

Annual Report

Student Success Center Overview

The 2001-2002 academic year was marked by the continuation of contractual or regularly scheduled tutorials and drop-in tutorials. We welcomed Vanessa Trice to our staff as Administrative Assistant in February after the departure of Lisa Adams who relocated to another state. The center served 879 students during the academic year in three major programs: tutorials, supplemental instruction, and learning skills courses. This was an increase of almost 300 from the previous year.

Tutorial Program

We monitored the use of the tutorial program and started to shift towards using more regularly tutorials, small group tutorials, and organized study groups. The staff was especially happy with the esprit de corps among the student tutors.

Courses For Which Contractual Tutoring Was Provided (Fall 2001)

<u>COURSE</u>	<u>CONTRACTUALS</u>	<u>TOTAL COMPLETED</u>	<u>DROPPED</u>
ACCT 201	4	3	1
BIOL 101	5	5	0
BIOL 202	3	3	0
BIOL 303	1	1	0
CRJU 101	1	1	0
CSCI 195	1	0	1
ECON 101	1	1	0
ECON 201	2	2	0
GEOG 201	2	2	0
MATH 090	6	5	1
MATH 121	19	18	1
MATH 151	10	10	0
MATH 191	1	1	0
MUS 101	1	1	0
PSCI 101	1	1	0
PHIL 101	1	1	0
PSYC 105	5	5	0
PHYS 203	2	2	0
SOC 101	2	2	0
SPAN 101	3	3	0
STATS 213	3	3	0
TOTAL	74	69	5

Courses For Which Contractual Tutoring Was Provided (SPRING 2002)

<u>COURSE</u>	<u>CONTRACTUALS</u>	<u>TOTAL COMPLETED</u>	<u>DROPPED</u>
ACCT 107	1	0	1

ACCT 201	1	1	0
BIOL 101	2	2	0
BIOL 104	1	1	0
BIOL 204	2	2	0
BUS 303	1	1	0
CHEM 101	2	2	0
CHEM 103	3	3	0
CSCI 120	1	1	0
CSCI 195	1	1	0
CSCI 240	1	1	0
CSCI 385	1	1	0
ECON 202	2	2	0
ENGL 202	1	0	1
MATH 090	4	3	1
MATH 121	15	14	1
MATH 151	12	12	0
MATH 191	1	0	1
NSCI 105	1	1	0
PHIL 101	1	0	1
PHYS 201	2	2	0
PSYC 284	1	1	0
SOC 101	1	1	0
SPAN 101	2	2	0
SPAN 201	1	1	0
STATS 213	2	2	0
THEO 202	1	1	0
TOTAL	64	58	6

Drop-In Tutorials:

The tutorial program continued to use drop in tutorials, but it was clear that students were shifting towards requesting regular contractual tutorials and attending study groups. We continued study groups in Math 171, 191 and 192, used contractuales tutorials for Math 090 and Math 121, and maintained drop-ins for Math 151. Writing was the most frequently used drop-in tutorial. Students used the writing sessions for English classes as well as all classes in general, especially WI classes. Detailed summary information regarding tutorial program usage by subject area can be found below.

Drop-in tutorials	<u>fall</u>	<u>spring</u>	<u>total visits</u>	<u>average visits</u>
Totals:	211	162	905	2.7
Contractuals	<u>fall</u>	<u>spring</u>	<u>total visits</u>	<u>average visits</u>
Totals:	74	55	529	3.0

Tutor Training:

We continue our certification through the College Reading and Learning Association (CRLA). We were invited to submit a proposal for the annual CRLA conference about our tutor training as a result of our application for re-certification , Carol Lyon submitted a proposal for an advanced training institute in conjunction with a tutorial supervisor from Blackburn College. It was

accepted and Carol will co-facilitate the three hour long institute in November in Minneapolis. In addition, Carol was named a national tutorial program evaluator by CRLA and a contributing author to the new CRLA Tutor Training Manual.

Tutor Certification Levels:

<u>Regular</u>	<u>Advanced</u>	<u>Masters</u>	<u>Appreciation</u>
15	9	7	2

Learning Skills Classes:

This was the first year that placement into College Reading and Study Skills was made using an ACT reading subscore of 21 or below. We had six sections of College Reading and Study Skills (LS100). Ann Austin was much appreciated as she stepped in to teach the sixth, section and Carol Lyon taught five sections. We served 102 students in this class. We also offered a section of LS100 in the spring to six students. We continued to offer LS201: Vocabulary, LS202: Efficient and Flexible Reading, and LS203: Critical Reading. Enrollment in these classes was 16, 17, and 22 respectively,

SPRING 2002

Course Name:	LS201	LS202	LS203
Students Enrolled:	14	15	22

Class Standing:

First Year	5	7	12
Sophomore	7	7	7
Junior	0		1
Senior	2		1
Other		1	1

Majors for LS 201, 202, 203

- Early Childhood Education
- Biology
- Business
- Computer Network Administration
- Criminal Justice
- Free
- International Business
- Music
- Non-degree
- Nursing
- Psychology
- Radio/TV
- Psychology
- Theatre

SUPPLEMENTAL INSTRUCTION

During the fall 2001 semester, supplemental instruction (SI) sessions were offered for Accounting Principles I, General Biology I (for biology majors), General Chemistry I (for chemistry majors), and U.S. History Since 1865. Attendance for these courses were: Accounting Principles I - 30 students attending during the semester, 25 being either freshman or sophomore students, General Biology I – 32 students attending during the semester, 30 being either freshman or sophomore students, General chemistry I (for chemistry majors) – 23 students attending during the semester, 17 being either freshman or sophomore students, and U.S. History Since 1865 – 29 students attending during the semester, 22 being freshman or sophomore students.

During the spring 2002 semester, supplemental instruction (SI) sessions were offered for Accounting Principles I, General Chemistry I (for chemistry majors), and U.S. History Since 1865. Attendance for these courses were: Accounting Principles I – 12 students attending during the semester, 10 being either freshman or sophomore students, General Chemistry I (for chemistry majors) – 22 students attending during the semester, 10 being either freshman or sophomore students, and U.S. History Since 1865 – 22 students attending during the semester, 19 being freshman or sophomore students.

Summary

In six of the seven classes with SI the average GPA of the SI group was higher than the non-SI group, many of them significantly higher. In Accounting I in the fall the GPAs of the 2 groups were very close (2.73 for SI, 2.8 for non-SI). In six of the seven classes the DWF rate was lower for the SI group. In Chemistry I (fall 2001) the DWF rate was higher for the SI, but they were all withdrawals. All of the other differences were significantly lower for the SI group, especially Accounting and History both semesters.

Placement Testing

Student Success Center staff continued to oversee placement testing of incoming students during the 2001-2002 academic year. Changes to testing protocols initiated during the previous academic year continued for students entering summer 2002. Developmental reading placement continues to be based in ACT reading subscores and the math department continued to pre-screen high school records of all incoming first year students to identify the appropriate math placement test.

Summer 2002 was the last summer for the DTMS math placement test, as they have been discontinued by ETS. At the time of this writing, it is likely that we will adopt ACCUPLACER, also a College Board product. It is computer-based, adaptive, and actually slightly cheaper than the paper and pencil test.

Looking Forward

The 2002-2003 academic year marks a shifting of responsibilities in the Student Success Center. Vanessa Trice is marking her first full year as Administrative Assistant. She has taken on the day-to-day and minute-to-minute activities of the Center in a very positive fashion. Carol Lyon has assumed the duties of Director of the Student Success Center in addition to her role as an instructor of 8 College Reading and Learning Skills Classes annually. Lew Sanborne is now Assistant Vice-President for Enrollment. He will physically still be present in our office area and take charge of testing in addition to his new role. Kathy Potter continues to coordinate the Center activities with the Math Department and to work regularly with the math tutors in addition to being Director of Supplemental Instruction. Michael Hustedde continues as a faculty member in the English Department work closely with the writing tutors as Director of Writing for the university. Pat Connelly continues to tutor 8-10 students a week in English as a Second Language and Study Skills in addition to being a faculty member in the English Department.

We are looking forward to another successful year. The number of tutorial request in the first five weeks of fall 2002 has surpassed the total number of requests for the total academic year 2001-2001. The number of drop-ins per week has increased by an average of 10 over last year. In addition to fall and spring tutor training, we continue to offer a variety of on-going training opportunities and have invited several faculty and staff to meet with our tutors in training areas such as writing cover letters, different learning styles, tutoring science tutees, communication skills and research methods in the library.

Tutor Clusters (Fall 2001)

Topics:

Identifying at risk students

Using the library

Identifying the right type of tutorial support

Working with students with disabilities

Presented by:

Merredyth Beno

John Pollitz

Lew Sanborne

Ann Austin

Understanding how rubrics works
Math strategies
International students

Suzanne Seeber
Kathy Potter
Michel Pontarelli

Tutor Clusters (Spring 2002)

Topics:

Resume and cover letter writing
Overview of TI graphing calculator

Writing issues for Education
Tutor Chat Session

English as Second Language
English faculty expectations for papers

Presented by:

Career Development
Kathy Potter
Bobbie Muenster
Suzanne Seeber
Carol Lyon
Lew Sanborne
Patrick Connelly
English Department

Our staff has made several class visits to promote the center and have been invited as guest speakers on study skills and learning strategies. Carol and Michael are working closely with the Physical Therapy and Master of Social Work Programs. We are striving to project a welcoming atmosphere where all members of the SAU community feel comfortable.

