

# **Academic Success Center**

## **Study Skills Tutoring Program**

**2015 - 2016**  
**Annual Report**

**David Moore**  
**Jordan Cinderich**  
**David Paulik**

## Executive Summary

Each section in this report provides insights regarding Study Skills Tutoring (SST) operations for evaluation and assessment purposes.

### I. Presentations (p. 3-4)

Student Success Series presentations attendance rate ranged between 43-58 percent.

### II. Utilization (p. 5)

Despite a decrease in intake from Fall 2015 to Spring 2016, the attendance rate increased by 10 percent. Spring 2016 began the inclusion of Drop-In Tutoring with just two students attending.

### III. Program Diversity and Student Demographics (p. 6)

Study Skills Tutoring takes a look at the diverse populations that utilize the program and draws a comparison against the general Kent campus population.

### IV. SST Inventory & Impact on GPA (p. 7)

Of the students who have completed the program, the inventory results showed great improvements in the areas of Time Management, Study Cycle, Note Taking, Active Learning Strategies, Study Aids, Test Preparation, and Test Taking. For the first time, the SST program has begun reporting GPA trends before and during program participation.

### V. Impact on GPA (p. 8)

This year marked the first time the program measured GPA. Students who complete the curriculum show a strong correlation with heightened academic success.

### VI. Student Program Evaluation (p. 9)

Students stated that the program has helped them improve their time management and gave them more ways to study. The majority of students who enrolled in SST left feeling more confidence in their study strategies.

### VII. Improvements and Goals (p. 10)

With the addition of the Academic Program Officer position, improvements and goals are scheduled for the upcoming 2016-2017 Academic Year.

### VIII. Appendix (p. 11)

## **Section I: Presentations**

SST offers two types of presentations through the Student Success Series (SSS) program and the scheduled SST Topical Presentations requested by First-Year Experience (FYE) faculty, campus departments/offices, and student groups. The SSS presentations are predetermined and scheduled at the beginning of the semester; students may register online and many are required to attend at least one for their FYE course. Up to 20 students can be registered for a SSS presentation at a time. The SST Topical presentations are given upon request to various campus groups, predominantly FYE classes and other student groups. These presentations may be on any topic of the requestor's choosing of the 9 SST focus areas including Semester Preparation, Note Taking, Time Management, Study Cycle, Study Aids, Grade Calculation, Test Preparation, Test Taking, and Avoiding Procrastination.

### ***SSS Presentations***

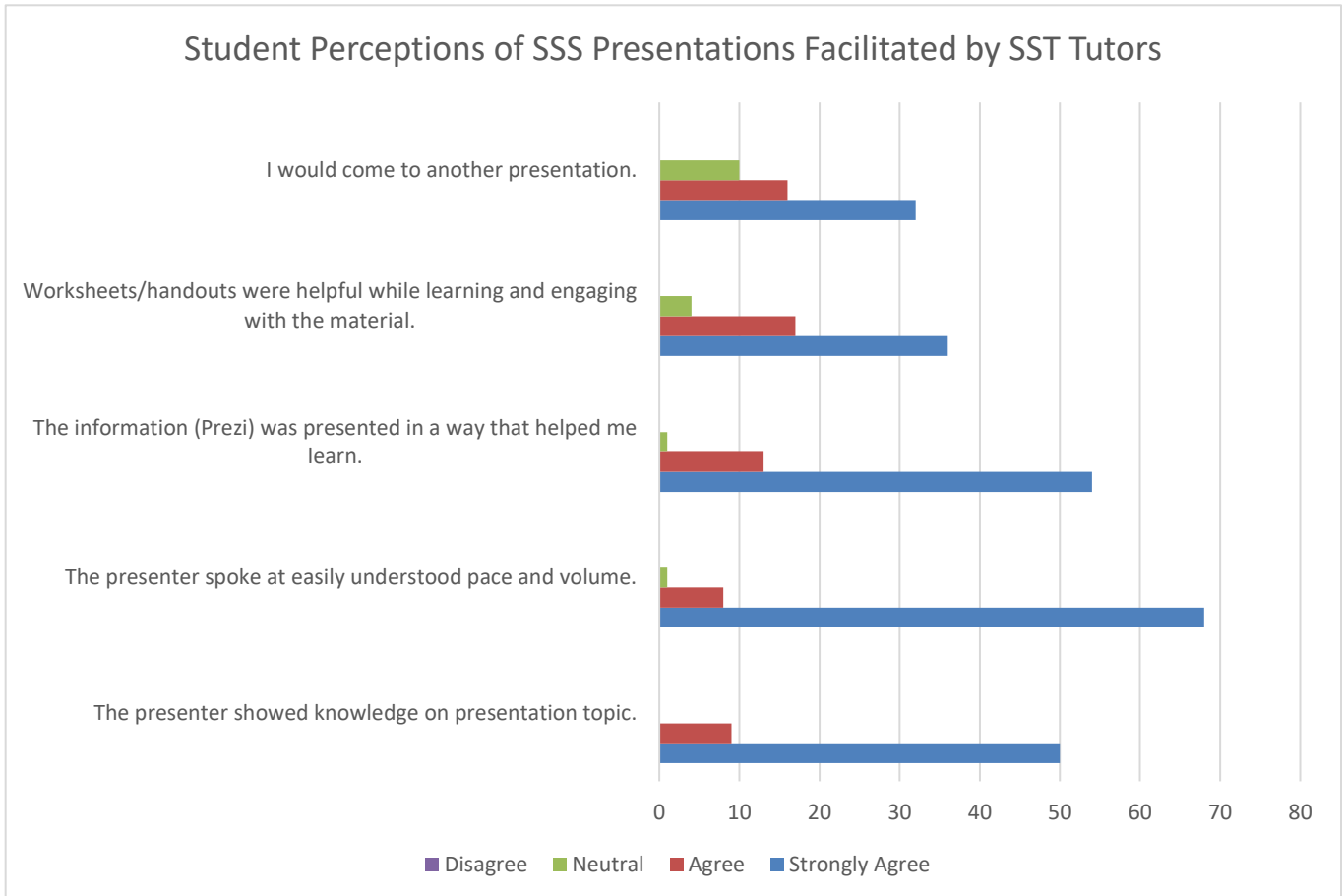
| <b>Scheduling</b>                                  |              |
|--|--------------|
| <b>Fall 2015-Spring 2016 Academic Year</b>         |              |
| Scheduled Presentations                            | 33           |
| Scheduled Presentation Hours                       | 37.8         |
| <b>Attendance</b>                                  |              |
|  | <b>Total</b> |
| Actual Semester Attendance                         | 275          |
| Mean Number of Attending Students per Presentation | 14.33        |

### ***SST Topical Presentations***

| <b>Scheduling</b>                                  |              |
|--|--------------|
| <b>Fall 2015-Spring 2016 Academic Year</b>         |              |
| Total Presentations Facilitated                    | 10           |
| Total Number of Presentation Hours                 | 10.55        |
| <b>Attendance</b>                                  |              |
|  | <b>Total</b> |
| Total Number of Students Attended                  | 51           |
| Mean Number of Attending Students per Presentation | 9.5          |

### Spring 2016 Presentation Survey Results

Students were surveyed on their level of satisfaction of the presentations with the presentation and their presenter. Notably, 100 percent of the students surveyed agreed or strongly agreed that their presenter showed knowledge on presentation topics.



*Table 1 in the appendix depicts data in table format.*

## **Section II: Utilization**

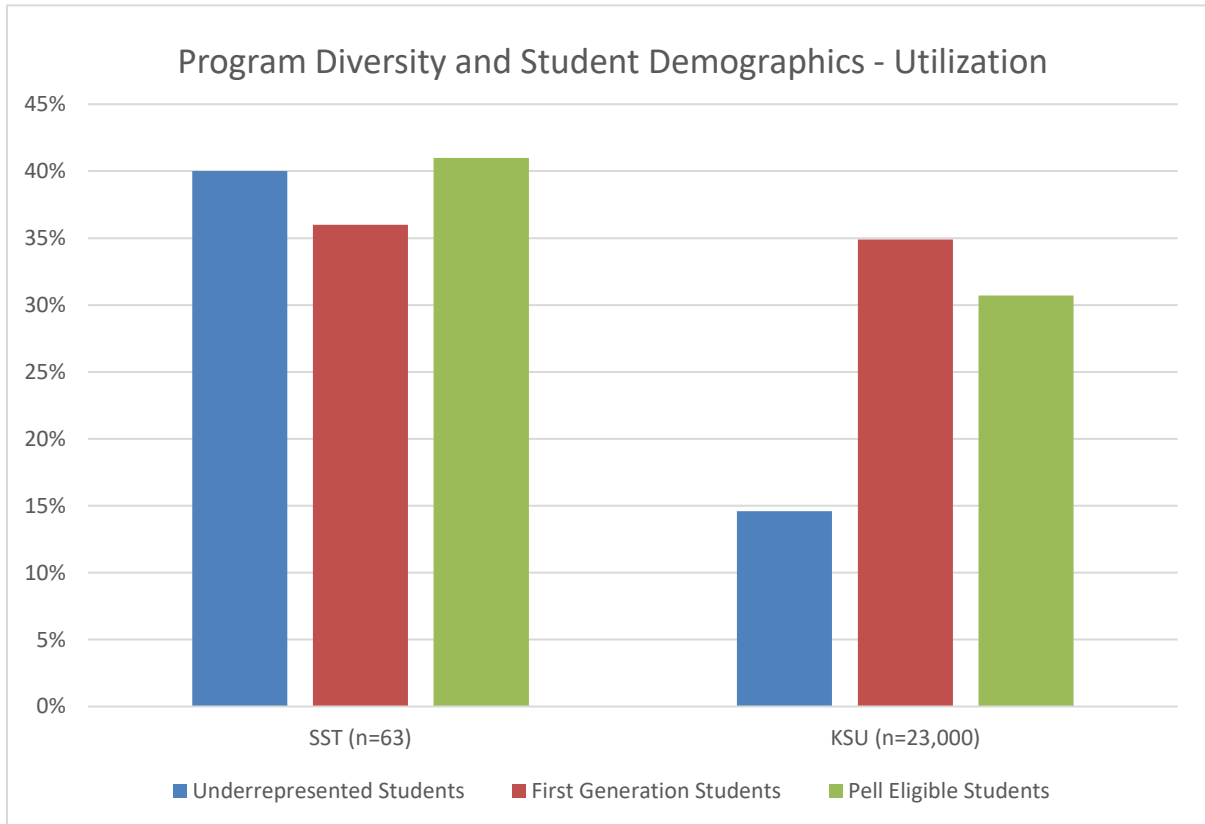
While fewer students utilized services in the spring when compared to fall, the attendance rate increased by 10%. Furthermore, the completion rate, or the rate of how many students completed the program maintained at around 50%. Spring 2016 began the inclusion of Drop-In Tutoring as a programmatic offering; Drop-In Tutoring received few students and was determined to not be incorporated into the program for Fall 2016.

| <b>Completion Rate</b>                         |                  |                    |              |
|--|------------------|--------------------|--------------|
| <b>Total</b>                                   |                  |                    |              |
| 30/63  |                  |                    |              |
| 47.6%  |                  |                    |              |
| <b>Scheduled Tutoring</b>                      |                  |                    |              |
|  | <b>FALL 2015</b> | <b>SPRING 2016</b> | <b>Total</b> |
| Tutors   | 6                | 7*                 | 13           |
| Students                                       | 34               | 29                 | 63           |
| Sessions                                       | 164              | 113                | 277          |
| Session Hours                                  | 131.2            | 90.4               | 221.6        |
| Attendance Rate                                | <b>67%</b>       | <b>77%</b>         |              |
| <b>Drop-In Tutoring<br/>(SPRING 2016 Only)</b> |                  |                    |              |
| Tutors   |                  |                    | 5            |
| Students                                       |                  |                    | 2            |
| Session Hours                                  |                  |                    | 2            |

*\*Five tutors from the Fall semester also worked in the Spring. Only two new unique tutors started in the Spring. Two tutors during the Spring semester were used on an "as needed" basis.*

### Section III: Program Diversity and Student Demographics

In an effort to reach diverse populations, an assessment was taken to see what student populations should be targeted for further marketing in the coming academic year. While the population of the Kent campus and the population of students participating in the SST program differs by a significant margin, the program is still connecting with students of minority. The purpose of this data is to provide a depiction of the *utilization* percentages across various student demographics recognized by the Kent campus.

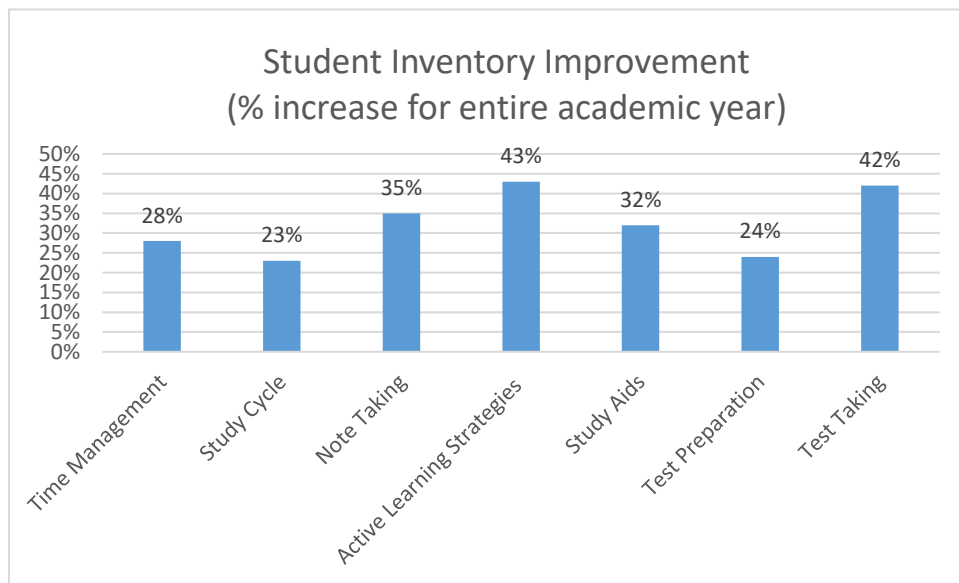


*Table 2 in the appendix depicts data in table format.*

## Section IV: SST Inventory

### **Assessment Instrument**

As part of intake into the SST program, students complete a comprehensive pre- and post-inventory of the seven study skills around which sessions are designed. Students rank their use of different study tools and habits from 1 (almost never) to 5 (almost all of the time). From their responses, each student is assigned a point value for each study skill which our tutors use to assess the needs of each student and the areas of emphasis that should be the focus of their eight-week commitment. The graph below provides a representation to show the percentage increase in each area monitored by the SST program.



*Table 3 in the appendix depicts data in table format.*

**Section V: Impact on GPA**

To provide data on the correlation between SST and academic success performance with students, a t-test was performed to compare the means of GPA between the semester prior to participating in the program to the semester participation occurred. Furthermore, a comparison was made between those who completed the program versus those who did not complete the program.

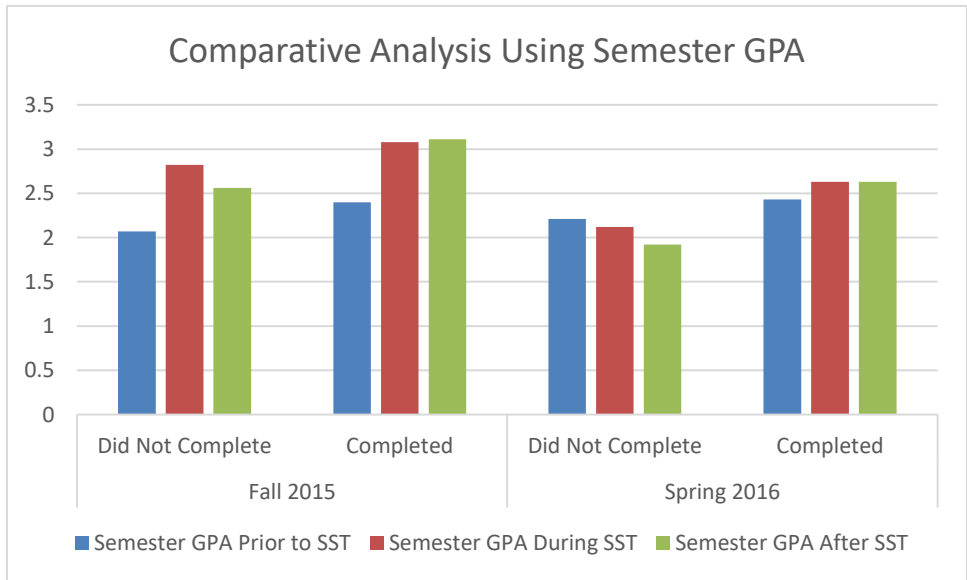
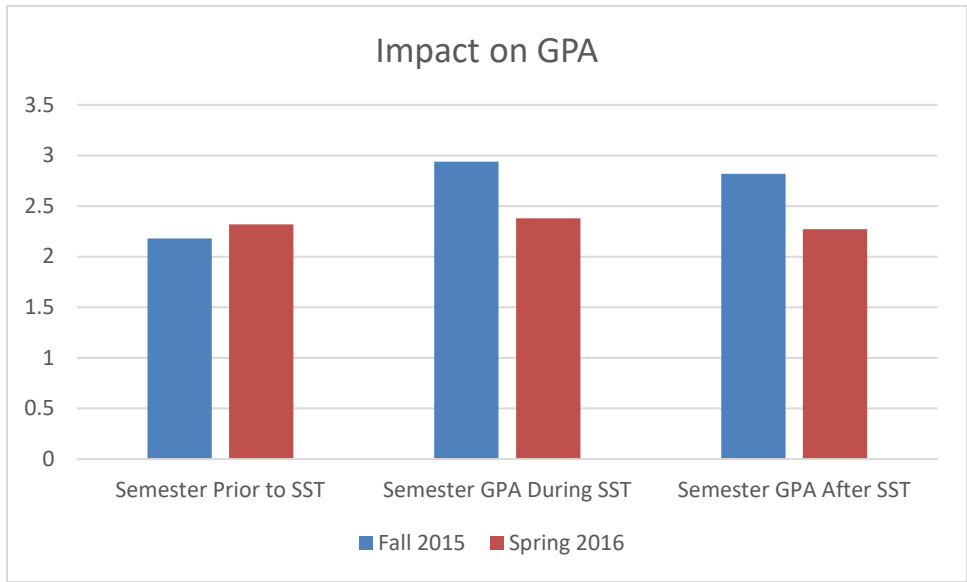


Table 4 in the appendix depicts data in table format.



**Section VI: Student Evaluations**

Students were asked to rate the overall effectiveness of their experience, focusing on the evaluation of their interactions with their tutors, the knowledge and skills their tutors possessed, and their confidence as a result of their tutoring sessions. For Fall 15, 100 percent of students agreed or strongly agreed with all statements; for Spring 16, 84.7 percent agreed or strongly agreed. Students were also given the option to speak about what they found most and least beneficial about the program.

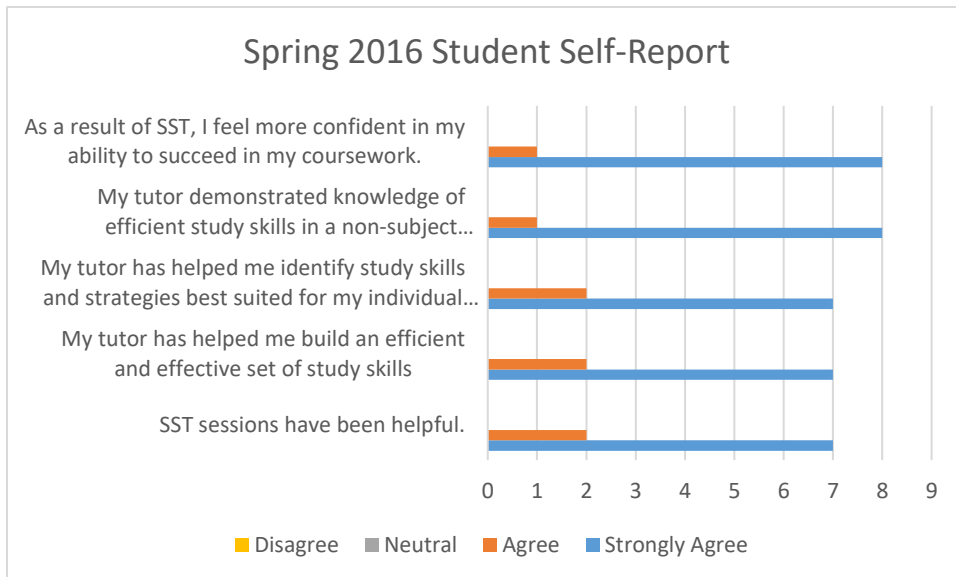
**Fall 2015**

***How well do you agree with the following statement: As a result of Study Skills Tutoring, I feel more confident in my ability to succeed in my coursework.***

|                            | Strongly Agree | Agree        | Neutral     | Disagree    | Strongly Disagree |
|----------------------------|----------------|--------------|-------------|-------------|-------------------|
| <b>Number of Responses</b> | <b>6</b>       | <b>5</b>     | <b>1</b>    | <b>0</b>    | <b>1</b>          |
| <b>Percentage</b>          | <b>46.2%</b>   | <b>38.5%</b> | <b>7.7%</b> | <b>0.0%</b> | <b>7.7%</b>       |

**Spring 2016**

***How well do you agree with the following statements?***



*Table 5 in the appendix represents data in table format*

## **Section VII: Program Improvements and Goals**

The following program improvements and goals are based upon ongoing discussions and observations of the SST Program.

### **Program**

- The location of SST will change from 108 Manchester to the 6<sup>th</sup> floor in the Library with the aim of improving visibility and accessibility.
- Record-keeping will transition Blackboard and Qualtrics for added security, streamlining the program functions, and improving the reporting process.
- SSS presentations will consistently take place at the same time and in the same location (4PM in the CUE Meeting, Room 143).
- Eight tutors have been hired for the 2016-2017 Academic Year. Three tutors from the previous year will be returning.
- A presentation request system has been established for professors and groups looking to schedule presentations.
- Increase outreach efforts for SST within the residence halls and academic buildings by print, email, and technology based advertisements.

### **Partnership**

- SST, University Tutoring, Residence Life, and the College of Business will collaborate on a tutoring cohort for business students living in Prentice Hall, which currently serves as the College of Business Administration Living Learning Community. The pilot will be on a drop-in basis and feature both subject based and study skills tutoring sessions.

### **Goals**

- Raise the number of students who complete the STT program by 15% by the end of the 2016-2017 Academic Year.
- Improve the attendance of Drop-In Study Skills Tutoring by 20% by the end of the 2016-2017 Academic Year.

## Appendix

Table 1

| Question   | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--|----------------|-------|---------|----------|-------------------|
| I would come to another presentation   | 32             | 16    | 10      | 0        | 0                 |
| Worksheets/handouts were helpful while learning and engaging with the material | 36             | 17    | 4       | 0        | 0                 |
| The information (Prezi) was presented in a way that helped me learn.           | 54             | 13    | 1       | 0        | 0                 |
| The presenter spoke at easily understood pace and volume.                      | 68             | 8     | 1       | 0        | 0                 |
| The presenter showed knowledge on presentation topic                           | 50             | 9     | 0       | 0        | 0                 |

Table 2

| <b>Under Represented Students</b> |                  |                    |              |
|-----------------------------------|------------------|--------------------|--------------|
|                                   | <b>FALL 2015</b> | <b>SPRING 2016</b> | <b>Total</b> |
| Total Number of Students Attended | 12               | 11                 | 23           |
| Percentage of SST Students Served | 36%              | 44%                | 40%          |
| <b>First Generation Students</b>  |                  |                    |              |
|                                   | <b>FALL 2015</b> | <b>SPRING 2016</b> | <b>Total</b> |
| Total Number of Students Attended | 15               | 6                  | 21           |
| Percentage of SST Students Served | 45%              | 24%                | 36%          |
| <b>Pell Eligible Students</b>     |                  |                    |              |
|                                   | <b>FALL 2015</b> | <b>SPRING 2016</b> | <b>Total</b> |
| Total Number of Students Attended | 14               | 10                 | 24           |
|                                   | 42%              | 40%                | 41%          |

Table 3

| <b>Student Inventory Improvement</b><br>Fall 2015-Spring 2016 Academic Year |                             |                              |               |
|---|-----------------------------|------------------------------|---------------|
|   | <b>Pre-Test</b><br>Mean(sd) | <b>Post-Test</b><br>Mean(sd) | <b>Change</b> |
| Time Management (25)  | 15.43(4.07)                 | 19.69(4.16)                  | +4.26         |
| Study Cycle (25)  | 17.20(3.29)                 | 21.20(2.84)                  | +4.00         |
| Note Taking (25)  | 14.81(4.17)                 | 19.95(4.24)                  | +5.14         |
| Active Learning Strategies (25)   | 13.16(3.64)                 | 18.82(3.64)                  | +5.66         |
| Study Aids (25)   | 15.70(4.38)                 | 20.70(4.18)                  | +5.00         |
| Test Preparation (15)   | 10.47(1.94)                 | 13.00(1.90)                  | +2.53         |
| Test Taking (20)  | 10.99(3.39)                 | 15.62(3.26)                  | +4.63         |

Table 4

| Semester          | Count     | Semester GPA Prior<br>SST* | Semester GPA<br>During SST* | Semester GPA After SST |
|-------------------|-----------|----------------------------|-----------------------------|------------------------|
| Fall 2015         | <b>34</b> | <b>2.18*</b>               | <b>2.94*</b>                | <b>2.82</b>            |
| -Did Not Complete | 18        | 2.07                       | 2.82                        | 2.56                   |
| -Completed        | 16        | 2.40                       | 3.08                        | 3.11                   |
| Spring 2016       | <b>29</b> | <b>2.32*</b>               | <b>2.38*</b>                | <b>2.27</b>            |
| -Did Not Complete | 15        | 2.21                       | 2.12                        | 1.92                   |
| -Completed        | 14        | 2.43                       | 2.63                        | 2.63                   |
| Total             | <b>63</b> | <b>2.26*</b>               | <b>2.69*</b>                | <b>2.59</b>            |

\*Values marked with an asterisk indicate statistically significant improvement with GPA the semester of SST participation.

Table 5

| Question   | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--|----------------|-------|---------|----------|-------------------|
| SST sessions have been helpful.  | 7              | 2     | 0       | 0        | 0                 |
| My tutor has helped me build an efficient and effective set of study skills.                     | 7              | 2     | 0       | 0        | 0                 |
| My tutor has helped me identify study skills and strategies best suited for my individual needs. | 7              | 2     | 0       | 0        | 0                 |
| My tutor demonstrated knowledge of efficient study skills in a non-subject specific manner.      | 8              | 1     | 0       | 0        | 0                 |
| As a result of SST, I feel more confident in my ability to succeed in my coursework.             | 8              | 1     | 0       | 0        | 0                 |