

## Annual Report 2004 - 2005

### Student Success Center Overview

The 2004-2005 academic year was successful for the Student Success Center.

Several changes were made with respect to leadership and personnel again the year. Maureen Baldwin joined the SSC as the Director of Student Success Programs and in January assumed responsibility for Placement Testing. Vanessa Trice retired from St. Ambrose and Brandi Ahlers, previously with the IT Department, accepted the position as the administrative assistant for the Center. In addition to supporting academic advising, Megan Irmen assumed responsibility for CLEP. The realigning of advising and Placement Testing, along with the Student Success Center has proven to be successful. The staff is able to more quickly respond to students' needs and to make changes or modification to programs to ensure success.

The fall tutor training session was similar to training in past years. We made several changes to the spring tutor training based on feedback we received from the tutors. During the Spring session, a greater emphasis was placed on the mission of the Center and encouraging greater active participation from our experienced tutors. The Center served approximately 1000 students during the academic year in three major programs: tutorials, supplemental instruction, and learning skills courses.

As a part of a class project, the IE 351 students completed an analysis of the Center looking specifically at the design and lay-out of the Center. Based in part on this study, several changes were made to the lay-out of the Center including moving the student worker desk closer to the main entrance of the Center. We removed the window on Brandi's office and installed an additional computer. Special thanks to Dr. Opar and the students in IE 351 for selecting the Center as their project.

### Tutorial Program

Several changes were made to enhance our tutoring program this year. We placed more importance on requiring tutors to complete paperwork after each tutorial session. We revised and reintroduced our Tutoring Session Report. This report is completed for every tutoring session. We began discussing with IT ways to enter this information into a database. Our intent is to be able to provide more timely and relevant information to students, faculty and staff about the tutoring program.

### 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>	27	8	5	40

For each level of certification, tutors participated in a full day of training before classes started in August, and a half day of training before classes started in the Spring. Each tutor was required to attend at least two training clusters each semester. New writing tutors attended weekly, one-hour seminar sessions during the fall semester.

### **Tutor Clusters (Fall 2004)**

**Topics:**

Math Tutorials  
Spanish Tutorials  
Mock Interviews

**Presented by:**

Kathy Potter  
Arvella Lensing  
Career Center

### **Tutor Clusters (Spring 2005)**

**Topics:**

ESL  
Math Tutorials  
Mock Interviews  
Tutoring Students w/Disabilities  
Graduate Professionals Enrichment Series  
Etiquette Dinner

**Presented by:**

Pat Connelly  
Sue Brandt  
Career Center  
Ryan Saddler & Staff  
Luann Alemao  
Career Center

### **Contractual and Drop-In Tutorials**

Our contractual and drop-in tutorials were very comparable to last year. 321 students signed up for a drop-in tutoring session. Similar to the year before, we saw an increase from fall to spring of students using our drop-in services. During the fall semester, 159 students used our drop-in services and during the spring semester 250 students used our drop-in services. This year we began tracking the subject area for which a student signed up on the drop-in board. In the future we will be able to compare this to past years, to continue ensuring that we have enough tutors to serve our students.

We also began keeping track of completed paperwork after the tutor met with the tutee. We received session reports for 78% of the tutorial sessions.

As usual, math contractals were the most requested tutorials and 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. The fall and spring contractual and drop-in tutorials are listed on the following page:

**Courses For Which Tutoring Was Provided (Fall 2004)**

<b>Class</b>	<b>Contractuals</b>	<b>Drop-Ins</b>	<b>Dropped Contractuals</b>
Acct 201	5	0	1
Acct 202	5	0	
Astr 201	1	0	
Bio 101	8	2	
Bio 103	3	2	
Bio 106	1	1	
Bio 202	1	0	
Bio 203	0	1	
Bio 303	2	0	
Chem 103	1	0	
Chem 105	2	2	
Chem 106	2	0	
Chem 205	0	1	
CRJU	1	0	
CSCI 195	4	32	
CSCI 395	0	0	
Econ 201	2	1	
Hist 101	0	1	
Hist 102	1	0	
Hist 211	1	0	
MA 121	30	12	2
MA 131	0	2	
MA 151	26	53	4
MA 152	2	0	
MA 171	3	1	
MA 191	2	0	
Mus 201	1	0	
NSCI	1	0	
Nurs 150	2	2	
Nurs 300	1	0	
Phil 101	1	1	
Phil 201	0	2	
Phil 311	1	0	
Phys 201	1	2	
Phys 203	0	4	
Psych 105	5	1	
Soc 101	1	2	
Soc 301	1	0	
Span 101	7	3	1
Span 102	1	0	
Span 201	2	0	
Span 301	1	0	
Stats 213	2	0	
Stbe 337	1	0	1
Writing (Proofreading)	0	31	
<b>TOTALS</b>	<b>131</b>	<b>159</b>	<b>9</b>

**Courses For Which Tutoring Was Provided (SPRING 2005)**

<b>Class</b>	<b>Contractuals</b>	<b>Drop-Ins</b>	<b>Dropped Conts.</b>
Acct 201	8	2	
Acct 202	3	2	1
Astr 201	0	1	
Bio 101	1	1	1
Bio 104	4	1	
Bio 106	2	2	
Bio 201	1	0	
Bio 202	1	1	
Chem 103	3	1	
Chem 106	5	2	1
CSCI 120	0	6	
CSCI 195	1	0	
CSCI 395	2	10	
Econ	0	5	
Econ (Accel)	0	2	
Eng 101	5	11	1
Fren 102	1	1	
Geog 201	2	0	
MA 121	5	14	
MA 131	2	8	
MA 151	15	53	4
MA 152	0	1	
MA 191	2	1	
MA 210	0	1	
MA 290	1	0	
Math for C-Base	0	1	
Nurs 150	0	1	
Nurs 160	2	0	
Nurs 260	1	0	
Phil 201	0	1	
Phys 201	3	1	1
Psych 105	3	2	
Psych 284	1	1	
Soc 101	0	1	
Span 101	2	1	
Span 102	4	3	1
Span 201	1	1	
Stats 213	6	8	
Writing (Proofreading)	1	103	1
<b>TOTALS</b>	<b>88</b>	<b>250</b>	<b>11</b>

## Study Groups

We continued study groups in Math 191 and 192 in addition to students using our one-on-one tutoring sessions. According to the study group leaders, study group attendance varied from two to eight students per session. We have not kept track of attendance, but we plan to do so in the future. We are also looking at beginning other study groups for next year.

## Supplemental Instruction

SI was offered in the General Chemistry I 105 (Dr. Marge Legg), General Biology 103 (Dr. Rich Legg), and 2 offerings in Accounting Principles I (Dr. V. Singh and Ms. Dee Wellman) in the fall semester. In the spring semester it was offered in General Chemistry II 106 (Dr. Marge Legg) and 2 offerings in Accounting Principles II (Dr. V. Singh and Ms. Dee Wellman). As in the past, the attendance for SI in the sciences is very high (Chemistry 71%, 81%, Biology 72%), with the majority of the students served being freshman and sophomore. The difference in the DWF rate between the SI group and non-SI group is extremely high. There is also a sizable difference in their GPA's especially in Biology and Accounting. (The attendance sheets for Ms. Wellman's Accounting II in Spring were not available.) The SI program continues to be extremely successful in both attendance (over 200 students served), and measurable difference in GPA and DWF rates.

## Learning Skills Classes

Students are placed into College Reading and Study Skills (LS 100) using an ACT reading sub-score of 18 or below. We continued to offer three Advanced College Reading classes in the spring semester. LS 201, Vocabulary, and LS 203, Critical Reading were courses that had been taught before. LS 204, Standardized Test Preparation, was taught for the first time in 05SP. Enrollment for Learning Skills classes appears on the table below.

### Fall, 2004

**Course Name**                      **LS 100 (6 sections)**  
**107**

Of the 107 students who took LS 100 in the Fall of 2004, 85 returned for classes in the Fall of 2005. Three of those 107 students were dismissed either at the end of 04FA or the end of 05SP.

### Spring, 2005

**Course Name**                      **LS 100**                      **LS 204**                      **LS 201**                      **LS 203**  
**14**                                      **3**                                      **5**                                      **2**

Of the 14 who took LS 100 in the Spring of 2005, 12 returned in the Fall of 2005. Two were dismissed at the end of 05SP.

### **Additional Statistics:**

	Average HS GPA	Average ACT Composite	Average Reading ACT Sub-score	Average Current GPA	% Fr. Return Soph. Year
LS 100 Students Fall, 2004	2.81	18.05	16.51	2.84	79.4%
LS 100 Students Spring, 2004	2.99	19.89	20.5	2.73	85.7%
SAU First-Year Students Overall	3.1535	21.30	22.54	3.1663	80.1%

## **Placement Testing**

Student Success Center staff continued to oversee placement testing of incoming students during the academic year 2004-2005.

The Math Department replaced the math placement test with transcript analysis. They pre-screened high school records and ACT scores of all incoming first year students to determine their Math placement. A student could contest their placement by taking a Math placement test. Only fifteen students chose to take the test. None of these students were successful in placing into a higher math class.

Similar to last year, students with an ACT English score of 24 or higher and a 2.5 or higher high school GPA were exempt from taking the writing placement exam. 472 new first-year students are enrolled at SAU this fall.

We also continued to pre-screen first-year files for completion of the foreign language general education requirement.

Another significant change is the enhancement of communication to the students. Working with IT, we developed correspondence to inform students of their placement information prior to coming to orientation. Students were informed where they place according to the math department, whether or not they had to take a writing placement, and if they had satisfied our foreign language requirement. Based on feedback we received during orientation, students appreciated receiving this information prior to coming to their assigned orientation event.

## **CLEP Test**

During the fall 2004 semester we administrated 15 CLEP tests. During the Spring 2005 semester we saw an increase in the number of students taking exams with 27 students completing a CLEP test. We did not track how many students passed the exams. This is information we will collect for next year.

The CLEP test breakdown is as follows:

### ***Fall 2004***

<b>Exam Title</b>	<b>Number of students</b>
Analyzing & Interpret Literature	5
College Algebra	2
English Comp with Essay	4
Humanities	1
Info Systems & Computer Application	1
Natural Sciences	2

### ***Spring 2005***

<b>Exam Title</b>	<b>Number of students</b>
American Literature	1
Analyzing & Interpret Literature	1
Calculus	1
College Algebra	2
College French Language	2
College Spanish Language	3
English Comp with Essay	6
History of the U.S. II	1
Human Growth & Development	1
Info Systems & Computer Application	2
Introductory Psychology	2
Introductory Sociology	1
Principles of Accounting	3
Trigonometry	1

## **Looking Forward**

During the 2005-2006 academic year, we will be striving to make the SSC more accessible and welcoming to potential tutees. Our new office arrangement has made for a more inviting atmosphere in hopes to help the students feel more comfortable when entering the Center.

We plan to develop a communication management plan that will allow us to correspond more frequently with students and advisors. An initial letter will be sent during the fall semester to all students placed into ENGL 100 and to specific populations of ENGL 101 informing them of our services and encouraging them to stop in the Center. We will send a welcome letter to all students who sign up for a contractual and we will also communicate with those individuals who miss their appointment.

We will be meeting with departments to continue to build on our relationship with the faculty. Students have expressed interest in study groups in the areas of nursing and languages. We will explore this during the next year.

The 2005-2006 year is off to a productive start. We expect the use of the SSC's services to grow this year because of the communication goals and the more consistent and accurate record keeping system.