Problem

The Learning and Study Strategies Inventory (LASSI) was the best instrument for our purposes:
- demonstrated validity and reliability
- contained a broad combination of elements known to be related to college success

Protocol

Found a grant source to fund a pilot study:
- wrote a grant proposal
- received funding for project

Follow Up

Closing the Loop

Results indicated a significant difference between the two groups in all areas except anxiety and attitude.

CONCLUSION: Students who participated in AIM perceived that they improved in all areas related to the LASSI except for anxiety and attitude.

LASSI Post-test Scores

<table>
<thead>
<tr>
<th>Pair</th>
<th>LASSI Matched Pair Pre/Post Test Results</th>
<th>t df Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PreAMTIntake - PostAMTIntake anxiety</td>
<td>-1.881 65 .069</td>
</tr>
<tr>
<td>2</td>
<td>PreAMTIntake - PostAMTIntake attitude</td>
<td>-1.884 65 .061</td>
</tr>
<tr>
<td>3</td>
<td>PreAMTIntake - PostAMTIntake concentration</td>
<td>-3.308 65 .000</td>
</tr>
<tr>
<td>4</td>
<td>PreAMTIntake - PostAMTIntake information processing</td>
<td>-2.021 65 .013</td>
</tr>
<tr>
<td>5</td>
<td>PreAMTIntake - PostAMTIntake motivation</td>
<td>-6.197 65 .000</td>
</tr>
<tr>
<td>6</td>
<td>PreAMTIntake - PostAMTIntake self-testing</td>
<td>-4.939 65 .000</td>
</tr>
<tr>
<td>7</td>
<td>PreAMTIntake - PostAMTIntake setting the main goal</td>
<td>-2.398 65 .000</td>
</tr>
<tr>
<td>8</td>
<td>PreAMTIntake - PostAMTIntake study aids</td>
<td>0.009 65 .000</td>
</tr>
<tr>
<td>9</td>
<td>PreAMTIntake - PostAMTIntake time management</td>
<td>-2.524 65 .000</td>
</tr>
<tr>
<td>10</td>
<td>PreAMTIntake - PostAMTIntake test taking</td>
<td>-4.143 65 .000</td>
</tr>
</tbody>
</table>

Follow-up sessions where Learning Specialists incorporated specific learning strategies to target interventions at weaknesses identified by the LASSI.

LASSI Pre-test

Students who completed at least two follow-up sessions were described as those who had participated in AIM during data analysis.

Students came into the Learning Center to take the online LASSI Pre-test:
- no appointment necessary within the hours of operation
- had to be taken within the first three weeks of the semester to allow enough time for the treatment to occur
- were given an appointment for the Intake portion of the protocol within a week following the inventory.

At the end of the semester, the week before finals, students returned to the Learning Center to take the LASSI. Post-test scores were compared with Pre-test scores using a matched pairs t-test.

Students participated in the Academic Improvement Plan, which consisted of:
- The Intake at the first visit where students discussed their semester goals based on LASSI results and developed an action plan designed to achieve those goals
- Follow-up sessions where Learning Specialists incorporated specific learning strategies to target interventions at weaknesses identified by the LASSI.

The Learning Center provides programming to students on academic probation.

The AIM program seeks to determine students' needs and identify factors that contributed to students' poor academic achievement:
- Once needs and root causes have been identified, learning coaches help students develop a plan of action to improve students' success
- Identification of students' strengths and weaknesses is crucial and requires reliable and valid measurement instruments
- Prior to 2012, the Learning Center had no funds to support this crucial piece of our program and had to rely on a free, online version of the Student Behavior Inventory (SBI)
- However, the SBI lacks external validity and reliability, has become outdated, and does not provide sufficient information to clearly identify root causes of many students' academic weaknesses.

The Learning Center: Academic Improvement Plan (AIM)

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Creating Sustainable Assessment: A Pretest-Posttest Model Secures Permanent Funding Source and Improves Students’ Academic Standing in the University