INTRODUCTION

The mission of the UNT Dallas Math Lab is to support students taking undergraduate level mathematics courses by providing one-on-one and group tutoring and encouraging students to become individual, critical thinkers. The Math Lab operates on a walk-in basis and provides students with a safe study space where they can seek assistance with assignments, projects, and/or studying tips for math courses. All tutors in the Math Lab are undergraduate tutors who are either Mathematics or Education with a focus in Mathematics majors, and have all been recommended by faculty.

REPORT DETAILS

The information provided in this summary comes from the Learning Commons reports spanning the period from Fall 2016 through Spring 2017. The Fall 2016 and Spring 2017 data was compiled using both paper-based and digital sign-in sheets that students filled out before entering the Math Lab. The digital surveys used for Fall 2016-Spring 2017 collected both academic and personal information such as course name, professor, gender, ethnicity, major, and classification.

A. 2016-2017 Academic Year Overview

During the 2016-2017 academic year (summer, fall, and spring), the Math Lab tutors assisted a total of 286 [unique] students. Of these 286 unique students, 39 students frequented the Math Lab during both fall and spring and were repeat students.

These 286 students came in for a total of 1,358 visits. We experienced the highest volume of students on Tuesdays and Thursdays between the hours of 11:00a.m. and 12:00p.m. and 2:00p.m. The visit and unique student data for each semester is presented in full detail in sections B and C, but the graph on page two provides a visual comparison of the number of unique students and student visits by semester (Fall 2016 and Spring 2017).
*Note: The Math Lab was not open during Summer 2016 (data from previous semesters indicated that students would not frequent the Math Lab often enough to warrant the cost of tutor wages, so the Math Lab was closed). However, students were able to utilize Smarthinking, our 3rd part 24/7 online tutoring program, for assistance during that time.

2016-2017: Unique Students and Student Visits By Semester

Comparing 2016-2017 data to 2015-2016 data, we saw a 73% increase in student usage of the Math Lab; overall, we had 786 total student visits in 2015-2016 versus 1,358 total student visits this academic year. Comparing 2016-2017 data to 2014-2015 data, we saw a 129% increase in student usage of the Math Lab. Overall, we had 594 total student visits in 2014-2015 versus 1,358 overall student visits in 2016-2017.

Academic Year Comparison Data: Student Visits

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Visits</td>
<td>1358</td>
<td>786</td>
<td>594</td>
</tr>
</tbody>
</table>

Unique Students

Student Visits
When comparing the academic year data between 2014-2017 (bottom graph on page two), it is important to note that in both 2015-2016 and 2014-2015 the Math Lab used various data collection methods. The Fall 2015 data was compiled using both paper and digital sign-in sheets that students filled out before entering the Math Lab. However, we faced some technical difficulties with the sign-in computers (they were located outside of the Math Lab), so we transitioned the log-in system to a paper log-in that was located by the Math Lab entrance. Students were asked to sign in, and the Learning Commons staff would then input the data into the digital spreadsheets for better and more accurate analysis. The digital spreadsheets used for Fall 2015 collected both academic and personal information such as course name, professor, gender, ethnicity, major, and classification. By Spring 2016, we transitioned to having sign-in sheets at each work-station so that tutors could ensure accurate and timely log-in for students frequenting the Math Lab. Because this new approach of logging student usage was successful, we continued to use the sign-in sheets at each station for Fall 2016 and Spring 2017. This data collection method helped the Learning Commons staff better track student usage of the Math Lab, which resulted in higher usage numbers.

The mean number of tutoring sessions attended by students this year was 4.75, indicating that the majority of students visited the Math Lab 1 and 5 times. The graph below shows how frequently each of the 286 students visited the Math Lab this semester.

**2016-2017: Number of Visits per Student**
We served students from 56 courses. 52 of these were undergraduate courses, and 4 were graduate courses. The majority of students who came to the Math Lab received help with MATH 1010 (33% or 454 student visits), but we also served many students from MATH 1680 (24% or 321 student visits) and MATH 1100 (8% or 105 student visits). Our data indicate that that students completing their core Math courses were more likely to visit the Math Lab than any other students, but we also saw an increase in the number of students completing upper-division math courses such as MATH 1600 and MATH 1580. In addition, we also saw a slight increase in the number of students seeking assistance with their statistics courses, such as DSCI 2710.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Title</th>
<th># of Student Visits/Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 1010</td>
<td>Fundamentals of Algebra</td>
<td>454</td>
</tr>
<tr>
<td>Math 1680</td>
<td>Elementary Probability with Applications</td>
<td>321</td>
</tr>
<tr>
<td>Math 1100</td>
<td>Algebra</td>
<td>105</td>
</tr>
<tr>
<td>Math 1600</td>
<td>Trigonometry</td>
<td>99</td>
</tr>
<tr>
<td>Math 1580</td>
<td>Survey of Mathematics with Applications</td>
<td>58</td>
</tr>
<tr>
<td>DSCI 2710</td>
<td>Data Analysis with Spreadsheets</td>
<td>38</td>
</tr>
</tbody>
</table>

Students who majored in Business (22% or 299 student visits) and I.T. (11% or 155 student visits) sought assistance from Math Lab tutors than students who majored in other areas. The chart below depicts the 5 majors for which students most visited the Math Lab.

<table>
<thead>
<tr>
<th>Major</th>
<th># of Student Visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>299</td>
</tr>
<tr>
<td>Information Technology</td>
<td>155</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>140</td>
</tr>
<tr>
<td>Psychology</td>
<td>118</td>
</tr>
<tr>
<td>Undecided</td>
<td>114</td>
</tr>
</tbody>
</table>

Similarly, students who majored in Education: Interdisciplinary Studies ESL, Math 8-12, and Reading, Substance Abuse and Addiction, Communication and Technology, Hospitality Management, Public Health, and BAAS visited the least; our data shows that we had 1-2 visits for students in these majors.

*Note: the numbers and percentages above are based on total number of student visits, not the number of unique students.
The chart below shows the number of students who visited the Math Lab based on their major in more detail. Of the 286 students who utilized the Math Lab, 45 students (16%) were Business majors, 26 students (9%) were Undecided majors, and 25 students (9%) were Psychology majors. These numbers are based on the unique number of students, not student visits.

2016-2017: Attendance By Major

- Accounting
- Applied Gerontology
- Biology
- Business Undetermined
- Communication & Technology
- EC-6 Gen - Spec Education
- Finance
- Hospitality Management
- Interdisciplinary Studies
- Interdisciplinary Studies: 8-12 Math
- Logistics Supply Chain Mgmt
- Mathematics
- Psychology
- Sociology
- Substance Abuse & Addiction
- Undecided
- Applied Arts & Sciences
- BAAS
- Business - General
- Child Development & Family Studies
- Criminal Justice
- Emergency Administration & Planning
- Grad Prep
- Human Serv Mgmt & Leader
- Interdisciplinary Studies: 4-8 English-Reading-ESL
- IT
- Masters Liberal Arts and Sciences
- Org Behav & Human Res Mgmt
- Public Health
- Standard EC-6 ESL Gen.
- Supplemental ESL
Our data indicates that students from the **School of Liberal Arts and Sciences** and students taking courses in these departments visited the Math Lab more than students from any other school at UNT Dallas. The chart below the number of visits by school. These numbers are based on the unique number of students, not student visits.

**2016-2017: Attendance By School**

<table>
<thead>
<tr>
<th>School</th>
<th>Visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of LAS</td>
<td>113</td>
</tr>
<tr>
<td>School of Business</td>
<td>102</td>
</tr>
<tr>
<td>School of Education</td>
<td>30</td>
</tr>
<tr>
<td>School of Human Services</td>
<td>28</td>
</tr>
<tr>
<td>Other</td>
<td>13</td>
</tr>
</tbody>
</table>

The chart below shows the number of students who visited the Math Lab based on their classification. Of the **286** students who utilized the Math Lab, **114 students (40%)** were freshmen and **67 students (23%)** were seniors. This indicates that students completing their first-year coursework and upper-level course work frequented the Math Lab most often. These numbers are based on the unique number of students, not student visits.

**2016-2017: Attendance By Classification**

<table>
<thead>
<tr>
<th>Classification</th>
<th>Visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>67</td>
</tr>
<tr>
<td>Sophomore</td>
<td>58</td>
</tr>
<tr>
<td>Junior</td>
<td>114</td>
</tr>
<tr>
<td>Senior</td>
<td>6</td>
</tr>
<tr>
<td>Graduate</td>
<td>5</td>
</tr>
<tr>
<td>Not available</td>
<td>36</td>
</tr>
</tbody>
</table>
B. Fall 2016 Information

The Math Lab served a total of 206 [unique] students with 760 student visits during the fall semester. We experienced the highest volume of students on Tuesdays and Thursdays between the hours of 11:00 a.m. and 12:00 p.m., and 2:00 p.m. and 4:00 p.m.

Comparing Fall 2016 data to Fall 2015 data, we saw a 91.44% increase in student usage of the Math Lab. We documented 760 visits in Fall 2016 versus 397 overall visits in Fall 2015. Comparing Fall 2016 data to Fall 2014 data, we also saw an increase of 85.37% in student usage of the Math Lab. We documented 760 visits in Fall 2016 versus 410 overall visits in Fall 2014. It is important to note that students in both UGMT 1301 and MATH 1010 were required to visit the Math Lab this semester. Pending institutional analysis, we believe this helped increase our student usage numbers this semester. Of the 206 students who visited the Math Lab this semester, 89 students (43%) visited the Math Lab only once, 35 students (17%) returned for 2 tutoring sessions, and 30 students (15%) returned for 3-5 sessions. Fifty-one students (25%) attended 6-14 tutoring appointments, and only 8 students (%) returned for 15 or more appointments this semester.

Student Attendance

The mean number of tutoring sessions attended by students was 3.7, indicating that the majority of students visited the Math Lab between 1-3 times this semester. The graph below shows how frequently each of the 206 students visited the Math Lab this semester.

Number of Visits per Student
We served students from 15 courses, eight of which were math courses. Two of these math courses were developmental or gateway courses, and 4 were upper level math courses. The chart below features the five courses for which students most often visited the Math Lab.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Title</th>
<th># of Students Visits/Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1010</td>
<td>Fundamentals of Algebra</td>
<td>310</td>
</tr>
<tr>
<td>MATH 1680</td>
<td>Elem. Probability and Statistics</td>
<td>124</td>
</tr>
<tr>
<td>MATH 1100</td>
<td>College Algebra</td>
<td>85</td>
</tr>
<tr>
<td>MATH 1580</td>
<td>Survey of Math Applications</td>
<td>52</td>
</tr>
<tr>
<td>MATH 1600</td>
<td>Trigonometry</td>
<td>42</td>
</tr>
</tbody>
</table>

The majority of students who came to the Math Lab received help with MATH 1010 (310 student visits or 41% of tutoring sessions), but we also had many students from MATH 1680 (124 student visits or 16% of tutoring sessions) and MATH 1100 (85 student visits or 11% of tutoring sessions). In comparison, 8 students who visited the Math Lab (1% of tutoring sessions) came in for help in MATH 1355 (Probability and Statistics for Teachers), and only 4 students who visited the Math Lab (.5% of tutoring sessions) sought tutoring for in MATH 1352 (Algebra for Teachers). According to the data, students completing their lower level Math courses, in particular, their core requirements, were more likely to visit the Math Lab than any other students.

Embedding SIs late in the semester (September) versus embedding SIs at the start of the semester into the lower level math courses did not have as much of an impact this semester as it did in Fall 2015 and Spring 2016. This Fall 2016 semester, six SI leaders served a total of 4 sections this semester, which included two sections of MATH 1100 and one section of MATH 1680. There were a total of 95 students in the 4 sections served, and of these 95 students, 24 students (25%) utilized the SI services and attended SI sessions. The graph below shows the SI attendance rates for the Math sections which had SIs.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Section</th>
<th>Course Title</th>
<th>Professor</th>
<th># of Students / Section</th>
<th>Total Sessions Attended / Section</th>
<th>Avg. Attendance/ Section</th>
<th># of Students Attending SI</th>
<th>% of Students Attending SI</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1100</td>
<td>002</td>
<td>Fundamentals of Algebra</td>
<td>Hoyt</td>
<td>25</td>
<td>22</td>
<td>0.12</td>
<td>2</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td>003</td>
<td></td>
<td>Kahng</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>14%</td>
</tr>
<tr>
<td>MATH 1680</td>
<td>003</td>
<td>Elementary Statistics and Probability</td>
<td>Grant</td>
<td>32</td>
<td>42</td>
<td>1.31</td>
<td>15</td>
<td>47%</td>
</tr>
</tbody>
</table>

Comparing Fall 2016 Math SI data to Fall 2015 Math SI data, we saw a significant decrease in student attendance to their SI sessions. In contrast, we saw a drastic increase in student attendance in the Math Lab. Our assumption is that when students in particular math courses do not have SIs, they are more likely to frequent the Math Lab for assistance in those courses. By contrast, if students are provided an SI in their math course, they are more likely to seek their SI for assistance in their math courses.

The graph on page four the difference in the number of students who attended SI sessions for MATH 1010, and MATH 1680 and the number of students who visited the Math Lab for assistance in these courses.
The chart below shows by professor the number of tutoring sessions students attended. Some professors taught more than one section per each course, and some professors also taught more than one course. Students in courses taught by Professor Grant and Professor Hoyt visited the Math Lab most frequently. Students in courses taught by Professor Kahng, Professor Chandler, Professor Sekerak, and Professor Johnson also visited frequently.

On average, approximately 45 students (unique and repeat) visited the Math Lab per week; the smallest number of students we saw in a week was 5 (week 17 of the semester; this corresponds with finals week, and the Math Lab was only open 2 days) and the greatest number of students we saw in a week was 88 (week 4). Our tutors also assisted an average of 152 students per month. Our least busy month was December (the center was only open for two days during Week 17), and our busiest month was September. This indicates that students may be more receptive to receiving academic assistance closer to exam periods, more specifically around midterms, than any other time during the semester. The chart on page five represents this information.
Number of Visits Per Month

<table>
<thead>
<tr>
<th>Month</th>
<th>Academic Weeks</th>
<th># Of Student Visits/Month</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>Week 1-2</td>
<td>58</td>
</tr>
<tr>
<td>September</td>
<td>Weeks 2-6</td>
<td>325</td>
</tr>
<tr>
<td>October</td>
<td>Weeks 6-10</td>
<td>206</td>
</tr>
<tr>
<td>November</td>
<td>Weeks 11-15</td>
<td>129</td>
</tr>
<tr>
<td>December</td>
<td>Weeks 15-17</td>
<td>42</td>
</tr>
</tbody>
</table>

Overall, students visited the Math Lab more frequently during weeks **2, 3, 4, and 6** than the remainder of the semester. Attendance during Weeks 4 through 6 correspond to the period before Midterms (week 7 and 8). In addition, our data also indicates that more students visited the Math Lab before midterms than before or during finals.

Frequency of Student Attendance Per Week

Overall, students visited the Math Lab more frequently during weeks **2, 3, 4, and 6** than the remainder of the semester. Attendance during Weeks 4 through 6 correspond to the period before Midterms (week 7 and 8). In addition, our data also indicates that more students visited the Math Lab before midterms than before or during finals.
A comparison of Fall 2016 attendance trends to Fall 2015 attendance trends shows that students frequented the Math Lab most often during weeks 5, 6, 7, 10, & 12 than the remainder of the Fall 2015 semester. The Fall 2015 weekly trends also correspond with peak exam periods, especially midterms (weeks 6-8). Both data sets indicate that students frequented the Math Lab more often before and during midterms (weeks 4-8) than before or during finals (13-17). The graph below illustrates a comparison for weekly attendance between Fall 2016 and Fall 2015.

**Frequency of Student Attendance Per Week**

Of the 206 students who utilized the Math Lab, 105 students (51%) identified as Hispanic or Latino/a, and 66 students (32%) identified as Black or African American. Pending institutional demographic analysis, our data show that our Hispanic or Latino/and Black or African American students were more likely to seek academic assistance from the Learning Commons than any other ethnic group on campus.
Of the 206 students who visited the Math Lab, **123 students (60%)** were female and **80 students (39%)** were male. Pending institutional demographic analysis, our data show that more female students visit the Math Lab and seek academic assistant in the Learning Commons than male students.

![Gender Pie Chart]

The chart below, a new addition to the data we collected this semester, shows the number of students who visited the Math Lab based on their classification. Of the 206 students who visited the Math Lab, **100 students (49%)** identified as freshman and **42 students (20%)** identified as juniors. Pending institutional analysis, this indicates that students completing their gateway or core-curriculum courses as freshman students frequented the Math Lab more often than any other students this semester. One explanation for this result is that students in the MATH 1010 (a gateway course) who were required to attend the Math Lab this semester likely account for the increase in freshman student attendance this semester.

![Classification Pie Chart]
The chart below is also new addition to the data we collected this semester. It shows the number of students who visited the Math Lab based on their major. Of the 206 students who visited the Math Lab, **28 students (29%)** were Business majors, **16 students (8%)** were Business Undetermined majors, and **14 students (7%)** were Accounting majors.
C. Spring 2017 Information

The Math Lab served a total of 127 [unique] students with 598 student visits during the spring semester. We experienced the highest volume of students on Tuesdays and Thursdays between the hours of 11:00a and 12:00p, and 1:00p and 2:00p.

Comparing Spring 2017 data to Spring 2016 data, we saw a 67% increase in student usage of the Math Lab. We documented 358 visits in Spring 2016 versus 598 overall visits in Spring 2017. Comparing Spring 2017 data to Spring 2015 data, we also saw a 225% increase in student usage of the Math Lab. We documented 184 visits in Spring 2015 versus 598 overall visits in Spring 2017. The graph on the following page provides a representation of the semester data comparison.

**Spring Comparison Data: Student Visits**

<table>
<thead>
<tr>
<th></th>
<th>Spring 2017</th>
<th>Spring 2016</th>
<th>Spring 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Visits</td>
<td>598</td>
<td>358</td>
<td>185</td>
</tr>
</tbody>
</table>

- Blue bar: Spring 2017
- Red bar: Spring 2016
- Green bar: Spring 2015
Of the 127 students who visited the Math Lab this semester, **50 students (39%)** visited the Math Lab only once, **36 students (28%)** returned for 2 tutoring sessions, and **28 students (22%)** returned for 3-5 sessions. **Twenty-three students (18%)** attended 6-14 tutoring appointments, and only **8 students (6%)** returned for 15 or more appointments this semester.

The mean number of tutoring sessions attended by students was **4.7**, indicating that the majority of students visited the Math between 1-4 times this semester. The graph below shows how frequently each of the 127 students visited the Math Lab this semester.
We served students from 35 courses, 25 of which were math courses. Two of these math courses were developmental or gateway courses, and 2 were upper level math courses. The chart below features the five courses for which students most often visited the Math Lab.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Title</th>
<th># of Students Visits/Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1680</td>
<td>Elementary Probability &amp; Statistics</td>
<td>197</td>
</tr>
<tr>
<td>MATH 1010</td>
<td>Fundamentals of Algebra</td>
<td>144</td>
</tr>
<tr>
<td>MATH 1600</td>
<td>Trigonometry</td>
<td>57</td>
</tr>
<tr>
<td>MATH 1100</td>
<td>College Algebra</td>
<td>20</td>
</tr>
<tr>
<td>MATH 3680</td>
<td>Applied Statistics</td>
<td>19</td>
</tr>
</tbody>
</table>

The majority of students who came to the Math Lab received help with MATH 1680 (197 student visits or 33% of tutoring sessions), but we also had many students from MATH 1010 (144 student visits or 24% of tutoring sessions) and MATH 1600 (57 student visits or 9% of tutoring sessions). In comparison, 6 students who visited the Math Lab (1% of tutoring sessions) came in for help in MATH 1354 (Numbers for Teachers), and only 4 students who visited the Math Lab (1% of tutoring sessions) sought tutoring for in MATH 1353 (Geometry and Measurements for Teachers). According to the data, students completing thee elementary statistics course and lower level Math courses (predominately core requirements) were more likely to visit the Math Lab than any other students.

The graph below shows by professor the number of tutoring sessions students attended. Some professors taught more than one section per each course, and some professors also taught more than one course. Students in courses taught by Professor Hoyt and Professor Grant visited the Math Lab most frequently. Students in courses taught by Professor Kahng, Professor Johnson, Professor Larson, and Professor Kwon also visited frequently.

<table>
<thead>
<tr>
<th>Professor</th>
<th>Courses Taught by Professors</th>
<th># of Student Visits/Professor</th>
<th>% of Total Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hoyt</td>
<td>MATH 1680, MATH 1600, MATH 1010</td>
<td>246</td>
<td>41%</td>
</tr>
<tr>
<td>Grant</td>
<td>MATH 1680, MATH 1010</td>
<td>120</td>
<td>20%</td>
</tr>
<tr>
<td>Kahng</td>
<td>MATH 1680, MATH 1710</td>
<td>76</td>
<td>13%</td>
</tr>
<tr>
<td>Johnson</td>
<td>MATH 1352, MATH 1353, MATH 1354</td>
<td>28</td>
<td>5%</td>
</tr>
<tr>
<td>Larson</td>
<td>DSCI 2710</td>
<td>16</td>
<td>3%</td>
</tr>
<tr>
<td>Kwon</td>
<td>DSCI 2710, DSCI 3710</td>
<td>13</td>
<td>2%</td>
</tr>
</tbody>
</table>
On average, approximately 33 students (unique and repeat) visited the Math Lab per week; the **smallest number of students** we saw in a week was 4 (Week 18 of the semester; this corresponds with the final week classes and second week of finals; the Math Lab was open for modified hours during that time, but few students came in for tutoring) and the **greatest number of students** we saw in a week was 56 (Week 7). Our tutors also assisted an average of 120 students per month. Our least busy month was **May**, and our busiest month was **February**. This indicates that students may be more receptive to receiving academic assistance closer to exam periods, more specifically around midterms, than any other time during the semester. The graph on the following page also shows comparison data for the number of monthly student visits in Spring 2017, Spring 2016, and Spring 2015.

<table>
<thead>
<tr>
<th>Month</th>
<th>Academic Weeks</th>
<th># Of Student Visits/Month</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>Week 1-3</td>
<td>72</td>
</tr>
<tr>
<td>February</td>
<td>Weeks 3-7</td>
<td>186</td>
</tr>
<tr>
<td>March</td>
<td>Weeks 7-11</td>
<td>130</td>
</tr>
<tr>
<td>April</td>
<td>Weeks 11-15</td>
<td>142</td>
</tr>
<tr>
<td>May</td>
<td>Weeks 16-18</td>
<td>68</td>
</tr>
</tbody>
</table>

*Note: Spring 2015 was the first time the Math Lab began collecting student data. The data collection methods and sign-in methods were not effective and did not capture the number of student visits as accurately as our methods do now. Therefore, when viewing the data, it is important to keep in mind that the drastic difference in student usage of the Math Lab may be attributed to this.*

**Number of Visits Per Month**

<table>
<thead>
<tr>
<th>Month</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2015</td>
<td>23</td>
<td>60</td>
<td>13</td>
<td>62</td>
<td>26</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>25</td>
<td>112</td>
<td>102</td>
<td>86</td>
<td>33</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>72</td>
<td>186</td>
<td>130</td>
<td>142</td>
<td>68</td>
</tr>
</tbody>
</table>

**Number of Students**
Overall, students visited the Math Lab more frequently during weeks 2, 3, 4, 7, 14, and 15 than the remainder of the semester. Attendance during Week 7 corresponds to the period before Midterms (week 7 and 8). Spring 2017 is also the first semester in which students frequented the Math Lab during the first 5 weeks of the semester; in comparison to Spring 2016 and Spring 2015 data, students did not begin attending the Math Lab in large numbers until midterms. In addition, our data also indicates that more students visited the Math Lab before midterms than before or during finals. Because no students visited the Math Lab during Spring Break in previous semester, the Math Lab was closed for Spring Break (Week 9).

**Frequency of Student Attendance Per Week**

![Frequency of Student Attendance Per Week](image-url)
When comparing Spring 2017 attendance trends to Spring 2016 attendance trends, students frequented the Math Lab most often during weeks 6-8, 13, & 16 than the remainder of the Spring 2016 semester. The Spring 2016 weekly trends also correspond with peak exam periods, especially midterms (weeks 6-8). Both data sets indicate that students have frequented the Math Lab more often before and during midterms (weeks 4-8) but the Math Lab did experience greater student attendance before finals (weeks 13-16) than in Spring 2016. The graph below illustrates a comparison for weekly attendance between Spring 2017 and Spring 2016.

**Frequency of Student Attendance Per Week**

![Graph showing attendance trends]

Of the 127 students who utilized the Math Lab, 64 students (50%) identified as Hispanic or Latino/a, and 45 students (35%) identified as Black or African American. Pending institutional demographic analysis, our data show that our Hispanic or Latino/and Black or African American students were more likely to seek academic assistance from the Learning Commons than any other ethnic group on campus. This is consistent with findings from Spring 2016.

**Ethnicity**

- Not specified: 2
- White: 10
- Hispanic/Latino: 64
- Black/African American: 45
- Asian: 3
- American Indian: 3
Of the 127 students who visited the Math Lab, 79 students (62%) were female and 48 students (38%) were male. Pending institutional demographic analysis, our data show that more female students visit the Math Lab and seek academic assistant in the Learning Commons than male students. This is also consistent with findings from Spring 2016.

Gender

The chart below shows the number of students who visited the Math Lab based on their classification. Of the 127 students who visited the Math Lab, 40 students (31%) identified as freshman and 38 students (30%) were identified as seniors. Pending institutional analysis, this indicates that students completing their gateway or core-curriculum courses as freshman students frequented the Math Lab more often than any other students this semester. This is also the first semester that there is approximately an equal number of reported freshmen and seniors who frequent the Math Lab, and the number of seniors has also increased compared to previous semesters.

Classification
The chart below shows the number of students who visited the Math Lab based on their major. Of the 127 students who visited the Math Lab, 25 students (20%) were Business majors, 15 students (12%) were Psychology majors, and 10 students (8%) were Education majors.
PROJECT HIGHLIGHTS

As demonstrated in more detail in the data report, the Math Lab staff participated in and hosted various campus activities for students, and we also experienced many milestones in terms of student attendance. The most significant activities and milestones were:

1. **Fall 2016:**
   i. When comparing October 2015 attendance data to October 2016 data, the Math Lab experienced a **45% increase in attendance** (273 students came for tutoring in 2015 compared to 495 students who came for tutoring in Fall 2016).
   ii. In addition, by October 2016, **we had exceeded our Fall 2015 attendance numbers by Weeks 9 and 10**; a total of **397 students** visited the Math Lab between **Weeks 1-16** in Fall 2015 compared to **495 students** who visited the Math Lab between **Weeks 1-10 during Fall 2016**.
   iii. A comparison of September 2014 attendance data to September 2016 data shows that the Math Lab saw a **57% increase in student attendance** (136 students came in for tutoring Fall 2014 compared to 316 students who came for tutoring Fall 2016).
   iv. In addition, by Weeks 1-6 of the Fall 2016 semester, we exceeded the Fall 2014 total number for student attendance by 3% (a total of 372 students visited the Math Lab between Weeks 1-14 in Fall 2014 compared to 385 students who visited the Math Lab between Weeks 1-6 in Fall 2016).
   v. A comparison of Fall 2016 Weeks 13 and 14 data to Fall 2015 data shows that the Math Lab experienced a **60% increase in student attendance** (we had 25 student visit the Math Lab during Fall 2015 and 62 student visits Fall 2016).
   vi. A comparison of Fall 2016 Weeks 1 and 2 data to Fall 2015 data shows that the Math Lab experienced a **71% increase in student attendance** (we had 23 student visit the Math Lab during Fall 2015 and 80 student visits Fall 2016). A comparison of Fall 2016 Weeks 1 and 2 to Fall 2014 Weeks 1 and 2 data shows that the Math Lab experienced a **96% increase in student attendance** (we had 3 student visit the Math Lab during Fall 2015 and 80 student visits Fall 2016).
   vii. Under Debbie’s direction, the undergraduate tutors developed a spreadsheet to track handout usage for the Math Lab and the Writing Center because we wanted to see which handouts were proving most useful to the students and how many we were printing. The top handouts in the WC were APA Running Head, Colons and Semicolons, Commas, and our Résumé brochure. The top Math handouts were: Factoring, Distributive Property, and Linear Equations.

2. **Spring 2017:**
   i. A comparison of May 2016 attendance data to May 2017 data shows that the Math Lab experienced a **106% increase in attendance** (33 students came for tutoring May 2016 compared to 68 students who came for tutoring May 2017). Compared to May 2015 attendance data, the Math Lab also saw a **134% increase in attendance** (29 students came for tutoring May 2015 compared to 68 students who came for tutoring May 2017).
   ii. A comparison of Spring 2017 Weeks 11 and 12 data to Spring 2016 data shows that the Math Lab experienced a **51% increase in student attendance** (we had 43 student visits to the Math Lab during SP2016 and 65 student visits SP2017). Compared to Spring 2015 Weeks 11 and 12 data, the Math Lab also saw a **364% increase in student attendance** (we had 14 student visits to the Math Lab during SP2015 and 65 student visits SP2017).
   iii. A comparison of March 2016 attendance data to May 2017 data shows that the Math Lab experienced a **34% increase in attendance** (97 students came for tutoring March 2016 compared to 130 students who came for tutoring March 2017). Compared to March 2015 attendance data,
the Math Lab saw a **1,082% increase in attendance** (11 students came for tutoring March 2015 compared to 130 students who came for tutoring March 2017).

a. It is important to note that the Math Lab was having technical difficulties during weeks 11 & 12 in Spring 2015, and tutors were not able to fully capture the number of students who visited the lab. This may account for the small number of students in Spring 2015 and the drastic disparity in the attendance numbers.

iv. Mathew and Anya, our two part-time tutors, assisted Paulina and Dolly with the CLRA tutor logs for the application, the Supplemental Instruction report for Fall 2016, and the bi-monthly data reports for the Math Lab.

v. Danielle led the new tutor monthly trainings again this semester and did an excellent job. A reflection on the training is provided in the supplemental information in the following pages.

**GOALS FOR THE 2017-2018 YEAR**

Next year, the Math Lab will aim to:

- Maintain or increase the number of unique students and students visits compared to 2016-2017 data. With the expected increase in enrollment and the opening of the residence halls, this goal should be attainable.

- Create more math-related workshops for students. Our student tutors are working on a several mini-workshops for the residence hall and general math workshops that they hope to present at least once a month for students. In addition, our student tutors have asked to host a “hourly special” a few times week for various subjects, including algebra and statistics. The goal is to increase student engagement and departmental visibility by creating more support programs for students. The tutors will rotate weekly and each tutor will have the opportunity to host the hourly special mini-lesson for an hour a few times a semester. The tutors have also expressed that this would be a great opportunity for them to gain impromptu teaching experience that will help them post-graduation.
Learning Commons

Fall 2016 Student Reports

Math Lab

Romero, Paulina
12-19-2016
# Learning Commons Report: Math Lab

## I. STUDENT INFORMATION:

### A. Semester-to-Date Data

<table>
<thead>
<tr>
<th>Semester Week</th>
<th>Dates</th>
<th># Of Student Visits</th>
<th>Predominate Course</th>
<th>Busiest Hour(s)</th>
<th>Busiest Day(s)</th>
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<td>12/12/16-12/13/16</td>
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<td>Tuesday &amp; Wednesday</td>
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</table>
II. Graphs and Data (Fall 2016)

A. Attendance by Course

B. Attendance by Professor

C. Attendance by the Hour

D. Attendance by the Day

A. Attendance by Course

- ACCT 2010 - Accounting Principles I
- BIOL 1710 - Biology for Science Majors I
- CHEM 1410 - General Chemistry for Science Majors
- CJUS 2100 - Crime and Justice in the United States
- CSCE 2100 - Computing Foundations I
- DSCI 3710 - Business Statistics
- EDSP 2310
- FINA 4310 - Valuation and Financial Decisions
- FINA 4900 - Special Problems
- HSML 3000 - Human Service in the Nonprofit Sector
- MATH 1100 - College Algebra
- MATH 1351 - Mathematics for Elementary Education Majors I
- MATH 1353 - Geometry and Measurements for Teachers
- MATH 1355 - Prob & Stat for Teachers
- MATH 1600 - Trigonometry
- MATH 1710 - Calculus I
- N/A
- PSYC 3100 - Social Psychology
- UGMT 1301 - Non/course Based Option in Mathematics

- ACCT 2020 - Account Prin II
- BIOL 1730 - Biology for Science Majors I Lab
- CHEM 2370 - Organic Chemistry
- CPEP 3000
- DSCI 2710 - Data Analysis
- EDEE 4350 - Mathematics in grades EC-8
- FINA 3770 - Finance
- FINA 4400 - Financial Markets and Institutions
- GEOG 1710 - Earth Science
- MATH 1010 - Fundamentals of Algebra
- MATH 1190 - Business Calculus
- MATH 1352 - Algebra for Teachers
- MATH 1354 - Numbers for Teachers
- MATH 1580 - Survey of Math Appl
- MATH 1680 - Elem Prob & Stat
- MGMT 4300 - Recruitment, Selection and placement
- PLDR 5300 - Data Analytics and Research Methods I
- SOCI 3280 - Quantitative Data Analysis
B. Attendance by Professor

- Arya, Vinod
- Bartula, Aaron
- Bryant, Larry
- Chandler, Richard
- Folts, Lynda
- Fory, Ronald
- Friesen, Daniel
- Gentry, Maudia
- Grant, Helena
- Hoyt, Mary
- Ingram-Jones, Saundra
- Jafar, Rasmi
- Johnson, Gwendolyn
- Kahng, Byungik
- Khan, Noureen
- Kwon, Jasook
- Larson, Theodore
- Lyons, Patricia
- Malki, Mostafa
- McDowell, Curtis
- Moss, Mark
- Muniz, Elizabeth
- Rambally, Gerard
- Rodriguez, Irene
- Sekerak, Ronald
- Shaqlaih, Ali
- Sekerak, Ronald
- Wozniak, David
- Wynn, Patricia
- Yousufuddin, Muhammed
C. Attendance by the Hour

D. Attendance by Day
III. GRAPHS AND DATA (DECEMBER)

A. Attendance by Course

B. Attendance by Professor

C. Attendance by the Hour

D. Attendance by the Day

A. Attendance by Course

BIO 1730 - BIOLOGY FOR SCIENCE MAJORS LAB
BIO 1710 - BIOLOGY FOR SCIENCE MAJORS
DSCI 2710 - DATA ANALYSIS
DSCI 3710 - BUSINESS STATISTICS WITH SPREADSHEETS
EDEE 4350 - MATH IN GRADES EC-8
MATH 1010 - FUND OF ALGEBRA
MATH 1100 - ALGEBRA
MATH 1353 - GEOMETRY & MEASUREMENTS FOR TEACHERS
MATH 1354 - NUMBERS FOR TEACHERS
MATH 1580 - MATH WITH APPLICATIONS
MATH 1600 - TRIGONOMETRY
MATH 1680 - ELEM PROB & STAT
PLDR 5300 - DATA ANALYTICS & RESEARCH METHODS
N/A
MATH 1710 - CALCULUS I
B. Attendance by Professor

- Arya, Vinod
- Chandler, Richard
- Friesen, Daniel
- Grant, Helen
- Green
- Hoyt, Mary
- Johnson, Gwendolyn
- Kahng, Byungik
- Kwon, Jasook
- Larson, Theodore
- McDowell, Curtis
- Rodriguez, Irene
- Varga, Kelly
C. Attendance by the Hour

D. Attendance by Day
IV. GRAPHS AND DATA (NOVEMBER)

A. Attendance by Course
B. Attendance by Professor
C. Attendance by the Hour
D. Attendance by the Day

A. Attendance by Course

- CHEM 2370 - ORGANIC CHEMISTRY
- DSCI 2710 - DATA ANALYSIS
- CHEM 1410 - GENERAL CHEMISTRY FOR SCIENCE MAJORS
- CJUS 2100 - CRIME & JUSTICE IN THE US
- CPEP 3000
- DSCI 2710 - DATA ANALYSIS WITH SPREADSHEETS
- EDEE 4350 - MATH IN GRADES EC-8
- FINA 3770 - FINANCE
- MATH 1010 - FUND OF ALGEBRA
- MATH 1100 - ALGEBRA
- MATH 1190 - BUSINESS CALCULUS
- MATH 1351 - MATH FOR ELEMENTARY EDUCATION MAJORS II
- MATH 1354 - NUMBERS FOR TEACHERS
- MATH 1355 - STAT FOR TEACHERS
- MATH 1358 - MATH WITH APPLICATIONS
- MATH 1600 - TRIGONOMETRY
- MATH 1680 - ELEM PROB & STAT
- PLDR 5300 - DATA ANALYTICS & RESEARCH METHODS
- UGMT 1301 - NON-COURSE BASED OPTION IN MATH
B. Attendance by Professor

- Bartula, Aaron
- Chandler, Richard
- Grant, Helen
- Green Hawks
- Hoyt, Mary
- Jafar, Rasmi
- Johnson, Gwendolyn
- Kahng, Byungik
- McDowell, Curtis
- Moss, John
- Sekerak, Ronald
- Wynn, Patricia
- Yousufuddin, Muhammed
C. Attendance by the Hour

D. Attendance by Day
V. GRAPHS AND DATA (OCTOBER)

C. Attendance by Course
D. Attendance by Professor

C. Attendance by the Hour
D. Attendance by the Day

A. Attendance by Course

- ACCT 2010 - ACCOUNTING PRINCIPLES I
- ACCT 2020 - ACCOUNTING PRINCIPLES II
- CHEM 2370 - ORGANIC CHEMISTRY
- DSCI 2710 - DATA ANALYSIS
- DSCI 3710 - BUSINESS STATISTICS
- FINA 4310 - VALUATION & FINANCIAL DECISIONS
- FINA 4900 - SPECIAL PROBLEMS
- GEOG 1710 - EARTH SCIENCE
- MATH 1010 - FUND OF ALGEBRA
- MATH 1100 - ALGEBRA
- MATH 1190 - BUSINESS CALCULUS
- MATH 1352 - ALGEBRA FOR TEACHERS
- MATH 1354 - NUMBERS FOR TEACHERS
- MATH 1355 - STAT FOR TEACHERS
- MATH 1580 - MATH WITH APPLICATIONS
- MATH 1600 - TRIGONOMETRY
- MATH 1680 - ELEM PROB & STAT
- SOCI 3280 - QUAN MTH SOC RSCH
- PLDR 5300 - DATA ANALYTICS & RESEARCH METHODS
- N/A
B. Attendance by Professor

- Arya, Vinood
- Bartula, Aaron
- Chandler, Richard
- Folts, Lynda
- Fory, Ronald
- Friesen, Daniel
- Grant, Helen
- Hawks
- Hoyt, Mary
- Jafar, Rasmi
- Ingram-Jones, Saundra
- Johnson, Gwendolyn
- Kahng, Byungik
- Kwon, Jasook
- Malki, Mostafa
- McDowell, Curtis
C. Attendance by the Hour

D. Attendance by Day
VI. GRAPHS AND DATA (AUGUST & SEPTEMBER)

A. Attendance by Course
B. Attendance by Professor
C. Attendance by the Hour
D. Attendance by the Day

*August accounts for Week 1 and the first part of Week 2
B. Attendance by Professor

- Arya, Vinood
- Bartula, Aaron
- Bryant, Larry
- Chandler, Richard
- Folts, Lynda
- Fory, Ronald
- Friesen, Daniel
- Gentry
- Grant, Helen
- Hoyt, Mary
- Jafar, Rasmi
- Johnson, Gwendolyn
- Kahng, Byungik
- Lyons, Patricia
- Mohammad
- Muniz, Elizabeth
- Rambally, Gerard
- Sekerak, Ronald
- Shaqlaih, Ali
- Wynn, Patricia
- Wozniak, David

156 total attended
C. Attendance by the Hour

D. Attendance by Day
Romero, Paulina
5-30-2017
# Learning Commons Report: Math Lab

## I. STUDENT INFORMATION:

### A. Spring 2017 Semester-to-Date Data

<table>
<thead>
<tr>
<th>Semester</th>
<th>Dates</th>
<th># Of Student Visits</th>
<th>Predominate Course</th>
<th>Busiest Hour(s)</th>
<th>Busiest Day(s)</th>
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II. Graphs and Data (Spring 2017)

A. Attendance by Course

- ACCT 2020 - Account Prin II
- ACCT 3270 - Cost Accnt
- BIOL 1720 - Biology for Science Majors II
- CJUS 3350 - Stats in Criminal Justice
- DSCI 2710 - Data Analysis
- EDEE 4350 - Mathematics in grades EC-8
- FINA 4300 - Financial Statements and Liquidity Mgmt
- MATH 1100 - College Algebra
- MATH 1351 - Mathematics for Elementary Education Majors I
- MATH 1353 - Geometry and Measurements for Teachers
- MATH 1580 - Survey of Math Appl
- MATH 1600 - Trigonometry
- MATH 1710 - Calculus I
- MATH 2000 - Discrete Mathematics
- MATH 3680 - Applied Statistics
- MGMT 5140 - Org. Behavior and Analysis
- PSYC 3520 - Intro to Industrial Org Psychology
- SOCI 4990 - Sociology Capstone

- ACCT 3120 - Intermediate Accnt II
- ACCT 5130 - Acct for Management
- CHEM 1420 - General Chemistry for Science Majors
- CJUS 4901 - Crim Just and Public Policy
- DSCI 3710 - Business Statistics
- FINA 3770 - Finance
- MATH 1010 - Fundamentals of Algebra
- MATH 1190 - Business Calculus
- MATH 1352 - Algebra for Teachers
- MATH 1354 - Numbers for Teachers
- MATH 1580 - Survey of Math Appl
- MATH 1680 - Elem Prob & Stat
- MATH 1720 - Calculus II
- MATH 3410 - Differential Equations I
- MGMT 4660 - Int'l Mgmt Perspectives
- PLDR 5310 - Data Analysis and Research Methods II
- SOCI 4340 - Social Psychology and Behavior in the Social Environment
B. Attendance by Professor

- Arya, Vinod
- Bartula, Aaron
- Bergstuen, Todd
- Chandler, Richard
- Connor, Frances
- Fory, Ronald
- Frantz, Aubrey
- Friesen, Daniel
- Grant, Helena
- Hahn, Randall
- Holden, Richard
- Hoyt, Mary
- Jesmin, Syeda
- Johnson, Gwendolyn
- Kahng, Byungik
- Kwon, Jasook
- Larson, Theodore
- Lyons, Patricia
- McDowell, Curtis
- Moss, John
- Sekerak, Ronald
- Shaqlaih, Ali
- Tan, Adrian
- Varga, Kelly
- Wynn, Patricia
- Ybarra, Regina
- Yousufuddin, Muhammed
C. Attendance by the Hour

D. Attendance by Day
III. Graphs and Data (May)

A. Attendance by Course
B. Attendance by Professor
C. Attendance by the Hour
D. Attendance by the Day

A. Attendance by Course

- ACCT 2020 - ACCOUNTING PRINCIPLES II
- CJUS 4901 - SENIOR SEMINAR: CRIMINAL JUSTICE & PUBLIC POLICY
- DSCI 2710 - DATA ANALYSIS WITH SPREADSHEETS
- DSCI 3710 - BUSINESS STATISTICS WITH SPREADSHEETS
- EDEE 4350 - MATH IN GRADES EC-8
- MATH 1010 - FUND OF ALGEBRA
- MATH 1100 - ALGEBRA
- MATH 1352 - ALGEBRA FOR TEACHERS
- MATH 1580 - SURVEY OF MATH W/ APPLICATIONS
- MATH 1600 - TRIGONOMETRY
- MATH 1680 - ELEM PROB & STAT
- MATH 3680 - APPLIED STATISTICS
- PLDR 5310 - DATA ANALYTICS AND RESEARCH METHODS II
B. Attendance by Professor

C. Attendance by the Hour
D. Attendance by Day

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IV. Graphs and Data (April)

A. Attendance by Course

- ACCT 2020 - ACCOUNTING PRINCIPLES II
- ACCT 3270 - COST ACCOUNTING
- ACCT 5130 - ACCOUNTING FOR MANAGEMENT
- BIOL 2302 - HUMAN ANATOMY AND PHYSIOLOGY
- CJUS 3350 - STATISTICS IN CRIMINAL JUSTICE
- CJUS 4901 - SENIOR SEMINAR: CRIMINAL JUSTICE & PUBLIC POLICY
- DSCI 2710 - DATA ANALYSIS WITH SPREADSHEETS
- DSCI 3710 - BUSINESS STATISTICS WITH SPREADSHEETS
- MATH 1010 - FUND OF ALGEBRA
- MATH 1100 - ALGEBRA
- MATH 1190 - BUSINESS CALCULUS
- MATH 1352 - ALGEBRA FOR TEACHERS
- MATH 1354 - NUMB & OPER FOR TEACHERS
- MATH 1355 - PROB & STAT FOR TEACHERS
- MATH 1580 - SURVEY OF MATH W/ APPLICATIONS
- MATH 1600 - TRIGONOMETRY
B. Attendance by Professor

![Pie chart showing attendance by professor.]

C. Attendance by the Hour

![Bar chart showing attendance by hour.]

- Arya, Vinod
- Bartula, Aaron
- Bergestuen, Trond
- Chandler, Richard
- Fory, Ronald
- Frantz, Aubrey
- Friesen, Daniel
- Grant, Helena
- Hahn, Randall
- Holden, Richard
- Hoyt, Mary
- Jesmin, Syeda
- Johnson, Gwendolyn
- Kahng, Byungik
- Kwon, Jasook
- Larson, Theodore
- Sekerak, Ronald
- Wynn, Patricia
D. Attendance by Day

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V. **Graphs and Data (March)**

A. Attendance by Course

- BIOL 1720 - BIOLOGY FOR SCIENCE MAJORS II
- CIUS 3350 - STATISTICS IN CRIMINAL JUSTICE
- CIUS 4901 - SENIOR SEMINAR: CRIMINAL JUSTICE & PUBLIC POLICY
- DSCI 2710 - DATA ANALYSIS WITH SPREADSHEETS
- FINA 4300 - FINANCIAL STATEMENT ANALYSIS & LIQUIDITY MANAGEMENT
- MATH 1010 - FUND OF ALGEBRA
- MATH 1100 - ALGEBRA
- MATH 1190 - BUSINESS CALCULUS
- MATH 1352 - ALGEBRA FOR TEACHERS
- MATH 1353 - GEOMETRY FOR TEACHERS
- MATH 1600 - TRIGONOMETRY
- MATH 1680 - ELEM PROB & STAT
- MATH 1710 - CALCULUS I
- MATH 3680 - APPLIED STATISTICS
- MGMT 5140 - ORGANIZATIONAL BEHAVIOR & ANALYSIS
B. Attendance by Professor

C. Attendance by the Hour
D. Attendance by Day

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VI. Graphs and Data (February)

A. Attendance by Course

B. Attendance by Professor

C. Attendance by the Hour

D. Attendance by the Day

A. Attendance by Course

- ACCT 3120 - INTERMEDIATE ACCOUNTING II
- BIOL 1720 - BIOLOGY FOR SCIENCE MAJORS II
- BIOL 2302 - HUMAN ANATOMY & PHYSIOLOGY II
- CHEM 1420 - GENERAL CHEMISTRY FOR SCIENCE MAJORS
- CJUS 3350 - STATISTICS IN CRIMINAL JUSTICE
- CJUS 4901 - SENIOR SEMINAR: CRIMINAL JUSTICE & PUBLIC POLICY
- DSCI 2710 - DATA ANALYSIS WITH SPREADSHEETS
- DSCI 3710 - BUSINESS STATISTICS WITH SPREADSHEETS
- FINA 3770 - FINANCE
- FINA 4300 - FINANCIAL STATEMENT ANALYSIS & LIQUIDITY MANAGEMENT
- MATH 1010 - FUND OF ALGEBRA
- MATH 1100 - ALGEBRA
- MATH 1190 - BUSINESS CALCULUS
- MATH 1352 - ALGEBRA FOR TEACHERS
- MATH 1353 - GEOMETRY FOR TEACHERS
- MATH 1354 - NUMB & OPER FOR TEACHERS
- MATH 1600 - TRIGONOMETRY
- MATH 1680 - ELEM PROB & STAT
- MATH 1710 - CALCULUS I
- MATH 1720 - CALCULUS II
- MATH 3680 - APPLIED STATISTICS
- MGMT 5140 - ORGANIZATIONAL BEHAVIOR & ANALYSIS
- PSYC 3520 - INTRO TO INDUSTRIAL ORGANIZATIONAL PSYCHOLOGY
- PSYC 4520 - PERSONALITY
- SOCI 4340 - SOCIAL PSYCHOLOGY & BEHAVIOR IN THE SOCIAL ENVIRONMENT
B. Attendance by Professor

- Arya, Vinod
- Bartula, Aaron
- Chandler, Richard
- Connor, Frances
- Fory, Ronald
- Frantz, Aubrey
- Friesen, Daniel
- Grant, Helen
- Hahn, Randall
- Holden, Richard
- Hoyt, Mary
- Johnson, Gwendolyn
- Kahng, Byungik
- Kwon, Jasook
- Lyons, Patricia
- Sekera, Ronald
- Shaqlaih, Ali
- Tan, Adrian
- Varga, Kelly
- Wynn, Patricia
- Ybarra, Regina
- Yousufuddin, Muhammed

C. Attendance by the Hour

- 10am: 13
- 11am: 36
- 12pm: 38
- 1pm: 21
- 2pm: 29
- 3pm: 10
- 4pm: 16
- 5pm: 13
- 6pm: 4
D. Attendance by Day

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VII. Graphs and Data (January)

A. Attendance by Course

MATH 1010 - FUND OF ALGEBRA
MATH 1680 - ELEM PROB & STAT
MATH 3680 - APPLIED STATISTICS
MATH 1600 - TRIGONOMETRY
MATH 1100 - ALGEBRA
MATH 1710 - CALCULUS I
MATH 1720 - CALCULUS II
MATH 1352 - ALGEBRA FOR TEACHERS
MATH 2710 - DATA ANALYSIS
MATH 1354 - NUMB & OPER FOR TEACHERS
MATH 1353 - GEOMETRY FOR TEACHERS
B. Attendance by Professor

- Hoyt, Mary: 27
- Grant, Helen: 25
- Kahng, Byungik: 24
- Johnson, Gwendolyn: 12
- Chandler, Richard: 4
- Larson Theodore: 3

C. Attendance by the Hour

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D. Attendance by Day

- Monday: 13
- Tuesday: 21
- Wednesday: 16
- Thursday: 20
- Friday: 2