

## Annual Report 2003 - 2004

### Student Success Center Overview

The 2003-2004 academic year was one of transitions in the SSC. Carol Lyon left the center to join the education department as a full-time faculty member, Ann Austin joined the SSC as Director of Reading and Study Skills, and Lew Sanborne assumed responsibility as acting director of the center. Significant changes were made in tutor training, while the tutorial program remained stable. The center served just over 1000 students during the academic year in three major programs: tutorials, supplemental instruction, and learning skills courses, down just under 200 students from the previous year.

### Tutorial Program

The drop in students served compared to the previous year can be attributed to a significant dip during the fall semester in the use of drop-in tutorials, while spring numbers were up. Contractual tutorials saw slight declines in both semesters. The rate of dropped tutorials decreased again this year, so while we served fewer students in the tutorial program, those who came for contractual tutorials maintained their commitment throughout each semester. The esprit de corps among the student tutors remains especially strong. The fall and spring contractual tutorials are listed below:

### Courses For Which Contractual Tutoring Was Provided (Fall 2003)

Course	Contractuals	Total Completed	Dropped
Acct 201	3	3	
Acct 202	4	4	
Biol 103	3	3	
Biol 202/204	5	4	1
Chem 103	2	2	
Chem 207	1	1	
Csci 120	1	1	
Csci 195	4	4	
Econ 201	3	3	
Econ 202	4	4	
Econ 307	1	1	
Fnce 303	1	1	
Geog 201	1	1	
German	2	2	
Latin	1	0	1
Phar 320	1	1	

Phil 210	2	2	
Phys 110	1	1	
Phys 201	6	6	
Psyc 105	6	6	
Span 101	16	16	
Span 102	3	3	
Span 201	3	3	
Stats 213	11	11	
Theo 101	3	3	
Math 090	3	2	1
Math 121	36	32	4
Math 151	14	10	4
<b>TOTALS</b>	<b>142</b>	<b>131</b>	<b>11</b>

**Courses For Which Contractual Tutoring Was Provided (SPRING 2004)**

<b>Course</b>	<b>Contractuals</b>	<b>Total Completed</b>	<b>Dropped</b>
Acct 201	4	4	
Acct 202	1	1	
Biol 101	3	3	
Biol 106	2	2	
Biol 112	1	1	
Biol 202	4	4	
Biol 211	2	2	
Biol 303	2	2	
Chem 103	2	2	
Chem 106	1	1	
Chem 209	2	2	
Csci 195	2	1	1
Csci 390	1	1	
Econ 202	1	1	
Phys 201	1	1	
Phys 251	1	1	
Psyc 105	2	2	
Span 101	3	0	3
Span 102	3	3	
Span 201	1	1	
Stats 213	3	3	
Math 090	2	1	1
Math 121	28	25	3
Math 131	2	2	

Math 151	12	11	1
Math 152	1	0	1
<b>TOTALS</b>	<b>87</b>	<b>77</b>	<b>10</b>

**Drop-In Tutorials & Study Groups:**

The odd reduction in drop-in tutorials in the fall was followed by a jump in the spring. 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.

**Comment [Is1]:** Please verify these with Kathy.

<b>Drop-in tutorials</b>	<u>fall</u>	<u>spring</u>	<u>total visits</u>	<u>average visits/student</u>
<b>Totals:</b>	153	352		

<b>Contractuals</b>	<u>fall</u>	<u>spring</u>	<u>total visits</u>	<u>average visits/student</u>
<b>Totals:</b>	142	87		

**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>	<u>Regular</u>	<u>Advanced</u>	<u>Masters</u>	<u>Total Certified Tutors</u>
<b>Number of tutors:</b>	15	10	4	29

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 2003)**

**Topics:**

**Presented by:**

Security on Campus  
MidEast Experience

Robert Christopher  
Drs. Herb & Carol Lyon

Math Tutorials  
Tutoring Foreign Languages  
Preparing for Graduation

Kathy Potter  
Ann Austin  
Dan Zeimet

**Tutor Clusters (Spring 2004)**  
**Topics:**

Mock Interviews  
Tutoring Students w/Disabilities  
Math 121 tutors for Dr. Tom Anderson  
Partnering in Education Forum  
Freud in the Success Center  
Dealing w/Problem Tutees  
Math Tutors  
Structuring Tutorials  
Etiquette Dinner

**Presented by:**  
Career Center  
Ryan Saddler & Staff  
Dr. Tom Anderson  
Education Department  
Dr. Michael Hustedde  
Walter Kurth  
Dr. Victor Vega, Kathy Potter  
Dr. Lewis Sanborne  
Career Center

**Learning Skills Classes:**

For the third year, first year students were placed into College Reading and Study Skills (LS 100) using an ACT reading sub score of 18 or below. 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. Ann Austin has developed a revision in the advanced LS course topics, responding to student needs, especially as they prepare for graduate school exams.

**Fall, 2003**

**Course Name**      **LS 100**  
  
98

Of the 98 students who took LS 100 in the Fall of 2003, 78 returned for classes in the Fall of 2004. Six of those 98 students were dismissed at the end of 03FA. (Two were dismissed at the end of 04FA.)

**Spring, 2004**

<b>Course Name</b>	<b>LS 100</b>	<b>LS 201</b>	<b>LS 202</b>	<b>LS 203</b>
	8*	8	7	7

\*One student of the 8 never attended class but did not drop.  
 Of the 8 who took LS 100 in the Spring of 2004, 6 returned in the Fall of 2004.

**Additional Statistics:**

	Average HS GPA	Average ACT Composite	Average Reading ACT Sub-score	Average Current GPA	% Fr. Return Soph. Year
LS 100 Students Fall, 2003	2.802	17.97	16.1	2.73	80%
LS 100 Students Spring, 2004	2.945	22.78	23.11	2.70	75%
SAU First-Year Students Overall	3.1535	21.30	21.81		81.8%

**Placement Testing**

Student Success Center staff continued to oversee placement testing of incoming students during the 2003-2004 academic year. Kathy Potter pre-screened high school records of all incoming first year students to determine if we could replace the math placement test with transcript analysis. That study should be completed during the fall 2004 semester, and it is likely that we will make significant changes to the way we place students into math courses, reducing our reliance on testing. We exempted more students from the writing placement test (those with 24 or higher English ACT scores and 2.5 or higher high school GPAs), and may further expand that exemption for the entering class of 2005. It is becoming increasingly evident that we can place many students accurately using transcript analysis, saving students, faculty, and staff time and money administering and scoring placement tests. We also continued to pre-screen first-year files for completion of the foreign language general education requirement.

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

In fall 2003 we offered Supplemental Instruction to Biology 103, Chemistry 105, Accounting 201, with both Ms Wellman & Dr. Singh. In spring 2004 we offered Supplemental Instruction in Chemistry 106, Accounting 202 with Dr. Singh and Accounting 201 with Ms Wellman.

SI was very successful for both semesters of chemistry. The DWF rate was higher for non-SI students, and the GPA for SI students was higher. In the fall, 44% of the students attended sessions. Following the same patterns as previous years. Fewer students enrolled in Chemistry 106 and fewer used SI (30%). SI was also very successful in Accounting both semesters, with significant differences in GPA (especially Dr. Singh's

class) and with remarkable differences in DWF rates for all. Except one, the attendance rate was also high (46%, 68%, 36%). Once again, SI is a very successful support program for these targeted courses. Since the attendance sheets for Biology were lost, I used the self-reported information on the end of semester surveys that the students completed. Since these were done the last week of class I do not know if the one "W" student attended SI or not. The DWF rate for this class is very low, and then a slight increase in the GPA for the SI students.

### **Looking Forward**

The 2004-2005 academic year will once again be a year of leadership transition in the SSC. Maureen Baldwin has assumed responsibility for Student Success Programs and the SSC. With Maureen's fresh insights and the stability of all the other staff, the center is well positioned to continue its strong support of student learning. Also, with the physical move of advising back to the SSC space, support programs will be centralized, enhancing all staff members' ability to respond to student needs and to design support programs that will lead to increased success.

The 2004-2005 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.

**Comment [Is2]:** Not for Lew to say, here.