

## Annual Report 2002-2003

### Student Success Center Overview

At the start of the 2002-2003 academic year, Carol Lyon assumed responsibility for direction of the center. Under her leadership the center experienced significant growth in both regularly scheduled and drop-in tutorials. The center served 1300 students during the academic year in three major programs: tutorials, supplemental instruction, and learning skills courses. This was an increase of 421 students from the previous year.

### Tutorial Program

We monitored the use of the tutorial program and started to shift towards using more regularly scheduled tutorials, small group tutorials, and organized study groups. The staff was especially happy with the esprit de corps among the student tutors. The rate of dropped tutorials decreased this year, with more tutors keeping their tutorials throughout the semester. Students typically drop tutorials for one of two reasons: they feel they no longer need the tutorial to succeed in the class, or they drop the class (the reason for the highest drop counts in math tutorials). The fall and spring contractual tutorials are listed below:

### Courses For Which Contractual Tutoring Was Provided (Fall 2002)

<u>COURSE</u>	<u>CONTRACTUALS</u>	<u>TOTAL COMPLETED</u>	<u>DROPPED</u>
ACCT 201	9	9	0
ACCT 202	2	2	0
ACCT 301	2	1	1
BIOL 101	5	5	0
BIOL 106	6	6	0
BIOL 202	6	4	2
BUS 205	1	1	0
CHEM 105	3	1	2
CHEM 209	2	2	0
CSCI 120	2	2	0
CSCI 195	3	2	1
ECON 101	3	3	0
ECON 201	2	2	0
ECON 202	4	4	0
ENGL 101	3	2	1
ENGL 201	1	1	0
ENGL 217	1	1	0
FREN 101	4	2	2
HIST 101	2	2	0
LS 090	1	1	0
MATH 090	13	6	7
MATH 121	30	20	10
MATH 131	2	0	2
MATH 151	12	10	2
MATH 152	2	0	2

MATH 171	3	2	1
MATH 191	4	4	0
MATH 192	1	1	0
PSYC 105	10	7	3
PSYC 110	1	1	0
PHYS 203	2	2	0
SOC 101	3	3	0
SPAN 101	5	4	1
SPAN 202	1	1	0
STATS 213	4	4	0
THEO 101	1	0	1
<b>TOTAL</b>	<b>156</b>	<b>118</b>	<b>38</b>

**Courses For Which Contractual Tutoring Was Provided (SPRING 2003)**

<b><u>COURSE</u></b>	<b><u>CONTRACTUALS</u></b>	<b><u>TOTAL COMPLETED</u></b>	<b><u>DROPPED</u></b>
ACCT 201	2	2	0
ACCT 202	7	5	2
BIOL 101	5	4	1
BIOL 105	2	2	0
BIOL 106	4	1	3
BIOL 204	3	3	0
BIOL 303	1	1	0
BUS 205	2	2	0
CHEM 106	1	1	0
CSCI 120	3	2	1
CSCI 195	4	4	0
CSCI 240	1	1	0
ECON 101	3	3	0
ECON 201	1	1	0
ECON 202	4	4	0
ECON 303	1	1	0
ENGL 101	2	2	0
HIST 101	1	1	0
LS 201	1	1	0
MATH 090	11	9	2
MATH 121	40	24	16
MATH 131	2	2	0
MATH 151	16	13	3
MATH 152	3	3	0
MATH 191	4	4	0
MATH 192	1	1	0
MATH 210	3	3	0
NURS 160	2	2	0
PHYS 251	2	0	2
PHIL 201	1	1	0
PHIL 217	1	1	0
PHIL 310 (ACCEL)	1	1	0
PSYC 105	1	1	0
SOC 101	1	1	0
SPAN 101	5	4	1
SPAN 201	3	2	1
STATS 213	6	6	0
THEO 350	1	0	1
<b>TOTAL</b>	<b>152</b>	<b>119</b>	<b>33</b>

### **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 contractual tutorials for Math 090 and Math 121, and maintained drop-ins for Math 151. Writing was the most frequently used drop-in tutorial. The students received help with essays for composition classes as well as for writing in content courses from across the curriculum, especially WI classes. Detailed summary information regarding tutorial program usage by subject area can be found below.

<b>Drop-in tutorials</b>	<b><u>fall</u></b>	<b><u>spring</u></b>	<b><u>total visits</u></b>	<b><u>average visits/student</u></b>
<b>Totals:</b>	451	339	1816	2.3
<b>Contractuals</b>	<b><u>fall</u></b>	<b><u>spring</u></b>	<b><u>total visits</u></b>	<b><u>average visits/student</u></b>
<b>Totals:</b>	156	152	724	2.35

### **Tutor Training:**

We continue certification through the College Reading and Learning Association (CRLA). Tutors earned certification through CRLA at the following levels:

<b>Certification Level:</b>	<b><u>Regular</u></b>	<b><u>Advanced</u></b>	<b><u>Masters</u></b>	<b><u>Total Certified Tutors</u></b>
<b>Number of tutors:</b>	17	8	6	31

For each level of certification, tutors participated in a full day of training before classes started in August, a half day of training before class started in the spring, and they attended at least 2 training clusters each semester. New writing tutors attended weekly, one-hour seminar sessions on tutoring during the fall semester.

### **Tutor Clusters (Fall 2002)**

#### **Topics:**

Resume and Cover Letter Writing  
Different Learning Styles and Study Strategies  
Math Tutoring  
Communication Skills  
Halloween Party  
Science Tips  
What's New in the Library  
Writing in EDUC 301

#### **Presented by:**

Pat Robinson  
Dr. Carol Lyon  
Kathy Potter  
Dr. Randy Richards  
Center Staff  
Dr. Tom Yang  
John Pollitz  
Dr. Suzanne Seeber

### **Tutor Clusters (Spring 2003)**

#### **Topics:**

Tutoring for international students/ESL issues  
Tutor cluster for math tutors  
Etiquette Dinner  
Tutoring in computer science courses  
What is ACCEL

#### **Presented by:**

Dr. Carol Lyon and Pat Connelly  
Kathy Potter  
Career Development Center  
Ken Grenier  
ACCEL Staff

### **Learning Skills Classes:**

For the second year, first year students were placed into College Reading and Study Skills (LS 100) using an ACT reading sub score of 18 or below. Carol Lyon concluded that that placement was at least as accurate using this new placement method, if not more so, than the previous method, the Nelson-Denny reading test. We continued to offer LS201: Vocabulary; LS202: Efficient and Flexible Reading; and LS203: Critical Reading. Enrollment for these advance classes is in the table below.

### **SPRING 2003**

<b>Course Name:</b>	<b>LS100</b>	<b>LS201</b>	<b>LS202</b>	<b>LS203</b>
<b>Students Enrolled:</b>	7	23	14	9
<b>Class Standing:</b>				
First Year	5	13	8	4
Sophomore		6	3	3
Junior	2	2	2	1
Senior		1	1	1
Other		1		

### **Majors for LS 100, 201, 202, & 203 students**

Applied Management Technology  
Business Administration  
Early Childhood Education  
Elected Studies  
English  
Free  
General Business  
Graphic Design  
Music Education  
Nursing  
Physical Education  
Political Science  
Psychology  
Public Relations/Mass Communication

### **Placement Testing**

Student Success Center staff continued to oversee placement testing of incoming students during the 2002-2003 academic year. The math department continued to pre-screen high school records of all incoming first year students to identify the appropriate math placement test, and all first-year files were pre-screened for foreign language competency.

The academic year saw the transition from the MAPS paper and pencil math placement test to the web-based, adaptive ACCUPLACER, also a College Board product. Score cut-offs saw significant adjustment after the Celebration of Excellence (in April), and remain under study after the first full summer of implementation (2003)

### **Supplemental Instruction (Individual Course Data Sheets Attached)**

For fall 2002, SI was offered in Accounting 201, Biology 103, Chemistry 105, History 112, Biology 500 and DPT 530. For spring 2003, SI supported Chemistry 106 and History 112.

The DPT SI courses were an experiment run at the request of the Physical Therapy Department. While there was initial enthusiasm and some participation, only two sessions after September had any attendees. The graduate students say they have no time to attend the sessions. Since no students completed the SI term, the data should not be considered valid. At this time we will not continue offering SI in graduate level courses.

In all the undergraduate courses in fall 2002 the GPA was higher for the SI groups, and the DWF rate was significantly lower than the non SI group. In both accounting and chemistry the DWF rate for SI was 0 as compared to 32% and 31%. Also noteworthy is that 45/58 or 78% of the class attended the Biology SI sessions and their GPA was much higher than the non SI group.

In spring 2003, Chemistry SI group also had a higher GPA and a 0 DWF rate compared to 23% for the non SI group. In History the GPA of the SI group was lower, but six students earned D grades and only one dropped. The non SI groups had more withdraws. Apparently the SI group stuck it out and earned D's instead of dropping. Overall, once again, SI is a very successful support model for the courses.

### **Looking Forward**

Soon after the close of the 2002-2003 year, Carol Lyon resigned to accept a full-time faculty position in the Education Department. Lew Sanborne has assumed responsibility of acting director of the SSC, and Ann Austin has assumed the responsibilities of Director of Reading and Study Skills, focusing on LS classes and content tutor support and development. The daily work of the center will benefit from Vanessa Trice's exceptional organizational and customer service skills. Kathy Potter, as a member of the Math Department, 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. During the past year she has done significant work to support the math placement testing transition, and continues to work on score and placement analysis so we can refine cut-offs. Michael Hustedde continues as a faculty member in the English Department and works closely with the writing tutors as Director of Writing for the university. Pat Connelly continues to tutor 8-10 hours a week in English as a Second Language and Study Skills in addition to his role as a faculty member in the English Department.

The 2003-2004 year is off to a busy start. We expect the use of the SSC's services to even out this year because of a more consistent and accurate record keeping system, and due to stable undergraduate enrollment.