

2016-2017

Student Success Center Annual Report



Table of Contents

| | |
|--|-----------|
| <i>Mission Statement & Staff.....</i> | <i>3</i> |
| <i>Executive Summary</i> | <i>5</i> |
| <i>Testing Center</i> | <i>7</i> |
| <i>Peer-Led Team Learning</i> | <i>11</i> |
| <i>Supplemental Instruction</i> | <i>15</i> |
| <i>Writing Center.....</i> | <i>20</i> |
| <i>Math Lab.....</i> | <i>23</i> |
| <i>Peer Tutoring</i> | <i>32</i> |
| <i>Comet Cents Money Management Center</i> | <i>37</i> |
| <i>Academic Success Coaching.....</i> | <i>39</i> |
| <i>CommLab</i> | <i>41</i> |
| <i>Summer STEM Camps.....</i> | <i>45</i> |

MISSION STATEMENT: The Student Success Center (SSC), a division of the Office of Undergraduate Education, serves as the university's resource for academic support. The SSC promotes active learning and academic achievement for students through enhanced learning experiences.

STUDENT SUCCESS CENTER PROFESSIONAL STAFF

- **Kimshi Hickman**, Associate Dean
- **Ne'Shaun Jones**, Director
- **Julie Murphy**, Director
- **Michael Saenz**, Assistant Director
- **Lynn Butler**, Administrative Services Officer II
- **Monica Franco**, Administrative Assistant I
- **Karen Pliskal**, Administrative Assistant II
- **Cindi Grayson**, Data Entry Operator III
- **Vivian Rutledge** – part-time receptionist

PLTL

- **Kortney House**, Manager

Supplemental Instruction

- **Annie Benjamin**, Manager

Math Lab

- **Kelli Wellborn**, Manager
- **Patrick Bourque**, Learning Specialist I
- **Elliot Joe**, Learning Specialist III
- **Leszek Kisielewski**, Learning Specialist III
- **Ian Cook**, Learning Specialist I
- **Sheron Hurt**, Secretary III

Writing Center

- **Mallory Matyk**, Manager
- **Andrea Cedillo**, Secretary III

Technical Staff

- **Tahmoures Elyasi**, Software Specialist III
- **Esther Watkins**, Technology Coordinator

Peer Tutoring

- **Jody Everson**, Manager
- **Patricia Aguilera** – part-time receptionist
- **Ruth Oldham** – part-time receptionist
- **Elaine White** – part-time receptionist

Testing Center

- **Sou Leaney**, Manager
- **Benisha Young**, Specialist
- **Cynthia Johnson**, Associate
- **Wendy Thomas**, Testing Center Associate
- **Denyse Henery** – part-time receptionist

STUDENT SUCCESS CENTER STUDENT STAFF

- **Student Workers - Front Desk Staff: 10, Testing Center Proctors: 25**
- **Peer Leaders: 214 students**

STUDENT SUCCESS CENTER PEER LEADER DEMOGRAPHICS

| | Peer Tutoring | PLTL | SI | Writing Center | Math Lab | CommLab | ASC | Comet Cents | Summary |
|----------------------------------|---------------|------|-------|----------------|----------|---------|-------|-------------|-------------|
| | | | | | | | | | |
| Average GPA | 3.889 | 3.83 | 3.809 | 3.709 | 3.738 | 3.515 | 3.926 | 3.723 | 3.77 |
| Average Hours Worked/Week | 6.5 | 6 | 9 | 8.3 | 11 | 8.5 | 3 | 6.5 | -- |
| | | | | | | | | | |
| Female | 12 | 53 | 21 | 6 | 6 | 3 | 3 | 4 | 108 |
| Male | 11 | 41 | 25 | 3 | 19 | 2 | 2 | 3 | 106 |
| | | | | | | | | | |
| Freshmen | 0 | 2 | 0 | 0 | 1 | 0 | 0 | 0 | 3 |
| Sophomore | 1 | 16 | 5 | 1 | 4 | 0 | 0 | 0 | 27 |
| Junior | 5 | 34 | 14 | 2 | 5 | 2 | 0 | 2 | 64 |
| Senior | 16 | 31 | 24 | 4 | 14 | 3 | 1 | 5 | 98 |
| Graduate Student | 0 | 0 | 3 | 2 | 1 | 0 | 4 | 0 | 10 |
| | | | | | | | | | |
| African American | 0 | 3 | 2 | 1 | 1 | 0 | 0 | 0 | 7 |
| Asian | 15 | 47 | 21 | 2 | 3 | 1 | 4 | 2 | 95 |
| Hispanic | 3 | 6 | 7 | 0 | 2 | 1 | 1 | 2 | 22 |
| White | 1 | 25 | 12 | 6 | 14 | 2 | 0 | 3 | 63 |
| NONHISPANIC | 1 | 6 | 2 | 0 | 1 | 0 | 0 | 0 | 10 |
| NSPEC | 1 | 10 | 2 | 0 | 2 | 1 | 0 | 0 | 16 |
| VIET | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| UNKNOWN | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 |

EXECUTIVE SUMMARY

SSC Overall:

- **178,600 student visits were logged for 2016-2017**
- **CRLA Certification Training:**
 - The SSC's mentoring programs have been awarded "Level 2 certified" through the College Reading and Learning Association
 - Ninety peer leaders/mentors across four different SSC mentoring programs achieved Level 1 Mentor status
 - Through the UT System – Quantum Leap Initiative, the Student Success Center expanded CRLA Mentor Training campus-wide, including the launch of the Institute for Peer Mentoring in Fall 2017
- **AcceSSC Software (launched Summer 2016):**
 - Fully implemented in tutoring programs with all schedules and appointments managed through the database
 - Continues to increase data tracking capabilities with demographic uploads from PeopleSoft
 - Future plans include implementing into PLTL and SI programs

Testing Center:

- 91,146 exams
 - 38.3% increase in exams from 2015-2016
 - Highest number of exams for JSOM (35,270)

Peer-Led Team Learning (PLTL):

- Contact Hours: 28,615.5
- Courses: CHEM 1311, CHEM 1312, CHEM 2323, CHEM 2325, MATH 1325, MATH 1326, MATH 2413, MATH 2414, PHYS 1301, PHYS 1302
- Mean DFW rates: 28.35% for non-PLTL students; 13.25% for PLTL students
 - DFW rates averaged 15.1% higher for non-PLTL students
 - Greatest difference – 22.8 pts lower for PLTL students in MATH 2414
- Mean GPA Course rates: 2.96 for PLTL students; 2.32 for non-PLTL students
 - Course grades averaged .64 pts higher for PLTL students
 - Greatest difference – .80 points higher for PLTL students in MATH 1326

Supplemental Instruction (SI):

- Contact Hours: 15,152.75
- Course Areas: Accounting; Biological Sciences; Chemistry; Computer Science; Economics; Engineering; Government; History; Mathematics; Neuroscience; Physics; Psychology
- Contact hours = 15,153.75 for 3,706 unique students
- Mean DFW rates: 24% for non-SI students; 16% for SI students
 - DFW rates were 8% higher for non-SI students
 - Greatest differences – 17 pts lower for SI students in Chemistry

Writing Center:

- First year offering services exclusively to undergraduates in the Writing Center
- 1,960 visits from 1,157 unique students

- Added extra tutor access via drop-in hours each afternoon in the Spring
 - Top Schools/Majors: ENCS, MGMT, and NSMTBIOL
- 32% of students returned for a second appointment during the AY 16-17 year

Math Lab:

- 29,357 visits by 3,357 unique students
 - Slight increase over AY 15-16
 - Increased involvement with math faculty liaisons

Peer Tutoring:

- 6,852 visits; 32% increase from AY 15-16
 - 95% of students surveyed reported having an improved knowledge of course material

Comet Cents Money Management Center:

- Comet Cents was funded for a 3rd year by a State Farm grant
- Over 2,000 students made contact during office hours, outreach tables and workshops

Academic Success Coaching:

- 1736.5 contact hours with students
- Workshops presented in 22 sections of UNIV 1010

CommLab:

- 728 appointments (increase of 28% over AY 15-16)
- Provided targeted assistance to courses outside of COMM 1311
- Increase of in-class workshops through “Sub A Prof” program

Success Camp Series:

- 552 students attended General Chemistry, Organic Chemistry, Algebra, Pre-Calculus and College 101 camps over the course of two weeks in August 2017
- Increase of 32% over Summer 2016

TESTING CENTER

Program: The UTD Testing Center is a technologically advanced computer lab with 158 computers supporting an array of courses for UTD academic exams. The Testing Center is committed to maintaining professional testing standards and practices, safeguarding confidentiality of student records, and creating an optimal testing environment in accordance with the National Testing Association professional standards and guidelines.

The Testing Center additionally supports student success by:

- Administering appropriate placement/entrance exams (TSI, THEA, MCAT) to students
- Referring students to appropriate resources for test preparation and registration
- Serving as the primary liaison for outside testing agencies and institutions
- Accommodating individuals that required special testing (Office of Student Accessibility)
- Facilitating the testing needs of on-campus and distance-learning students

Staffing: The center is managed by a Sr. Testing Center Specialist, Testing Center Specialist, two Testing Associates, two Front Desk Receptionists, 23-26 proctors

TESTING CENTER

Total exams = 91,146 (38.3% increase over AY 15-16)

Table 1 – Exams by School/Type AY 16-17

| School\Year | 2016-2017 | 2015-2016 | 2014-2015 | 2013-2014 | 2012-2013 |
|------------------------|---------------|---------------|---------------|---------------|---------------|
| A&H | 2,464 | 3,431 | 1,374 | 997 | 252 |
| JSOM | 35,270 | 27,504 | 16,935 | 12,166 | 3,474 |
| IS | 663 | 981 | 361 | 279 | 49 |
| BBS | 7,854 | 3,110 | 851 | 1,816 | 1,011 |
| EPPS | 1,133 | 656 | 536 | 186 | 208 |
| ECS | 22,111 | 17,748 | 11,017 | 7,830 | 1,282 |
| NSM | 16,217 | 8,366 | 8,610 | 9,333 | 12,821 |
| ATEC | 217 | 1 | N/A | N/A | N/A |
| TOTAL by School | 85,929 | 61,797 | 39,684 | 32,607 | 19,097 |
| OSA | 385 | 314 | 404 | 430 | N/A |
| CLA+ | 3,850 | 2,851 | 2,440 | 284 | N/A |
| TSI | 166 | 134 | 164 | 177 | N/A |
| THEA IBT | 15 | 149 | 266 | 145 | N/A |
| MS Certiport | 8 | 20 | N/A | N/A | N/A |
| SSC MATH Tutor Exam | 75 | 118 | N/A | N/A | N/A |
| SSC Peer Tutor Exam | 67 | 23 | N/A | N/A | N/A |
| Distance Learning | 651 | 502 | 268 | N/A | N/A |
| Total other | 5,217 | 4,111 | 3,542 | 1,036 | N/A |
| Grand Total | 91,146 | 65,908 | 43,226 | 33,643 | 19,097 |

Table 2 – Exams by Schools AY 16-17

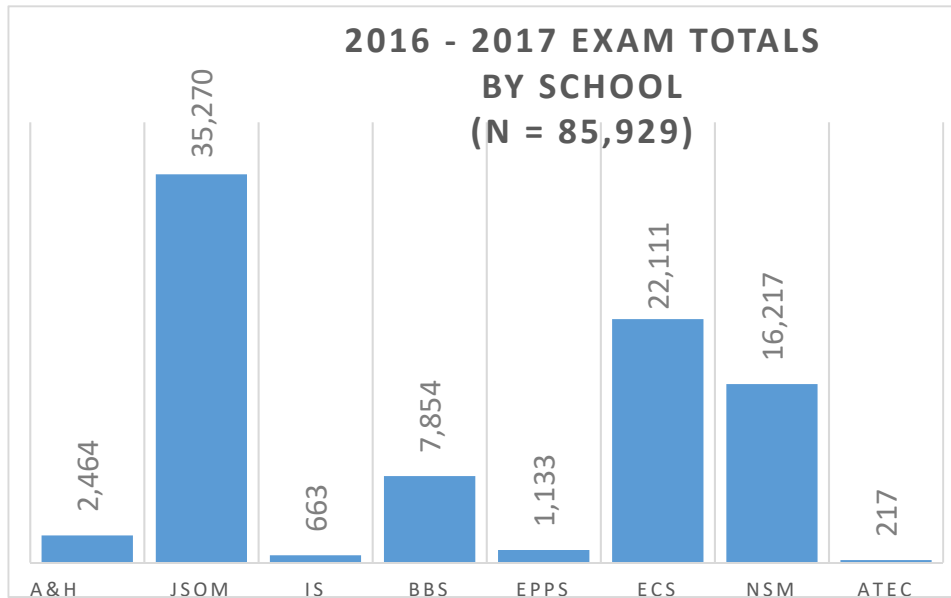


Table 3 – Other Exams AY 16-17

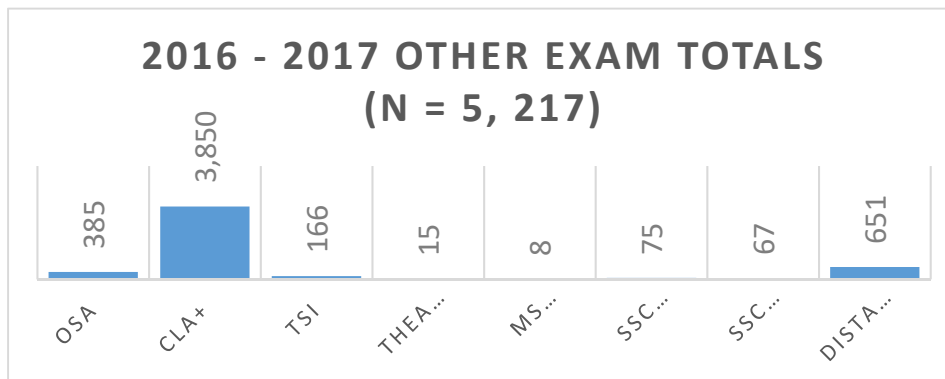
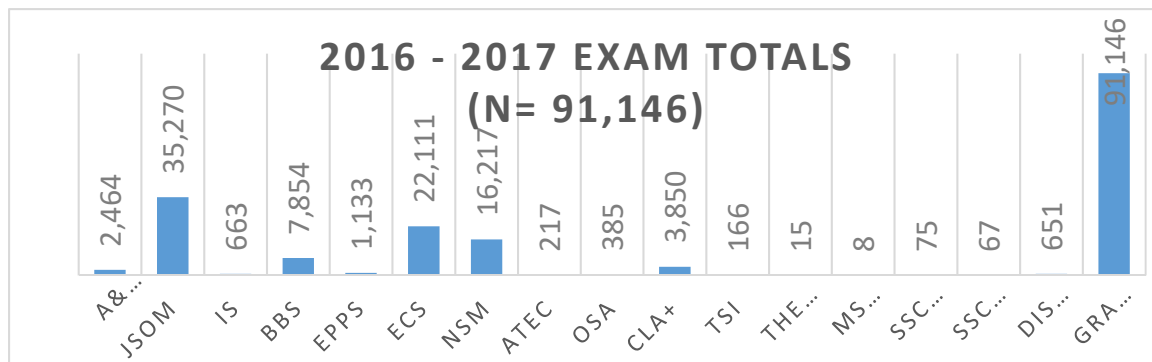


Table 4 – Total Exams



Strengths:

- Implementation of RegisterBlast for online appointment tracking, assuring greater accuracy for data reporting
- Providing quality service through applying necessary assessment and testing services data, tracking and reporting various data, and staying technologically updated

Goals:

- To provide quality services by applying necessary assessment and testing services data, tracking and reporting various data, and staying technologically updated
- Schedule and administer the exams each semester: All quizzes/exams, Midterm and Final exams for UTD eLearning courses at the instructor's option
- Tracking of various testing data – Testing Center has moved to an online appointment tracking system (RegisterBlast), which has proven to be a much more accurate and timely way of tracking student appointments

Challenges:

- Growth and expansion of Testing center
- Lockers replacement
- Testing computers replacement
- Scheduling/Reservation software upgrade

PEER-LED TEAM LEARNING

UT Dallas strongly supports student-to-student teaching and learning initiatives within the Student Success Center. Peer-Led Team Learning (PLTL) is a nationally recognized means of engaging students, especially in the science, technology, engineering, and math (STEM) fields. Students who participate in PLTL not only reap the benefits of higher engagement with and application of course material, but also connect socially with peers who have prior knowledge, experience and success in a course. When students learn from other students, they also become more self-sufficient in managing their learning behaviors, approaches to group study, and time management.

Staffing: Director, Program Specialist, 10 Team Leaders, 105 Peer Leaders (Fall) and 93 Peer Leaders (Spring)

Total Number of PLTL Supported Courses Sessions (listed below) - 10 fall and 10 spring semester

| PLTL Contact Hours: | | |
|--------------------------|-----------------------------|------------------------|
| Fall 2016: 19,214 | Spring 2017: 9,401.5 | Total: 28,615.5 |

Table 5 – PLTL Session Totals

| Supported Courses | Fall 2015 | | | Spring 2016 | | |
|-------------------|--------------|---------------|-----------------|--------------|---------------|-----------------|
| | # of Leaders | # of Sessions | Available Slots | # of Leaders | # of Sessions | Available Slots |
| CHEM 1311 | 33 | 64 | 512 | 7 | 8 | 64 |
| CHEM 1312 | 6 | 11 | 88 | 41 | 68 | 544 |
| CHEM 2323 | 21 | 41 | 328 | | | |
| CHEM 2325 | | | | 15 | 28 | 224 |
| PHYS 1301 | 4 | 8 | 64 | 3 | 5 | 40 |
| PHYS 1302 | 3 | 6 | 48 | 4 | 7 | 56 |
| MATH 1325 | 14 | 27 | 216 | 7 | 13 | 104 |
| MATH 1326 | 7 | 13 | 104 | 8 | 15 | 120 |
| MATH 2413 | 4 | 8 | 64 | 2 | 4 | 32 |
| MATH 2414 | 3 | 5 | 40 | 4 | 7 | 56 |
| Total | 95 | 183 | 1464 | 91 | 155 | 1240 |

Table 6 – DFW Rates AY 15 & AY 16

| | Fall 2015 | | Spring 2016 | | Fall 2016 | | Spring 2017 | |
|-------------------|-----------|-------|-------------|-------|-----------|-------|-------------|-------|
| Supported Courses | Non-PLTL | PLTL | Non-PLTL | PLTL | Non-PLTL | PLTL | Non-PLTL | PLTL |
| CHEM 1311 | 27.7% | 11.6% | 35.7% | 32.0% | 26.8% | 12.8% | 34.4% | 14.9% |
| CHEM 1312 | 34.3% | 30.0% | 34.0% | 16.7% | 34.6% | 36.9% | 34.4% | 18.9% |
| CHEM 2323 | 27.8% | 9.2% | | | 26.1% | 8.4% | | |
| CHEM 2325 | | | 27.4% | 7.1% | | | 27.3% | 5.8% |
| PHYS 1301 | 23.6% | 2.0% | 23.2% | 11.4% | 21.3% | 13.0% | 15.5% | 6.3% |
| PHYS 1302 | 4.4% | 0.0% | 12.9% | 0.0% | 20.9% | 7.1% | 15.5% | 0.0% |
| MATH 1325 | 25.0% | 9.1% | 28.9% | 25.0% | 17.0% | 1.7% | 32.8% | 20.8% |
| MATH 1326 | 33.4% | 21.4% | 31.0% | 25.0% | 38.0% | 17.1% | 36.4% | 7.7% |
| MATH 2413 | 29.8% | 14.0% | 37.1% | 19.1% | 25.9% | 12.9% | 34.9% | 22.7% |
| MATH 2414 | 35.7% | 17.0% | 28.2% | 13.6% | 41.9% | 19.1% | 26.5% | 12.3% |

Table 7 – DFW Rate Variance by Attendance AY 16-17

| | Fall 2016 | | | | Spring 2017 | | | |
|-------------------|-----------|-------|----------|-------|-------------|-------|----------|-------|
| Supported Courses | Non-PLTL | Low | Moderate | High | Non-PLTL | Low | Moderate | High |
| CHEM 1311 | 26.8% | 76.0% | 33.3% | 3.2% | 34.4% | 20.0% | 22.2% | 5.3% |
| CHEM 1312 | 34.6% | 68.8% | 36.0% | 16.7% | 34.4% | 51.1% | 32.2% | 9.5% |
| CHEM 2323 | 26.1% | 29.4% | 13.2% | 3.0% | | | | |
| CHEM 2325 | | | | | 27.3% | 13.3% | 4.0% | 4.7% |
| PHYS 1301 | 21.3% | 33.3% | 15.4% | 3.4% | 15.5% | 0.0% | 0.0% | 8.0% |
| PHYS 1302 | 20.9% | 0.0% | 16.7% | 0.0% | 15.5% | 0.0% | 0.0% | 0.0% |
| MATH 1325 | 17.0% | 0.0% | 0.0% | 2.6% | 32.8% | 0.0% | 42.9% | 11.8% |
| MATH 1326 | 38.0% | 40.0% | 16.7% | 5.3% | 36.4% | 66.7% | 4.8% | 3.6% |
| MATH 2413 | 25.9% | 41.7% | 16.3% | 9.5% | 35.0% | 62.5% | 35.3% | 14.3% |
| MATH 2414 | 41.9% | 75.0% | 14.3% | 13.3% | 26.5% | 37.5% | 30.0% | 5.8% |

Table 8 – GPA Rates AY 15-16 & AY 16-17

| | Fall 2015 | | Spring 2016 | | Fall 2016 | | Spring 2017 | |
|-------------------|-----------|------|-------------|------|-----------|------|-------------|------|
| Supported Courses | Non-PLTL | PLTL | Non-PLTL | PLTL | Non-PLTL | PLTL | Non-PLTL | PLTL |
| CHEM 1311 | 2.28 | 2.87 | 1.91 | 1.88 | 2.31 | 2.99 | 2.05 | 2.49 |
| CHEM 1312 | 1.91 | 2.22 | 2.07 | 2.66 | 1.94 | 2.07 | 2.16 | 2.67 |
| CHEM 2323 | 2.18 | 2.97 | | | 2.34 | 3.21 | | |
| CHEM 2325 | | | 2.21 | 2.97 | | | 2.39 | 3.23 |
| PHYS 1301 | 2.72 | 3.64 | 2.45 | 3.00 | 2.62 | 3.17 | 2.90 | 3.28 |
| PHYS 1302 | 3.69 | 3.84 | 3.00 | 3.89 | 2.83 | 3.60 | 3.06 | 3.84 |
| MATH 1325 | 2.52 | 3.21 | 2.28 | 2.60 | 2.80 | 3.51 | 2.10 | 2.71 |
| MATH 1326 | 2.14 | 2.79 | 2.25 | 2.72 | 1.96 | 2.76 | 2.09 | 3.17 |
| MATH 2413 | 2.30 | 2.82 | 1.80 | 2.49 | 2.47 | 2.88 | 2.00 | 2.45 |
| MATH 2414 | 1.98 | 2.54 | 2.06 | 2.70 | 1.73 | 2.41 | 2.11 | 2.80 |

Table 9 – GPA Variance Rates AY 16-17

| Supported Courses | Fall 2016 | | | | Spring 2017 | | | |
|-------------------|-------------|-------------|------------|-------------|-------------|-------------|-------------|-------------|
| | Non-PLTL | Low | Moderate | High | Non-PLTL | Low | Moderate | High |
| CHEM 1311 | 2.31 | 1.07 | 2.24 | 3.31 | 2.05 | 1.97 | 2.17 | 3.07 |
| CHEM 1312 | 1.94 | 1.37 | 2.09 | 2.51 | 2.16 | 1.64 | 2.24 | 2.97 |
| CHEM 2323 | 2.34 | 2.57 | 2.84 | 3.45 | | | | |
| CHEM 2325 | | | | | 2.39 | 2.78 | 3.28 | 3.32 |
| PHYS 1301 | 2.62 | 2.22 | 3.10 | 3.59 | 2.90 | 3.11 | 2.67 | 3.40 |
| PHYS 1302 | 2.83 | 3.83 | 3.17 | 3.94 | 3.06 | 3.60 | 3.82 | 3.91 |
| MATH 1325 | 2.80 | 3.00 | 3.61 | 3.60 | 2.10 | 0.00 | 2.05 | 2.98 |
| MATH 1326 | 1.96 | 2.00 | 2.97 | 3.04 | 2.09 | 1.11 | 3.21 | 3.37 |
| MATH 2413 | 2.47 | 1.81 | 2.48 | 3.08 | 2.00 | 1.50 | 1.96 | 2.70 |
| MATH 2414 | 1.73 | 0.46 | 2.21 | 2.74 | 2.11 | 1.59 | 2.03 | 3.09 |
| TOTAL | 2.31 | 1.89 | 2.6 | 3.27 | 2.22 | 2.06 | 2.26 | 3.08 |

Strengths:

- Attendance Rate – The reports show that about 70% of the students enrolled in PLTL have either a low, moderate or high attendance rate vs. 32% of non-PLTL. Low – 2 to 4 sessions; moderate: 5-9 sessions; high – 10 + sessions
- Improved leader observations – The overall rating of PLTL leaders has increased this year, which can be attributed to the increase in the quality of leaders and improved training methods
- Mentoring Program – Each mentee met with program coordinator and team leader for an end of the semester debrief and final presentation
- Hiring process: team leaders, coordinator and director conducted group interviews over the course of two days, and after completing the hiring matrix, the applicants list was narrowed down to conduct one-on-one interviews with Team leaders
- PLTL Course leader sign-up - integrated new system for leaders to sign up for session times using the **Sign Up Genius** electronic application creating an effective and efficient way to coordinate times, rooms and leader availability

Challenges:

- Team Leader accountability – the Team Leader Program is being structured to have a better accountability system in the future
 - Team Leaders will: increase effective communication with program coordinator; be held accountable during office hours; meet one-on-one with program coordinator on a weekly basis to identify problems areas, discuss challenges and areas of strength; improve skillset with assistance of program coordinator
 - Encourage engagement in faculty liaison meetings by introducing more professional development during these meetings

- Building camaraderie among leaders by encouraging participation at Peer Leader social events

Future Direction:

- Growth and expansion of Mentor Program – conduct several interest meetings prior to start of mentoring program; increase marketing at the beginning of the semester
- Incorporate more team building events (social events like game night and movie night)
- Hire new Program Specialist to assist with day-to-day operations
- Research the addition of MATH 2417 and 2419 to the PLTL catalog

Conference Presentations:

- 7th Annual Peer-Led Team Learning International Society, Chicago, IL, June 2017: “Integrating Research and Practice: PLTL in Action” – Integrating CRLA Certification within a PLTL Program. Innovative ways of getting PLTL certified - Poster.
- 7th Annual Peer-Led Team Learning International Society, Chicago, IL, June 2017: “Integrating Research and Practice: PLTL in Action” – Progression of a PLTL Mentor Program – A New Way to Train Leaders - Workshop

Summary:

PLTL continues to show its value by increasing GPA and decreasing DFW rates in all the courses it supports. The program continues to grow each semester in order to meet student demand. The quality of leaders continues to increase as the applicant pool grows and training practices are refined. PLTL will continue to investigate expansion into other courses in need of peer education.

SUPPLEMENTAL INSTRUCTION

Program:

Supplemental Instruction (SI) provides academic assistance to students in historically difficult courses – those that have a high rate of D or F grades and withdrawals (known as the DFW rate). These voluntary, out-of-class study sessions are offered two or three times per week and are facilitated by a trained SI leader who has previously excelled in the targeted course. The SI leader attends lectures, designs collaborative lesson plans, and collaborates weekly with faculty.

Staffing:

The SI Program was managed by one full-time director, one full-time program specialist, six team leaders (student peer supervisors), and **61** SI leaders.

| SI Contact Hours: | | |
|--------------------------|------------------------------|-------------------------|
| Fall 2016: 8,038 | Spring 2017: 7,115.75 | Total: 15,152.75 |

Table 10 – Courses Supported AY 16-17

| SEMESTER | COURSE | # OF SI LEADERS | # OF VISITS | # OF UNIQUE STUDENTS |
|--------------------|--|-----------------|-----------------|----------------------|
| Fall 2016 | ACCT 2301, 2302, 3331, 3332, 3341; BIOL 2311, 2312, 3361, 3362, 3455; CHEM 1301, 1311, 1312, 2323, 2325; CS 2305; ECON 2301, 2302; BMEN 2320, ENGR 3300; GOVT 2305, 2306; HIST 1301; MECH 3310; NSC 3361; PHYS 2325, 2326; PSY 2317 | 43 | 8,038 | 1791 |
| Spring 2017 | ACCT 2301, 2302, 3331, 3332, 3341; BIOL 2312, 3301, 3345, 3361, 3362; CHEM 1311, 1312, 2323, 2325; CS 2305; ECON 2301, 2302; BMEN 2320, 3130; ENGR 3300; GOVT 2305, 2306; HIST 1302; MATH 1326, 2312; NSC 3361; PHYS 2325, 2326; PSY 2317 | 42 | 7,115.75 | 1915 |

Table 11 – Fall 16 GPA/DFW Rate Summary

| Course | Number of Unique Students Attended | Percent Attended | Number of Sessions | Contact Hours | Mean Grade SI | Mean Grade non-SI | Diff in Mean Grade SI/Non | SI DFW Rate | Non-SI DFW Rate |
|--------------------|------------------------------------|------------------|--------------------|---------------|---------------|-------------------|---------------------------|-------------|-----------------|
| <i>ACCT Total</i> | 290 | 27% | 497 | 1247 | 2.88 | 4.45 | -1.57 | 11% | 23% |
| <i>BIOL Total</i> | 187 | 18% | 124 | 1132 | 3.23 | 2.87 | 0.36 | 4% | 14% |
| <i>CHEM Total</i> | 457 | 27% | 355 | 1918 | 2.73 | 2.40 | 0.33 | 15% | 32% |
| <i>CS Total</i> | 37 | 30% | 34 | 87 | 2.73 | 2.62 | 0.11 | 14% | 21% |
| <i>ECON Total</i> | 69 | 17% | 92 | 266 | 2.83 | 2.65 | 0.18 | 10% | 18% |
| <i>ENGR Total</i> | 81 | 19% | 283 | 617 | 2.63 | 2.65 | -0.02 | 7% | 21% |
| <i>GOVT Total</i> | 234 | 19% | 162 | 760 | 2.81 | 2.51 | 0.30 | 10% | 23% |
| <i>HIST Total</i> | 40 | 12% | 128 | 162 | 3.09 | 2.46 | 0.63 | 4% | 20% |
| <i>NSC Total</i> | 70 | 18% | 63 | 321 | 2.61 | 2.58 | 0.03 | 16% | 16% |
| <i>PHYS Total</i> | 266 | 28% | 139 | 1190 | 3.00 | 2.68 | 0.32 | 7% | 18% |
| <i>MATH Total</i> | 10 | 21% | 34 | 41 | 3.10 | 2.58 | 0.52 | 10% | 24% |
| <i>PSY Total</i> | 50 | 38% | 64 | 297 | 2.26 | 2.12 | 0.14 | 28% | 39% |
| <i>Grand Total</i> | 1791 | 22.9% | 1975 | 8038 | 2.82 | 2.71 | 0.11 | 11% | 22% |

Table 12 – Spring 17 GPA/DFW Rate Summary

| Course | Number Attended | Percent Attended | Number of Session Hours Offered | Student Contact Hours | Mean Grade SI (12.0) | Mean Grade non-SI (12.0) | Diff in Mean Grade SI/Non (12.0) | SI DFW Rate | Non-SI DFW Rate |
|-------------------|-----------------|------------------|---------------------------------|-----------------------|----------------------|--------------------------|----------------------------------|-------------|-----------------|
| <i>ACCT Total</i> | 284 | 32% | 436.25 | 1236.25 | 2.63 | 2.78 | -0.15 | 25% | 20% |
| <i>BIOL Total</i> | 230 | 18% | 255 | 1225 | 3.17 | 2.52 | 0.65 | 15% | 22% |
| <i>CHEM Total</i> | 464 | 25% | 329.88 | 1588.21 | 2.83 | 2.42 | 0.41 | 23% | 35% |
| <i>CS Total</i> | 22 | 22% | 65 | 92.5 | 3.42 | 2.95 | 0.47 | 9% | 19% |
| <i>ECON Total</i> | 76 | 20% | 136.12 | 280.54 | 2.98 | 2.72 | 0.26 | 12% | 21% |

| | | | | | | | | | |
|------------------------|------|-----|-------------|-------------|------|------|-------|-----|-----|
| <i>ENGR Total</i> | 194 | 26% | 555.03 | 859.3 | 2.70 | 2.67 | 0.03 | 10% | 26% |
| <i>GOVT Total</i> | 213 | 14% | 270.58 | 478.18 | 2.90 | 2.91 | -0.01 | 21% | 18% |
| <i>HIST Total</i> | 16 | 6% | 104.58 | 56.44 | 2.78 | 2.50 | 0.28 | 13% | 24% |
| <i>MATH Total</i> | 129 | 44% | 163.75 | 323.75 | 1.84 | 2.17 | -0.33 | 47% | 42% |
| <i>NSC Total</i> | 114 | 27% | 68.89 | 313.74 | 2.52 | 2.15 | 0.37 | 24% | 37% |
| <i>PHYS Total</i> | 124 | 19% | 103.75 | 497.5 | 3.01 | 2.82 | 0.19 | 16% | 18% |
| <i>PSY Total</i> | 49 | 36% | 66.4 | 164.34 | 2.53 | 2.46 | 0.07 | 24% | 31% |
| <i>Grand Total</i> | 1915 | 22% | 2555.2 3 | 7115.7 5 | 2.77 | 2.59 | 0.19 | 21% | 25% |

Table 13, 14 and 15 - Course GPA Based on Frequency of Attendance in SI – All Courses Aggregated for AY 16-17

Fall 2016

| Frequency | Mean Final Grade | N | % of Participants |
|--|------------------------|-------|----------------------|
| Non-Participants | 2.59 | 5,584 | -- |
| SI Participants | 2.77 | 2,890 | 34% |
| Students attending 1-4 sessions | 2.77 | 1,916 | 34% |
| Students attending 5-9 sessions | 2.53 | 235 | 4.2% |
| Students attending 10 or more sessions | 2.26 | 232 | 4.1% |

Spring 2017

| Frequency | Mean Final Grade | N | % of Participants |
|--|------------------------|-------|----------------------|
| Non-Participants | 2.59 | 6608 | -- |
| SI Participants | 2.77 | 1,915 | 22% |
| Students attending 1-4 sessions | 2.77 | 1,646 | 25% |
| Students attending 5-9 sessions | 2.53 | 179 | 2.7% |
| Students attending 10 or more sessions | 2.26 | 179 | 2.7% |

Fall 2016 & Spring 2017

| Frequency | Mean Final Grade | N | % of Participants |
|--|------------------|--------|-------------------|
| Non-Participants | 2.62 | 12,192 | -- |
| SI Participants | 2.80 | 4,805 | 40% |
| Students attending 1-4 sessions | 2.78 | 3,562 | 30% |
| Students attending 5-9 sessions | 2.72 | 414 | 5.3% |
| Students attending 10 or more sessions | 2.54 | 411 | 3.3% |

Strengths:

- The data recorded for AY 16-17 shows that an average of 84% of SI participants received a final grade of C or higher, compared to an average of 72% of non-participants.
- This year, SI achieved 10,069 contact hours in the Fall and 7,115.75 contact hours in Spring.
- In the Spring, a team leader was tasked with streamlining the collection of data in Excel to track attendance, and merging the attendance spreadsheet with the grades report; in the past, the process has been tedious and time consuming to complete for 60+ sections and is subject to human error.

Challenges:

- **Limited Space** – A designated space of three session spaces to accommodate growing numbers of students participating in SI sessions. At this time, SI has access to use one classroom (MC 1.608). While the main hub for SI is the McDermott Library, SI utilized classrooms in various buildings around campus, including the residence halls, for weekly SI sessions.
- **Data Collection Methods** - The current process of collecting data entails paper sign-in sheets, creating an attendance roster in Excel, tracking attendance, and merging the attendance spreadsheet with the grades report. Staff is currently researching methods to streamline the collection of data for tracking purposes with card swipe technology.

Future Direction:

- Higher expectations for SI leaders
 - Emphasis on relationship building with faculty
 - Emphasis on incorporation of various study strategies based on learning styles as well as course content and material

- Incorporating a mentoring component
 - Emphasis on leader development
- Integrate StrengthsQuest into staff development activities with team leaders
- Improve data collection by utilizing software to track student participation
 - Measure cost per student served

WRITING CENTER

Services Offered: During AY 16-17, the Writing Center offered individual and group appointments to undergraduate students. Peer Leaders also presented relevant and timely workshops. Sessions were available six days a week by appointment, with additional drop-in hours available in the afternoon. Peer Leaders assisted students with any type of writing assignment during all stages of the writing process. Sessions focused on student concerns, whether it is help with brainstorming, analysis, organization, grammar, or revision.

Staffing: The Writing Center is staffed by one Writing Center Manager, one Secretary, and nine Peer Leaders.

Writing Center
1,157 unique students visited 1,960 times

Table 16 – Writing Center Visits by Semester

| | Total Visits | Unique Students | Drop-Ins | Workshops |
|--------------|---------------------|------------------------|-----------------|------------------|
| Fall 2016 | 958 | 543 | 88 | n/a |
| Spring 2017 | 891 | 555 | 249 | 26 |
| Summer 2017 | 111 | 59 | 12 | n/a |
| Total | 1960 | 1157 | 349 | 26 |

Table 17 – Writing Center Visits by Month

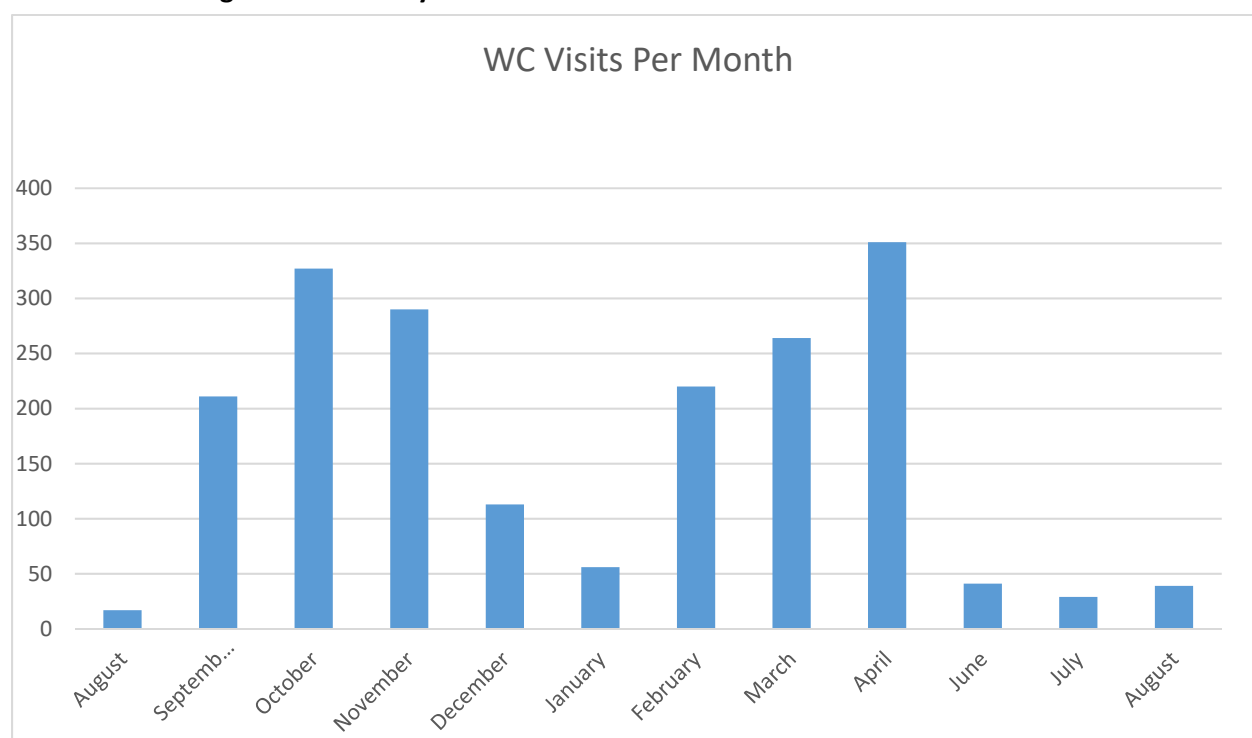


Table 18,19 – Writing Center Visits by School

| SCHOOL | |
|--------------|-------------|
| ARHM | 48 |
| ATEC | 52 |
| BBSC | 133 |
| ENCS | 290 |
| ENCSBIEN | 39 |
| EPPS | 73 |
| GENS | 78 |
| MGMT | 222 |
| NSMT | 46 |
| NSMTBIOL | 163 |
| NSMTCHEM | 111 |
| Undecided | 28 |
| TOTAL | 1583 |

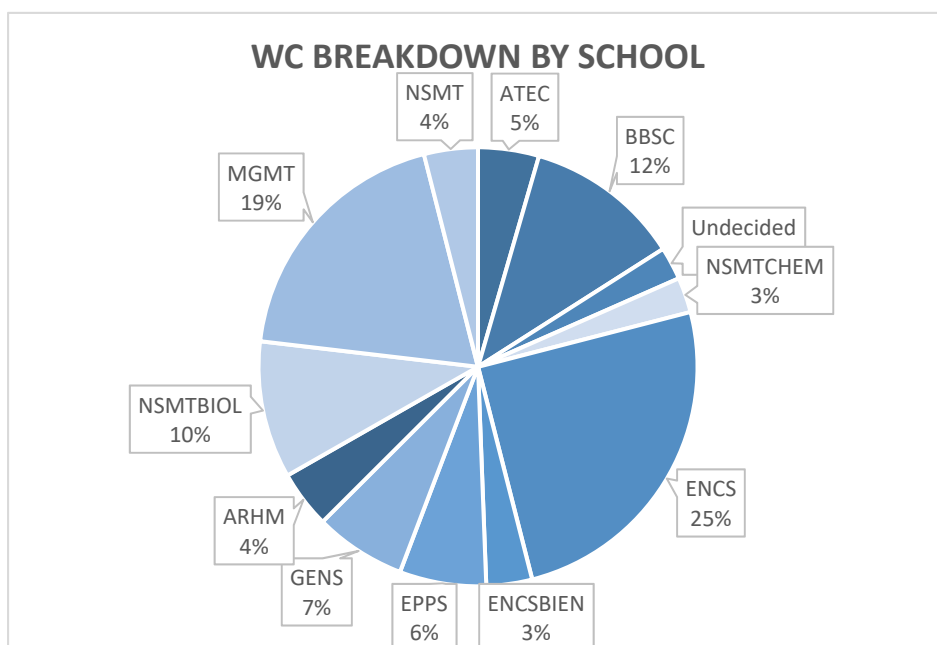
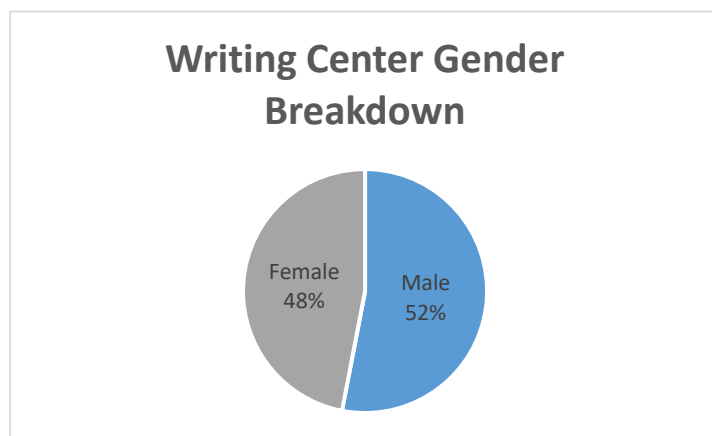


Table 20,21 – Writing Center Visits by Gender



| GENDER | |
|--------------|-------------|
| Male | 598 |
| Female | 559 |
| TOTAL | 1157 |

Table 22,23 – Writing Center Visits by Classification

| CLASSIFICATION | |
|--------------------|-------------|
| Freshman | 319 |
| Sophomore | 191 |
| Junior | 287 |
| Senior | 322 |
| Post Baccalaureate | 59 |
| Not Specified | 12 |
| Total | 1190 |

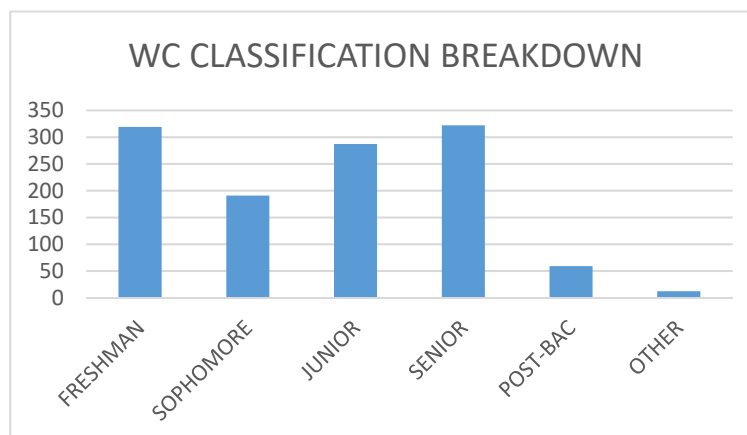
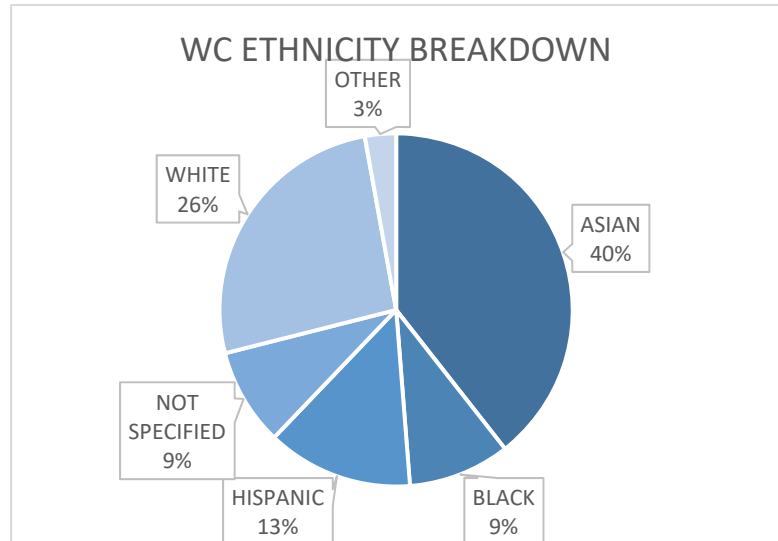


Table 24,25 – Writing Center Visits by Ethnicity

| ETHNICITY | |
|---------------|-------------|
| Asian | 456 |
| Black | 108 |
| Hispanic | 155 |
| Not Specified | 103 |
| White | 302 |
| Other | 33 |
| TOTAL | 1157 |



Strengths:

- AY 16-17 was the first year that graduate students exclusively visited Graduate Writing Services; the Writing Center only assisted undergraduate students.
- The Writing Center experienced success in adding drop-in hours in the afternoons during the spring semester.
- Due to vacancies in staffing, no workshops were offered during the fall semester, but a limited number of workshops offered in Spring drew student interest.
- Staff visited several Writing Centers throughout Texas (University of Texas, Texas A&M, and Dallas Baptist University) and Oklahoma (Oklahoma State and University of Oklahoma) to gather ideas, network with staff and begin working on a five year strategic plan for the SSC's Writing Center.

Future Plans:

- Writing Center management began developing a Faculty Advisory Board, comprised of instructors from various disciplines across campus, to provide input on Writing Center workshops, specific course content, and Writing Center best practices.
- The Writing Center plans to offer more workshops, specifically designed for students enrolled in RHET 1302.

MATH LAB

Services Offered: The SSC Math lab serves as a student-centered resource for the UT Dallas community, and offers walk-in tutoring, weekly reviews, exam reviews, one satellite lab in the Residence Halls, and one-on-one appointments. Whether students are striving to turn a “B” grade into an “A” or just needing to refresh their math skills, the SCC Math Lab offers an extensive array of one-on-one and small group tutoring to assist with most undergraduate math, statistics, and physics courses among others.

Staffing: The SSC Math Lab is staffed by one Math Lab Supervisor, four Learning Specialists, one Secretary, student tutors, and team leaders (Fall – 24 student tutors and 3 team leaders; Spring – 22 tutors and 2 team leaders).

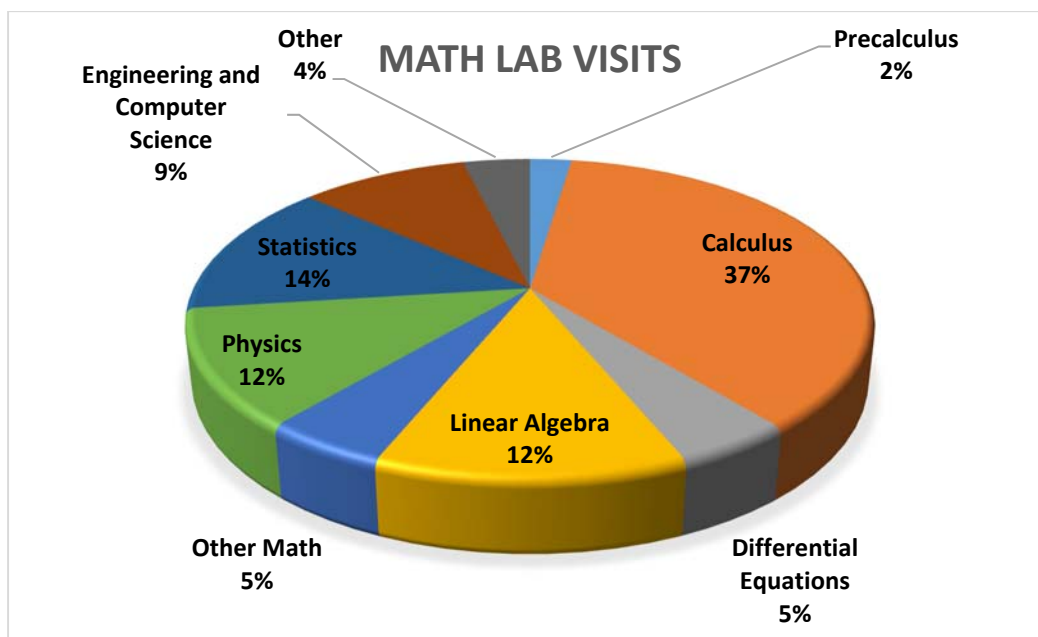
Faculty Liaisons: Vladimir Dragovic, Rabin Dahal, Anatoly Eydelzon, Manjula Foley, Bentley Garrett, Farid Khafizov, Yuly Koshevnik, Changsong Li, Brady McCary, My Linh Nguyen, Felipe Pereira, Dmitry Rachinskiy, Paul Stanford, Julie Sutton, John Zweck, Kelly Aman, Mohammad Ahsan, Mohammad Hooshyar

MATH LAB Contact Hours:

3,357 unique students visited **29,357 times**
(0.03% increase from AY 15-16)

The Math Lab assists students with studying, homework, concepts from take home quizzes, or exams as permitted by the instructors. Students received help in the following broad categories:

Table 26 – Math Lab Visits by Subject



Overall Visits (Table 27):

| | Math Lab | Satellite Lab | Total |
|-----------------|----------|----------------|--------------------|
| | MC 3.606 | Residence Hall | Combining all Labs |
| Total Visits | 29,120 | 237 | 29,357 |
| Unique Students | 3,334 | 94 | 3,357 |

Number of Visits by Gender (Table 28):

| | Math Lab | | | | Satellite Lab | | | Combining all Labs | | | |
|-----------------|----------|--------|---------|--------|---------------|------|-------|--------------------|--------|---------|---------------|
| | Female | Male | Unknown | Total | Female | Male | Total | Female | Male | Unknown | Total |
| Total Visits | 10,070 | 19,048 | 2 | 29,120 | 83 | 154 | 237 | 10,153 | 19,202 | 2 | 29,357 |
| Unique Students | 1,284 | 2,050 | 1 | 3,334 | 43 | 51 | 94 | 1,293 | 2,064 | 1 | 3,357 |

Number of Visits by Classification (Table 29):

| | Math Lab | | | | | | |
|-----------------|----------|-----------|--------|--------|----------|----------|---------|
| | Freshman | Sophomore | Junior | Senior | Post-Bac | Graduate | Unknown |
| Total Visits | 6,215 | 6,494 | 8,972 | 6,301 | 477 | 448 | 213 |
| Unique Students | 845 | 798 | 1,137 | 730 | 45 | 108 | 27 |

| | Satellite Lab | | | |
|-----------------|---------------|-----------|--------|--------|
| | Freshman | Sophomore | Junior | Senior |
| Total Visits | 197 | 27 | 6 | 7 |
| Unique Students | 77 | 11 | 4 | 4 |

Number of Visits by Ethnicity (Table 30):

| | Math Lab | | Satellite Lab | | Combining all Labs | |
|-----------------|--------------|-----------------|---------------|-----------------|--------------------|-----------------|
| | Total Visits | Unique Students | Total Visits | Unique Students | Total Visits | Unique Students |
| American Indian | 439 | 68 | 9 | 2 | 448 | 68 |
| Asian | 10,168 | 1,205 | 104 | 38 | 10,272 | 1,210 |
| Black | 2,700 | 284 | 17 | 12 | 2,717 | 288 |
| Hispanic | 4,386 | 488 | 40 | 14 | 4,426 | 493 |
| Non-Specified | 1,415 | 212 | 23 | 11 | 1,438 | 215 |
| White | 9,751 | 1,043 | 44 | 17 | 9,795 | 1,049 |
| Other | 261 | 35 | 0 | 0 | 261 | 35 |

Number of Visits by College (Table 31):

| | Math Lab | | Satellite Lab | | Combining all Labs | |
|--|--------------|-----------------|---------------|-----------------|--------------------|-----------------|
| | Total Visits | Unique Students | Total Visits | Unique Students | Total Visits | Unique Students |
| School of Arts and Humanities | 27 | 8 | 0 | 0 | 27 | 8 |
| School of Arts, Technology, and Emerging Communication | 150 | 29 | 4 | 2 | 154 | 31 |
| School of Behavioral and Brain Sciences | 1,356 | 213 | 33 | 11 | 1,398 | 217 |
| Engineering and Computer Science | 12,830 | 1,227 | 71 | 30 | 12,901 | 1,233 |
| Engineering and Computer Science – Bioengineering | 1,515 | 202 | 14 | 8 | 1,529 | 205 |
| Engineering and Computer Science – SYSM | 1 | 1 | 0 | 0 | 1 | 1 |
| Engineering and Computer Science – MECH | 7 | 2 | 0 | 0 | 7 | 2 |
| School of Economic, Political and Policy Sciences | 478 | 118 | 1 | 1 | 479 | 118 |
| General Studies | 600 | 104 | 4 | 2 | 604 | 104 |
| Naveen Jindal School of Management | 3,710 | 727 | 60 | 16 | 3,770 | 730 |
| Executive Management | 15 | 3 | 0 | 0 | 15 | 3 |

| | | | | | | |
|---|-------|-----|----|----|--------------|------------|
| School of Natural Science and Mathematics | 4,782 | 276 | 16 | 9 | 4,798 | 277 |
| School of Natural Science and Mathematics - Biology | 1,914 | 301 | 19 | 11 | 1,933 | 305 |
| School of Natural Science and Mathematics - Chemistry | 1,096 | 129 | 5 | 2 | 1,101 | 129 |
| School of Natural Science and Mathematics - Mathematics | 65 | 4 | 0 | 0 | 65 | 4 |
| Unknown | 574 | 54 | 10 | 2 | 584 | 55 |

Weekly Reviews (Table 32,33)

Professional Staff and Team Leaders led weekly review sessions. Some courses hosted two review sessions and some courses hosted two reviews per week. If no students show for a review after an extended period, it is canceled for the semester.

Comparison to AY 15-16 Visits (Blue indicates increase)

| Course | Visits | Unique Students |
|-----------|--------|-----------------|
| MATH 1314 | 0 | 0 |
| MATH 1325 | 334 | 67 |
| MATH 1326 | 584 | 127 |
| MATH 2333 | 45 | 9 |
| MATH 2413 | 272 | 82 |
| MATH 2414 | 384 | 92 |
| MATH 2415 | 41 | 10 |
| MATH 2417 | 363 | 99 |
| MATH 2418 | 432 | 95 |
| MATH 2419 | 458 | 104 |
| MATH 2420 | 989 | 124 |
| MATH 2451 | 102 | 17 |
| STAT 3341 | 73 | 18 |
| STAT 3360 | 164 | 33 |
| ENGR 2300 | 24 | 10 |
| ENGR 3341 | 309 | 98 |

| Course | 2015 - 2016 | 2016 - 2017 |
|--------|-------------|-------------|
| MATH | 145 | 334 |
| MATH | 703 | 584 |
| MATH | 80 | 45 |
| MATH | 222 | 272 |
| MATH | 362 | 384 |
| MATH | 61 | 41 |
| MATH | 324 | 363 |
| MATH | 267 | 432 |
| MATH | 560 | 458 |
| MATH | 959 | 989 |
| MATH | 78 | 102 |
| STAT | 120 | 164 |
| ENGR | 68 | 24 |
| ENGR | 46 | 309 |

Exam Reviews (Table 34, 35)

Team Leaders, Learning Specialists, and Supervisor led exam reviews. The following table shows the number of students who attended the reviews.

| Course | Number of Exam Reviews | Visits | Unique Students |
|-----------|------------------------|--------|-----------------|
| MATH 1325 | 6 | 299 | 173 |
| MATH 1326 | 6 | 563 | 332 |
| MATH 2333 | 3 | 58 | 34 |
| MATH 2413 | 7 | 457 | 294 |
| MATH 2414 | 6 | 386 | 271 |
| MATH 2415 | 6 | 171 | 111 |
| MATH 2417 | 6 | 441 | 268 |
| MATH 2418 | 6 | 373 | 237 |
| MATH 2419 | 6 | 427 | 233 |
| MATH 2420 | 6 | 576 | 289 |
| MATH 2451 | 6 | 83 | 51 |
| STAT 3360 | 11 | 243 | 113 |

Comparison to AY 15-16 Visits (Blue indicates increase)

| Course | 2015 - 2016 | 2016 - 2017 |
|--------|-------------|-------------|
| MATH | 306 | 299 |
| MATH | 321 | 563 |
| MATH | 114 | 58 |
| MATH | 356 | 457 |
| MATH | 393 | 386 |
| MATH | 128 | 171 |
| MATH | 299 | 441 |
| MATH | 399 | 373 |
| MATH | 369 | 427 |
| MATH | 484 | 576 |
| MATH | 103 | 83 |
| STAT | 355 | 243 |

One-on-One Appointments (Table 36)

The Math Lab started one-on-one appointments on September 26, 2016.

For Fall 2016, appointments were offered for 1000 and 2000 level math courses as well as Stat 3360. Appointments were approximately 25 minutes in length and students could schedule up to one appointment per week. Survey results for appointments presented at the end of the report.

For Spring 2017, appointments were offered for 1000 and 2000 level math courses, Stat 3360, Phys 1301, Phys 1302, Phys 2125, Phys 2126, Phys 2325, and Phys 2326. For Summer 2017, appointments are offered for 1000 and 2000 level math courses, Engr 2300, Engr 3300, Engr 3341, Stat 3360, and Stat\SE\CS 3341. Appointments were approximately 25 minutes in length and students could schedule up to two appointments per week.

A total of 350 appointments scheduled for the academic year. Of the 350 appointments, 298 were 30-minute appointments and 52 were 60-minute appointments. Of the 350 appointments, there were 48 cancellations, 61 no shows, and 241 hosted appointments. Students scheduled 37% of the offered 1,078 appointment slots for the year.

| Course | Scheduled Appointments | Total Hosted Appointments |
|----------------|------------------------|---------------------------|
| MATH 1306 | 1 | 1 |
| MATH 1314 | 2 | 1 |
| MATH 1316 | 8 | 4 |
| MATH 1325 | 9 | 7 |
| MATH 1326 | 50 | 34 |
| MATH 2312 | 16 | 10 |
| MATH 2333 | 5 | 2 |
| MATH 2370 | 3 | 3 |
| MATH 2413 | 26 | 22 |
| MATH 2414 | 40 | 22 |
| MATH 2415 | 13 | 9 |
| MATH 2417 | 21 | 13 |
| MATH 2418 | 37 | 28 |
| MATH 2419 | 4 | 2 |
| MATH 2420 | 8 | 7 |
| MATH 2451 | 4 | 4 |
| PHYS 1301 | 7 | 6 |
| PHYS 1302 | 2 | 2 |
| PHYS 2325 | 10 | 6 |
| PHYS 2326 | 1 | 1 |
| CS 3341 | 11 | 7 |
| SE 3341 | 3 | 2 |
| ENGR 3300 | 4 | 2 |
| ENGR 3341 | 42 | 27 |
| STAT 3360 | 19 | 18 |
| Math Lab Appt. | 4 | 1 |
| Total | 350 | 241 |

Drop-In Tutoring (Table 37 - Blue indicates increase)

| Subject | Visits | Unique Students |
|--|---------------|------------------------|
| Precalculus (Includes Math 1306, Math 1314, Math 1316, Math 2312) | 691 | 135 |
| Calculus (Includes all Calculus I, II, and III Courses.) | 10,769 | 1,444 |
| Differential Equations (Includes Math 2420) | 1,382 | 208 |
| Linear Algebra (Includes Math 2333, Math 2418, and Engr 2300) | 3,658 | 523 |
| Other Math Courses (All other courses not included above including undergraduate and graduate courses) | 1,462 | 145 |
| Physics (Includes all PHYS courses) | 3,470 | 540 |
| Statistics (Includes all OPRE, EPPS, ACTS, STAT courses, computer science and engineering statistics, and psychology statistics) | 4,006 | 744 |
| Computer Science and Engineering Courses (Includes all other computer science and engineering courses) | 2,800 | 484 |
| Other (Includes all other courses not included above) | 1,119 | 474 |

Number of Visits (Table 38- Blue indicates increase)

| | 2015 – 2016 | 2016 - 2017 |
|--|--------------------|--------------------|
| Math 1306 – College Algebra for the Non-Scientist | 89 | 23 |
| Math 1314 – College Algebra | 463 | 239 |
| Math 1316 – Trigonometry | 127 | 130 |
| Math 1325 – Applied Calculus I | 808 | 500 |
| Math 1326 – Applied Calculus II | 2,178 | 1,543 |
| Math 2312 – Precalculus | 519 | 299 |
| Math 2333 – Matrices, Vectors, and Applications | 413 | 326 |
| Math 2413 – Differential Calculus | 2,063 | 1,843 |
| Math 2414 – Integral Calculus | 2,887 | 2,229 |
| Math 2415 – Calculus of Several Variables | 978 | 1,527 |
| Math 2417 – Calculus I | 1,024 | 1,312 |
| Math 2418 – Linear Algebra | 2,741 | 2,792 |
| Math 2419 – Calculus II | 1,339 | 1,236 |
| Math 2420 – Differential Equations | 2,293 | 1,382 |
| Math 2451 – Multivariable Calculus with Applications | 621 | 579 |

Comparison to 2015 – 2016 Academic Year

What follows compares the increase or decrease in visits for some of the Math Lab's services.
(2015 does not include Residence Hall Labs)

Demand by Subject - Number of Visits (Table 39 -Blue indicates increase)

| Subject | 2015 - 2016 | 2016 - 2017 | Difference |
|----------------------------------|---------------|---------------|------------|
| Precalculus | 1,198 | 691 | -507 |
| Calculus | 11,904 | 10,769 | -1,135 |
| Differential Equations | 2,293 | 1,382 | -911 |
| Linear Algebra | 3,960 | 3,658 | -302 |
| Other Math | 944 | 1,462 | 518 |
| Physics | 3,558 | 3,470 | -88 |
| Statistics | 3,168 | 4,006 | 838 |
| Engineering and Computer Science | 1,990 | 2,800 | 810 |
| Other | 334 | 1,119 | 785 |
| Total | 29,349 | 29,357 | 8 |

Unique Students (Table 40 -Blue indicates increase)

| Subject | 2015 - 2016 | 2016 - 2017 | Difference |
|----------------------------------|-------------|-------------|------------|
| Precalculus | 395 | 135 | -260 |
| Calculus | 2,212 | 1,444 | -768 |
| Differential Equations | 239 | 208 | -31 |
| Linear Algebra | 628 | 523 | -105 |
| Other Math | 310 | 145 | -165 |
| Physics | 911 | 540 | -371 |
| Statistics | 839 | 744 | -95 |
| Engineering and Computer Science | 390 | 484 | 94 |
| Other | 192 | 474 | 282 |

Future Plans

- SSC will no longer offer services in the Satellite Math Lab in Residential Hall NW.
- The Math Lab will only be offering drop-in tutoring for most 1000 and 2000 level Math courses.
- Physics tutoring will be moved to Peer Tutoring starting Summer 2017.
- The Math Lab will offer appointments for most 1000 and 2000 level Math courses, Engr 2300, Engr 3341, Math 3310, Math 3311, Math 3312, Math 3379, Stat 3341, and Stat 3360.

- Professional Staff will be working more closely with Math, Statistics, and Engineering faculty.
- The Math Lab will be hiring course-specific tutors to reflect new changes.
- The Math Lab and Peer Tutoring be managed by the same staff and will be under the umbrella name Peer Tutoring – Science and Mathematics.

Highlights

- Increased the communication between Math Lab staff and the Math Department through by following syllabi provided on eLearning, attending classes to keep tutors on track, attending coordinator meetings and utilizing faculty expertise.
- Revised the hiring process for tutors to include only one exam, a mock-tutoring session, and interview.
- Created a formal evaluation process for tutors as well as a box account to have access to course syllabi and assignments.

Challenges

- The Math Lab did not have enough tutors to accommodate upper level Math courses, Physics, and Statistics without students waiting over 30 minutes to receive help.
- Lack of traffic in the satellite math lab, only had 238 visits for the year.

PEER TUTORING

The Peer Tutoring program offers one-to-one and small group tutoring in a variety of subjects and courses, serving students via appointments and drop-in opportunities. Tutoring assistance is offered for many of the historically challenging subjects at UT Dallas, including Biochemistry, Organic Chemistry, General Chemistry, and other courses by request. The list of courses offered is based on historical needs, course/section sizes, and student/faculty requests.

AY 16-17 marked the second year in the Peer Tutoring suite in MC 1.310. The space consists of a lab (open room with tables/chairs/glass boards) that seats 24 students and is used primarily for general and organic chemistry drop-in tutoring; four appointment rooms that can be used as small study areas or for appointments; and a 10-seat room used for bigger study groups. While this space is adequate for tutoring, the general and organic chemistry students outnumber the tables and chairs on the weeks of their major exams, so Peer Tutoring staff moved white boards and tutors to the SSC lobby in order to better serve students during the busy exam weeks. Tutors are also given the opportunity to work extra hours during these test weeks.

Staffing:

The Peer Tutoring program is managed by a 60 percent part-time staff person (Learning Specialist III). Three part-time university retirees (8-16 hours/week each) supported the tutoring program in a receptionist capacity during the year.

Number of Peer Leaders employed in AY 16-17

Fall 2016: 22

Spring 2017: 23

Summer 2017: 6

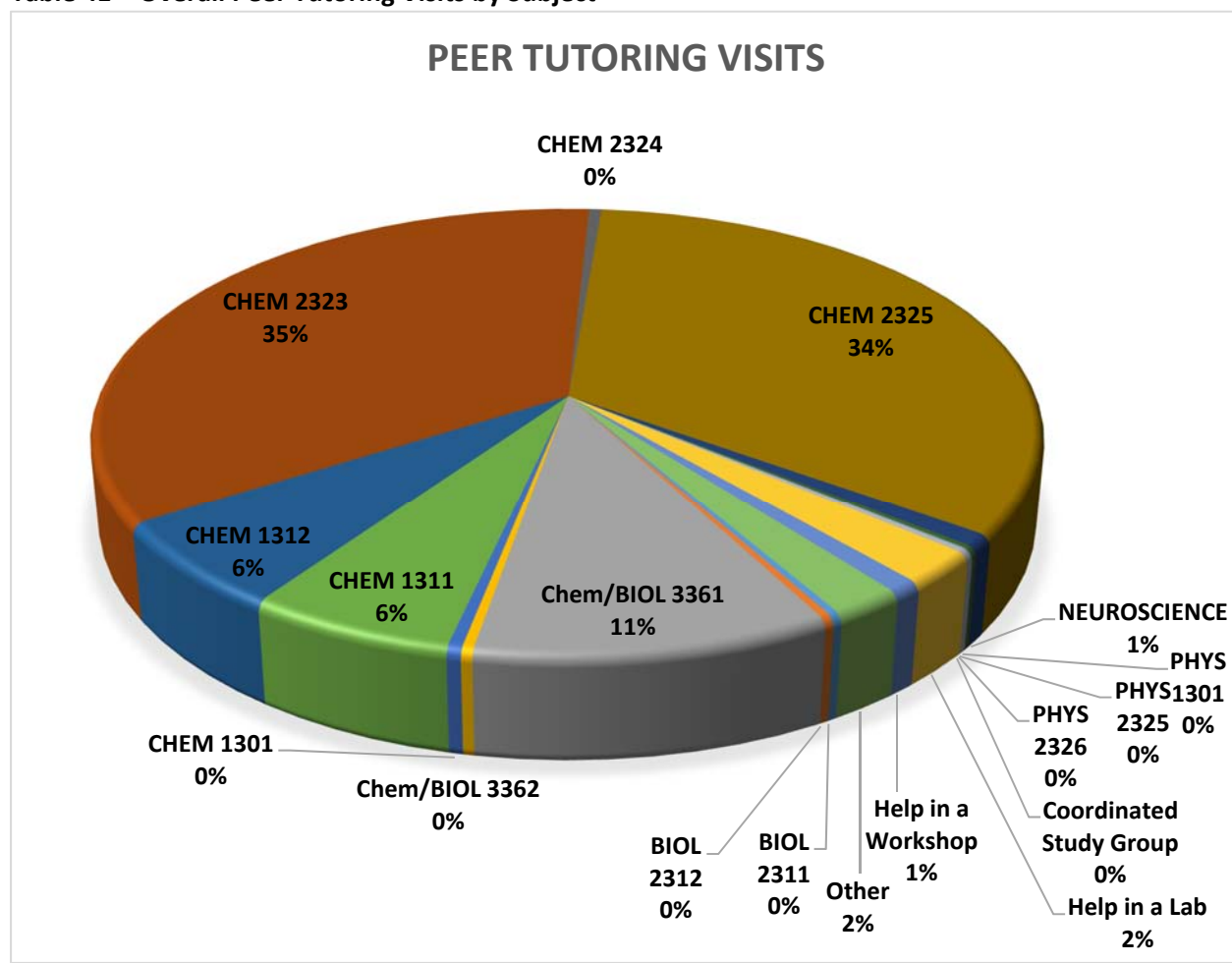
Faculty Liaisons: Claudia Tanzler, Amandeep Sra, Lindsey King, Fiabiano Da Silveira Rodrigues, Bing Lv, Robert Glosser

Peer Tutoring

894 unique students visited **6,852 times**

(32% increase in visits from AY 15-16)

Table 41 – Overall Peer Tutoring Visits by Subject



Number of Visits by Gender (Table 42):

| | Drop-In Tutoring | |
|-----------------|------------------|-------|
| | Female | Male |
| Total Visits | 4,217 | 2,635 |
| Unique Students | 559 | 335 |

Number of Visits by Classification (Table 43):

| | Drop-In Tutoring | | | | | | |
|-----------------|------------------|-----------|--------|--------|----------|----------|---------|
| | Freshman | Sophomore | Junior | Senior | Post-Bac | Graduate | Unknown |
| Total Visits | 786 | 1,536 | 2,835 | 1,438 | 240 | 3 | 14 |
| Unique Students | 144 | 250 | 383 | 210 | 31 | 1 | 5 |

Number of Visits by Ethnicity (Table 44):

| | Drop-In Tutoring | |
|-----------------|------------------|-----------------|
| | Total Visits | Unique Students |
| American Indian | 250 | 18 |
| Asian | 2,945 | 426 |
| Black | 701 | 92 |
| Hispanic | 834 | 121 |
| Non-Hispanic | 6 | 3 |
| Non-Specified | 208 | 32 |
| White | 1,885 | 195 |
| Other | 23 | 5 |

Number of Visits by College (Table 45):

| | Drop-In Tutoring | |
|--|------------------|-----------------|
| | Total Visits | Unique Students |
| School of Arts and Humanities | 6 | 1 |
| School of Arts, Technology, and Emerging Communication | 2 | 1 |
| School of Behavioral and Brain Sciences | 1,001 | 153 |
| Erik Jonsson School of Engineering and Computer Science | 144 | 23 |
| Erik Jonsson School of Engineering and Computer Science – Bioengineering | 238 | 36 |
| School of Economic, Political and Policy Sciences | 39 | 6 |
| General Studies | 1,378 | 155 |
| Naveen Jindal School of Management | 302 | 27 |
| School of Natural Science and Mathematics | 378 | 72 |
| School of Natural Science and Mathematics - Biology | 2,560 | 339 |
| School of Natural Science and Mathematics - Chemistry | 595 | 75 |
| Unknown | 209 | 29 |

Drop-In Tutoring (Table 46)

| | Visits | Unique Students |
|--|--------|-----------------|
| BIOL 2311 - INTRO TO MODERN BIOLOGY I | 19 | 11 |
| BIOL 2312 - INTRO TO MODERN BIOLOGY II | 20 | 10 |
| BIOL 3361 - BIOCHEMISTRY I | 721 | 154 |
| BIOL 3362 - BIOCHEMISTRY II | 23 | 13 |
| CHEM 1301 - GENERAL CHEM FOR ENGINEERS | 29 | 5 |
| CHEM 1311 - GENERAL CHEMISTRY I | 423 | 94 |
| CHEM 1312 - GENERAL CHEMISTRY II | 432 | 103 |
| CHEM 2323 - INTRO ORGANIC CHEMISTRY I | 2,386 | 343 |

| | | |
|--|-------|-----|
| CHEM 2324 - INTRO ORGANIC CHEM ENGINEERS | 34 | 11 |
| CHEM 2325 - INTRO ORGANIC CHEMISTRY II | 2,303 | 295 |
| NSC 3361 - INTRODUCTION TO NEUROSCIENCE | 25 | 13 |
| NSC 4352 - CELLULAR NEUROSCIENCE | 1 | 1 |
| NSC 4354 - INTEGRATIVE NEUROSCIENCE | 1 | 1 |
| NSC 4356 - NEUROPHYSIOLOGY | 1 | 1 |
| NSC 4363 - NEUROPHARMACOLOGY | 2 | 2 |
| NSC 4366 - NEUROANATOMY | 29 | 14 |
| PHYS 1301 - COLLEGE PHYSICS I | 15 | 3 |
| PHYS 2325 - MECHANICS | 6 | 3 |
| PHYS 2326 - ELECTROMAGNETISM AND WAVES | 1 | 1 |
| Coordinated Study Group | 14 | 10 |
| Help in a Lab | 161 | 71 |
| Help in a Workshop | 61 | 29 |
| Other | 145 | 82 |

One-on-One Appointments (Table 47):

A total of 173 appointments scheduled for the academic year.

| Course | Number of Appointments |
|----------------|------------------------|
| BIOL 3301 | 1 |
| BIOL/CHEM 3361 | 29 |
| CHEM 1311 | 34 |
| CHEM 1312 | 14 |
| CHEM 2323 | 80 |
| CHEM 2325 | 15 |
| Total | 173 |

Comparison to 2015 – 2016 Academic Year (Table 48):

| | 2015 - 2016 | 2016 - 2017 | Difference |
|--|-------------|-------------|------------|
| BIOL 2311 - INTRO TO MODERN BIOLOGY I | 12 | 19 | 7 |
| BIOL 2312 - INTRO TO MODERN BIOLOGY II | 0 | 20 | 20 |
| BIOL 3361 - BIOCHEMISTRY I | 398 | 721 | 323 |
| BIOL 3362 - BIOCHEMISTRY II | 21 | 23 | 2 |
| CHEM 1301 - GENERAL CHEM FOR ENGINEERS | 0 | 29 | 29 |
| CHEM 1311 - GENERAL CHEMISTRY I | 257 | 423 | 166 |
| CHEM 1312 - GENERAL CHEMISTRY II | 475 | 432 | -43 |
| CHEM 2323 - INTRO ORGANIC CHEMISTRY I | 1,681 | 2,386 | 705 |
| CHEM 2324 - INTRO ORGANIC CHEM ENGINEERS | 0 | 34 | 34 |

| | | | |
|--|--------------|--------------|--------------|
| CHEM 2325 - INTRO ORGANIC CHEMISTRY II | 1,207 | 2,303 | 1096 |
| NEUROSCIENCE | 21 | 59 | 38 |
| PHYS 1301 - COLLEGE PHYSICS I | 0 | 15 | 15 |
| PHYS 2325 - MECHANICS | 0 | 6 | 6 |
| PHYS 2326 - ELECTROMAGNETISM AND WAVES | 0 | 1 | 1 |
| Coordinated Study Group | 52 | 14 | -38 |
| Help in a Lab | 20 | 161 | 141 |
| Help in a Workshop | 0 | 61 | 61 |
| Other | 270 | 145 | -125 |
| Total | 4,414 | 6,852 | 2,438 |

Future Plans

- *Physics to join Peer Tutoring*
Physics tutoring (PHYS 1301/1302/2325/2326) will leave the Math Lab and join the general tutoring area beginning Fall 2017. Tutors have been hired to fill this role, and faculty members have been notified. It will be a change in terms of the course offerings and space utilization.
- *New Peer Tutoring Manager* - The Math Lab and Peer Tutoring will join together to become Peer Tutoring – Science and Mathematics.

Highlights

- *Growth* - The Peer Tutoring program continues to grow and serve more students as it has become more of a formal and well-known program in the SSC (since its overhaul in Fall 2013). The program has grown 225% from AY 13-14 to AY 15-16, and continues to grow, resulting in more students being served and assisted in their difficult courses, and more tutors are being exposed to leadership skills and necessary educational/employment skills.
- *Satisfaction with Services* - It is rewarding to hear feedback from tutees (on surveys and in person) about how satisfied they are with tutoring and how capable and effective the tutors are.

Challenges

- *Busy Test Days* - On exam days, the center becomes very busy and overcrowded, so staff implemented a “satellite” location for these days for the tutees to spread out, using the tables and chairs in front of the SSC main office.
- *Space* - In general, it seems the tutees would like more space for the lab environment. It can become loud and difficult to focus when many subjects are being talked about at the same time. As a result, sometimes small groups are moved to appointment rooms or utilize the 10-seat room.

COMET CENTS - MONEY MANAGEMENT CENTER

Services Offered: The Comet Cents – Money Management Center offers personal financial education through workshops, peer coaching, and classroom visits for topics including: Saving, Budgeting, Credit Management, Student Loans, Identity Theft, Financial Responsibilities After College, and more.

Staffing: Assistant Director, six Peer Coaches

Comet Cents

2,000 unique students with over **2,500 contact hours**

Comet Cents is funded by a grant and that money is used primarily to give back to the students of UT Dallas, by either employing student leaders or in the form of student scholarships, which is a benefit of event attendance. In AY 16-17, the program reached over 2,000 students with 2,500 contact hours. The large events utilized outside experts on financial topics and averaged 80 students in attendance. Two \$250 scholarships were awarded at each. Smaller workshops were facilitated by the Peer Leaders and averaged 30-40 students in attendance. These workshops awarded individuals \$100 or \$50 scholarships (depending on attendance). Pizza or other snacks were provided at every event.

Comet Cents Peer Leaders worked on building presentations for students that would increase the students' knowledge of money management. Peer Leaders invited guest speakers to foster more in-depth discussion on topics important to college students. To advertise for the larger events, staff set up promotional booths outside the Union where Peer Leaders gave out snacks and fliers and promoted the events on social media. Comet Cents also partnered with the UNIV Freshman Seminar course to speak to first-year students about personal finance.

The program has seen significant growth and more consistent attendance at events. Peer Leaders also hold regular office hours, and because the office is located near the Testing Center, Peer Leaders shared the mission of Comet Cents and information about workshops with students in exchange for free scantrons and blue books. During office hours, students could inquire about the program and schedule appointments to meet with individual Peer Leaders.

Table 49- Student Attendance at Workshops – Fall 16

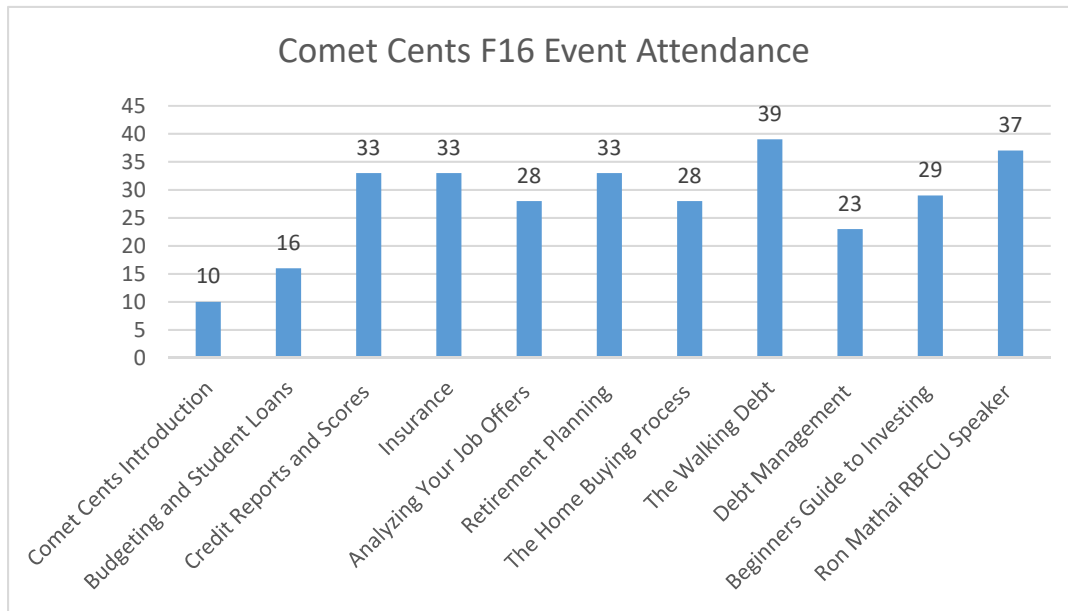
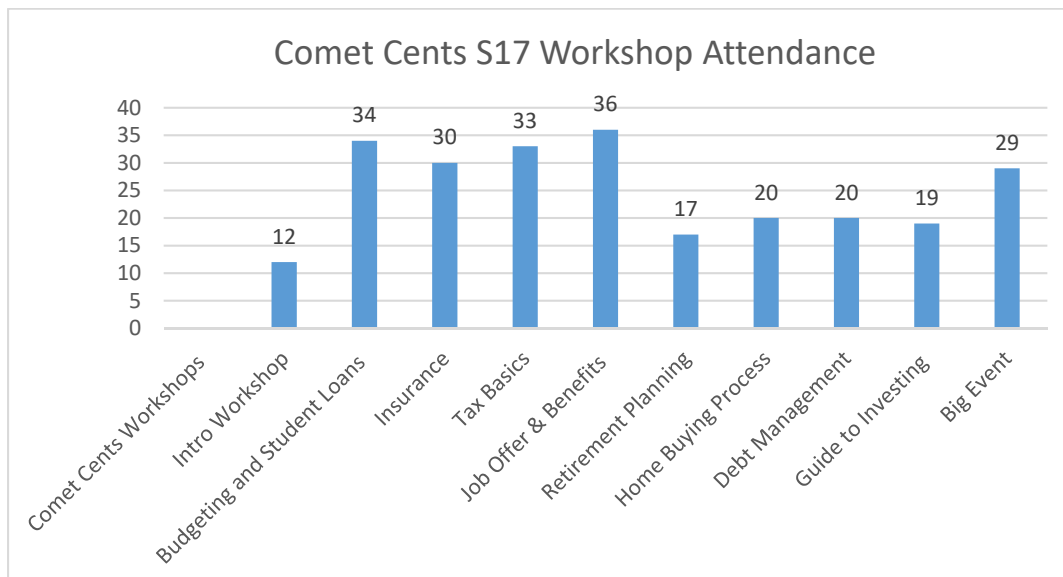


Table 50- Student Attendance at Workshops – Spring 17



Future Plans

- Hire 3-4 additional Comet Cents peer leaders for Spring 2017
- Appoint a current student as team lead for Spring 2017
- Expanding marketing efforts and campus outreach via tabling events in the Student Union and
- Present 7-9 workshops and 2 large events for Spring 2017 on various financial literacy topics
- Collaboration with USS and Scholars' Day
- Collaborate with Plano Public Library and present on financial literacy for teens (Spring 2017)

ACADEMIC SUCCESS COACHING (ASC)

Services Offered: In the Academic Success Coaching program, students meet with a Peer Academic Leader (PAL) for assistance in the following areas: time management, ability to prioritize tasks, effective study strategies, note taking, goal setting, motivation, and managing test anxiety. Meetings can happen once or regularly throughout the semester depending on the student's needs. PALs also serve as SSC outreach ambassadors.

Academic Success Coaching 1736.5 Contact Hours

Staffing: Assistant Director, five Academic Success Coaches

Table 51- Breakdown of Contact Hours for ASC – Fall 2016

| | Sept | Oct | Nov | Dec | Total |
|------------------------|-------------|--------------|--------------|------------|---------------|
| Contact Hours | 1156 | 252.5 | 202.5 | 1.5 | 1612.5 |
| 1:1 Appointments | 5 | 4 | 5 | 3 | 17 |
| UNIV 1010 Class Visits | 22 | 5 | 4 | 0 | 31 |
| Class Visit Attendees | 997 | 250 | 200 | 0 | 1447 |

Table 52- Breakdown of Contact Hours for ASC – Spring 2017

| | Jan | Feb | March | April | Total |
|-----------------------|----------|-----------|-----------|----------|------------|
| Contact Hours | 3 | 52 | 62 | 7 | 124 |
| 1:1 Appointments | 3 | 6 | 7 | 7 | 23 |
| Class Visit Attendees | 0 | 46 | 55 | 0 | 101 |

Strengths

- Strong veteran leadership helped build the topics/outreach plan
- Positive response from UNIV instructors
 - Led to over 30 classroom visits and hundreds of contact hours
- Strong outreach framework built a strong foundation to grow one-on-one appointments

Areas for Improvement

- Increase one-on-one appointments for AY 17-18
- Increase number of follow-up appointments
- Keep better record of session reports
- Utilize intake form

Future Plans

- Hire two additional Peer Leaders for Spring 2017
- Expand campus outreach via tabling events in Student Union

- Increase collaboration with students in programs such as Diversity Scholars and Undergraduate Success Scholars
- Present a session on Scholars' Day
- Utilize different learning style assessments such as LASSI

COMMLAB

Services Offered: The SSC CommLab launched in AY 15-16 as a new initiative to provide students practical feedback and resources for improving oral and group presentations. The CommLab offers students valuable insight and the opportunity to develop the necessary skills to become successful speakers.

Staffing: Assistant Director, four Peer Coaches

CommLab

728 appointments (increase of 18% from AY 15-16)

Table 53, 54 - Breakdown of Contact Hours for CommLab – Fall 2016

| | Sept | Oct | Nov | Dec | Total |
|-----------------|------|-----|------|------|-------|
| Contact Hours | 14.5 | 85 | 78.5 | 78.5 | 256.5 |
| Appointments | 29 | 161 | 157 | 65 | 412 |
| Unique Students | 22 | 109 | 98 | 37 | 266 |
| Class Visits | 0 | 4 | 6 | 0 | 10 |

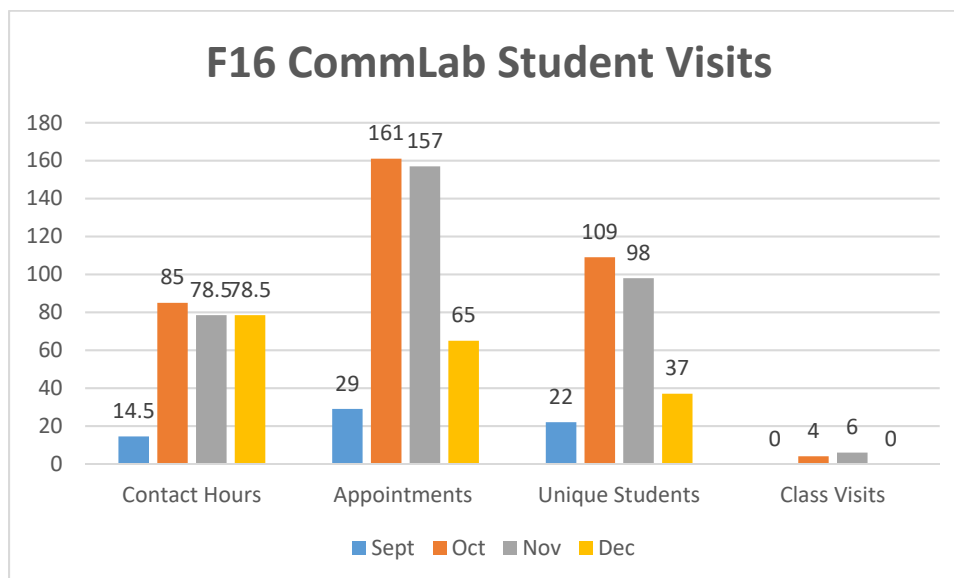


Table 55, 56 - Breakdown of Contact Hours for CommLab – Spring 2017

| | Jan | Feb | March | April | Total |
|-----------------|-----|------|-------|-------|-------|
| Contact Hours | 9.5 | 37.5 | 96 | 96 | 239 |
| Appointments | 19 | 75 | 78 | 144 | 316 |
| Unique Students | 12 | 50 | 49 | 97 | 208 |
| Class Visits | 7 | 2 | 6 | 7 | 22 |

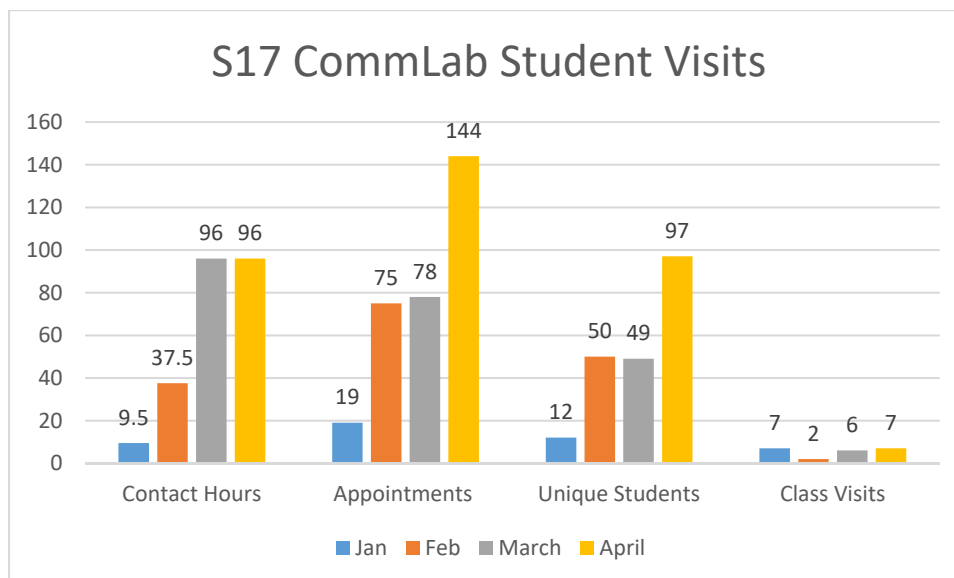


Table 57 – Total Contact Hours for CommLab AY 16-17

| | F16 | S17 | Total |
|-----------------|-------|-----|-------|
| Contact Hours | 256.5 | 239 | 495.5 |
| Appointments | 412 | 316 | 728 |
| Unique Students | 266 | 208 | 474 |
| Class Visits | 10 | 22 | 32 |

Table 58,59 – CommLab Usage by Classification

| | |
|---------------|------------|
| Freshman | 174 |
| Sophomore | 140 |
| Junior | 80 |
| Senior | 61 |
| Graduate | 19 |
| TOTAL: | 474 |

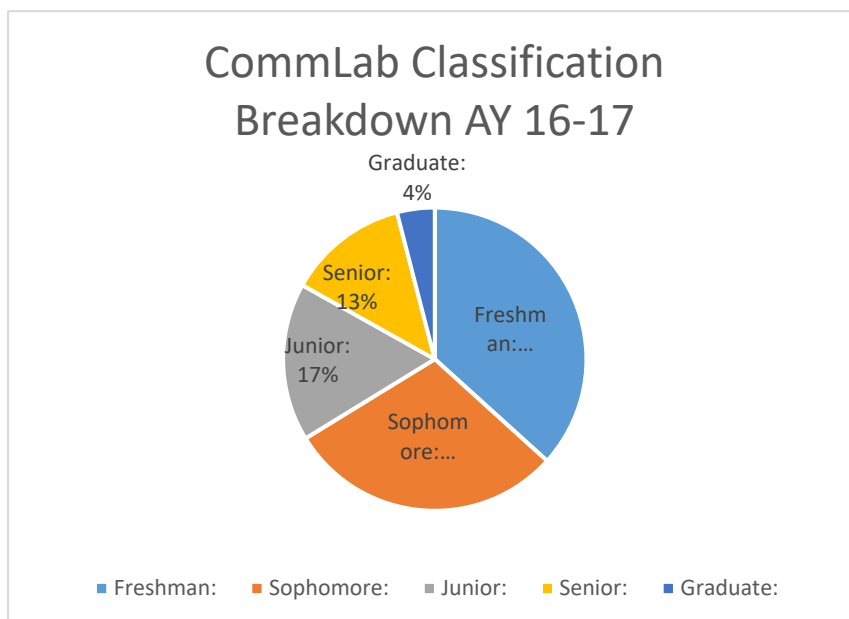


Table 60 – Commlab Usage By Gender

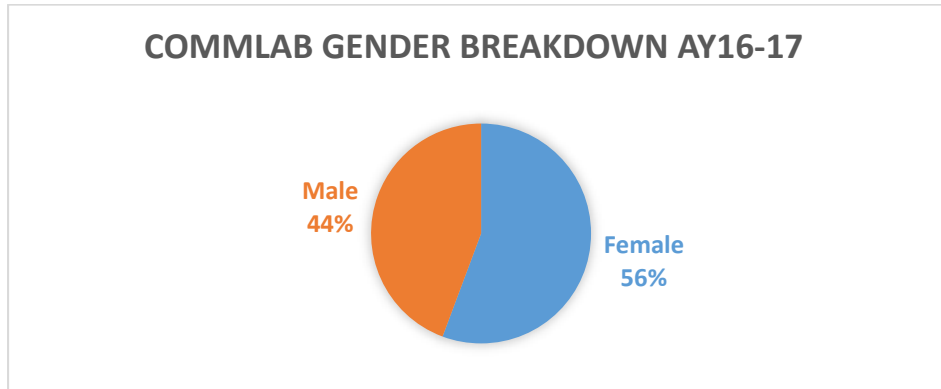
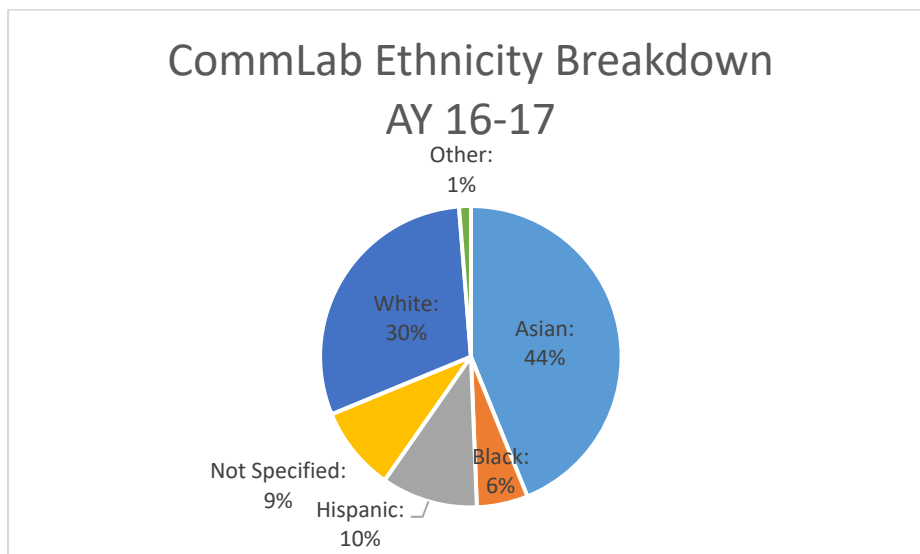
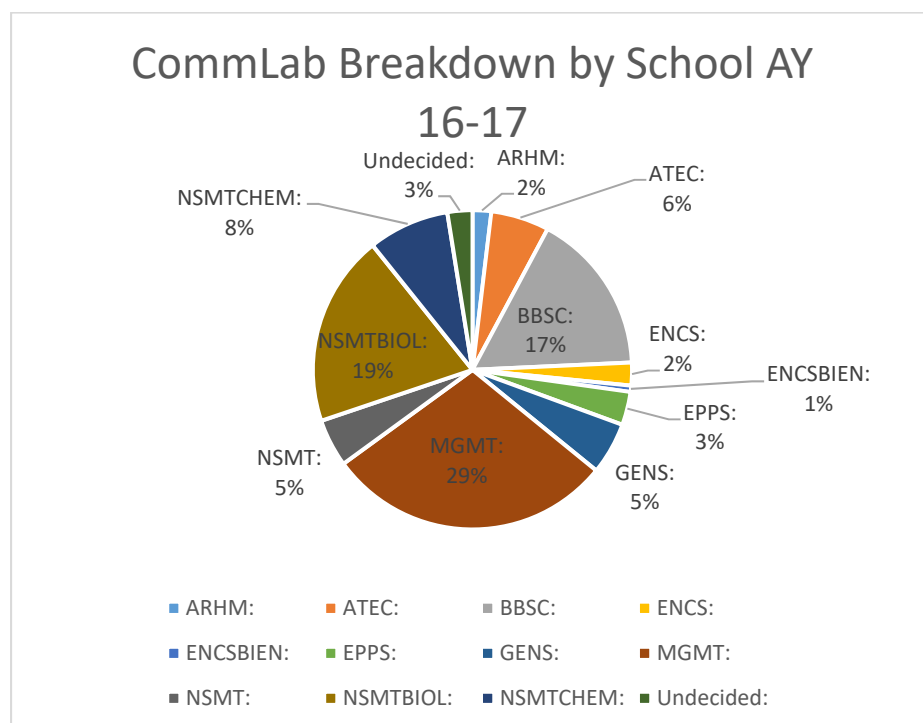


Table 61,62 – Commlab Usage by Ethnicity



| | |
|---------------|------------|
| Asian | 208 |
| Black | 26 |
| Hispanic | 49 |
| Not Specified | 43 |
| White | 142 |
| Other | 6 |
| TOTAL: | 474 |

Table 63,64 – Commlab Usage by School



| | |
|---------------|------------|
| ARHM | 9 |
| ATEC | 28 |
| BBSC | 78 |
| ENCS | 11 |
| EPPS | 3 |
| GENS | 25 |
| MGMT | 138 |
| NSMT | 23 |
| NSMTBIOL | 92 |
| NSMTCHEM | 39 |
| Undecided | 12 |
| TOTAL: | 474 |

Staffing

- CommLab hired six new coaches for the F17 semester.

Strengths

- Appointments – there were over 700 visits to the CommLab its second year of operation, which surpassed the goal of 600 visits (and the previous year mark)
- Campus outreach – The CommLab staff visited several classrooms in AY 16-17, helping to increase visibility to the UTD community.
- Veteran leadership – Returning leaders took on more duties as they felt more comfortable with their roles and were part of the success and growth of the CommLab.

Areas for Improvement

- Train Peer Leaders to sign-in students using the kiosk in the lab, which will lead to more accurate reporting on number of student visits
- Expand hours during the busy periods of the semester
- Explore policies to decrease no-shows

Future Plans

The CommLab has a lot of new Peer Leaders who will continue to grow and develop their tutoring skills. These Leaders are working on improving and enhancing the workshops and presentations. The goal is to reach a wider range of students on campus outside of COMM 1311.

SUMMER SUCCESS CAMPS

The 2017 Summer Camp series provided a way for students to refresh their knowledge on introductory concepts for General Chemistry, Organic Chemistry, Algebra, Pre-Calculus, and College Prep.

SUMMER SUCCESS CAMPS

552 students* (increase of 32% from AY 15-16)

***Breakdown by subject:**

General Chemistry – 160; Organic Chemistry – 121; Algebra – 48; Pre-Calculus – 100;
College 101 - 78

General Chemistry Camp is targeted to incoming freshmen; taught by Dr. Amandeep Sra and assisted by SSC Peer Leaders.

- Camp topics: 1) Metric System, Scientific Notation and Significant Figures 2) A Journey Into the Atom: Sub-Atomic Particles 3) Breaking the Code: The Periodic Table and 4) What's in a Name? Chemical Nomenclature and Chemical reactions.

Organic Chemistry Camp is designed for students who have completed General Chemistry and advancing to OCHEM; three, half-day workshops were taught by Dr. Claudia Taenzler and assisted by SSC Peer Leaders.

At the end of the camp, students were able to:

- Draw line-angle formulas for organic compounds and additional representations of organic compounds
- Draw resonance structures for organic compounds and determine their stability
- Determine the acidity and/or basicity of organic compounds

Algebra Success Camp addresses algebra topics students will need for MATH 1325 or MATH 1326; taught by SSC Learning specialists and assisted by SSC Math tutors. Camp curriculum developed in partnership with Dr. Jigarkumar Patel.

- Camp topics include: Polynomials and Basic Operations, Factorization and Rational Expression, Exponents and Radicals, Linear, Quadratic and Rational Equations, System of Linear Equations, and Function and Basic Operations.

Pre-Calculus Success Camp addresses pre-calculus topics students will need for MATH 2413 or MATH 2417; taught by SSC Learning specialists assisted by SSC Math tutors. Camp curriculum developed in partnership with Dr. Jigarkumar Patel.

- Camp topics include: domain, properties, and equations involving the standard archipelago of functions (polynomial, rational, radical, algebraic, exponential, logarithmic, trigonometric and inverse trigonometric functions).

The **College 101 Success Camp** addresses general topics students will benefit from before their first day on campus, including:

- Time Management
- Introduction to College Writing
- Cracking the Syllabus
- Understanding the Academic Calendar
- Financial Planning
- Stress Relievers
- Health and Wellness

Table 65 – Breakdown of Camp by Attendance

| Camp Name | Spots Taken | Open | Total Spots | % Full | Attendance Day 1 | Day 1 % Full | Attendance Day 2 | Day 2 % Full | Attendance Day 3 | Day 3 % Full |
|------------------|-------------|-----------|-------------|------------|------------------|--------------|------------------|--------------|------------------|--------------|
| Chemistry Camp A | 88 | -3 | 85 | 104% | 83 | 94% | 75 | 85% | | |
| Chemistry Camp B | 85 | 0 | 85 | 100% | 77 | 91% | 71 | 84% | | |
| Organic Camp A | 28 | 12 | 40 | 70% | 26 | 93% | 25 | 89% | 25 | 89% |
| Organic Camp B | 36 | 4 | 40 | 90% | 34 | 94% | 31 | 86% | 28 | 78% |
| Organic Camp C | 38 | 2 | 40 | 95% | 34 | 89% | 35 | 92% | 33 | 87% |
| Organic Camp D | 28 | 12 | 40 | 70% | 27 | 96% | 25 | 89% | 24 | 86% |
| Algebra Camp A | 30 | 10 | 40 | 75% | 28 | 93% | 25 | 83% | | |
| Algebra Camp B | 20 | 20 | 40 | 50% | 20 | 100% | 17 | 85% | | |
| Pre-Calc Camp A | 47 | 23 | 70 | 67% | 43 | 91% | 39 | 83% | | |
| Pre-Calc Camp B | 67 | 3 | 70 | 96% | 57 | 85% | 50 | 75% | | |
| College 101 | 85 | 15 | 100 | 85% | 78 | 92% | | | | |
| Totals | 552 | 98 | 650 | 85% | 507 | 92% | 393 | 84% | 110 | 85% |

Hiring:

- Two Chemistry professors were hired for the Gen Chem and OChem camps.
- One math professor hired for Algebra and Pre-Calculus camps. Math Lab specialist and peer leaders helped run the math camps.
- 27 SSC Peer Leaders total worked as small group facilitators.

Strengths:

- Moving the camps a week earlier led to better logistics for the SSC.
- All camps reported high satisfaction with the facilities used this year.

- All camps reported high satisfaction with camp logistics.
- All camps reported high satisfaction with SSC communication to students.
- All camps reported high satisfaction with student communication to SSC staff.

Challenges:

- All camps reported absences on the second day of camp, which could be attributed to inconsistent student expectations, lack of preparedness (or over-preparedness) in subject matter, and illness.
- Most camps felt the time in small groups was not adequate and asked for more.
- The SSC could have used volunteers more effectively throughout camp
- Students complained of too many surveys distributed to students, so the SSC will look to combine surveys in the future.
- SSC will look to spread out the camp dates so they are not running back to back so quickly
- Out of town students were frustrated by a lack of affordable housing options when they came for the camps
- Math camps reported poor use of boards/group activities so SSC will look for better room space

Future Direction:

- Look into Winter Camps for “next” course (CHEM 1312, CHEM 2325)
- Send a 4-5 week post-camp survey to all students that attended the camps to evaluate if camps had any effect on course work.
- Look into transitioning into all-inclusive summer camp
 - Includes housing and post-camp activities