

# Retention Services

## Tutoring and Academic Support Center

### Annual Report 2012 – 2013



## Annual Report Summary

The Retention Services department and Tutoring and Academic Support Center (TASC) continue to enhance student retention and success by providing assistance to students through innovative academic support services. This Annual Report provides a snapshot of our service utilization and outcomes. We employed a motivated staff of para-professionals, faculty, and staff across three district sites. Our team of 70 employees reflects the diversity of the district. In the 2012 - 2013 year TASC employed 56 tutors. The Tutoring and Academic Support Center had 12,332 individual credit appointments attended by 2,784 students in approximately 145 courses. Facilitated Learning Sessions (FLS) were attended by 1,137 students for a total of 5,738 contacts. The CLC had 2,875 appointments serving 549 students. Overall, this is an increase of just over 1,800 appointments. TASC began participating in on-line tutoring by utilizing the Western eTutoring Consortium this year. There were 379 contacts made by 116 students.

Funded in part through the Student Success Committee and the Math Learning Center (MLC), Math and Chemistry drop-ins continued with great success. Math drop-ins served 333 students for pre, beginning, and intermediate algebra in 1,289 drop-in sessions. Chemistry drop-ins served 300 students in 1,559 drop-in sessions. TASC also offered music drop-ins and served 81 students in 213 drop-in sessions. Biology drop-ins were newly initiated and served 194 students in 410 drop-in sessions.

The Community Learning Center (CLC) tutoring expansion was successful in strengthening funding for morning/evening coordination and staffing.

Data derived from students sustained a college success rate (earn a grade of C, pass, or better) of 67% for students receiving tutoring and a rate of 65% for students not receiving tutoring. The student persistence rate (semester to semester retention) is 75% for students receiving tutoring and is 57% for students not receiving tutoring. Of students who seek tutoring, 64% do it within the first 7 weeks of the semester. As the data demonstrates, tutoring does make a positive difference for students who take advantage of the various academic support services offered.

The First Year Experience (FYE) program a collaborative project with the Student Success Committee, Counseling, and Retention Services, continued its student success interventions serving a new cohort of 48 students during the 2012-2013 academic year. The program has shown to be effective as its components facilitate first year college students' transition to college as well as maximize their potential for academic success.

The FYE Program bridges the efforts of Instructional Services and Student Support Services to support basic skills students by providing a systematic holistic support system for students inside and outside of the classroom. Specifically, the model for the program allows for an early intervention to address students'

academic, motivational, psychosocial, and organizational issues, which can have an impact on student success and retention.

FYE student participants are annually surveyed and provide us with the following: 92% of FYE students agreed that FYE helped them make a smooth transition to college, 89% of FYE students reported that FYE helped them develop meaningful relationships with instructors and classmates, and 94% reported that FYE helped them critically analyze and evaluate their academic skills. Ultimately, the FYE Program created a sense of community for its students and a supportive environment which allowed them to further develop not only their academic skills, but also their personal growth. FYE students' testimonials also reveal that the program provides a platform for students to develop academic success skills including interdependence and self-esteem enhancement.

Over the past three years serving 144 students, FYE has averaged a persistence rate of 88% and a student success rate of 81% for first year students. A new cohort of 48 students in 2013-2014 will be served and assessed. We have perfected the FYE model and have institutionalized key components that are effective. These innovative activities help develop a culture of evidence for the most effective interventions for student success.

Our Service Area Outcomes (SAO) are as follows:

**Objective 1: Seeking Academic Support** Students will demonstrate a value for seeking academic support by participating in tutoring appointments, drop-in sessions and/or facilitated learning sessions in order to achieve their desired course goals. **Expected level of achievement:** 2,000 unduplicated students come in for a total of 13,000 contacts. 500 unduplicated FLS students come in for a total of 6,000 contacts. **Results:** The outcome was met for individual and drop-in appointment contacts. FLS contacts were 262 shy of reaching 6,000.

**Objective 2: Student Success** Faculty will demonstrate best Supplemental Assistance practices. TASC will recruit, organize and implement facilitated learning sessions utilizing student success data and referral from colleagues. **Expected level of achievement:** 25 faculty participate in the FLS effort spanning at least 5 disciplines. 40 FLS sessions are offered in fall and spring semesters. **Results:** The number of participating faculty was 24.

**Objective 3: Critical Thinking and Training for Tutors** Tutors will demonstrate effective tutoring skills in one-on-one and/or group tutoring sessions. TASC will hire, train and assign a new staff of tutors in high demand courses.

**Expected level of achievement:** 100% of our newly hired tutors will be College Reading & Learning Association (CRLA) level 2 certified at the end of their first year. **Results:** 3 of our newly hired tutors resigned at the end of the fall semester and did not complete level 2 training. One of our newly hired tutors completed level 2 training, but did not have sufficient tutoring hours to be certified at level 2.

**Objective 4: Program Innovations** Research, develop and pilot new initiatives that expand services to students. Develop an organizational model to pilot new interventions.

**Expected level of achievement:** Start and/or continue a pilot intervention each academic year. **Results:** TASC partnered with the Faculty Director of Online Education to develop an organizational infrastructure that sustains our membership in the Western eTutoring Consortium.

Our department continues to innovate and make progress in helping students achieve academic success through best practices in academic support interventions.

## Successful Course Completion

Tutoring makes a positive difference for students in terms of both successful course completion and persistence. Successful course completion is defined as earning an A, B, C or P in a course, whereas persistence is defined as continuous enrollment from one primary semester to the next. The average successful course completion rate of tutored students is 67% compared to 65% for un-tutored students. Tutored students successfully complete courses at a 2% higher rate than un-tutored students.

### Successful Course Completion Rates

	<b>Fall 2010</b>	<b>Spring 2011</b>	<b>Fall 2011</b>	<b>Spring 2012</b>	<b>Fall 2012</b>	<b>Spring 2013</b>
<b>Tutored</b>	70%	69%	64.%	70%	67%	77%
<b>Un-tutored</b>	69%	65%	65%	65%	65%	65%

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### Student Persistence Data

Tutored students also persist at an 18% higher rate than un-tutored students. On average, tutored students persisted at 75% whereas un-tutored students persisted at 57%.

#### Primary Term Persistence

	<b>Tutored</b>	<b>% Persisted</b>		<b>Overall</b>	<b>% Persisted</b>
<b>Fall 2005</b>	296			10,380	
<b>Spring 2006</b>	246	83.11%		6239	60.11%
<b>Spring 2006</b>	392			10,712	
<b>Fall 2006</b>	264	67.35%		4,941	46.13%
<b>Fall 2006</b>	330			10,519	
<b>Spring 2007</b>	267	80.91%		6,407	60.91%
<b>Spring 2007</b>	358			10,826	
<b>Fall 2007</b>	260	72.63%		5169	47.75%
<b>Fall 2007</b>	510			11,040	
<b>Spring 2008</b>	411	80.59%		6853	62.07%
<b>Spring 2008</b>	469			11,615	
<b>Fall 2008</b>	312	66.52%		5,577	48.02%
<b>Fall 2008</b>	644			12,244	
<b>Spring 2009</b>	537	83.39%		7834	63.98%
<b>Spring 2009</b>	626			12,929	
<b>Fall 2009</b>	432	69.01%		6,445	49.85%
<b>Fall 2009</b>	593			13,855	
<b>Spring 2010</b>	478	80.61%		9,075	65.50%
<b>Spring 2010</b>	1,128			14,377	
<b>Fall 2010</b>	717	63.56%		7,299	50.77%
<b>Fall 2010</b>	1,163			14,564	
<b>Spring 2011</b>	947	81.43%		9,476	65.06%
<b>Spring 2011</b>	1,038			14,753	
<b>Fall 2011</b>	676	65.16%		7175	48.63%
<b>Fall 2011</b>	1,350			14,493	
<b>Spring 2012</b>	1,125	83.33%		9,687	66.84%
<b>Spring 2012</b>	1,187			14,440	
<b>Fall 2012</b>	781	65.80%		7,602	52.25%
<b>Fall 2012</b>	1,274			14,796	
<b>Spring 2013</b>	1,077	84.54%		9,916	67.02%

On average, un-tutored students earn A's 27% of the time while tutored students earn them only 22% of the time. Tutored students earn B's at a 2% average higher rate than the un-tutored student and earn C's at a 3% average higher rate than un-tutored students. However, the withdrawal rate is 2% lower for tutored students than for un-tutored students. The data shows that the Tutoring and Academic Support Center serves students who earn A's at a lower rate, but that seeking tutoring is keeping students from withdrawing and enabling them to pass with an A, B, C or P at a higher rate than un-tutored students.

### Grades and Withdrawal Rates

	<b>A</b>	<b>B</b>	<b>C</b>	<b>P</b>	<b>W</b>
<b>Fall 2010</b>					
Tutored	21%	25%	20%	3%	16%
Un-tutored	30%	23%	14%	2%	17%
<b>Spring 2011</b>					
Tutored	22%	26%	20%	2%	18%
Un-tutored	27%	23%	15%	1%	21%
<b>Fall 2011</b>					
Tutored	22%	24%	18%	1%	21%
Un-tutored	26%	23%	16%	1%	20%
<b>Spring 2012</b>					
Tutored	21%	25%	21%	3%	17%
Un-tutored	25%	22%	16%	1%	21%
<b>Fall 2012</b>					
Tutored	22%	24%	18%	3%	19%
Un-tutored	26%	23%	16%	1%	20%
<b>Spring 2013</b>					
Tutored	21%	26%	18%	2%	18%
Un-tutored	26%	23%	16%	1%	21%
<b>Average</b>					
Tutored	22%	25%	19%	2%	18%
Un-tutored	27%	23%	16%	1%	20%

### Overall GPA

Only enrollments where tutoring was provided

	<b>Fall 2012</b>	<b>Spring 2013</b>
Tutored Students	2.63	2.53
Un-tutored Students	2.69	2.66

**Tutee Demographics  
Oceanside and San Elijo Campus**

	Fall 2012		Spring 2013	
<b>Gender</b>				
Male	432	37%	355	36%
Female	727	63%	619	63%
<b>Ethnicity</b>				
White	697	60%	601	62%
Asian /Pacific Islander	115	10%	85	9%
Hispanic	196	17%	158	16%
Black	66	6%	56	6%
American Indian/ Alaskan Native	21	2%	12	1%
Other	12	1%	11	1%
Unknown	0		0	

**Tutee Demographics  
Community Learning Center**

	Summer 2012		Fall 2012		Spring 2013	
<b>Gender</b>						
Male	33	30%	63	26%	67	17%
Female	65	59%	148	62%	120	60%
Unspecified	12	11%	29	12%	12	6%
<b>Ethnicity</b>						
White	18	16%	42	18%	33	17%
Asian /Pacific Islander	12	11%	22	9%	21	11%
Hispanic	60	55%	125	52%	115	58%
Black	4	4%	13	5%	8	4%
American Indian/ Alaskan Native	1	1%	2	1%	1	1%
Other	1	1%	1	0%	1	1%
Unknown	12	11%	27	11%	12	6%

**Facilitated Learning Sessions Participant Demographics**

	Fall 2012		Spring 2013	
<b>Gender</b>				
Male	161	41 %	142	41%
Female	233	59 %	202	59%
<b>Ethnicity</b>				
White	218	55%	172	50%
Asian /Pacific Islander	40	10%	40	12%
Hispanic	103	26%	88	26%
Black	18	5%	18	5%
American Indian/ Alaskan Native	6	2%	10	3%
Other	9	2%	16	5%

## Number of Students Served (Tutees)

### By Appointment

<b>Students Served</b>	SUMMER	FALL	SPRING	TOTAL
Oceanside	0	1003	856	1859
San Elijo	0	201	175	376
Community Learning Center	110	240	199	549
<b>TOTAL</b>	110	1444	1230	2784

Totals reflect some duplication; figures for each term are unduplicated.

### By Drop-In

<b>Students Served</b>	FALL	SPRING	TOTAL
Biology	76	118	194
Chemistry	151	149	300
Math 20, 30, 64 & Music	158	175	333
<b>TOTAL</b>	385	442	827

Totals reflect some duplication; figures for each term are unduplicated



## Number of Student Contacts

### Service Area Outcomes: College Identity Development - Value Academic Skills

Students will demonstrate a value for seeking academic support by participating in tutoring appointments, drop-in sessions and/or learning communities in order to achieve their desired course goals.

### Individual Appointments Attended

<b>Student Contacts</b>	SUMMER	FALL	SPRING	TOTAL
Oceanside	0	5640	4913	10553
San Elijo	0	937	842	1779
Community Learning Center	329	1173	1373	2875
<b>TOTAL</b>	329	7750	7128	15207

### Drop-Ins

<b>Student Contacts</b>	FALL	SPRING	TOTAL
Biology 100	6	37	43
Biology 101	60	34	94
Biology 210	11	6	17
Biology 220	71	35	106
Biology 230	75	59	134
Misc. Biology	2	14	16
Chemistry 100	69	120	189
Chemistry 102	66	6	72
Chemistry 104	101	53	154
Chemistry 108	111	226	337
Chemistry 110	90	185	275
Chemistry 111	226	113	339
Chemistry 210	67	97	164
Chemistry 211	0	8	8
Misc. Chemistry	14	7	21
Math 64	253	257	510
Math 20	81	75	156
Math 30	135	374	509
Misc. Math	51	63	114
<b>TOTAL</b>	1489	1769	3258

## Hours of Tutoring

### Appointments

	2012-2013	2011-2012	2010-2011
	NO. OF HOURS	NO. OF HOURS	NO. OF HOURS
<b>APPOINTMENTS</b>			
Oceanside	8646	10851	9496
San Elijo	1586	2143	1983
CLC	2283	2380	1586
<b>TOTAL</b>	<b>12515</b>	<b>15374</b>	<b>13065</b>

### Groups, Drop-ins, Labs

	2012-2013	2011-2012	2010-2011
<b>FACILITATED LEARNING SESSIONS</b>	NO. OF HOURS	NO. OF HOURS	NO. OF HOURS
Oceanside	886	947	956
San Elijo	112	176	286
<b>BIOLOGY DROP-INS</b>	293		
<b>CHEM DROP-INS</b>			
Oceanside	536	601	195
San Elijo	176	190	-
<b>MATH DROP-INS</b>	607	592	521
<b>MATH TA</b>	804	157	-
<b>MUSIC DROP-INS</b>	147	159	-
<b>SPEC LAB</b>	103	102	-
<b>TOTALS</b>	<b>3664</b>	<b>2924</b>	<b>1958</b>

## eTutoring

MiraCosta began participating in the Western eTutoring Consortium in 2012 – 2013. eTutoring offers three services: eQuestions, which are asynchronous (e-mail) based question and answer interaction; eChat, which is a live (synchronous) rich chat/visual service; and eWriting. For a detailed report of this pilot project, please visit: <http://goo.gl/DDwDi>

Two tutors were assigned 5 – 10 hours of eTutoring per week over the fall and spring semesters.

<b>eTutoring</b>	FALL	SPRING	TOTAL
Contacts	92	287	379
Unduplicated # of Students Served	36	80	116

<b>eQuestions by discipline</b>	FALL	SPRING	TOTAL
Accounting	1	11	12
Anatomy & Physiology	7	4	11
Biology	2	3	5
Calculus		4	4
Chemistry	6	14	20
Economics	1		1
Math	6	12	18
Microsoft Office		1	1
Physics		5	5
Spanish		6	6
Statistics		2	2
Writing	2	3	5

<b>eChat</b>	FALL	SPRING	TOTAL
# of Sessions	20	46	66
Unduplicated # of Students Served	57	160	217
Average Length of Session	37 min	33 min	

Totals reflect some duplication; figures for each term are unduplicated.

**Service Area Outcomes Critical Thinking and Training for Tutors:** Tutors will demonstrate effective tutoring skills in one-on-one and/or group tutoring sessions. TASC will hire, train and assign a new staff of tutors in high demand courses.

### Number of Tutors Employed

Tutors	SUMMER	FALL	SPRING
Oceanside	0	46	43
San Elijo	0	13	9
CLC	2	6	6
<b>UNDUPLICATED TOTAL FOR 2012 - 2013 = 56</b>			

34 of the 56 tutors served in multiple departmental roles (61%)

- ❖ 6 of the 56 tutors served as trainers for new tutors (11%)
- ❖ 21 of the 56 tutors served as Facilitators (38%)
- ❖ 8 of the 56 tutors served as Math TA's (14%)
- ❖ 28 of the 56 tutors served as drop-in tutors (50%)

## Disciplines in which Tutoring was provided

Tutoring was offered in 50 courses at San Elijo and 145 courses at Oceanside, in the following disciplines:

Accounting  
Anthropology  
Astronomy  
Automotive Technology  
Biological Sciences  
Biotechnology  
Business Administration  
Chemistry  
Child Development  
Communication  
Computer Science  
Computer Studies and Information Technology  
Design Drafting Technology  
Economics  
Engineering  
French  
Geography  
Geology  
German  
History  
Horticulture  
Italian  
Japanese  
Kinesiology  
Learning Skills  
Mathematics  
Music  
Nursing  
Oceanography  
Philosophy  
Physical Science  
Physics  
Political Science  
Psychology  
Real Estate  
Sociology  
Spanish  
Study Skills

**Service Area Outcomes - Student Success:** Faculty will demonstrate best Supplemental Assistance practices. TASC will recruit, organize and implement facilitated learning sessions utilizing student success data and referral from colleagues.

### Successful Course Completion and Grades of Facilitated Learning Session Participants

#### Fall 2012

	# of students enrolled	FLS participants	Non-participants	% of FLS participation
<b>TOTALS FOR ALL FLS</b>	<b>1495</b>	<b>394</b>	<b>1101</b>	<b>29%</b>
<b>Average Successful Course Completion Rate</b>		<b>81%</b>	<b>59%</b>	
<b>W's</b>	<b>349</b>	<b>37</b>	<b>256</b>	
<b>% of W's</b>	<b>23%</b>	<b>9%</b>	<b>23%</b>	
<b>Average Grade in Course</b>		<b>2.85</b>	<b>2.47</b>	
<b>Average Overall GPA</b>		<b>3.07</b>	<b>2.73</b>	

#### Spring 2013

	# of students enrolled	FLS participants	Non-participants	% of FLS participation
<b>TOTALS FOR ALL FLS</b>	<b>1305</b>	<b>344</b>	<b>961</b>	<b>28%</b>
<b>Average Successful Course Completion Rate</b>		<b>77%</b>	<b>59%</b>	
<b>W's</b>	<b>289</b>	<b>37</b>	<b>252</b>	
<b>% of W's</b>	<b>22%</b>	<b>11%</b>	<b>26%</b>	
<b>Average Grade in Course</b>		<b>2.87</b>	<b>2.54</b>	
<b>Average Overall GPA</b>		<b>3.11</b>	<b>2.73</b>	

Participant is defined as a student who attended 3 or more sessions. Average grade was calculated excluding students who withdrew. P was calculated as a C. W's were counted in calculating successful course completion rates. Successful course completion rates were calculated using standard college formula.

### Facilitated Learning Session Overview by Semester

Facilitated Learning Session Overview	Fall 2012	Spring 2013
Number of FLS offered <sup>1</sup>	44	40
Number of Courses	33	29
Number of Instructors	24	18
Individual Students Served (Unduplicated) <sup>2</sup>	620	517
Total Number of Student Contacts	2925	2813
Total Number of all Sessions <sup>3</sup>	546	543
Number of Facilitators	21	20

1. In some cases, more than one session per course was offered to accommodate student schedules.

2. Duplication may be present if an individual student attended FLS for more than one course.

3. This represents the total number of sessions offered for all courses.

**Facilitated Learning Sessions  
Fall 2012**

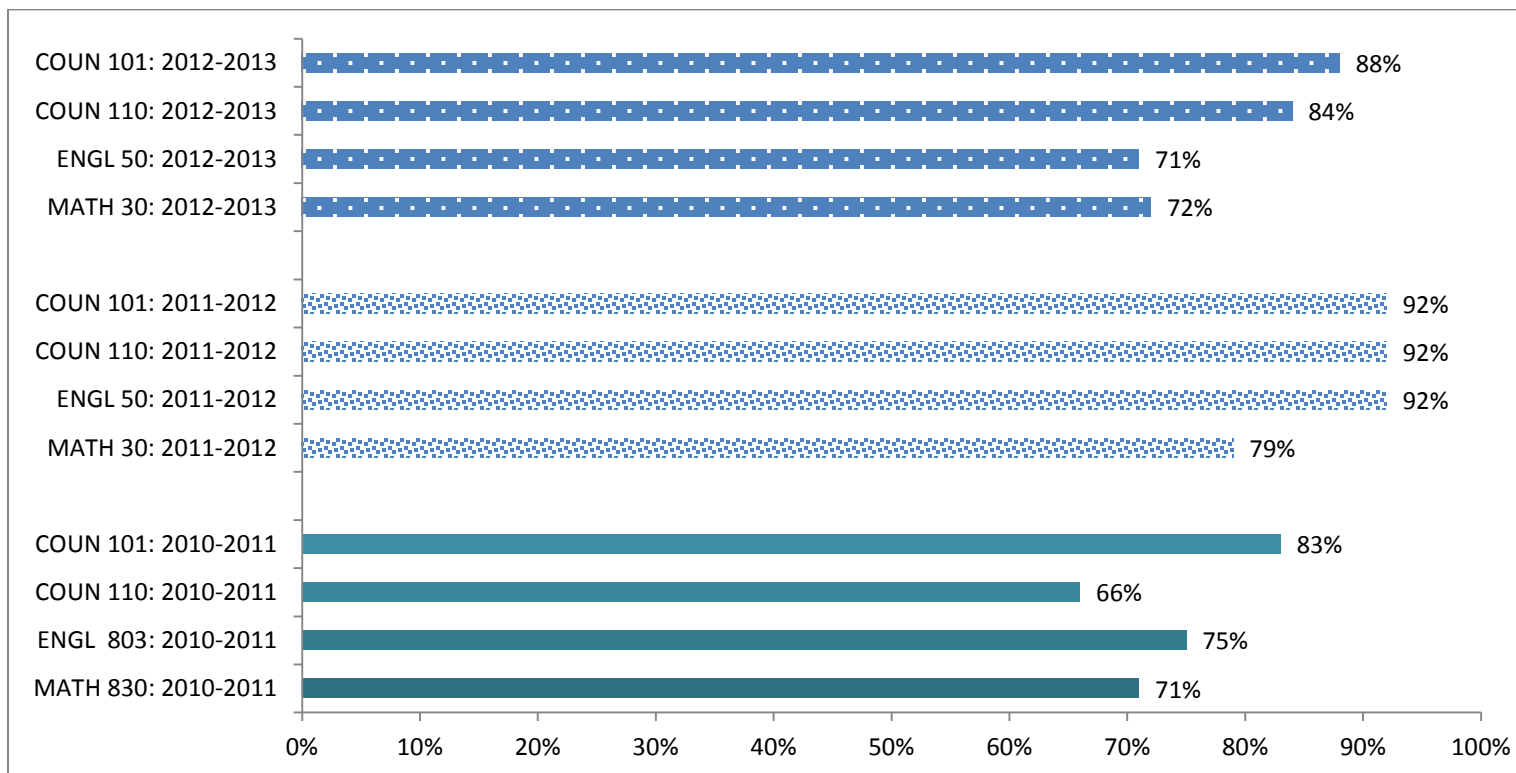
<b>Course</b>	<b>Instructor</b>	<b># of sessions offered</b>	<b># of students (unduplicated)</b>	<b># of student contacts</b>
ANTH 101	Miller	29	37	155
BIO 220	Riccitelli	11	30	116
BIO 230	Klingbeil	13	11	35
BIO 230	Kulkarni	15	18	137
BIO 230	Tamraker	12	14	53
CHEM 100	Bolanos	13	13	53
CHEM 100	Lee	13	13	57
CHEM 110	Salami	3	1	1
CHEM 110	Bolanos	14	15	74
CHEM 111	Lee	13	11	75
CHLD 113	Skemp	15	8	35
HIST 110	Byrom	13	10	46
HIST 111	Byrom	15	9	78
LRNS 42	Schaefer	16	16	80
MATH 20	Bonds	28	33	118
MATH 20	Fallstrom	22	16	50
MATH 30	Fallstrom	18	17	58
MATH 30	Pickett	12	20	101
MATH 64	Pickett	16	19	103
MATH 30	Safaralian	10	17	49
MATH64	Safaralian	16	21	117
MATH 30	Laurel	3	0	0
MATH 64	Dunbar	28	55	214
MATH 64	Navo	14	24	148
MATH 103	Ferreirae	13	22	140
MATH 130	Ferreirae	15	19	142
MATH 130	Navo	14	15	100
MATH 135	Beltran	13	14	57
MATH 135	Pickett	29	28	147
MATH 150	Gracey	15	13	62
MATH 155	Beltran	14	12	50
MATH 155	Bonds	14	25	58
MATH 260	Dunbar	10	7	23
PLSC 102	Phillips	7	14	21
PSYC 104	Kelley	13	3	15
SPAN 201	Marques	27	20	57

## Facilitated Learning Sessions Spring 2013

Course	Instructor	# of sessions offered	# of students (unduplicated)	# of student contacts
ANTH 101	Miller	30	18	102
BIO 220	Thomford	10	21	93
BIO 220	Woo	14	14	70
BIO 230	Kulkarni	16	17	98
BIO 230	Tamraker	14	10	54
CHEM 100	Lee	15	16	71
CHEM 110	Goueth	5	2	4
CHEM 111	Bolanos	11	6	8
CHEM 111	Lee	14	25	169
HIST 110	Byrom	14	8	66
LRNS 42	Schaefer	16	16	78
MATH 20	Bonds	29	19	111
MATH 820	Fallstrom	23	17	34
MATH 30	Fallstrom	10	0	0
MATH 64	Laurel	14	4	28
MATH 30	Pickett	12	16	73
MATH 64	Pickett	15	11	94
MATH 30	Safaralian	13	14	54
MATH 64	Safaralian	15	10	43
MATH 64	Bonds	14	11	64
MATH 64	Dunbar	28	49	185
MATH 64	Navo	15	19	85
MATH 103	Dunbar	13	14	53
MATH 103	Ferreirae	14	22	163
MATH 115	Fallstrom	17	32	220
MATH 130	Ferreirae	15	18	130
MATH 130	Navo	14	4	17
MATH 135	Pickett	29	36	223
MATH 150	Gracey	14	5	37
MATH 155	Bonds	28	41	295
MATH 260	Dunbar	13	10	50
PSYC 104	Kelley	14	16	59
SPAN 102	Westlake	21	10	34



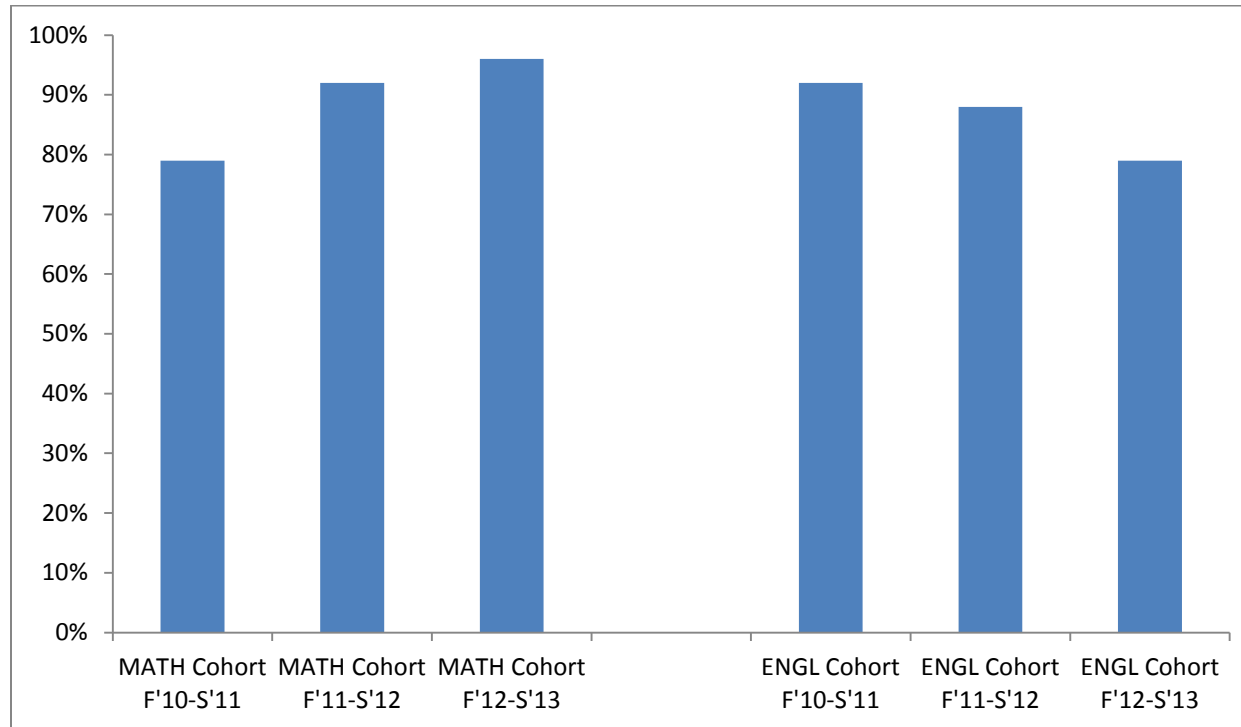
## First Year Experience Program Cohorts Success Rates



The chart illustrates the FYE Cohort rates from Fall 2010-Spring 2011, Fall 2011-Spring 2012, and Fall 2012-Spring 2013. The outcomes are based on students' coursework from their first Fall semester.

## First Year Experience Program Cohorts Persistence Rates

Persistence is defined as continuous enrollment from one primary semester to the next. The persistence rate of students in the English Cohort from Fall 2010 to Spring 2011 is 92%. The persistence rate of students in the Math Cohort from Fall 2010 to Spring 2011 is 79%. The persistence rate of students in the English Cohort from Fall 2011 to Spring 2012 is 88%. The persistence rate of students in the Math Cohort from Fall 2011 to Spring 2012 is 92%. The persistence rate of students in the English Cohort from Fall 2012 to Spring 2013 is 79%. The persistence rate of students in the Math Cohort from Fall 2012 to Spring 2013 is 96%.



### Fall 2012 Student Success Workshops

<b>Workshop</b>	<b># of Attendees</b>
Aha! Articles! (3 sessions)	17
BlackBoard (2 sessions)	8
Cite Right! (3 sessions)	9
Keeping Motivation Alive	4
Make Your Computer Work Smarter For You	4
Minimize Stress (3 sessions)	60
No More Paper Cuts (3 sessions)	8
Oral Presentations (2 sessions)	5
Plagiarism (2 sessions)	5
Pronunciation (4 sessions)	50
Reading for Success (3 sessions)	20
Ready, Set, Research (3 sessions)	27
Success in the Health Sciences (2 sessions)	36
Time Management	1
Writing Your Personal Statement (2 sessions)	12
<b>Total</b>	<b>266</b>

## Spring 2013 Student Success Workshops

Workshop	# of Attendees
Aha! Articles! (3 sessions)	6
BlackBoard (2 sessions)	5
Cite Right! (3 sessions)	7
How to Pass Bio 100/101	11
Keeping Motivation Alive	4
Minimize Stress (3 sessions)	37
Make Your Computer Work Smarter For You	0
Monkey See, Monkey Write (2 sessions)	5
Note Taking	15
Oral Presentations (2 sessions)	2
Practice Safe Writing: Avoid Plagiarism (2 sessions)	2
Pronunciation (4 sessions)	41
Reading For Success (3 sessions)	19
Ready, Set, Research (3 sessions)	14
Success in the Health Sciences (2 sessions)	18
Take the TEAS Strategically	10
Time Management (2 sessions)	11
Writer's Block	8
Writing Your Personal Statement (2 sessions)	20
<b>Total</b>	<b>236</b>