%).

Chart 1



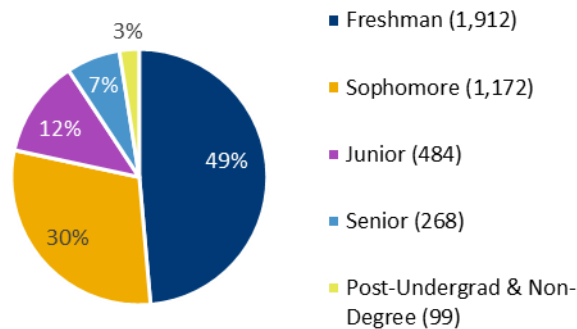
## Student Demographics (Fall 2017)

### Class Standing

Overwhelmingly, ASC programs support first and second year courses. As expected, the utilization by class standing indicates that the vast majority of students utilizing these programs are first and second year students (49% and 30%, respectively). A much smaller proportion of ASC participants are Juniors (12%), Seniors (7%), and Post-Undergraduate & Non-Degree Seeking (3%) students.

Chart 2

Class Standing



### Demographic Information

Additional student demographic data indicate that the ASC serves a student population that is primarily representative of the University population. Demographics for which there is greater representation within ASC Participants than the University population include female (69% vs. 61%), Under-Represented (20% vs. 16%), and Under-Resourced students (30% vs. 28%). Demographics for which there is equal representation within ASC Participants and the University population include veteran (2%), and athlete (2%) students. Demographics for which there is lower representation within ASC Participants than the University population include male (31% vs. 39%), First-Generation (32% vs. 34%) and Honors (6% vs. 7%) students.

Table 2

Demographic Information				
	KSU Count	KSU %	ASC Count	ASC %
Female	13,528	61%	2,707	69%
Male	8,772	39%	1,227	31%
Under-Represented	3,493	16%	783	20%
Under-Resourced	6,319	28%	1,168	30%
1st Generation	7,476	34%	1,271	32%
Veteran	467	2%	70	2%
Athlete	1,490	2%	78	2%
Honors	1,134	7%	251	6%

## Freshmen Utilization and Cumulative GPA by HS-GPA Tier (2017-2018)

### Utilization

During the 2017-18 academic year, 40% of the freshmen population were ASC Participants at least once. There is a general positive utilization trend relative to each HS-GPA tier group, ranging from 28% (0-2.79 HS-GPA) to 46% (3.4-3.69 HS-GPA). Students who used these services were more likely to either attend infrequently ( $N = 961$ ) or frequently ( $N = 439$ ), with moderate utilization ( $N = 279$ ) being least likely.

Table 3

Freshmen Utilization During 17-18 Academic Year						
HS-GPA Tier	Did Not Attend	< 8 Hours	8-15 Hours	> 15 Hours	Total Attended	% Utilizing ASC
0-2.79	269	78	16	11	105	28%
2.8-3.09	423	154	26	50	230	35%
3.10-3.39	606	200	73	81	354	37%
3.40-3.69	619	227	72	128	427	41%
3.7-4.0	651	302	92	169	563	46%
<b>Total</b>	<b>2,568</b>	<b>961</b>	<b>279</b>	<b>439</b>	<b>1,679</b>	<b>40%</b>

### GPA

The impact on academic performance was proportional to the frequency of attendance in almost all cases. Non-attendees averaged a 3.02 C-GPA (B) at the conclusion of their first academic year, while frequent attendees averaged a 3.37 C-GPA (B+), a difference of +0.35 points.

Table 4

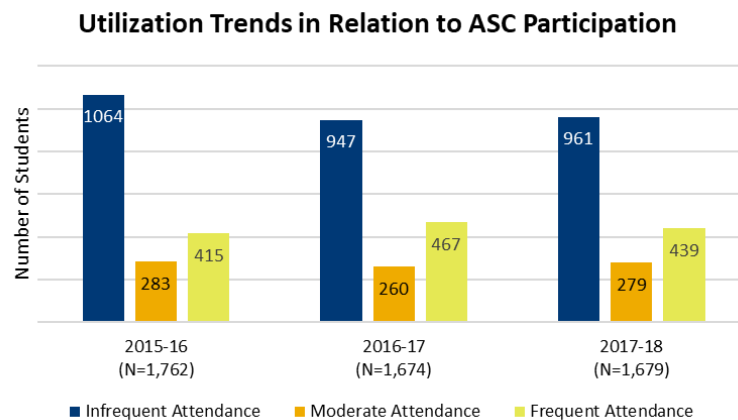
Cumulative C-GPA at end of Freshmen Year					
HS-GPA Tier	Did Not Attend	< 8 Hours	8-15 Hours	> 15 Hours	Frequent vs. Non-Attendees
0-2.79	2.25	2.37	2.61	2.52	+0.27
2.8-3.09	2.52	2.53	2.93	2.89	+0.37
3.10-3.39	2.83	2.80	2.90	3.17	+0.34
3.40-3.69	3.18	3.08	3.26	3.41	+0.23
3.7-4.0	3.58	3.54	3.60	3.62	+0.04
<b>Total</b>	<b>3.02</b>	<b>3.03</b>	<b>3.22</b>	<b>3.37</b>	<b>+0.35</b>

## Freshmen Utilization and GPA Academic Year Trends

### Utilization

The three-year utilization trend indicates that the freshmen ASC Participants primarily utilize programs on an infrequent basis. The next most prevalent use of services is frequent, followed by moderate. This trend is consistent from year-to-year, indicating that freshmen typically utilize services on an as-needed or short-term basis.

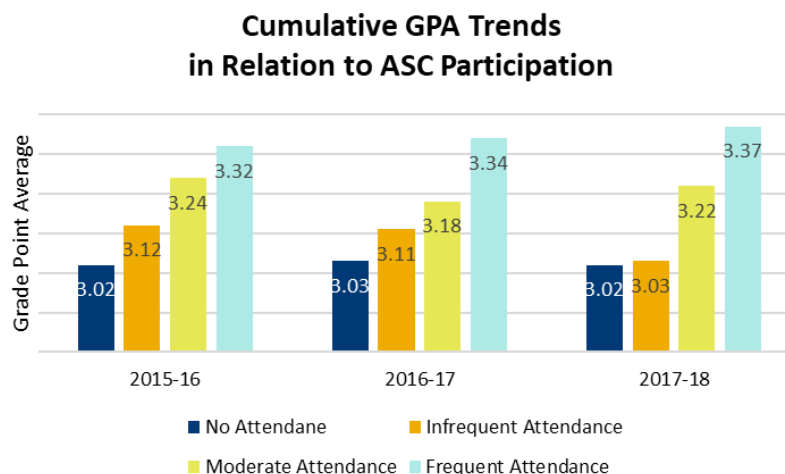
Chart 3



### GPA

The three-year cumulative C-GPA trend indicates that the more frequently ASC Participants utilize programs, the greater the gains have been in terms of cumulative C-GPA at the end of their first academic year. This trend is consistent from year-to-year and strengthens the inference that frequent participation relates directly to improved academic performance.

Chart 4





## Freshmen Retention and Persistence by Utilization and HS-GPA Tier

### Retention to 2<sup>nd</sup> Year

The Fall 2017 to Fall 2018 retention rate at the Kent Campus was 80.9%. Freshmen who were never ASC Participants were retained at a lower 77.8% rate. However, these rates increased substantially in relation to HS-GPA tier group and utilization with an average of 89.7%, a difference of +11.9%, across all HS-GPA tiers among freshmen who were frequent attendees.

Table 5

Fall 2017 Retention Rate to 2nd Year					
HS-GPA Tier	Did Not Attend	< 8 Hours	8-15 Hours	> 15 Hours	Frequent vs. Non-Attendees
0-2.79	58.0%	70.5%	75.0%	63.6%	+5.6%
2.8-3.09	70.0%	77.3%	84.6%	88.0%	+18.0%
3.10-3.39	75.7%	81.0%	86.3%	92.6%	+16.9%
3.40-3.69	81.7%	81.9%	86.1%	89.8%	+8.1%
3.7-4.0	89.1%	92.7%	92.4%	90.5%	+1.4%
<b>Total</b>	<b>77.8%</b>	<b>83.5%</b>	<b>87.5%</b>	<b>89.7%</b>	<b>+11.9%</b>

### Persistence to 3<sup>rd</sup> Year

The Fall 2016 to Fall 2018 persistence rate at the Kent Campus was 73.0%. Freshmen who were never ASC Participants were retained at a lower rate of 70.8%. However, consistent with the impact shown in terms of retention and GPA, persistence rates to third year escalated to 83.5% among frequent attendees constituting an overall difference of +12.7% between non-attendees and frequent attendees. Students from the lowest HS-GPA tier (0-2.79) who did not utilize services persisted at a rate of 45.2%. This rate increased by 33.4% (to 78.6%) for the lowest tier group (HS-GPA 0-2.79) who were frequent attendees.

Table 6

Fall 2016 Persistence Rate to 3rd Year					
HS-GPA Tier	Did Not Attend	< 8 Hours	8-15 Hours	> 15 Hours	Frequent vs. Non-Attendance
0-2.79	45.2%	52.3%	76.9%	78.6%	+33.4%
2.8-3.09	58.1%	60.2%	80.6%	68.3%	+10.2%
3.1-3.39	69.8%	69.5%	70.9%	82.2%	+12.4%
3.4-3.69	75.7%	78.2%	73.7%	82.4%	+6.7%
3.7-4.0	88.1%	84.7%	80.0%	89.6%	+1.5%
<b>Total</b>	<b>70.8%</b>	<b>73.2%</b>	<b>76.2%</b>	<b>83.5%</b>	<b>+12.7%</b>

## Freshmen Persistence by Utilization and HS-GPA Tier

### Persistence to 4<sup>th</sup> Year

The Fall 2015 to Fall 2018 persistence rate at the Kent Campus was 72.5%. Freshmen who were never ASC Participants were retained at a slightly higher rate of 69.2%. Consistent with the impact shown in terms of retention, persistence to third year, and GPA, persistence rates to fourth year increased to 82.3% among frequent attendees constituting an overall difference of +13.1% between non-attendees and frequent attendees. Students from the lowest HS-GPA tier (0-2.79) who did not utilize services persisted at rate of 45.9%. This rate increased by 33.0% (to 78.9%) for the lowest tier group (HS-GPA 0-2.79) who were frequent attendees.

Table 7

Fall 2015 Persistence Rate to 4th Year					
HS-GPA Tier	Did Not Attend	< 8 Hours	8-15 Hours	> 15 Hours	Frequent vs. Non-Attendance
0-2.79	45.9%	50.0%	81.8%	78.9%	+33.0%
2.8-3.09	56.0%	64.4%	83.8%	73.8%	+17.8%
3.1-3.39	66.9%	70.9%	70.8%	76.3%	+9.4%
3.4-3.69	77.0%	83.7%	92.9%	85.7%	+8.7%
3.7-4.0	85.4%	82.4%	92.4%	89.1%	+3.7%
<b>Total</b>	<b>69.2%</b>	<b>74.3%</b>	<b>85.2%</b>	<b>82.3%</b>	<b>+13.1%</b>

### 4-Year Graduate Rate

The Fall 2014 four-year graduation rate at the Kent Campus was 47.3%. Freshmen who were never ASC Participants graduated at a lower rate of 44.7%. Consistent with the impact shown in terms of retention, persistence to third year, persistence to fourth year, and GPA, four-year graduation rates increased to 51.5% among ASC Participants constituting an overall difference of +6.8% between non-attendees and attendees.

Table 8

Fall 2014 Four-Year Graduation Rate			
HS-GPA Tier	Did Not Attend	Attended	Attended vs. Non-Attended
0-2.79	16.4%	24.3%	+7.9%
2.8-3.09	27.9%	31.1%	+3.2%
3.1-3.39	40.6%	45.8%	+5.2%
3.4-3.69	55.4%	57.2%	+1.8%
3.7-4.0	69.1%	72.9%	+3.8%
<b>Total</b>	<b>44.7%</b>	<b>51.5%</b>	<b>+6.8%</b>

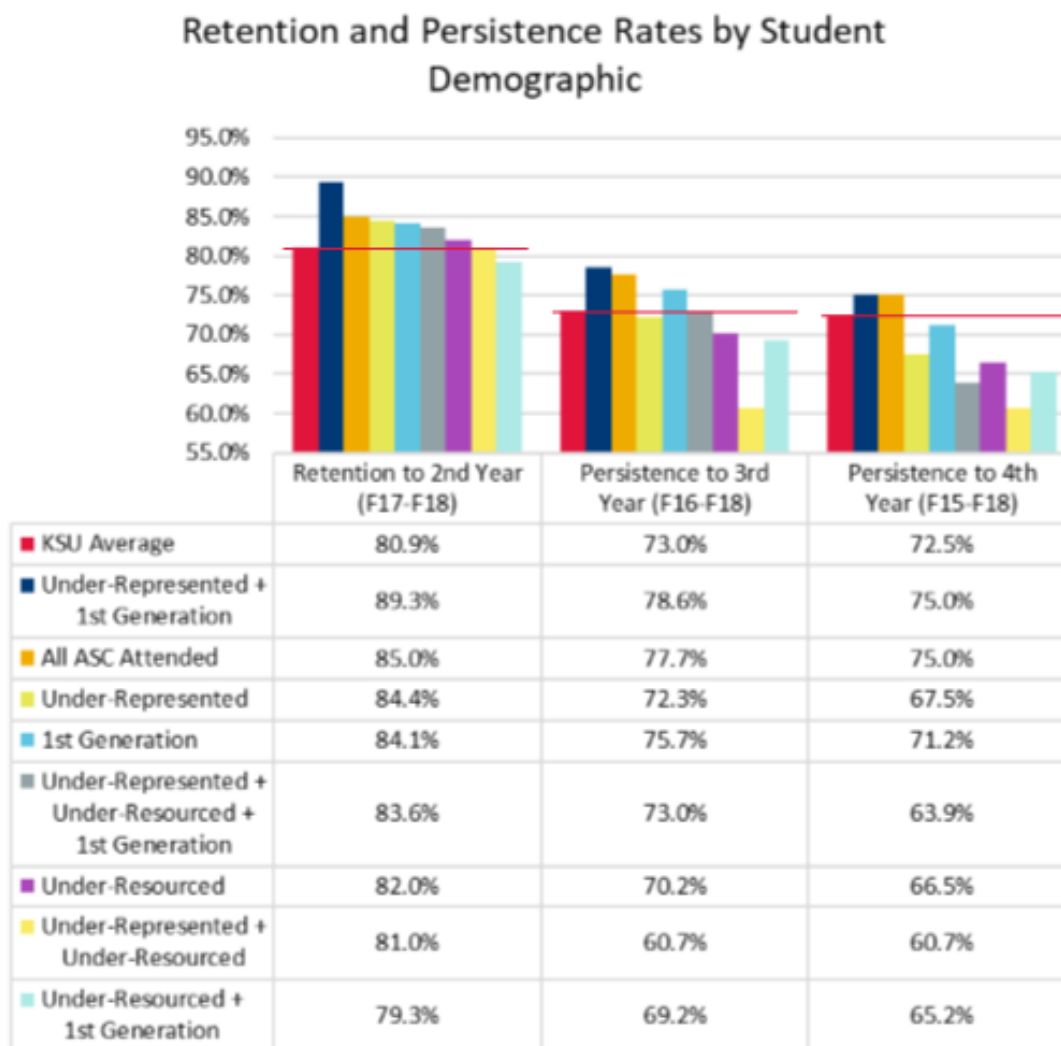
## Retention and Persistence Rates by Student Demographic

The Fall 2017 to Fall 2018 retention rate to second year for nearly all student demographic populations exceeds the Kent campus average of 80.9%. The only student demographic group to be retained below that rate is the under-resourced + 1<sup>st</sup> generation population, who were retained at a rate of 79.3%.

The Fall 2016 to Fall 2018 persistence rate to third year for the Kent Campus was 73.0%. The majority of student demographic population groups persisted at higher rates than the campus average. However, four student demographic populations groups were retained at lower rates: under-represented (72.3%), under-resourced (70.2%), under-resourced + 1<sup>st</sup> generation (69.2%), and under-represented + under-resourced (60.7%).

The Fall 2015 to Fall 2018 persistence rate to fourth year for the Kent Campus was 72.5%. Only two of the student demographic population groups persisted at higher rates than the campus average: all ASC attended (75.0%) and under-represented + 1<sup>st</sup> generation (75.0%).

Chart 5

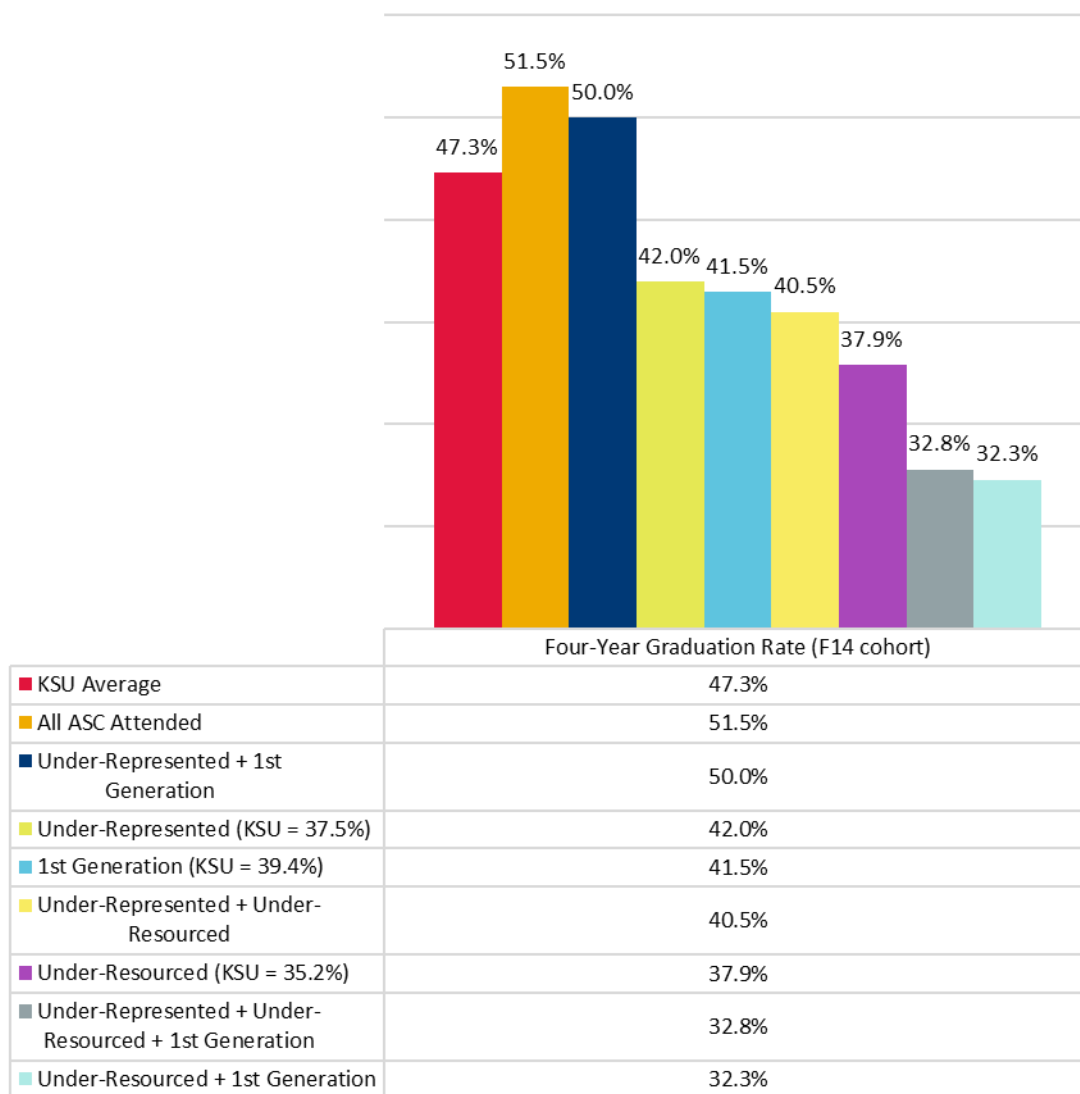


## Four-Year Graduation Rate by Student Demographic

The Fall 2014 four-year graduation rate at the Kent Campus was 47.3%. Among ASC Participants, two student demographic populations graduated at higher rates: All ASC participants (51.5%) and Under-Represented + 1<sup>st</sup> Generation participants (50.0%). All other student demographic groups performed below the Kent Campus average, ranging from 42.0% (Under-Represented) to 32.3% (Under-Resourced + 1<sup>st</sup> Generation).

Chart 6

Four-Year Graduation Rate by Student Demographic  
(Fall 2014 Cohort)

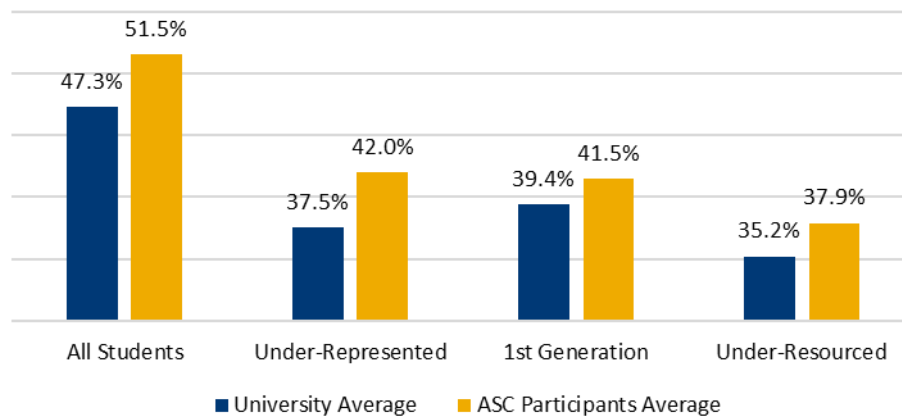


## Four-Year Graduation Rate by Student Demographic

When comparing the Fall 2014 four-year graduation rate to that of individual student demographic groups, ASC participants graduated at higher rates than their non-attending peers among all individual student demographic groups. In comparison to the Kent State University average for Kent campus students, all ASC participants graduated at +4.2% higher rate, Under-Represented participants graduated at a +4.5% higher rate, 1<sup>st</sup> Generation participants graduated at a +2.1% higher rate, and Under-Resourced participants graduated at a +2.7 higher rate, than their non-attending peers.

Chart 7

Four-Year Graduation Rate by University  
Demographic (Fall 2014 Cohort)



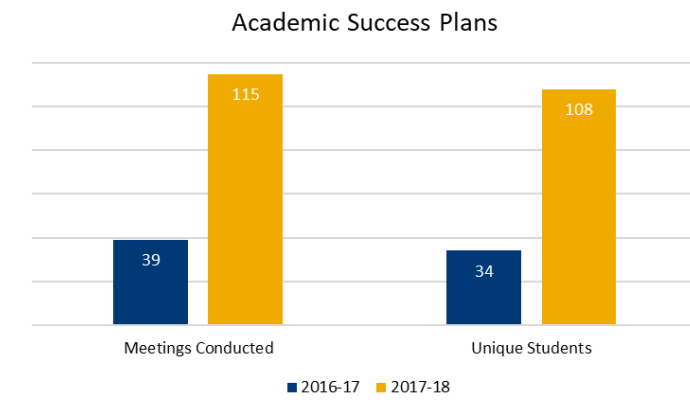
## Additional ASC Programs: Academic Success Plans

The Academic Success Center provides additional services to the undergraduate student population beyond those documented previously in this report: Academic Success Plans and Study Skills Presentations.

### Academic Success Plans

Academic Success Plan (ASP) meetings were initiated in Spring 2017. This ASP meeting provides students with the opportunity to meet individually with a staff member to review the academic resources available for their specific courses. Campus resources include those that are offered by the ASC, as well as the Writing Commons and Modern & Classical Language Studies. The Fall 2017-Spring 2018 academic year marks the first full year in which this offering was available to students. As anticipated, a marked increase was noted this year in both total meeting conducted (from 39 to 115) and unique students served (from 34 to 108).

Chart 8



## Additional ASC Programs: Study Skills Presentations

### Study Skills Presentations

Scheduled group presentations are offered in collaboration with Student Success Programs through the Student Success Series. The same presentation topics are available to the University population at-large through an online request form. Presentation topics include: Academic Success Center Overview, Communicating with Your Professor, Calculating Your Course Grade, Mapping Your Syllabus, Note Taking, Preparing for a Successful Semester, Study Aids, Study Cycle, Test Prep & Test Taking, Time Management, and Avoiding Procrastination.

Over the past three years, there has been a consistent increase in both total presentations offered and non-unique student attendees each year. Throughout the 17-18 academic year, 75 presentations were facilitated for 1,293 non-unique students. Note that students who attended multiple presentations were counted multiple times. These collective presentations were facilitated over a total of 72.5 hours for a total of 1,161.25 student contact hours.

Chart 9

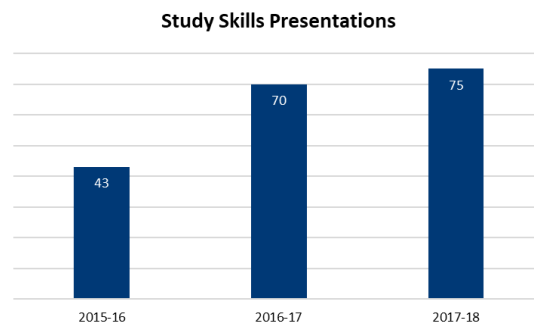
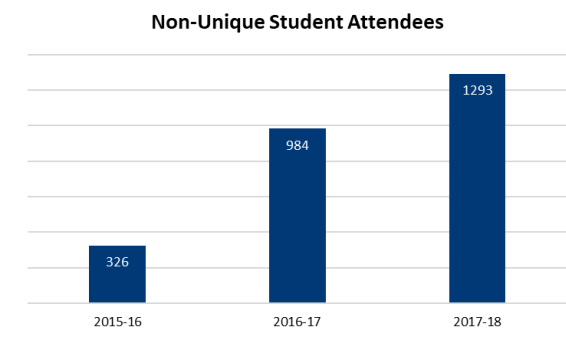


Chart 10



## Conclusion

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University support for the various programs and services within the Academic Success Center have yielded some momentous results for undergraduate students at the Kent Campus. Students that utilize services report higher C-GPAs, retention, persistence, and graduation rates than their peers who elect not to participate. This result is clearly established and consistent over the three years analyzed in this report.

More specific 2017-18 academic year reports of the Academic Coaching and Supplemental Instruction programs are available as separate documents. These reports further demonstrate the effectiveness of each individual program on improving student success factors.

Continued support constitutes an investment in Kent State University students' success and justifiably remains an essential component of a holistic strategy to enhance undergraduate academic performance campus-wide. The additional impact on retention, persistence, and graduation further substantiates the rationale for continued support as a progressive means of securing similar positive outcomes well into the future.