Spring 2015

Using LASSI to Assess Peer Academic Success Coaching

Katie Easley
Western Michigan University, katie.e.easley@wmich.edu

Follow this and additional works at: http://scholarworks.wmich.edu/assessment_faculty_grant

Part of the Educational Assessment, Evaluation, and Research Commons

WMU ScholarWorks Citation
http://scholarworks.wmich.edu/assessment_faculty_grant/33

This Poster is brought to you for free and open access by the Assessment at ScholarWorks at WMU. It has been accepted for inclusion in Assessment Fellows Grant by an authorized administrator of ScholarWorks at WMU. For more information, please contact maira.bundra@wmich.edu.
Peer Academic Success Coaching

- Students who participate in the program are partnered with a peer coach who provides content tutoring, academic support, and mentoring over the course of a semester.
- Program’s goal is to improve persistence and graduation rates of academically underprepared students and students in academic jeopardy.
- Peer coaches utilize various success activities to help students develop their study skills and learning strategies.

The LASSI

- LASSI = Learning and Study Skills Inventory
- Utilized by 2274 institutions
- Used in numerous studies to prove a correlation between study strategies and student performance and persistence
- The LASSI was administered to peer coaching program participants as both a pre- and post test during the fall 2014 semester.
- Provides information on ten scales:
  1. Attitude
  2. Motivation
  3. Time Management
  4. Anxiety
  5. Concentration
  6. Study Aids
  7. Self-Testing
  8. Test Strategies
  9. Information Processing
  10. Selecting Main Ideas

Findings

- Of the 90 students who took the LASSI pre-test at the beginning of the semester, only 46 also took the post-test.
- Students with the lowest LASSI pretest scores tended to miss more coaching sessions and/or drop out of the program midsemester.
- Training the peer coaches to use each student’s LASSI results to guide the success activities selected to individualize the curriculum.

Additional Results

- Fall to spring retention of freshmen/first semester transfer program participants was 100%.
- Fall to spring retention of all participants was 97.83%, compared to WMU average of 93%.
- Average GPA of freshmen/first semester transfer program participants was 3.24, compared to the WMU average of 2.90.
- Analysis of LASSI test results shows that participation in the peer coaching program resulted in an improvement in 9 different areas of study strategies.
- The most dramatic increases were seen in self-testing, selecting main ideas, and test strategies.

Going Forward

- I am eagerly awaiting Fall 2015 registration, which will provide very telling indicators about the positive effects on long-term retention of peer coaching participants.
- Spring 2015 LASSI pre- and posttests will be evaluated at the end of the spring semester.
- The LASSI test will be integrated as a permanent piece of the peer coaching experience in future semesters.

Acknowledgements

This work was supported by a grant from the Assessment Fellows Grant Program, Office of Assessment and Undergraduate Studies, Western Michigan University.