

## **Annual Report 2005 - 2006**

### **STUDENT SUCCESS CENTER**

#### **Mission Statement**

The mission of the Student Success Center is to support undergraduate students in their learning and to contribute to their growth and development as learners.

#### **Goals:**

1. To provide necessary support for students in all 100- and 200-level courses through the tutorial program and Supplemental Instruction.

##### *Objective:*

- A. Hire, train, and supervise tutors and Supplemental Instruction leaders.
- B. Provide cluster opportunities that will support our tutors and SI leaders
- C. Provide one-on-one tutoring sessions for all requests for 100 and 200-level courses and for all writing assignments.
- D. Provide study groups in academic areas where there is an interest.

2. Offer developmental courses in reading to strengthen students' skills to enhance their success in the academic demands of college.

##### *Objective:*

- A. Identify incoming first year students and incoming transfer students who need to enroll in LS 100 during the academic year.

3. Expand campus awareness of the Student Success Center and its services.

##### *Objective:*

- A. Specific populations of students will be identified to receive written or verbal information regarding services of the SSC.
- B. SSC tutors and staff will visit classes and attend faculty meetings etc., to share information regarding the services of the SSC.

## Overview for 2005-2006

This was another successful year for the Student Success Center.

Our staff remained constant, allowing us to further enhance and develop our programs to serve undergraduate students. Last year, we connected the Student Success Center and Academic advising, Placement testing and (math, Writing, Reading and Foreign Language) and CLEP. We are seeing the benefits of having these areas that support academics under one umbrella. We don't have placement figures from past years, but we believe that more students are enrolling in the appropriate developmental coursework when placement or tests indicate that there is a need for such work.

One of our goals this past year was to develop a communications plan to students who might benefit from our services. Letters were sent at the beginning of each semester to all students enrolled in ENGL 100. This was a successful endeavor as we saw many more students requesting writing sessions. During 04-05 we saw 134 students for writing services and this past year 362 students used our office for writing purposes. We attribute some of this increase in writing tutorials to our communication with students enrolled in ENGL 100 as our communication reinforced the importance of using the SSC to be successful at SAU.

Building on our spring 05 training session, we continued to involve experienced tutors in the training session for fall 05 and Spring 06. During the spring event, the experienced tutors were responsible for a significant portion of the event. Comments and evaluations noted that this experience was beneficial to the tutors involved in planning and presenting the training session and also to the tutors participating in the event.

Finally, we applied and received Five-Year Recertification in the College Reading and Learning Association's International Tutor Program Certification. Five years is the longest time that a program can be certified.

## Student Success Center Overview

This year, we increased our number of cluster opportunities. We typically offer 8-10 cluster opportunities during the academic year. This year, we increased that to 19 cluster opportunities. We have almost 50 tutors working in the SSC. Eleven graduated during 2005-2006

### Tutorial Program

Last year, we placed more importance on requiring tutors to complete paperwork after each session. This Tutor Session report has been beneficial as faculty and advisors are able to inquire about students they recommend receive tutorial assistance.

We continued meeting with IT to discuss ways to enter the information into a database. Our pilot study indicated that the necessary time needed to enter the data, and then to retrieve the data on a consistent and regular basis outweighed our ability to just look at the Session reports. We are not using a database at this time, but will continue to explore ways to capture this data beyond the immediate session reports.

### Tutor Training

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

<u>Certification Level:</u>	<u>Beginning</u>	<u>Regular</u>	<u>Advanced</u>	<u>Masters</u>	<u>Total Certified</u>
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<b>Number of tutors:</b>	23	13	7	5	48
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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 three training clusters each semester. New writing tutors attended weekly, one-hour seminar sessions during the fall semester.

### Tutor Clusters (Fall 2005)

#### **Topics:**

Tutoring Students w/Disabilities  
"Walk a Mile" Tutoring students with Dyslexia  
RAD (Rape Aggression Defense)  
Larry Baker, author of *The Flamingo Rising*  
Time Management  
English Senior Seminar Symposium

#### **Presented by:**

Ryan Saddler & Staff  
Jill Badrick  
SAU Security/Michelle Voelkers  
Larry Baker  
Nick Manrique  
English department and majors

Mock Interviews

SAU Career Center

### **Tutor Clusters (Spring 2006)**

**Topics:**

Writing Guidelines for History students

Study Skills

Math Tutorials

Mock Interviews

Multicultural Week Participation

SSC Introduction

Career Fair

Etiquette Dinner

SSC Project

8<sup>th</sup> Annual Social Justice Conference

Personal & Professional Growth Opportunities

Rape Is... (film)

**Presented by:**

Ryan Dye and History Dept

Ann Austin

Kathy Potter

SAU Career Center

SAU CAB

Crede English Class

SAU Career Center

SAU Career Center

Brandi Ahlers

SAU School of Social Work

SAU GSGA

MSW Program

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

A contractual is a set weekly appointment. It is a “contract” between the tutor and the tutee to meet on a weekly or bi-weekly basis for a tutoring session. We saw an increase in the number of students who elected to use this part of our program. This year, 150 students signed contracts for the fall 05 semester compared to 131 the year before. During the spring 06 semester, 120 students signed contracts compared to 88 the spring before.

Again, we saw an increase in students using our Drop-In services. During the fall semester 450 students selected this option and 250 students used this option during the spring semester.

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 2005)**

<b>Class</b>	<b>Contractuals</b>	<b>Drop-Ins</b>	<b>Dropped Contractual</b>
Acct 201	9	7	1
Acct 202	6	5	
Astr 201	2	0	
Bio 101	3	2	
Bio 103	3	9	1
Bio 104	0	2	
Bio 106	0	3	
Bio 202	5	8	1
Bio 319	1	0	1
CBase	0	4	
Chem 103	3	2	
Chem 105	9	8	2
Chem 106	0	1	
Chem 205	0	2	
Chem 207	6	6	
Comm 306	1	0	
CRJU	1	3	
CSCI 120	0	3	
CSCI 185	1	1	
CSCI 195	2	3	1
Econ 201	1	0	1
Econ 202	1	0	
Educ 309	1	0	
Engl 100	1	0	
Engl 101	1	0	
Fnce 300	0	2	
French 101	3	0	
Hist 115	1	1	
Hist 342	1	0	
MA 090	1	1	
MA 095	11	4	2
MA 131	4	11	
MA 151	21	22	8
MA 152	2	0	1
MA 191	2	8	1
MA 192	2	28	
MA 210	1	1	
NSCI	1	0	
Nurs 300	4	0	2
Phil 101	1	2	
Phil 201	0	2	
Phys 201	0	6	
Phys 203	9	7	1

Psych 105	4	10	
Soc 101	1	0	
Span 101	12	6	4
Span 102	2	3	1
Span 201	4	2	1
Span 301	1	3	
Span 302	0	1	
Stats 213	3	14	1
Stbe 337	2	3	
Theo 101	0	1	
Writing (Proofreading)	0	243	
<b>TOTALS</b>	<b>150</b>	<b>450</b>	<b>30</b>

### Courses For Which Tutoring Was Provided (SPRING 2006)

<b>Class</b>	<b>Contractual</b>	<b>Drop-Ins</b>	<b>Dropped Conts.</b>
Acct 201	12	6	1
Acct 202	8	3	1
Astr 201	0		
Bio 101	4	4	
Bio 103	2	6	1
Bio 104	0	8	
Bio 106	5	17	
Bio 201	0		
Bio 202	4	4	
Bio 204	1	3	
Bio 221	1	3	
Bio 300	1		
Chem 101	1		
Chem 103	4	4	
Chem 106	5	4	
Chem 208	2		
Chem 209	1	3	
CSCI 120	2	12	
CSCI 195	0		
CSCI 395	0		
Econ	1		
Econ (Accel)	1		
Fnce 300	1		
Fren 102	0		
Geog 201	1		
Hist 101	0	1	
Hist 112	1	6	
MA 090	3		1

MA 095	10	8	1
MA 131	2	7	
MA 151	14	7	
MA 152	0		
MA 191	1	21	1
MA 192	0	2	
MA 210	0		
MA 290	0		
Math for C-Base	0		
Music	1		
Nsci 105	1		
Nurs 150	0	17	
Nurs 160	3		
Nurs 260	1	1	
Phil 201	1	11	1
Phys 201	2	6	
Phys 251	4	5	
Psych 105	2	4	1
Psych 215	1		
Psych 284	0		
Soc 101	0		
Span 101	5	6	
Span 102	4	3	2
Span 201	4	2	
Span 202	1	1	
Span 302	1		
Stats 213	0	18	
Stbe 337	1	4	
Theo 201	1	3	
Writing (Proofreading)		119	
<b>TOTALS</b>	<b>120</b>	<b>329</b>	<b>10</b>

## **Study Groups**

In addition to students using our one-on-one tutoring sessions, in the fall we offered study groups in Nursing, Physics 203, Math 191 and Math 192. During the spring, we offered study groups in CSCI 295, Math 095 and Physics 204. According to the Nursing, CSCI and Math study group leaders, attendance was low. However, our Physics study group leader reported that attendance ranged from five to fourteen students per session. We plan to continue the Physics study group and also offer additional study groups in other courses, such as Spanish.

## **Supplemental Instruction**

SI was offered in the General Chemistry I 105 (Dr. Marge Legg) and General Biology 103 (Dr. Rich Legg) in the fall semester. In the spring semester it was offered in General Chemistry II 106 (Dr. Marge Legg). All reports show a considerably higher DWF rate for the non SI group, especially in the fall. All reports showed higher GPA for the SI groups, especially in Biology 103.

## **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.

## **Placement Testing Overview**

We provide placement information to new students and also administer placement tests to students when required. The numbers listed below are based on individuals who started during the fall semester. The criteria have been established by the respective academic departments. Two years of information is included here for comparison. There is an increase in the number of students entering SAU with their General Education requirements in math and foreign language having been met.

### **Math**

<b>Course Required to Start Sequence</b>	<b>Fall 2005</b>	<b>Fall 2006</b>
<b>Math 090</b>	<b>14</b>	<b>32</b>
<b>Math 095</b>	<b>89</b>	<b>84</b>
<b>Math General Education</b>	<b>198</b>	<b>182</b>
<b>General Education Met</b>	<b>179</b>	<b>202</b>

### **English**

<b>Course Required to Start Sequence</b>	<b>Fall 2005</b>	<b>Fall 2006</b>
<b>Engl 100</b>	<b>72</b>	<b>75</b>

### **Foreign Language**

	<b>Fall 2005</b>	<b>Fall 2006</b>
<b>General Education Met</b>	<b>287</b>	<b>320</b>

This is the first year that we have kept track of individuals who completed the Foreign Language placement test. 124 students took the Foreign Language placement test prior to their orientation event. This information is for students entering SAU fall 06.

<b>Language</b>	<b>Total Students</b>	<b>Semester 1</b>	<b>Semester 2</b>	<b>Semester 3</b>	<b>Semester 4</b>
<b>Spanish</b>	<b>106</b>	<b>91</b>	<b>5</b>	<b>8</b>	<b>2</b>
<b>French</b>	<b>13</b>	<b>11</b>	<b>1</b>	<b>1</b>	<b>0</b>
<b>German</b>	<b>5</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>1</b>

## CLEP Test Overview

The CLEP testing has been located under the umbrella of Success Programs for the past two years. We began keeping track of the number of students taking the test as well as the pass rates this year. During the fall 2005 semester we administrated 26 CLEP tests. During the spring 2006 semester we saw an increase in the number of students taking exams with 32 students completing a CLEP test. The CLEP test breakdown is as follows:

### *Fall 2005*

<b>Exam Title</b>	<b>Number of students</b>	<b>Number Passed</b>	<b>Number Failed</b>
Analyzing & Interpret Literature	3	3	
College Algebra	2	1	1
English Comp with Essay	13	11	2
Humanities	1		1
Info Systems & Computer Application	1	1	
Natural Sciences	1	1	
College Spanish Language	2	1	1
American Government	1		1
Trigonometry	2	2	

### *Spring 2006*

<b>Exam Title</b>	<b>Number of students</b>	<b>Number Passed</b>	<b>Number Failed</b>
Analyzing & Interpret Literature	4	4	
Calculus	1		1
College Algebra	2		2
College Spanish Language	2	2	
English Comp with Essay	10	9	1
History of the U.S. II	1		1
Human Growth & Development	2	2	
Info Systems & Computer Application	3	2	1
Introductory Sociology	1	1	
PreCalculus	2	2	
College German Language	1		1
Humanities	1		1
History of US I	2	2	

### Looking Forward

We continue to be excited to serve the students in 100 and 200 level courses and all areas of writing. We plan to continue to send a letter 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 also continue to send a welcome letter to all students who sign up for a contractual and also to those individuals who miss their appointment.

During this next year, we are planning to update our WEB site and to continue to serve the needs of our students and faculty.