

Spoon River College

Learning Resource Center

ANNUAL REPORT 2022-2023

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Preface

Unfortunately, this annual report is lacking specific data that is usually included. In May 2022, the LRC implemented TracCloud, a new and improved version to replace TutorTrac. This meant taking TutorTrac offline. Although a report was sent to us with a majority of the data, it was impossible to sort and synthesize the information in the format provided. As a result, this report is missing 2021-2022 annual data related to LRC visits, tutoring hours, proctoring numbers, and grade results of students who were referred via the Early Alert System.

Mission

The Learning Resource Center integrates academic support services and resources for students, faculty, and the SRC community in order to promote teaching effectiveness, student success, learning opportunities, and student retention.

We carry out this mission by:

- Providing *tutoring, mentoring, and learning resources* to help students achieve academic and personal goals
- Providing access to library services, collections, and resources in order to meet the intellectual, creative, and professional needs of students, faculty, and residents of the community college district
- Supporting the instructional objectives of the faculty with a goal of increasing student success and retention

History

Spoon River College received a 5-year Title III grant that began in 2005. One of the primary goals of the grant was to create an Academic Success Center (ASC). In the fall of 2006, Academic Success Centers were opened on both the Canton and Macomb campuses. During that time services included peer tutoring, online tutoring offered through Smarthinking, success coaching, intervention for ‘at-risk’ students, professional tutoring, advising, Math Homework Hall, study groups, computer assistance, workshops, and a place to study. In Macomb, library services were merged with the ASC when they moved to a bigger location (now the Student Lounge) in 2007. Due to additional growth, the Macomb ASC location moved again in 2010 to the renovated auditorium on the second floor.

Upon completion of the grant in September of 2010, the centers were integrated into the college budget and continued to operate for an additional five years. During that time, services and staffing were adjusted based on the needs of students. In 2014, plans for merging the library and Academic Success Center began to take shape. In the fall of 2015, the Pat Russell family made a sizable donation to the SRC Foundation. As a result, the library was renamed the Patricia H. Hoeft Russell Learning Resource Center. These funds made it possible for much needed library updates such as carpeting, a new circulation desk, new shelving, computer stations, and furniture.

In the spring of 2016, we closed the doors to the ASC and moved all staff into the library. Given the renaming of the library and the merging of the ASC staff and services, the acronym “ASC” was no longer needed. The Canton library became the Russell LRC and the Macomb Academic Success Center became the Macomb LRC. The

Learning Resource Centers now house both library services and student success services and serve as a “one-stop-shop” for both students and faculty.

Services

Library Services

Library services are available to students, faculty, staff, and members of the community college district. The library, housed on the Canton campus, supplies a wide variety of instructional materials for use in the academic setting. In order to reach students, faculty, and staff not located on the Canton campus, the library website includes access to the online catalog, subscription databases, eBooks, Library guides, videos, interlibrary loan services, and an order form to request physical items for delivery. In-person, email, or phone reference services and orientations are available. Although the Macomb LRC does not house physical stacks of materials, staff can assist students with the above-mentioned services that are available online, by email, or by phone.

Our librarian uses the Standards for Libraries in Higher Education as a guide to manage the Russell LRC. These standards were developed and approved by The Association of College and Research Libraries (ACRL) Board of Directors. They are designed to guide academic libraries in advancing and sustaining their role as partners in educating students, achieving their institutions’ missions, and positioning libraries as leaders in assessment and continuous improvement on their campuses. Below is a list of services and responsibilities provided by the Librarian:

- Offers research and reference services by email, phone, or in-person
- Collaborates with faculty for information literacy training in the classroom
- Supplies web and print based materials to support academic instruction for distance learning students
- Consults with faculty and staff regarding copyright laws and fair use of materials in the online and physical classroom
- Manages access services, including circulation, reserves, Interlibrary Loan, special collections, and historical archives
- Maintains the library’s web page, digital integration, and instructional technologies
- Manages the promotion of available resources to students and faculty
- Citation and plagiarism assistance is available
- Plans, organizes, and administers the library’s resources including the acquisitions, cataloging, and management of print, media, serials, electronic resources, and other ongoing subscription services.
- Keeps up to date with new and emerging technologies to improve the student experience

Research Guides

In the fall of 2015, the library implemented LibGuides as a service in order to better meet the needs of students. LibGuides is an easy-to-use content management system provided by SpringShare. Librarians can use it for a variety of reasons – to pull together knowledge and share information, organize class and subject specific resources, and to increase the usage of library resources. Our librarian has continued to build a collection of research guides on diverse topics from searching databases to choosing and citing your sources. Faculty can also request to have a LibGuide/Research Guide created for a course – specific to a single assignment or an overall process.

Research Guides

Academic Year	Number of Views
AY 2018 - 2019	4779
AY 2019 - 2020	6723
AY 2020 - 2021	5505
AY 2021 - 2022	4187
AY 2022 - 2023	5441

Databases

Databases are an online collection of scholarly articles and eBooks made available for a subscription price to libraries. To reduce pricing for subscription databases, the library is a member of the Consortium of Academic and Research Libraries in Illinois (CARLI). CARLI brokers E-Resources, with over 500 databases available for discounted prices.

EBSCO Databases

Academic Search Complete

Academic Year	Number of Views
AY 2018 - 2019	6310
AY 2019 - 2020	6360
AY 2020 - 2021	8654
AY 2021 - 2022	7472
AY 2022 - 2023	4570

PsycARTICLES

Academic Year	Number of Views
AY 2018 - 2019	960
AY 2019 - 2020	908
AY 2020 - 2021	998
AY 2021 - 2022	466
AY 2022 - 2023	700

NOTE: For a measure of activity with databases, it is recommended to look at the total of abstract requests by the user. This chart shows the number of articles the users hovered over or clicked on to open.

EBSCO Discovery Services

Many of the library's databases are provided via EBSCO. In the fall of 2016, we added EBSCO Discovery Service, a versatile discovery tool for searching across all library resources. This includes database articles, eBooks, and physical items in the library, such as books and DVDs. We aptly re-branded the tool "OneSearch" to reflect its ease of use to students. Previously, students had to search a single database from a listing of links and sometimes weren't sure where to start with a particular topic. They might have to search several different

databases before finding the results they were looking for. With OneSearch, students can type in search term(s) for a topic and the results displayed will be an aggregated listing of all database and catalog results.

OneSearch – EBSCO Discovery Service

Academic Year	Number of Views
AY 2018 - 2019	960
AY 2019 - 2020	908
AY 2020 - 2021	998
AY 2021 – 2022	2357
AY 2022 - 2023	2311

NOTE: For a measure of activity with databases, it is recommended to look at the total of abstract requests by the user. This chart shows the number of articles the users hovered over or clicked on to open.

Circulation

With the merging of the ASC and library services, we found that space was needed for more seating. We also discovered that the book and media collections needed to be updated. We began a withdrawal project in November of 2014; the item count at that time was almost 35,000 books, media items, reference, and reserves. The item count now stays at just under 13,000. We decided to supplement the collection at the beginning of the academic year of 2015 with EBSCO's eBook Academic Collection. This collection holds over 150,000 nonfiction scholarly books and has proven to be a welcome addition, especially with our distance education students.

Circulation - Books, eBooks, AV, Reserves

Academic Year	Number of Views
2018 - 2019	963
2019 - 2020	580
2020 - 2021	545
2021 - 2022	423
2022 - 2023	369

Circulation - EBSCO eBook Academic Collection

Academic Year	Number of Views
2018 - 2019	568
2019 - 2020	392
2020 - 2021	382
2021 - 2022	385
2022 - 2023	338

Interlibrary Loan (ILL)

Through the Office of the Secretary of State, the Illinois State Library created a resource sharing model for the citizens of Illinois. Academic, public, school, and special libraries, through their system membership, work together to share resources. It is further enhanced by the statewide delivery service, The Illinois Library Delivery

Service (ILDS). The Russell LRC is fortunate to receive daily deliveries through ILDS. The outcome increases services to SRC's students, faculty, and staff.

To cut costs for our Online Public Access Catalog (OPAC), and software that accompanies the catalog, the library shares cost and is a member of a consortia of over 150 libraries in central Illinois, Resource Sharing Alliance (RSA). During the spring 2017 semester, the librarian opened the library's holdings to allow patrons of libraries within the consortia to place an ILL on the LRC's physical collection. This in turn allows SRC students, faculty, and staff, to place an ILL on member libraries. We believe this explains the sudden increases in ILL usage for the 2017 – 2018 academic year.

Many of the items we loan through ILL are sent to local high schools. This allows potential future students to see the types of resources that SRC has to offer. Additionally, through this process SRC is inherently marketed to borrowing patrons within the consortia.

Interlibrary Loan

Year	Items Received	Items Loaned
AY 2018 - 2019	84	503
AY 2019-2020	46	887
AY 2020-2021	69	445
AY 2021-2022	47	490
AY 2022-2023	22	660

Reference Services

The librarian provides information, research, and reference services for students, faculty, staff, and members of the public. These services are performed by email, phone, or walk-in. When providing reference services, instructional guidelines are used per the Information Literacy Competency Standards for Higher Education from the Association of College & Research Libraries (ACRL). These standards supply a framework using an outcomes-based approach to information literacy instruction.

Reference Services

Academic Year	Email	Phone	Walk-in	Canvas	TOTAL
AY 2018 - 2019	7	5	106	17	135
AY 2019 - 2020	7	10	35	19	71
AY 2020 - 2021	5	8	41	1	55
AY 2021 - 2022	5	5	44	2	56
AY 2022 - 2023	4	5	56	0	66

Student Success Coaches

Our Student Success Coaches are trained to help students with learning new study strategies, overcoming test anxiety, and designing academic and career goals. The coach serves as an advocate to make sure that students are aware of all services, including academic support, college, and community resources so that students have every opportunity to be successful in pursuing their educational goals. The coach is available to discuss student concerns such as work, childcare, housing, transportation, time management or other personal matters that interfere with academic performance. The Success Coach can also help find workable solutions or refer students to the right resources. Below is a list of typical success coach responsibilities:

- Help with tracking down “missing” students
- Notification of students when their grades are slipping
- Academic help (with assignments, scheduling tutoring, or creating a time management plan)
- Updates on student progress
- Help with forming and facilitating study groups
- Registrations and demos of the online tutoring submission form
- Brief orientations about student success services
- In a Pinch Workshops (by faculty request)

Class Visits

The Student Success Coaches and Library Services Coordinator visit several classrooms at the beginning of each semester to familiarize students with our center, staff, and resources. These class visits help to serve as a preventive measure to foster student success.

Online Learning Support

The Student Success Coaches provide support to online students as it relates to instruction, technology, and services. The coach can provide guidance to help students complete online courses successfully by providing an opportunity to discuss issues and concerns and participate in problem solving. Examples include providing instruction on the use of the Learning Management System, guiding the creation of a time management plan, and helping with interpreting the differences between face-to-face and online instruction.

Proctoring

The LRC works with faculty in a variety of ways. In addition to using the early alert system, exams can be proctored in the LRC. For students who missed an exam, are taking an online exam, or have special needs for testing, the LRC provides accommodations. After proctoring the exams, the LRC staff provides feedback to faculty.

In the table below, the number of tests shows the total tests taken in the LRC at each campus. The number of students shows the total number of different students that have used the LRC for the purpose of taking an exam. These numbers are derived from students logging into the TutorTrac system and marking the reason for their visit as “taking a test”. The 2022-2023 numbers derive from the Calendly system. Calendly had a more accurate representation of the testing numbers in 2022-2023 academic year.

Proctoring – Canton LRC

Academic year	Number of tests	Number of students
2018 - 2019	304	93
2019 - 2020	149	89
2020 - 2021	220	70
2021 - 2022	213	98
2022 - 2023	147	106

Proctoring – Macomb LRC

Academic year	Number of tests	Number of students
2018 - 2019	100	45
2019 - 2020	118	89
2020 - 2021	49	24
2021 - 2022	64	35
2022 - 2023	53	42

Facilitated Study Groups

Our students tell us that their study groups are one of the best ways that they can study and learn the course material. Study groups give our students the opportunity to share notes, find new strategies for studying, review for exams, and form friendships with others in the classroom. These study groups are formed in a variety of ways including partnerships with faculty members, student-driven, and Student Success Coach or tutor facilitated.

Professional and Peer Tutors

Tutorial services are offered in the Learning Resource Center in subject areas that include Math, English, History, Psychology, Sociology, Political Science, Chemistry, Biology, Physics, Physical Science courses. We have three professional tutors – one for math and science and two for Nursing. In conjunction, we also use an online tutoring service called Tutor.com. Students can receive tutoring in a large variety of subjects using this service. It's available 24/7 and can be found on any course menu within Canvas.

We also hire peer tutors each semester. The subject areas offered via peer tutoring vary from semester to semester and are the result of recruitment efforts. The Success Coaches request input from instructors in the areas with the highest demand for tutoring (Math, English, and Science). Once the peer tutors are hired in the concentrated areas of need, they are evaluated for additional courses that they may be eligible to tutor.

Peer tutors are subject to a screening process and must have completed any course in which they tutor. They must have earned at least a B or higher in those courses and be recommended by the corresponding instructor. Peer tutors must complete a regiment of training that includes a brief one-on-one orientation with the success coach, training materials involving job requirements & expectations, confidentiality, sexual harassment, mandated reporting, office safety, as well as tutoring scenarios.

Students are encouraged to schedule appointments or drop in for tutoring services based on posted hours for peer tutors at either center. During the academic year, the Canton center is open from 8am to 4:30pm, Monday

through Friday. The Macomb center is open from 8am-4:30pm, Monday through Thursday, and 8am-4pm on Friday.

Tutoring data for the past five academic years is provided in the tables below. Again, low numbers for the 2020-2021 academic year are due to the COVID-19 pandemic. A third table for “Online Tutoring - all campuses” was added below due to the addition of peer tutoring also occurring online.

Peer Tutoring – Canton LRC

Academic Year	Total # tutored students	Total hours spent in tutoring
2018 - 2019	50	137.50
2019 - 2020	61	110.16
2020 - 2021	9	9.5
2021 - 2022	--	--
2022 - 2023	25	28.5

Peer Tutoring – Macomb LRC

Academic Year	Total # tutored students	Total hours spent in tutoring
2018 - 2019	58	155.97
2019 - 2020	37	103.09
2020 - 2021	8	10.5
2021 - 2022	--	--
2022 - 2023	1	.5

Tutor.com tutoring – All Subject Areas

Academic Year	Total # sessions	Total hours spent in tutoring
2018-2019	156	88.6
2019-2020	178	100.35
2020-2021	117	63.13
2021-2022	210	96.71
2022-2023	141	69.32

LA 100: Opportunity for Student Success course

In the fall of 2019, Student Success Coaches adopted the use of *Teach Yourself How to Learn* authored by Dr. Sandra McGuire (Learning Center Coordinator at LSU). Dr. McGuire offers a realistic, reader friendly, and research-based approach to learning. She focuses on students fostering using metacognitive strategies to be reflective and thoughtful of their own learning experience. Through her focus on the “Study Cycle”, McGuire offers the reader helpful tips for studying more effectively while also focusing on the enormous role of one’s mindset in their academic outcomes. Overall, the goal of the course is to instill wise choice-making skills sufficiently so that the student applies what is learned in the course and raises his/her GPA. The greater goal is that the student will increase his/her GPA sufficiently to be removed from academic probation.

An academic Success plan is used with students who are referred through the SAGE referral system. This plan encourages important skills such as time management, attendance, and study time. Once referred, the Student Success Coaches meet with the student and help them to set goals and break down the tasks needed to meet those goals. The student will meet with the Success Coach three times throughout the semester to check in and evaluate their progress.

Center Statistics

Student Referrals

For many years, Spoon River College has used a software tool (TutorTrac) that allows for several methods of tracking, but it’s primarily used for tracking student visits to both centers. In the summer of 2022, we migrated to an updated version called TracCloud. This version was a much-needed update and is much more user friendly. TracCloud also houses our student referral system called SAGE. This system allows instructors to funnel their concerns to the student and the Success Coach at the same time. By logging in to the system, an instructor can create a referral; specify the areas of concern, the grade, and recommendations for the student all in one screen. Once the instructor submits the referral, a copy is sent to the student, the instructor and the Success Coach. The instructor may also create blind notes to the Success Coach on the student when the referral is sent. Once the student Success Coach receives the referral, s/he looks up the contact to schedule an appointment with the student. S/he then counsels those referred students in their specific areas of need. Finally, the Success Coach sends a follow up correspondence to the referring instructor as needed through the system.



The LRC also aids faculty and students by sending out notices to withdraw. After midterms, Success Coaches request a list of students who will not pass the class. The success coaches compile the list and use it to contact the students by telephone to explain the instructor's concerns, the impact that failing to withdraw can have on their GPA and overall success and finally, the withdrawal process. If the Success Coach is unsuccessful at communicating with the student via phone, the coach then contacts the student in writing to recommend that the student withdraw from the course in order to avoid an F on their transcript.

The table below displays the total number of referrals received by the Success Coaches on both campuses, the total number of students that were referred, as well as the number of faculty members that used the referral software. One point to note is that the number of referrals exceeds the number of students, indicating that some students received more than one referral.

SAGE Usage

Academic year	Total Enrollment	Total # referred students	Percentage of students referred	Total # of referrals received	Total participating faculty
2018-2019	2665	450	17%	764	61
2019-2020	1959	517	26%	1172	67
2020-2021	1923	432	22%	893	62
2021-2022	--	--	--	--	--
2022-2023	1300	296	23%	627	48

*Total enrollment is determined from the following dates July 1st – June 30th of a given academic year

Encouraging faculty to use the system by helping them understand what we're tracking and why it's helping students, is an area that our current success coaches have worked extremely hard to improve. As shown in the table above, you can see that the number of participating faculty has increased since 2014.

Evidence of student success as a result of referrals is a tricky thing to measure. The ultimate goal of the referral process is retention – intervening at the point of need to help the student generate a plan for course/degree completion. However, in some cases, a faculty member may submit a referral to recommend that a student should withdraw from a course. If the student withdraws and is otherwise retained as a student, this could be seen as a success. However, that student did not successfully complete the course for which s/he was referred.

The following data was collected from the fall 2020 semester. Students may receive more than one referral per course (duplicated total). In order to report on the grade a student received in the course, duplicate referrals were removed so that the percentages reflect one grade per student per course (unduplicated total).

Fall 2022 Grade Results Summary

In the fall of 2022, there were a total of 343 referrals for a total of 244 course grades.

- 48% of referrals resulted in a grade of D or higher
 - 39% of those were a grade of C or higher
- 15% (50 out of 244) of referrals resulted in a grade of F or FA (Failure due to lack of attendance)
 - Of those 50 referrals, only 14% indicated that the student needed to withdraw from the class, but the students did not take the necessary steps to withdraw

- Of the 36 unduplicated referrals that included a recommendation for the student to withdraw from the class,
 - 24 resulted in a drop or withdrawal
 - 10 resulted in a grade of F or FA
- **Overall, 80% of referrals resulted in a passing grade, drop, or withdrawal**
 - **71% of referrals resulted in a grade of C or higher, drop, or withdrawal**

Student Success Coaches encourage faculty to submit referrals during week one of the semester to report students who are either not participating or not attending class. The goal in this process is to help the student with any barriers so they can successfully continue with the class rather than dropping it. Of the 35 early referrals that were received, 94% did not result in the student being dropped due to being marked as “not attending” on the financial aid rosters.

Fall 2022

Grades	Number	Percent
A's	14	5%
B's	35	14%
C's	46	18%
D's	21	9%
F or FA's	50	20%
Withdrawals	60	25%
Drops	18	7%
TOTAL (unduplicated)	244	100%
TOTAL (duplicated)	343	100%

Center Usage

Each of the Canton and Macomb campuses has a Learning Resource Center and tutoring center. There is duplication of visits between those centers in the table below. These figures reflect the number of students using the sign in stations as they enter and exit the LRC.

Center Usage

Semester	Total Student Visits for both centers	Total Hours	Number of Students	Average number of Visits per Semester
Fall 2018	5788	5910.20	424	14
Spring 2019	4312	4186.14	357	12
Fall 2019	4359	5373.05	389	11
Spring 2020*	1717	2191.57	255	7
Fall 2020	1477	1918.86	263	5.5
Spring 2021	1306	1671.02	230	5.5
Fall 2021	--	--	--	--
Spring 2022	--	--	--	--
Fall 2022	2,871	4,235.20	186	15
Spring 2023	1,811	2,734.64	155	11.5

* College closed from March 6 - May 31, 2020, due to COVID-19 pandemic.

Recent LRC Initiatives

Nursing Pre-Orientation Course

In the spring of 2022, an analysis was done regarding the low retention rates in the nursing program. Students were withdrawing or failing the program for a variety of reasons; however, a constant theme that seemed to endure was the lack of preparation for the program – not having clear expectations (even if they may have been given by faculty), not understanding the time management required, and the need for a personal support system to promote work, school, and family balance. Given the model and text used for the LA 100 course, discussions began around using something similar for a pre-course for nursing students. All nursing students attend a full-day orientation at the beginning of the semester, but it's a lot of information all at once. The feeling was that if these students had more time to reflect on the concepts provided in the LA 100 text, they would be more likely to implement some of the strategies. Additionally, if the Student Success Coaches were the ones who facilitated the course, those students would be introduced to a support person before starting the program. This creates a connection so students will feel comfortable approaching that person with any future issues.

A four-week course was proposed that would start in July for first-year nursing students. The goals of the course would be to:

- increase completion and retention rates
 - prepare for the rigor of the program
 - prepare for the challenges (both academic and personal) and consider mitigation efforts and resources.
- The top three challenges mentioned among these students are money, books, and childcare.

CLASS FORMAT

The course format needed to be online in order to best accommodate students. Brad O'Brien, Dean of Career and Workforce Education, offered to purchase all of the books for the students to remove a barrier and increase participation. The course would not be required (however, strongly recommended) and would not be for a grade or for credit. All students completed an Academic Success Plan in order to set goals, identify stressors, and reflect on what worked and what didn't. Each student was required to meet with a Student Success Coach. This not only added a personal element for students to increase engagement, but it was important for the coach to ask the right questions in order to guide the student with preparation and planning to suit their needs. Continued follow up with each student was critical. Course content topics included metacognition, a self-evaluation of how they learn, and what learning strategies are most appropriate for them. Course activities encouraged constant reflection.

OUTCOMES

The first nursing pre-orientation course ran in July 2022 and had some continued follow-up during August. The Canton Student Success Coach facilitated this course on her own due to hiring a new Macomb Student Success Coach while this course was running.

The fall 2022 semester began with a total of 28 first-year nursing students. Of those students,

- There were three who withdrew due to personal reasons.
- Two of those students are returning in the fall of 2023 and the other will return in the fall of 2024.

- During the fall 2022 semester, zero students failed and 24 of 28 returned for the spring 2023 semester.
- In the spring of 2023, two students did not pass, but both plan to reenroll in the spring of 2024.
- **Twenty-two students will return in the fall of 2023.**

The nursing program's first year to second year retention rate increased from 24% to 80% this year!

Note: The average first to second year retention rate for an ADN program is estimated to be 69%. As a whole, we are extremely thrilled with these results for the pilot offering of the nursing pre-orientation course.

STUDENT SURVEY

The Canton Student Success Coach sent out a post-survey to the nursing students who had completed the pre-orientation course. This survey was sent out closer to the end of the fall semester in order to better gauge how the content of the course helped them to be successful throughout the semester. The return rate for the survey was only 21% but we still received credible feedback to validate the course's success and decision to continue offering it.

Survey Results

Q1: How would you rate the course in terms of structure (logical, easy to follow, confusing)?

All respondents answered that the course was easy to follow, well-structured, and logical.

Q2. Do you believe that the course contributed to your success in your first semester in the nursing program?

83% said yes and 1 respondent said no.

Q3. Did the course make you think differently or approach the first semester differently? If yes, how so?

1. I studied harder than I originally thought I would
2. The course made me approach the semester with a positive attitude. The course taught me that despite nursing school being challenging and tough, I can pull through if I plan ahead and manage my time and set meaningful goals.
3. I like to think that I had already self-prepared for the fast-paced class, it just reassured me that I was thinking correctly
4. Definitely, I was able to use my time of studying differently. I read before class, chose a reading partner, identify best reading pattern, interact in class, make sure to ask questions for more clarification, and engage myself in research using different sources to gather information.
5. Yes, it made me approach the semester more carefully. Making sure to make all of the nursing assignments and studying the priority but still making time for myself.
6. Yes and no. Yes because I learned more ways to study, and no because the assignments took more preparation away from getting ready for the fall semester.

Q4. If you answered yes above, please share how this course contributed to your success.

1. It showed how I can find what works best for me.
2. The course and most especially the tutor gave me the support and encouragement to face my fears in the nursing program. It provided me with the mental support that sustained me throughout the first semester
3. I believe that it is a helpful reminder that there are many ways to study and learn

4. It shaped my thinking, reasoning, effective reading, and time management for nursing class.
5. Before I wasn't very great with time management or my study skills. It was hard for me at first to adjust to the faster pace and change my study habits to make the course material understandable.
6. N/A

Q5: What was the most useful thing that you learned in the course?

1. I learned that asking for help is not a bad thing.
2. The most useful thing for me was knowing the fact that I won't be alone. There will always be someone to hear me and encourage me when ever
3. that there are many ways to learn
4. Effective reading and time management
5. Time management and study skills.
6. Ideas on expanding study habits.

Q6: What advice would you give to a first-year nursing student taking this course in the summer of 2023?

1. Stick with it. This course shows you how to study, learn and apply the skills you need to be a successful nurse.
2. I will say be focused and consistent. Manage your time wisely and ask for help when in doubt.
3. Make sure you are ready for this program. It is intense yet rewarding. Stay ahead on your work and do the best you can.
4. Make sure to identify your strength and weakness relating to reading, understanding, learning, and approach to answering questions. Maximize your time and do everything you can to conquer procrastination before you start the nursing courses. Most importantly, have a reading partner. It does not only help you to overcome fear and anxiety but encourages you to know better through quiz and research together. One last thing, BE CURIOUS, DO NOT WAIT TO LEARN IN CLASS. Class lecture is too short to learn everything. Go to class with questions and pay attention to repeated topics.
5. Partake in the class and make sure to do the assignments with time and effort. Don't just push things off.

SUMMER 2023

The second offering of the nursing pre-orientation course ran during July 2023. The Macomb Student Success Coach joined as a facilitator which allowed the coaches to cover more ground and meet with students more efficiently. The results of the course evaluation survey that was offered at the end of the course in 2022 suggested more opportunities for contact with one another. For the 2023 course, weekly discussion forums were added and increased contact with participants – both student to student and instructor to student. The coaches also required meetings with students either in person or virtually. This allowed them to build rapport with the students and to really see how they could best meet their needs.

We will plan to send the nursing students another survey asking how the course contributed to their overall success toward the end of the fall 2023 semester.