

Single Subject Design

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First Year Experience (FYE)

- Description: A subsection of the Student Success Center at Southern Adventist University; connects students to personal counseling, career counseling, disability support services, academic coaching, and academic advising
- Clientele: Freshmen and Transfer students at Southern Adventist University
- Services: Southern Connections; Mentors; Student Support Managers



Client

Male

18 years old

White

First-generation college student

Cumulative university GPA of 0.44

Problem

On academic probation

For midterm grades, the client received a “B” in a 3-credit course and “D”s and “F”s in all other courses.

The client must pass all classes with a “C” or above to be admitted back into Southern in the future

Truancy—the client is skipping classes

Exploratory Design

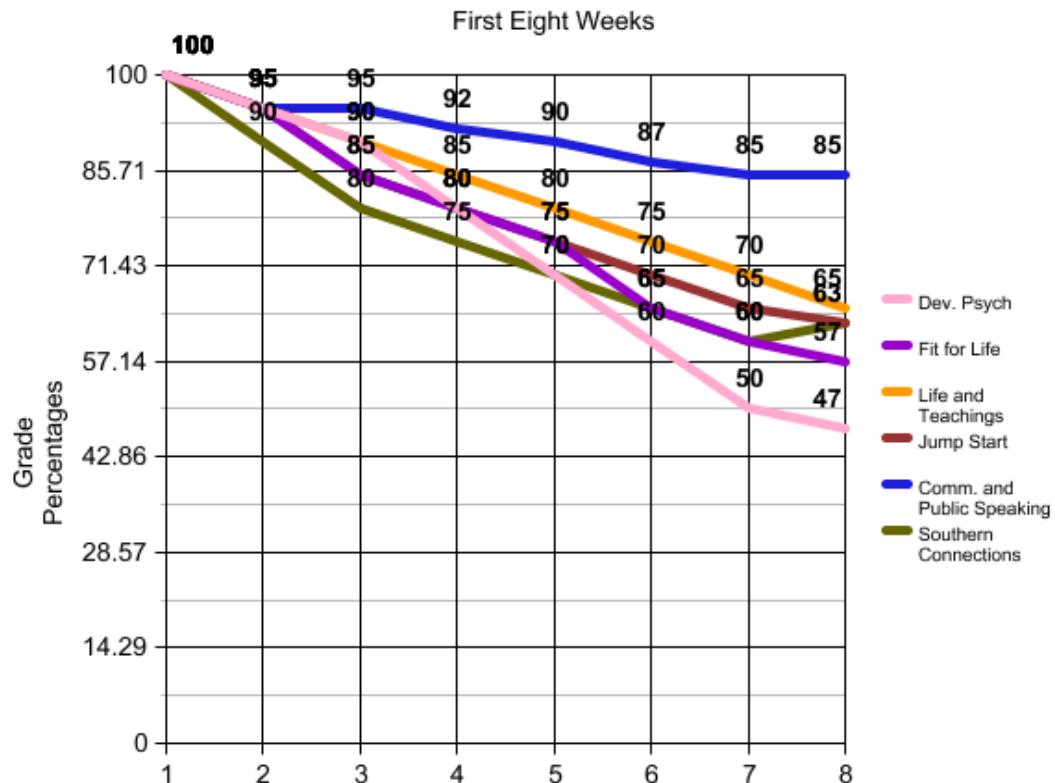
“A” Design with Retroactive Baseline

A Design

- Rational: A retroactive baseline was used to demonstrate the client's need for immediate intervention
- Length: Retroactive baseline of first 8 weeks of second semester
- Measure: Overall course percentages in each of the client's 5 classes will be graphed weekly to assess fluctuations in grades.

Retroactive Baseline

This graph represents the first 8 weeks of second semester



Descriptive Design

“BB₁” Design with a Retroactive Baseline

BB1C Design

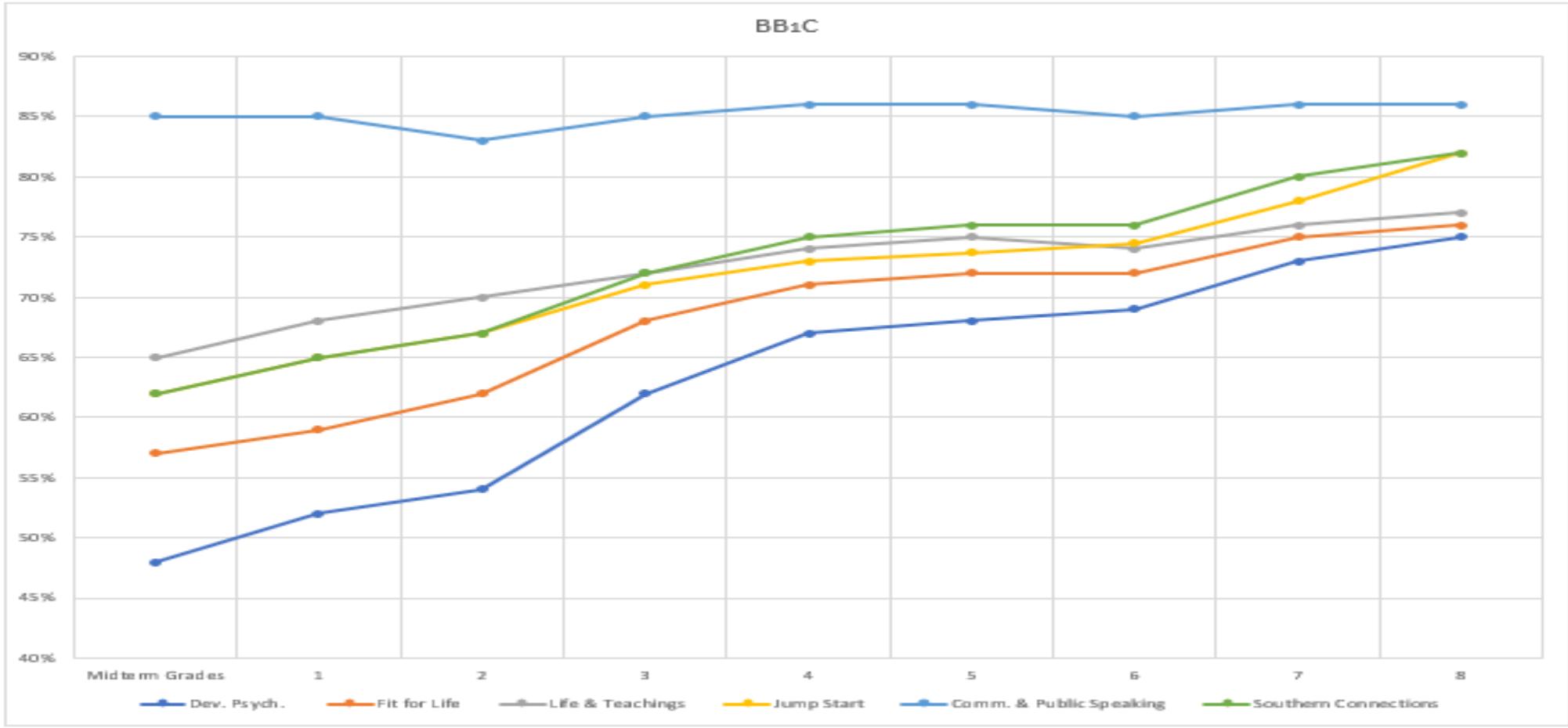
Rational

- To assess if mandatory 2 hours of peer tutoring at the McKee Library will help increase the weekly grade percentages in each of the client's classes.
- To assess if an extra 2 hours (4 hours total) of peer tutoring will increase the client's weekly grade percentages better than 2 hours.
- To assess if adding weekly meetings with the head of FYE will decrease truancy in the client

Design

- Intervention (B): 2 hrs./week of mandatory peer tutoring
 - Weeks 1 of 2nd quarter
- Intervention (B1): 4 hrs./week of mandatory tutoring
 - Weeks 2-3 of 2nd quarter
- Intervention (C): Weekly one-hour meetings with the FYE director
 - Week 4 of 2nd quarter

Interventions Graph



Explanatory Design

B₁CB₁C

B1CB1C

Rational

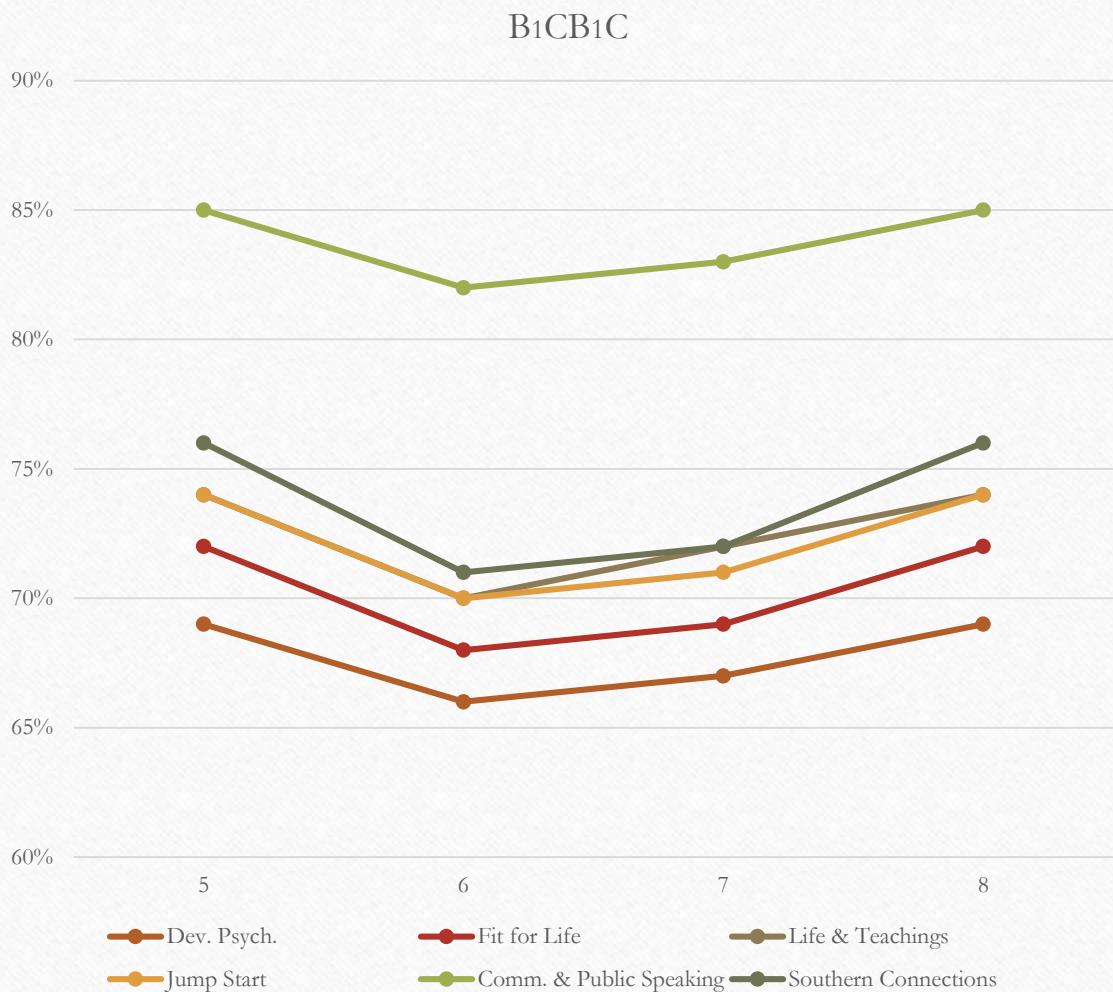
- To assess if 4 hours total of peer tutoring will increase the client's weekly grade percentages better by itself or with design C.
- To assess if adding weekly meetings with the head of FYE will address truancy in the client, and therefore help increase his grade further.

Design

- Intervention (B1): 4 hrs./week of mandatory tutoring
 - Weeks 5-8 of 2nd quarter
- Intervention (C): Weekly one-hour meetings with the FYE director
 - Weeks 7-8 of 2nd quarter

B1CB1C

- Intervention B1 was removed at the start of week five. The client's grades dropped after the intervention was removed.
- Intervention B1 was reintroduced at week 6. The client's grades began to improve again after intervention was continued.



Conclusion and Discussion

- 2 hours of peer tutoring proved helpful, but not helpful enough in increasing the client's grades.
- 4 hours of peer tutoring was more helpful than 2 hours, however, this was not the only intervention needed to address the problem.
- An intervention addressing the client's truancy proved helpful in increasing the client's grades high enough to reach his goals.
- The explanatory design proved that the increase in the client's grades was due to both the B1 and C interventions, and not just a coincidence.