

Annual Report 2006-2007

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.

Student Success Center Overview

We have 62 tutors working in the SSC. Twenty-one tutors graduated during 2006-2007. Again, we offered 19 tutor clusters with a variety of different topics.

Tutorial Program

As we did last year, we continued to place a high level of 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.

Tutor Training

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

Certification Level:	<u>Beginning</u>	<u>Regular</u>	<u>Advanced</u>	<u>Masters</u>	<u>Total Certified</u>
Number of tutors:	29	16	15	2	62

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 2006)

Topics:

Tutoring Students w/Disabilities

“S.E.A.L” Community Building, Risk Taking & Trust Development

“S.E.A.L” Why Involvement Matters

“S.E.A.L” Community Service & Why it Matters

“S.E.A.L” Living a Balanced Lifestyle

“S.E.A.L” Motivating for Success

SSC Presentation/Introduction to New Student Seminars

Writing Guidelines for History students

Presented by:

Ryan Saddler & Staff

Tracy Knofla

Jay Zarr

PJ Foley

Campus Recreation Staff

Career Center Staff

Tutors

Ryan Dye and History Dept

Tutor Clusters (Spring 2007)

Topics:

Content Area Tutorials

Math Department

Writing Tutorials

SSC Presentation/Introduction

How to ask good questions

Math tutorials

Dealing with difficult tutees

Resume Enhancement

Etiquette Dinner

Prepare & present Tutor Training

Presented by:

Ann Austin

Kathy Potter

Michael Hustedde

B. Jacobson English class

Ann Austin

Kathy Potter

Kristi Cumbow

Pat Connelly

SAU Career Center

tutors

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, 262 students signed contracts for the fall 06 semester compared to 150 the year before. During the spring 07 semester, 148 students signed contracts compared to 120 the spring before.

Our Drop-In services continue to be popular. During the fall semester 387 students selected this option and 271 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 2006)

Class	Contractuals	Drop-Ins	Dropped Contractual
Acct 201	7	3	1
Acct 202	11	2	
Acct 301	1	0	
Bio 101	16	3	
Bio 103	11	18	1
Bio 104	2	0	
Bio 106	8	7	1
Bio 202	18	0	2
Bio 211	3	4	
Bio 303	1	1	
Chem 103	3	1	
Chem 105	16	5	2
Chem 207	5	2	1
CRJU	0	2	
CSCI 195	2	3	
Econ 201	1	1	
Econ 202	6	6	
Engl 100	0	6	
Engl 101	13	0	2
Fnce 300	1	0	
French 101	1	0	1
French 201	1	0	
Germ 101	3	2	2
Hist 102	1	0	
Hist 111	1	0	
Hist 112	0	3	
KIN 149	1	0	
MA 090	1	0	
MA 095	10	8	
MA 131	4	4	2
MA 151	24	19	6
MA 152	6	6	
MA 161	9	2	
MA 171	1	0	
MA 191	4	1	
MA 192	4	3	
MA 210	1	1	
Nurs 160	1	2	
Nurs 300	3	5	1
Phil 101	1	2	1
Phil 201	0	1	
Phil 207	0	1	
Phil 208	2	0	

Phys 110	1	3	
Phys 203	6	2	1
Phys 253	1	0	
Psci 101	2	1	
Psych 105	8	3	2
Soc 101	3	0	
Span 101	10	2	4
Span 102	11	0	1
Span 103	2	0	1
Span 201	8	1	2
Stats 213	3	3	1
Stbe 337	1	0	
Theo 101	1	2	
Theo 201	0	1	
Theo 202	1	3	
Writing (Proofreading)		242	
TOTALS	262	387	35

Courses For Which Tutoring Was Provided (SPRING 2007)

Class	Contractual	Drop-Ins	Dropped Conts.
Acct 201	9	8	
Acct 202	4	7	
Astr 201	1	0	
Bio 101	2	2	2
Bio 103	6	1	1
Bio 104	2	0	1
Bio 106	6	13	1
Bio 202	6	0	1
Bio 204	1	0	
Chem 103	4	8	1
Chem 106	8	1	2
Chem 208	3	0	
CSCI 120	0	5	
CSCI 295	2	0	
Econ	3	0	1
Fren 102	2	0	
Geog 201	2	0	
Hist 101	1	0	
MA 090	0	1	
MA 095	11	3	2
MA 131	2	1	
MA 151	13	5	4

MA 152	2	3	1
MA 161	2	8	
MA 171	2	8	
MA 191	7	4	
MA 210	0	1	
MA 291	1	0	
Math for C-Base	1	1	
Nurs 150	0	2	
Nurs 160	12	5	1
Nurs 260	5	0	
Phil 217	1	0	
Phys 204	1	0	
Phys 251	2	0	
Psci 102	1	0	
Psych 105	3	1	
Span 101	3	0	
Span 102	7	2	
Span 201	3	1	
Span 202	0	1	
Stats 213	6	3	
Theo 101	1	0	
Writing (Proofreading)	0	176	
TOTALS	148	271	18

Study Groups

In addition to students using our one-on-one tutoring sessions, in the fall we offered study groups in Physics 203 and Accounting 201. Our Physics study group leader reported an average of 22 attendees per session in the fall. However, the Accounting study group reported an average attendance of 3 students per session. During the spring, we offered study groups in Physics 204, Math 191 & 192, and Chemistry 208. The spring Physics sessions were led by different leaders. Attendance ranged from five to fourteen students per session. According to the Math study group leaders, attendance was low. Chemistry 208 showed an average attendance of 4 students. We hope to continue the Physics study group and also offer additional study groups in other courses, such as Spanish.

Supplemental Instruction

In fall 2006 SI was offered in General Chemistry 105 & General Biology 103, and in spring 2007 General Chemistry 106 & General Biology 103.

General Chemistry 105 Fall 2006

Out of a total course enrollment of 82, 32 different students (39%) attended SI sessions throughout the semester. While the DWF rate for the SI group was slightly higher (9% to

6%), most of the SI group withdrew from the course. The GPA of the SI group was higher than the non-SI group (3.27 vs. 2.99).

General Biology 103 Fall 2006

Out of a total course enrollment of 57 students, 42 (74%) students attended SI sessions. The SI group had only a DWF rate of 2% and a GPA of 3.0, while the non-SI group had a DWF rate of 33% and a GPA of 2.15.

General Chemistry 106 Spring 2007

SI was provided. We were unable to get the data from the SI leader.

General Biology 103 Spring 2007

Out of a total course enrollment of 38 students, 21 (55%) attended SI during the semester. While the difference in the GPA was only 2.6 vs. 2.45, the DWF rate for the SI group was 19% and the non-SI group was 48%.

SI continues to be a successful support program in Biology and Chemistry. While one may argue that the SI attendees are more motivated to achieve, it takes more than motivation to be successful. The support provided to the students through SI contributes to their success.

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 204, Standardized Test Preparation; LS 201, Vocabulary; and LS 203, Critical Reading. Enrollment for Learning Skills classes appears on the table below.

Fall, 2006

Course Name **LS 100 (5 sections)**

89

Of the 89 students who completed LS 100 in the Fall of 2006, 72 returned for classes in the Fall of 2007 (81%). Overall at St. Ambrose, the rate for students entering in the Fall of 2006 and enrolling for Fall of 2007 was 78.6%.

Spring, 2007

Course Name	LS 100	LS 204	LS 201	LS 203
	8	9	11	12

Of the 8 who took LS 100 in the Spring of 2006, 7 returned in the Fall of 2007.

Statistics:

	Average Current GPA	% Fr. Return Soph. Year
LS 100 Students Fall, 2006	3.024	81%
LS 100 Students Spring, 2006	2.618	87.5%
SAU First-Year Students Overall 2006	3.23	78.6%

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.

Math

Course Required to Start Sequence	Fall 2006	Fall 2007
Math 090	32	4
Math 095	84	54
Math General Education	182	257
General Education Met	202	188

English

Course Required to Start Sequence	Fall 2006	Fall 2007
Engl 100	75	68

Foreign Language

	Fall 2006	Fall 2007
General Education Met	320	300

This year, 129 students took the Foreign Language placement test prior to their orientation event. This information is for students entering SAU fall 07.

Language	Total Students	Semester 1	Semester 2	Semester 3	Semester 4	300-level
Spanish	115	79	13	11	2	10
French	12	11	1	0	0	0
German	2	1	1	0	0	0

CLEP Test Overview

The CLEP testing has been located under the umbrella of Success Programs for the past two years. Last fall, we administered 26 CLEP tests. While in the fall 2006, we administered 41 tests. During the spring 2006 semester 32 students completing a CLEP test while in the spring 2007, 27 student attempted the tests. The CLEP test breakdown is as follows:

Fall 2006

Exam Title	Number of students	Number Passed	Number Failed
Analyzing & Interpret Literature	2	1	1
College Algebra	1	0	1
English Comp with Essay	20	20	0
Humanities	3	1	2
Info Systems & Computer Application	2	0	2
Natural Sciences	1	0	1
College Spanish Language	1	0	1
College French Language	1	0	1
College German Language	1	0	1
Principles of Management	1	1	0
Principles of Marketing	1	1	0
Principles of Microeconomics	1	0	1
English Literature	1	1	0
US to 1877	1	1	0
College math	2	2	0
Intro to Sociology	2	1	1

Spring 2007

Exam Title	Number of students	Number Passed	Number Failed
Analyzing & Interpret Literature	5	4	1
College Math	2	1	1
College French language	1	0	1
College Spanish Language	2	0	2
English Comp with Essay	8	8	0
American Government	1	0	1
Human Growth & Development	2	2	0
Info Systems & Computer Application	1	0	1
Introductory Sociology	1	1	0
American Literature	1	1	0
Education Psychology	1	1	0
General Biology	1	1	0
History of US I	1	1	0

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.