Summary Report

2018-2019

Vicenta M. Shepard, Director
Michael Carey, Math & Statistics Coordinator
Kathryn Chabaud, STEM Coordinator
Jovan Rivera, Academic Coach
(305) 348-2441 MMC
(305) 919-4044 BBC
cfas.fiu.edu
THE CENTER FOR ACADEMIC SUCCESS

The Center for Academic Success (CfAS) provides a broad range of widely accessible academic enhancement opportunities. Its aim is to promote the quality and scope of student learning through their active engagement with the Center’s tutors. It engages collaboratively with FIU’s faculty, staff, and administration. The Center emphasizes the scaffolding and reinforcement of knowledge so that students are able to identify and achieve their stated learning goals.

SUBJECT AREA TUTORING

The Center provides tutoring in various disciplines. Recognizing the needs of a diverse student population, the Center is an academic support unit with multi-faceted services, tutoring students one-to-one, in small groups, workshops, study halls, and by online interactive formats.

Support is offered in the following subject areas:
- Accounting
- Biology
- Chemistry
- Computer Science
- Economics
- Engineering
- Mathematics
- Physics
- Statistics
- Global First Year (GY)
- Academic Success Plan (ASP)
- Golden Scholars Program

CfAS also works with the following access programs to ensure student success:
- Academic Success Plan (ASP)
- Global First Year (GY)
- Golden Scholars Program

VISITS

2018-19 Annual Visits

21,569

MMC 20,435 visits

BBC 1,134 visits

READING ENHANCEMENT PROGRAMS, AKA “TLC” AND “RWC”

CfAS has created an extensive learning strategies program that helps students navigate the large volumes of reading in their courses. Professors from various areas have requested this program as a resource for their students, especially if they suspect a limited study repertoire. The faculty’s nickname for this program? TLC!

Gateway courses like general biology include an intensive amount of reading and independent study. The “TLC” and Read, Write, and Cite (RWC) series provide enrichment in research skills, learning strategies, paraphrasing, and the mechanics of writing.

Passing rates of students who participated in TLC and RWC were compared with students who did not:

FALL 2018

% OF STUDENTS WHO PASSED WITHOUT TLC

BSC 2010

73.84%

BSC 2010 Lab

63.04%

BSC 2011

75.96%

+23.68%

Gains With Participation

+16.17%

Gains With Participation

+21.06%

Gains With Participation

SPRING 2019

% OF STUDENTS WHO PASSED WITHOUT TLC

BSC 2010

68.93%

BSC 2010 Lab

63.61%

BSC 2011

78.01%

+18.38%

Gains With Participation

+18.16%

Gains With Participation

+14.85%

Gains With Participation
MATH & SCIENCE TUTORING

Tutoring is available in all undergraduate mathematics courses, physics, and many courses in computer programming, engineering, economics, and accounting. Numerous statistics courses are also supported by the CfAS. Tutoring for Quantitative Methods for Business, a business course largely based on statistics, is also available.

Study halls are offered multiple times each week for each of the following courses: Trigonometry, Pre-calculus/Algebra, Pre-calculus/Algebra with Trigonometry, Calculus for Business, Calculus I, Calculus II, Multivariable Calculus, Physics I, and Physics II. Online tutoring is another option available to students via Zoom. Study hall sessions for statistics are available both in person and online.

In addition, the CfAS provides supplemental assistance for access programs such as the Golden Scholars program and Global First Year.

CURRICULUM DEVELOPMENT

The TLC workshops for Physics I and Research Methods II are the result of a collaboration between CfAS and the FIU faculty. Faculty noted certain concepts that present challenges for their students. CfAS tutors created learning strategies workshops based on the content to assist the students and were given feedback from the faculty.

PHYSICS

The TLC for Physics I will make its debut in Fall 2019. It consists of 10 sections, including kinematics, Newton’s laws, conservation of energy, momentum/impulse, rotational motion, gravitation, and simple harmonic motion. This collaboration began with Professor Brian Raue and his former students who are now CfAS tutors. Plans are underway to develop a TLC for Physics II for Spring 2020.

RESEARCH METHODS II

Research Methods II is a course that focuses on advanced research methods and data analysis techniques in psychology. Development for academic support began in Spring 2019, after Dr. Rachel Ann Ritchie and Dr. Ryan Winter expressed concern over various concepts regarding the statistical data manipulation, interpretation, and incorporation into research papers. The need to address those concerns led the collaboration between CfAS and the faculty to create TLC for Research Methods II. The TLC for Research Methods I will be introduced in Fall 2019.

THE EXPANSION OF TLC: LEARNING STRATEGIES FOR CHEMISTRY

CfAS has created new programs related to our existing reading enhancement programs, aka TLCs, for General Chemistry I and II. These workshops differ from those previously developed in that they are centered around the chemistry content while still emphasizing learning strategies and critical thinking.

These workshops were created through collaboration with various professors in the chemistry department who were in search of more academic support for their students. These introductory chemistry courses are fundamental for students who plan to move on to more difficult STEM major classes in the future. This coursework prepares our students for their future endeavors in graduate school, medical school, and STEM-based careers.

Over time, with the collaboration of our professors, input from our tutors, and the release of an updated curriculum, CfAS saw increased numbers in student attendance. The newest version of TLC for General Chemistry I was first piloted in the Fall of 2018.

Comparison of pass rates and course GPA for students who participated in a minimum of 10 workshop sessions for General Chemistry I & II were compared to those students who did not participate:

<table>
<thead>
<tr>
<th>GENERAL CHEMISTRY I &amp; II TLC’S SPRING 2019</th>
<th># OF SESSIONS ATTENDED</th>
<th>% OF STUDENTS PASSING</th>
<th>AVERAGE COURSE GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>71.4%</td>
<td>2.24</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>88.5%</td>
<td>2.87</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>100%</td>
<td>3.36</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>97.8%</td>
<td>3.04</td>
</tr>
</tbody>
</table>
ANNUAL CFAS SYMPOSIUM

Each year, CFAS coordinates and hosts an annual tutoring symposium. The one-day event focuses on the changing nature of academic student support and the types of inter-departmental collaborations, initiatives, and best practices necessary for student success. The symposia benefit faculty, administrators, advisors, and academic support teams interested in helping students achieve their academic goals.

On April 4th, 2019 CFAS hosted its 6th annual symposium themed “Academic Support Through Collaboration: Conceptualization to Realization.” Dr. Norman A. Stahl, the keynote speaker featured the “language of the disciplines,” reviewing the research and educational practices of disciplinary literacy, an area of research dedicated to the discipline-specific ways of learning. Dr. Stahl, literacy researcher and professor, explained how the study of disciplinary literacy can help develop our students’ strategies for studying and learning.

Dr. Norman A. Stahl delivering his keynote

TUTOR TRAINING PROGRAM WITH CRLA

Tutor training is essential to delivering a quality service in pedagogy and content knowledge. Twice per year CFAS spearheads the training of not only its own tutors, but those servicing the Student-Athlete Academic Center (SAAC), Student Support Services (SSS), Multicultural Programs and Services (MPAS), Academic Resource Center (ARC), and several other support units across FIU. Certification levels, I, II, and III are obtained through the College Reading & Learning Association.

Most of the tutors at CFAS are also students. This venue of on-campus employment yields two major positive outcomes:

- Students create an extension of their college experience within the learning center
- Students refine their own understanding of content in the process of tutoring their peers

CFAS currently has 64 tutors employed between both the Modesto Maidique Campus (MMC) and Biscayne Bay Campus (BBC). They represent a wide gamut in cultural and educational backgrounds. The majority of tutors are at the undergraduate level of study, while a few are at the graduate level or preparing for professional school.

Spring 2019 Tutor Training

Faculty & Tutor Panel at CFAS Symposium