Tutoring and General Use Summaries
2010-2013
Student Success Center
Gordon State College

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## Fall 2010

General Use: 15,835 visits, which is +8,116 over Fall 09 or a 105% increase

Unique (Unduplicated) Visitors: 2,377, which is +824 over Fall 09 or a 53% increase

Multiple-Visit Students (5 or more visits): 996, which is +473 over Fall 09 or a 90% increase

Total Tutoring Sessions: 2,981, which is +740 over Fall 09 or a 33% increase

Math Tutoring: 1,691 sessions, which is +631 sessions over Fall 09 or a 60% increase

Writing Tutoring: 1,202 sessions, which is +58 sessions over Fall 09 or a 5% increase

Science Tutoring: +30 sessions over Fall 09 or an 81% increase (still a very small sample)

<table>
<thead>
<tr>
<th>Course</th>
<th>Frequently Tutored Pass Rate</th>
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<td>59%</td>
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*passing with a C or better
Spring 2011

General Use

During the Spring 2011 semester, the SSC was open for general use during the following hours:

- M-R: 8:00 AM to 7:00 PM
- F: 8:00 AM to 5:00 PM

We logged the following general use numbers:

- Log-Ins: 15,589 which is +6,150 over Spring 2010 or a 65% increase
- Unique (Unduplicated) Visitors: 2,150, which is +527 over Spring 2010 or a 33% increase
- Multiple-Visit Students (5 or more visits): 898, which is +344 over Spring 2010 or a 62% increase

It should be noted that in Spring 2010, the SSC closed at 5:00 PM on M and W, so we were open 53 hours per week in Spring 2011 compared to only 49 hours per week in Spring 2010; in addition, the Spring 2011 enrollment was up 9% over Spring 2010 (+401 students). However, even given those factors, our general use increases are significant.

Tutoring

Here are our tutoring numbers for Spring 2011:

- Total Tutoring Sessions: 2,698, which is +620 over Spring 2010 or a 29.8% increase
- Math Tutoring: 1,646 sessions, which is +503 sessions over Spring 2010 or a 44% increase
- Writing Tutoring: 962 sessions, which is +77 sessions over Spring 2010 or an 8% increase
- Science Tutoring: 83 sessions, which is +33 over Spring 2010, or a 66% increase (still a very small sample)

Again, it should be noted that we offered more tutoring hours per week in Spring 2011 and we had +401 students on campus than we did in Spring 2010; however, we also lost almost an entire week of tutoring because of the icy weather back in January. All things considered, our increases are impressive except for Writing, which essentially kept pace with the enrollment increase.

Tutoring Effectiveness By Class

Here are the pass rates for Frequently Tutored Students (FTS) in our Area A classes, as compared to the overall pass rates for all students in those classes. A reminder about methodology:

- A “frequently tutored student” (FTS) is one who logged at least three tutoring sessions in a single class
- We count FTS who receive WF’s against our total; however, we do not count FTS who formally withdraw (that is, receive W’s)

Math 0097

Pass Rate (ABC) for FTS: 82% (23/28)

% w/Mid-Terms F’s Who Still Passed: 62% (8/13)

The Spring 2011 pass rate for Math 0097 FTS is slightly higher than pass rates from previous semesters (78% in Spring 2010 and 70% in Fall 2010)

However, the sample size is significantly smaller than in past semesters, despite a 44% overall increase in Math sessions: for example, in Spring 2010, we had 32 Math 0097
FTS, and in Fall 2010, we had 60 Math 97 FTS.

Some possible reasons for the decrease in Math 0097 FTS:

1. Our hybrid LS Math class. We had an SSC tutor in the class every day assisting Professor Betkowski, and perhaps those students did not feel the need to come into the SSC for further help. We did not log any in-class help as tutoring sessions.

2. Lack of motivation on the part of our community of LS students (more below).

3. A poor marketing effort on our part with LS Math students. We are considering making visits to Math LS classes early in the Fall 2011 semester.

I am delighted with the number of Math 0097 FTS who still passed despite receiving mid-term F’s. This was our highest percentage ever for any class and suggests that perhaps the “self-selection bias” is not as strong with this population of students.

Math 0099

Pass Rate (ABC) for FTS: 73% (33/45)

% w/Mid-Term F’s Who Still Passed: 40% (6/15)

The Spring 2011 pass rate for Math 0099 FTS is generally consistent with past semesters: 72% in Spring 2010 (although it has been as high as 82%, in Fall 2010).

The number of Math 0099 FTS is about the same as in Spring 2010 (45 vs. 43) despite a 44% overall increase in Math tutoring sessions.

Although the percentage of Math 0099 FTS who got mid-term F’s and still passed is not as high as it was for Math 0097, it is still impressive; in fact, it is the highest ever for this class.

Math 1111

Pass Rate (ABC) for FTS: 63% (43/68)

Pass Rate (ABCD) for FTS: 90% (61/68)

Difference:

% w/Mid-Term F’s Who Still Passed with C or Better: 11% (1/9)

% w/Mid-Term F’s Who Still Passed with D or Better: 66% (6/9)

The Math 1111 FTS “ABC” pass rate was the one staff goal we did not meet: back in January, we decided that we wanted to raise our ABC rate for Math 1111 FTS to 65%, from our 57% result in Fall 2010. We came close and improved, but did not quite make it.

On the other hand, our “ABCD” rate of 90% is our highest ever and could have a positive impact on our graduation rates.

The Spring 2011 results reflect a huge increase (83%) in the number of Math 1111 FTS (68 this Spring compared to 37 in Spring 2011); it will be interesting to see if this spike in Math 1111 business is a trend or an aberration.

Some of the huge number of LS Math students we helped get through their classes back in Spring 2010/Fall 2010 are now in college-level Math courses and continue to see the SSC as a valuable academic resource.

The Math 1111 faculty are now more familiar with our tutoring program and more comfortable about referring students to the tutorial services.

Learning Support students tend to dominate tutoring resources; with generous funding and the expansion of our tutoring staff, we had far fewer “walk outs” and were able to help more Math 1111 students.
It seems much more difficult to recover from a mid-term F in Math 1111, as we were able to help only one out of nine FTS with mid-term F’s pass with a C or better; however, we were able to help six out of the nine pass with a D or better.

**Math 1113**

Pass Rate (ABC) for FTS: 74% (20/27)
Pass Rate (ABCD) for FTS: 93% (25/27)

Difference:

% w/Mid-Term F’s Who Still Passed with C or Better: 0% (0/3)
% w/Mid-Term F’s Who Still Passed with D or Better: 66% (2/3)

To me, this is the most stunning result of the semester—both the high ABC pass rate (74% vs. 50% in Spring 2010 and 53% in Fall 2010) and the total number of FTS (27 vs. 12 in Spring 2010, or a 125% increase).

The increase in FTS could be attributed to holding on to our LS Math/Math 1111 “clients” from previous semesters.

It could also be attributed to the “drawing power” of our charismatic Math tutoring staff, who tended to be “stars” in the types of classes taken by Math 1113 students.

As mentioned above, it will be interesting to see if this spike in our Math 1113 business is a continuing trend or an aberration.

**Math 1501/1502**

Pass Rate (ABC) for FTS: 83% (5/6)

A very small sample, but this is the first semester we have had more than one (1) Calculus FTS, continuing the trend of increased business from college-level Math courses and relatively less business from our LS Math.

There is undoubtedly a LOT of self-selection in this group.

**English 99**

Pass Rate (ABC) for FTS: 68% (19/28)

The ABC rate for ENGL 0099 FTS is slightly lower than in past semesters (77% in Spring 2010 and 81% in Fall 2010); however, this is not unexpected given that Spring 2011 is the first full semester that we have had only ONE level of English LS. Many of the students in English 0099 this semester would have probably been in English 0097 during past semesters.

As was the case with our Math LS numbers, we had far fewer English LS FTS in Spring 2011 than in previous semesters; for example, in Spring 2010 we had 58 FTS in ENGL 0097 and 0099 combined, compared to only 28 here in Spring 2011.

Again, the drop in English LS business is probably due to the same variety of factors discussed above; however, it is even more discouraging because we already make class visits to most English LS sections, and one professor even walks all of his classes over to the SSC for an orientation at the beginning of the semester.

I will try to contact English LS faculty over the summer to see what else we can do to get more English LS students in for tutoring.

**English 1101**

Pass Rate (ABC) for FTS: 81% (26/32)

% w/Mid-Terms F’s Who Still Passed: 25% (1/4)

The Spring 2011 Pass Rates for English 1101 FTS is consistent with previous semesters (79% in Spring 2010 and 76% in Fall 2010).

Continuing the trend seen in Math, our de-
crease in LS English FTS was offset here by a 33% increase in English 1101 FTS: 32 compared to only 24 in Spring 2010.

Only four FTS had mid-term F’s, and we were able to help only one of those students pass with a C or better

**English 1102**

Pass Rate (ABC) for FTS: 91% (22/24)

Pass Rate (ABCD) for FTS: 96% (23/24)

The Spring 2011 ABC rate for English 1102 students is slightly higher than in past semesters (86% in Spring 2010 and 75% in Fall 2010).

The number of English 1102 FTS is slightly lower than in Spring 2010 (24 vs. 28).

We had only one English 1102 FTS who did not pass with a D or higher, and she logged the minimum number of sessions (3) to qualify as a FTS.

**Other Writing Notes**

A record high 20% (193/962) of our writing sessions were for classes outside the Humanities Division; for the first time ever, we had double-digit FTS (12) in non-Humanities courses, including four FTS in BIOL 2211 (Anatomy and Physiology).

This result suggests we are making progress towards our goal of becoming a college-wide Writing Center, not just a resource for the English classes.

We also did a record number of sessions for non-English Humanities classes (Art, Music, Theater, Humanities, and Literature).

Thus, our overall percentage of sessions from English classes (LS and English 1101/1102) is the lowest ever.
Fall 2011

General Use: 17,508 log-ins, which is +2,912 over Fall 2010, or a 19% increase

Unique (Unduplicated) Visitors: 2,270, which is +112 over Fall 2010 or a 5% increase

Total Tutoring Sessions: 3,470, which is +489 over Fall 2010 or a 16% increase

Math Tutoring: 2,063 sessions, which is +374 sessions over Fall 2010 or a 22% increase

Writing Tutoring: 1,229 sessions, which is +30 sessions over Fall 2010 or a 2.5% increase

Science Tutoring: 178 sessions, which is +113 over Fall 2010, or a 173% increase (still a very small sample—does not include our SI Science contacts)

We set single-semester records in the following areas:
- Total Log-ins (17,508)
- Total Tutoring Sessions (3,470)
- Math Tutoring Sessions (2,063)
- Writing Tutoring Sessions (1,229)
- Science Tutoring Sessions (178)

Percentage of overall student population using SSC at least once (47.5%, or 2,240/4,713).

Our pass rates for Frequently Tutored Students (FTS) continue to average 15+ percentage points above the overall pass rates in the Area A class for which we offer tutoring.

Our small-group sentence-skills workshops continue to flourish (over 150 visits).

Some Areas to Work On and Notes

Stagnant writing business compared to other areas (only a 2.5% increase). We will continue with our early-semester class visits and set up a table in the lobby of Academic for the first month of the semester, hoping to catch that English 1101/1102 business early.

Some disappointing FTS pass rates in selected classes, particularly Math 1113.

Continue our efforts to improve communication with faculty, and perhaps involve them in

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*passing with a C or better
tutor training exercises.

The Math 97 FTS pass rate is our lowest ever, and we had by far our lowest number of FTS for Math 97 (only 26 in all, compared to 55 in Fall 2010). Because we had a tutor working 12 hours per week in the hybrid Math 97 classes, we suspect that much of the Math 97 tutoring demand was met IN the classroom, and we hope that many of the successes we normally would have enjoyed in the SSC were instead enjoyed in the classroom.

Our +21 spread for Math 1111 was the best in SSC history.

Our 92 FTS in Math 1111 is our highest number ever for that class.

Our 13 FTS in Math 1501 was our biggest number ever, and our +20 pass rate for FTS is the highest ever for Math 1501 (probably a lot of self-selection at this level).

The Math 1113 outcome is tough to swallow. It’s our lowest success rate ever for Math 1113, and this is the first time in SSC history that the ABC rate for FTS in any class was actually LOWER than the overall ABC rate. It is worth noting that our Math 1113 success rate was decimated not by F’s or even WF’s, but by W’s: we had an unusually high number of FTS withdraw passing from Math 1113 just before midterm, after having logged dozens and dozens of tutoring sessions. In fact, by midterm we had logged over 100 total sessions by Math 1113 students who ended up withdrawing. We are trying very hard not to look at this as wasted resources; instead, we hope that these students will be better prepared for Math 1113 when they re-enroll this semester.

We did a little better helping students get D’s in Math 1113 (+6 compared to the overall ABCD rate).
Spring 2012

General Use

During the Spring 2012 semester, the SSC was open for general use during the following hours:

M-R: 8:00 AM to 7:00 PM
F: 8:00 AM to 5:00 PM

Log-Ins: 15,376, which is -213 vs. Spring 2011 or a 1.3% decrease.

Unique (Unduplicated) Visitors: 1,957, which is -193 vs. Spring 2011 or a 9.9% decrease.

Percentage of All Students Who Visited the SSC At Least Once: 46.1% or a 3.3% increase over Spring 2011.

Multiple-Visit Students (5 or more visits): 823, which is -75 vs. Spring 2011 or an 8% decrease.

It should be noted that Spring 2012 enrollment was down 12% compared to Spring 2011, so some of the decreases in general use were anticipated.

Tutoring

Total Tutoring Sessions: 3,493, which is +795 over Spring 2011 or a 29.4% increase.

Math Tutoring: 2,027 sessions, which is +381 sessions over Spring 2011 or a 22.5% increase.

Writing Tutoring: 1,104 sessions, which is +142 sessions over Spring 2011 or an 14.7% increase.

Science Tutoring: 345 sessions, which is +33 over Spring 2011, or a 316% increase (still a very small sample).

Spanish Tutoring: 17 sessions with one tutor working five hours per week during the last seven weeks of the semester.

These numbers are encouraging, particularly given our 12% drop in enrollment vs. Spring 2011. In addition, Spring 2011 itself was a healthy semester, with an overall increase in tutoring of 29.4% compared to Spring 2010.

Tutoring Effectiveness By Class

Here are the pass rates for Frequently Tutored Students (FTS) in the classes for which we offer tutoring, as compared to the overall pass rates for all students in those classes. A reminder about methodology:

- A “frequently tutored student” (FTS) is one who logged at least three tutoring sessions in a single college-level class, or five tutoring sessions for a Learning Support class.
- We also try to track FTS who receive mid- term F’s, to see if we were able to help them salvage their semesters

**MATH 0097**

Pass Rate (ABC) for FTS: 67% (18/27)
Overall Pass Rate: 55% (127/231)
Difference: +12, or 21.8% better
% w/Mid-Terms F’s Who Still Passed: 20% (1/5)

The Spring 2012 pass rate for Math 0097 FTS is higher than the Math 0097 pass rate in Fall 2011, which was an anomalously low 53%.

However, it is lower than the Math 0097 pass rate from Spring 2011, which was an all-time high 82%.
The sample size continues to shrink compared to past semesters, despite a 22% overall increase in Math sessions: for example, in Spring 2010, we had 32 Math 0097 FTS, and in Fall 2010, we had 60 Math 97 FTS.

We did not do as well this Spring with Math 0097 students who received mid-term F’s.

Interestingly, FTS in Math 97 averaged 9.1 sessions this semester, the highest ever.

**MATH 0099**

Pass Rate (ABC) for FTS: 67% (16/24)

Overall Pass Rate: 49.2% (186/378)

Difference: +17.8, or 36.1% better

% w/Mid-Term F’s Who Still Passed: 50% (6/12)

The Spring 2012 pass rate for Math 0099 FTS is generally consistent with past semesters: 71% in Fall 2011 and 73% in Spring 2011.

The number of Math 0099 FTS is significantly lower than in Spring 2011 (24 vs. 45, or a 47% decrease) despite a 22% overall increase in Math tutoring sessions.

The 50% pass rate for FTS who received mid-term F’s is impressive; in fact, it is the highest ever for this class.

**MATH 1111**

Pass Rate (ABC) for FTS: 61% (50/82)

Overall ABC Rate: 41% (277/676)

Difference: +20, or 48.7% better

Pass Rate (ABCD) for FTS: 82.7% (67/81)

Overall ABCD Rate: 54.7% (370/676)

Difference: +28, or 51.1% better

% w/Mid-Term F’s Who Still Passed with D or Better: 67% (6/9)

% w/Mid-Term F’s Who Still Passed with C or Better: 11% (1/9)

The Math 1111 FTS “ABC” pass rate continues to hover in the low- to mid-60% range.

We had a staff goal to exceed a 65% ABC rate, and we did not meet it.

On the other hand, our “ABCD” rate of 90% is our highest ever and could have a positive impact on our graduation rates.

The Spring 2012 results reflect another increase (20.5%) in the number of Math 1111 FTS (82 this Spring compared to 68 in Spring 2011); this comes on the heels of an 83% increase (68 vs. 37) in Spring 2011 compared to Spring 2010.

It seems much more difficult to recover from a mid-term F in Math 1111, as we were able to help only one out of nine FTS with mid-term F’s pass with a C or better; however, we were able to help six out of the nine pass with a D or better.

**MATH 1113**

Pass Rate (ABC) for FTS: 66% (27/38)

Overall ABC Rate: 52.5% (114/217)

Difference: +13.5, or 25.7% better

Pass Rate (ABCD) for FTS: 82% (31/38)

Overall ABCD rate: 63.1% (137/217)

Difference: +18.9, or 29.9% better

% w/Mid-Term F’s Who Still Passed with D or Better: 0% (0/4)

These are gratifying results as we rebounded from our dreadful 29% Math 1113 ABC rate in Fall 2011; they are also consistent with our
Spring 2011 ABC rate of 74% (20/27).

We continue to grow our Math 1113 business, with a 41% increase in FTS compared to Spring 2011, and a 217% increase in FTS compared to Spring 2010.

The increase in FTS could be attributed to holding on to our LS Math/Math 1111 “clients” from previous semesters.

The 120 combined FTS in Math 1111/1113 are the most ever.

FTS in Math 1113 averaged 14.0 sessions for the Spring 2012 semester, the highest of any of the Math classes.

**MATH 1501/1502**

Pass Rate (ABC) for FTS: 55% (6/11)

Overall ABC Rate: 50% (30/60)

Difference: +5.0, or 10% better

Pass Rate (ABCD) for FTS: 82% (9/11)

Overall Pass Rate (ABCD): 63.3% (38/60)

Difference: +18.7, or 29.5% better

% w/ Mid-Term F’s Who Still Passed with D or Better: 50% (1/2)

Still, these are results we can build on.

**ENGL 0099**

Pass Rate (ABC) for FTS: 73% (8/11)

Overall ABC Rate: 50% (72/144)

Difference: +23, or 46% better

% w/ Mid-Term F’s Who Still Passed: 50% (1/2)

The ABC rate for ENGL 0099 FTS is about the same as it has been for a few semesters now.

As was the case with our Math LS numbers, we had far fewer English LS FTS in Spring 2012 than in previous semesters; for example, in Spring 2010 we had 58 FTS in ENGL 0097 and 0099 combined; in Spring 2011, our first semester with one level of LS English, we had 28 FTS; this semester, we had only 11 FTS.

The precipitous drop in our LS English business seems to stem from a variety of factors:

1. Fewer English LS students in general
2. English LS faculty who do not seem to “buy in” to what we do here in the SSC

3. The success of our Sentence Skills Workshops, which focus on grammar and thus drew a significant number of English LS students

ENGL 1101

Pass Rate (ABC) for FTS: 80% (24/30)
Overall ABC Rate: 62.5% (398/637)
Difference: +17.5, or 28% better
% w/Mid-Terms F’s Who Still Passed: 60% (3/5)

The Spring 2011 Pass Rates for English 1101 FTS is consistent with previous semesters (81% in Fall 2011 and 79% in Spring 2010).

We had about the same number of FTS in Spring 2012 (30) as we had in Spring 2011 (32).

We had a pretty good pass rate for English 1101 FTS who got mid-term F’s: 60%, vs. only 25% last Spring.

ENGL 1102

Pass Rate (ABC) for FTS: 86% (32/37)
Overall ABC Rate: 67.2% (564/839)
Difference: +18.8, or 27.9% better
Pass Rate (ABCD) for FTS: 89% (33/37)
Overall ABCD Rate: 75.3% (632/839)
Difference: +13.7, 18.1% better

The number of English 1102 FTS is significantly higher than in Spring 2011 (32 vs. 24, or a 33% increase).

We had only four English 1102 FTS who did not pass with a D or higher.

A record high 24% (279/1104) of our writing sessions were for classes outside the Humanities Division, up from 20% (193/962) last Spring.

This result suggests we are making progress towards our goal of becoming a college-wide Writing Center, not just a resource for the English classes.

Science Results

We have some significant Science results for the first time in SSC history. Although we do not have huge numbers of FTS in Science courses, and although we have no previous data to compare them to, they are something on which we can build. Again, the samples here are very small.

CHEM 1211

Pass Rate (ABC) for FTS: 55% (6/11)
Overall ABC Rate: UK% (neglected to ask Kelly for overall pass rates)
Pass Rate (ABCD) for FTS: 64% (7/11)
Overall ABCD rate: UK% (neglected to ask Kelly for overall pass rates)
% w/Mid-Term F’s Who Still Passed with D or Better: 0% (0/4)

We had by far the most CHEM 1211 FTS in SSC history.

All four CHEM 1211 FTS who did not pass got mid-term F’s.

CHEM 1211 FTS averaged 10.2 sessions this semester, a high number.
CHEM 1212

Pass Rate (ABC) for FTS: 80% (4/5)
Overall ABC Rate: 65%
Difference: +15 (156/240)
Pass Rate (ABCD) for FTS: 100% (5/5)
Overall ABCD rate: 81.7% (196/240)

Difference: +18.3
% w/Mid-Term F’s Who Still Passed with D or Better: No Students with Mid-Term F’s
CHEM 1212 FTS averaged only 5.0 sessions this semester, a relatively low number.
We might have had lower participation from CHEM 1212 students because we had SI attached to one double-section of CHEM 1212.

### Spring 2012 Tutoring Effectiveness Table

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<td>62.7%</td>
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<tr>
<td>Math 2101</td>
<td>82%</td>
<td>78.5%</td>
</tr>
</tbody>
</table>

*passed with a C or better

### Spring 2012 Participation Rates by Class

<table>
<thead>
<tr>
<th>Course</th>
<th>Number of FTS/all students enrolled in the class</th>
<th>% of entire course enrollment that was frequently tutored</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 99</td>
<td>11/144</td>
<td>7.6%</td>
</tr>
<tr>
<td>English 1101</td>
<td>30/637</td>
<td>4.7%</td>
</tr>
<tr>
<td>English 1102</td>
<td>37/839</td>
<td>4.4%</td>
</tr>
<tr>
<td>Math 97</td>
<td>27/237</td>
<td>11.3%</td>
</tr>
<tr>
<td>Math 99</td>
<td>24/378</td>
<td>6.3%</td>
</tr>
<tr>
<td>Math 1111</td>
<td>82/676</td>
<td>12.1%</td>
</tr>
<tr>
<td>Math 1113</td>
<td>38/217</td>
<td>17.5%</td>
</tr>
<tr>
<td>Math 2101</td>
<td>11/158</td>
<td>8.8%</td>
</tr>
</tbody>
</table>
Fall 2012

General Use: 18,763 log-ins, which is +1255 over Fall 2011, or a 7% increase

Unique (Unduplicated) Visitors: 2,278, which is +8 over Fall 2011 or basically even

Percentage of Total Student Population that Used SSC Once or More: 54.6%, an all-time high

Total Tutoring Sessions: 3,206, which is -264 compared to Fall 2011, or a 7% decrease

Math Tutoring: 1,986 sessions, which is -77 sessions compared to Fall 2011 or a 3.4% decrease

Writing Tutoring: 926 sessions, which is -303 sessions compared to Fall 2011 or a 24% decrease

Science Tutoring: 252 sessions, which is +74 over Fall 2011, or a 42% increase (still a very small sample—does not include our SI Science contacts)

We set single-semester records in the following areas:

- Total Log-ins (18,763)
- Unique Log-ins (2,278)
- Percentage of overall student population using SSC at least once (54.6%, or 2,278/4,171)

To put the numbers in context, it should be noted that we had an enrollment decline of 11.5%--or, we had 542 fewer potential customers on campus than in Fall 2011

Some disappointing FTS pass rates in selected classes (see the next page, and Notes), particularly Math 1113

Continue our efforts to improve communication with faculty, and perhaps involve them in tutor training exercises

<table>
<thead>
<tr>
<th>Course</th>
<th>Frequently Tutored Pass Rate</th>
<th>Overall Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 99</td>
<td>75% (3/4)</td>
<td>77.3%</td>
</tr>
<tr>
<td>English 1101</td>
<td>81% (43/53)</td>
<td>65%</td>
</tr>
<tr>
<td>English 1102*</td>
<td>73% (13/18)</td>
<td>58.3%</td>
</tr>
<tr>
<td>English 1102</td>
<td>82% (15/18)</td>
<td>66.5%</td>
</tr>
<tr>
<td>Math 97</td>
<td>72% (23/32)</td>
<td>58.5%</td>
</tr>
<tr>
<td>Math 99</td>
<td>59% (25/42)</td>
<td>57.3%</td>
</tr>
<tr>
<td>Math 1111*</td>
<td>64.5% (63/98)</td>
<td>52.3%</td>
</tr>
<tr>
<td>Math 1111</td>
<td>82.2% (81/98)</td>
<td>65.9%</td>
</tr>
<tr>
<td>Math 1113*</td>
<td>72% (13/18)</td>
<td>59.7%</td>
</tr>
<tr>
<td>Math 1113</td>
<td>89% (16/18)</td>
<td>68.3%</td>
</tr>
</tbody>
</table>

*passing with a C or better
Spring 2013

General Use

During the Spring 2013 semester, the SSC was open for general use during the following hours:

  M-R: 8:00 AM to 7:00 PM
  F: 8:00 AM to 5:00 PM

We logged the following general use numbers:

- Log-Ins: 13,709, which is -1,667 vs. Spring 2012 or a 10.8% decrease
- Unique (Unduplicated) Visitors: 1,878, which is -79 vs. Spring 2012, or a 4% decrease
- Percentage of Unduplicated Students Who Used SSC at least Once: 48.6%, up 2.7 percentage points from Spring 2012
- Multiple-Visit Students (5 or more visits): 807, which is -16 vs. Spring 2012 or a 1.9% decrease

It is worth noting that our Spring 2013 enrollment was down 9% vs. Spring 2012—we had roughly 360 fewer potential customers on campus than in Spring 2012.

Tutoring

Here are our tutoring numbers for Spring 2013:

- Total Tutoring Sessions: 2,987, which is -506 vs. Spring 2012 or a 14.4% decrease
- Math Tutoring: 1,497 sessions, which is -503 sessions vs. Spring 2012 or a 26% decrease
- Writing Tutoring: 977 sessions, which is -127 sessions vs. Spring 2012 or an 11.5% decrease
- Science Tutoring: 360 sessions, which is +15 over Spring 2012, or a 4.3% increase

Also had 58 History sessions and 92 study skills sessions (no comparable Fall 2012 data)

Even considering the 9% drop in enrollment, we had a clear drop-off in Spring tutoring business that offset our Fall 2012 gains. The drop was most felt in Math.

Tutoring Effectiveness By Class

Here are the pass rates for Frequently Tutored Students (FTS) in our Area A classes, as compared to the overall pass rates for all students in those classes. A reminder about methodology:

A “frequently tutored student” (FTS) is one who logged at least three tutoring sessions in a single class.

We count FTS who receive WF’s against our total; however, we do not count FTS who formally withdraw (that is, receive W’s).

Math 0097

Pass Rate (ABC) for FTS: 76% (16/21)

The sample size is significantly smaller than in past semesters; again, our hybrid LS Math class might be a reason. We had an SSC tutor in the classroom in two sections, and perhaps those students did not feel the need to come into the SSC for further help. We did not log any in-class help as tutoring sessions.

Math 0099

Pass Rate (ABC) for FTS: 68% (15/22)

The Spring 2013 pass rate for Math 0099 FTS
is generally consistent with past semesters: 67% in Spring 2012 (although it has been as high as 82%, in Fall 2010).

**Math 1111**

Pass Rate (ABC) for FTS: 54% (30/55)

Pass Rate (ABCD) for FTS: 70% (39/55)

These results were discouraging after some recent gains in our MATH 1111 pass rates. Our number of FTS was down, too.

**Math 1113**

Pass Rate (ABC) for FTS: 64% (7/11)

Pass Rate (ABCD) for FTS: 73% (8/11)

Again, a drop-off in number of FTS. Pass rates are in our usual “window” for Spring performance.

**English 99**

Pass Rate (ABC) for FTS: 75% (8/12)

We had roughly the same number of FTS ENGL 99 students as in Spring 2012 and roughly the same pass rate. Our LS business continues to stay small as we enroll fewer ENGL LS students.

**English 1101**

Pass Rate (ABC) for FTS: 64% (16/25)

We see a significant drop in both number of FTS (30 vs. 25) and ABC rates (80% vs. 64%) compared to Spring 2012.

**English 1102**

Pass Rate (ABC) for FTS: 78% (14/18)

Pass rates within our usual window, but number of FTS down, as they were across the board.

**Other Writing Notes**

Roughly 23% (229/977) of our writing sessions were for classes outside the Humanities Division; this is roughly the same as our Spring 2012 numbers and suggests that perhaps the drop-off in tutoring sessions came from our “core” business of the English classes.

This result suggests we are making progress towards our goal of becoming a college-wide Writing Center, not just a resource for the English classes.
General Use

During the Fall 2013 semester, the SSC was open for general use during the following hours:

- M-R: 7:30 AM to 7:00 PM
- F: 7:30 AM to 5:00 PM

Log-Ins: 18,018, which is -745 vs. Fall 2012 or a 3.9% decrease

Unique (Unduplicated) Visitors: 2,281, which is +3 vs. Fall 2012 or basically even

Percentage of All Students Who Visited the SSC At Least Once: 54.4% or basically the same as Fall 2012 (54.6%)

Multiple-Visit Students (5 or more visits): 1,020, which is -153 vs. Fall 2012 or a 13% decrease

It should be noted that Fall 2013 enrollment was essentially the same as in Fall 2012, so these comparisons are pretty much “apples to apples.” One other possible factor is that our desk worker budget was cut from 48 hours per week in Fall 2012 to 40 hours per week in Fall 2013, which could have possible implications for missed log-ins, etc.

Tutoring

Total Tutoring Sessions: 4,134, which is +937 over Fall 2012 or a 29.3% increase.

Math Tutoring: 2,447 sessions, which is +464 sessions over Fall 2012 or a 23.3% increase.

Writing Tutoring: 946 sessions, which is +122 sessions over Fall 2012 or a 14.8% increase.

Science Tutoring: 392 sessions, which is +140 over Fall 2012, or a 55.5% increase.

History, Spanish, Reading/Study Skills, and Miscellaneous Sessions (Social Sciences, Literature, etc.) also showed significant increases over fairly small samples.

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall 2013 FTS</th>
<th>Fall 2012 FTS</th>
<th>Difference</th>
<th>Pct. Chnge</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 0099</td>
<td>3</td>
<td>4</td>
<td>-1</td>
<td>25% decrease</td>
</tr>
<tr>
<td>ENGL 1101</td>
<td>62</td>
<td>53</td>
<td>+9</td>
<td>17% increase</td>
</tr>
<tr>
<td>ENGL 1102</td>
<td>22</td>
<td>18</td>
<td>+4</td>
<td>22.2% increase</td>
</tr>
<tr>
<td>MATH 0097</td>
<td>32</td>
<td>32</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>MATH 0099</td>
<td>40</td>
<td>42</td>
<td>-2</td>
<td>4.7% decrease</td>
</tr>
<tr>
<td>MATH 1111</td>
<td>131</td>
<td>99</td>
<td>+32</td>
<td>32.3% increase</td>
</tr>
<tr>
<td>MATH 1113</td>
<td>29</td>
<td>18</td>
<td>+11</td>
<td>61% increase</td>
</tr>
<tr>
<td>CHEM 1211</td>
<td>15</td>
<td>10</td>
<td>+5</td>
<td>50% increase</td>
</tr>
<tr>
<td>CHEM 1212</td>
<td>8</td>
<td>4</td>
<td>+4</td>
<td>50% increase</td>
</tr>
<tr>
<td>BIOL 2210</td>
<td>8</td>
<td>2</td>
<td>+6</td>
<td>300% increase</td>
</tr>
</tbody>
</table>
In Fall 2013, we set single-semester records for the following:

- Unduplicated Visitors: 2,281
- Total Tutoring Sessions: 4,134
- Math Sessions: 2,447
- Science Sessions: 392

**Frequently Tutored Students By Class**

With our significant increase in tutoring sessions, we saw an increased number of Frequently Tutored Students (FTS) in most classes except for Learning Support classes. See table for a comparison of Fall 2013 FTS to Fall 2012 FTS.

**Tutoring Effectiveness By Class**

Here are the pass rates for Frequently Tutored Students (FTS) in the classes for which we offer tutoring, as compared to the overall pass rates for all students in those classes. A reminder about methodology:

A “frequently tutored student” (FTS) is one who logged at least three tutoring sessions in a single college-level class, or five tutoring sessions for a Learning Support class.

We also try to track FTS who receive mid-term F’s, to see if we were able to help them salvage their semesters.

**Course** | **Frequently Tutored Pass Rate** | **Overall Pass Rate** | **Difference**
---|---|---|---
English 99 | 67% | 50% | **+23**
English 1101 | 87% | 62.5% | **+17.5**
English 1102* | 63.6% | 67.2% | **+18.8**
English 1102 | 86.3% | 75.3% | **+13.7**
Math 97 | 78% | 55% | **+12**
Math 99 | 90% | 49.2% | **+17.8**
Math 1111* | 58% | 41% | **+20**
Math 111 | 69% | 54.7% | **+28**
Math 1113* | 41.3% | 52.5% | **+13.5**
Math 1113 | 55.1% | 63.1% | **+18.9**

*passing with a C or better
**Math 1111**

Pass Rate (ABC) for FTS: 58% (76/131)

Pass Rate (ABCD) for FTS: 69% (90/131)

% w/Mid-Term F’s Who Still Passed with D or Better: 19.4% (7/36)

The Fall 13 Math 1111 FTS “ABC” pass rate is just slightly lower than previous semesters, as it tends to hover in the low 60’s.

The Fall 2013 results reflect another increase in the number of MATH 1111 FTS; in fact, the 131 is the highest number of MATH 1111 FTS ever.

It seems much more difficult to recover from a mid-term F in Math 1111, as we were able to help only 19% recover from a mid-term F.

**Math 1113**

Pass Rate (ABC) for FTS: 41.3% (12/29)

Pass Rate (ABCD) for FTS: 55.1% (16/29)

% w/Mid-Term F’s Who Still Passed with D or Better: 16.7% (2/12)

These are shocking and discouraging results; the 41.3% ABC is far below what we have seen for MATH 1113 FTS in the past.

One explanation might be that we also had the highest percentage EVER of MATH 1113 FTS with mid-term F’s (12 out of the 29).

We will look very hard at our MATH 1113 tutoring this Spring.

We had only 7 frequently tutored students total from MATH 1001, 1501, 1502, and 2101, so we have no valid results to report.

**ENGL 0099**

Pass Rate (ABC) for FTS: 67% (2/3)

% w/Mid-Term F’s Who Still Passed: No FTS with mid-term F’s

The number of ENGL 99 FTS continues to drop. I believe the overall drop in the number of English LS students here at Gordon and the success of the co-curricular classes are the primary reasons.

**ENGL 1101**

Pass Rate (ABC) for FTS: 87% (54/62)

% w/Mid-Terms F’s Who Still Passed: 0% (0/3)

The Fall 2013 Pass Rates for English 1101 FTS is among the highest ever.

The number of English 1101 FTS was in fact the highest ever.

**ENGL 1102**

Pass Rate (ABC) for FTS: 63.6% (14/22)

Pass Rate (ABCD) for FTS: 86.3% (19/22)

The Fall 2013 ABC rate for English 1102 students is a little lower than in past Fall semesters.

The number of English 1102 FTS is higher than in Fall 2012 (22 vs. 18, or a 22% increase).

We had only three English 1102 FTS who did not pass with a D or higher.

**ENGL 2111, 2112, 2131, 2132**

Pass Rate (ABC) for FTS: 85.7% (6/7)

Pass Rate (ABCD) for FTS: 100% (7/7)

**Science Results**

Although we do not have huge numbers of FTS in Science courses, and although we have no previous data to compare them to, they
are something on which we can build.

**CHEM 1211**

Pass Rate (ABC) for FTS: 60% (9/15)

Pass Rate (ABCD) for FTS: 93% (14/15)

% w/Mid-Term F’s Who Still Passed with D or Better: 100% (2/2)

We had by far the most CHEM 1211 FTS in SSC history.

CHEM 1211 FTS averaged 11.6 sessions this semester, a high number.

**CHEM 1212**

Pass Rate (ABC) for FTS: 75% (6/8)

Pass Rate (ABCD) for FTS: 100% (8/8)

% w/Mid-Term F’s Who Still Passed with D or Better: 100% (2/2)

A very small sample, but encouraging results and something to build on.

**BIOL 1111 and 1107**

Pass Rate (ABC) for FTS: 71.4% (5/7)

Pass Rate (ABCD) for FTS: 85.7% (6/7)

**BIOL 2210**

Pass Rate (ABC) for FTS: 75% (6/8)

Pass Rate (ABCD) for FTS: 87.5% (7/8)