

The Student Center for Academic Achievement

2016 – 2017 Annual Report

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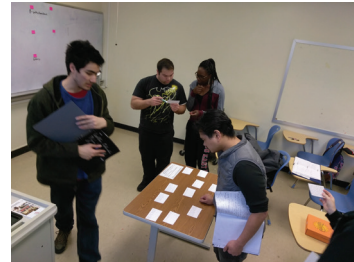
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Table of Contents



Mission Statement of the SCAA	3
SCAA by the Numbers, 2016-2017	4
eTutoring	5
The Writing Associates (WA) Program	8
The Online Writing Lab (OWL)	11
Peer Tutoring	15
Supplemental Instruction (SI)	21
Writing Skills Test (WST) Boot Camp	25

Mission Statement of the SCAA



Since 2001, the California State University, East Bay (CSUEB) Student Center for Academic Achievement (SCAA) has provided content tutoring for writing across the curriculum, all math and statistics courses, and selected science courses. Additionally, the SCAA offers academic support through innovative programs such as the Writing Associates, Supplemental Instruction (SI), and preparation for the Writing Skills Test (WST).

The mission and objective of the SCAA is three-fold:

- to help CSUEB students **develop and improve their skills and abilities** in order to meet the demands of college level coursework;
- to assist CSUEB students in **achieving and maintaining academic excellence**;
- and to support CSUEB students in accomplishing their academic and career goals and **graduate as self-directed life-long learners**.

The SCAA accomplishes its mission and objectives by providing students with high quality tutoring and academic support, providing faculty with a resource for students who need additional help, and providing the university with an intellectual hub offering innovative programming that reflects our values.

SCAA by the Numbers, 2016-2017

104	The total number of casual, volunteer and student employee Peer Tutors, Writing Associates (WAs), Supplemental Instruction (SI) Leaders, Online Writing Lab (OWL) tutors, eTutors, and receptionists who worked at least one-full quarter during the 2016-2017 academic year. ¹
156²	The approximate number of training hours offered to all our staff members during the 2016-2017 academic year.
31	The number of faculty members who attended a Supplemental Instruction (SI) training.
7,004	The total number of <u>visits</u> to SCAA's Peer Tutoring program in math, writing, chemistry, biology, physics or statistics.
2,016	The total number of papers submitted to the Online Writing Lab (OWL).
410	The total number of students who finished the WST Boot Camp and took the WST.
77%	The percentage of students who completed the WST Boot Camp and received a passing "Clear Competency" (CC) rating.
4,946	Total number of visits to Supplemental Instruction (SI) sessions.
967	The number of sessions (eChat, eQuestions, and eWriting) CSUEB students logged into SCAA's eTutoring platform.
460	The total number of students who attended a SCAA one-time academic workshop.
15,803	The total number of student visits across all of our services – from attending a workshop, to engaging in a peer tutoring session, to finishing the WST Boot Camp, to submitting an OWL paper, etc.

¹ The 2016-2017 academic year began on June 20, 2016 and concluded on June 13, 2017.

² This figure includes the total number of hours for SCAA Orientations, full-day SI trainings, bi-weekly trainings for all new employees, and monthly meetings for all returning peer tutors.

eTutoring

What is eTutoring?

eTutoring is a program that provides online tutoring – synchronous (live) and asynchronous – for a variety of courses. A vast majority of students use eTutoring to get extra feedback on their writing assignments and to seek services beyond SCAA's regular operating hours. We currently work with the Western eTutoring Consortium to provide this service.

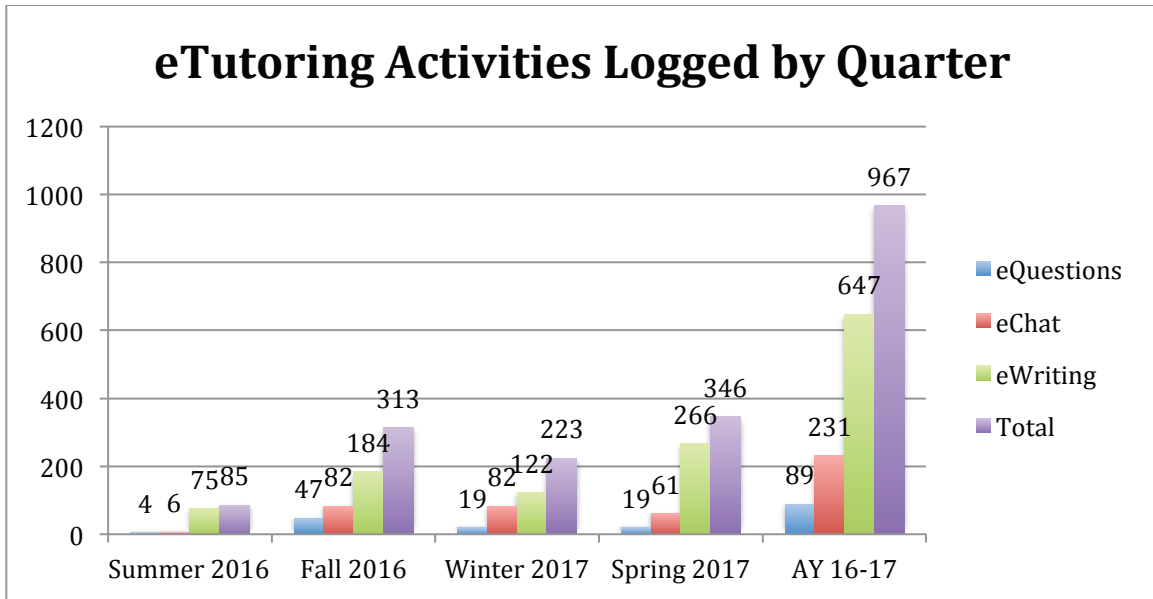
Usage of the eTutoring Program:

During the 2016 – 2017 academic year, CSUEB students engaged in a total of **967** eTutoring activities.³ This equates to:

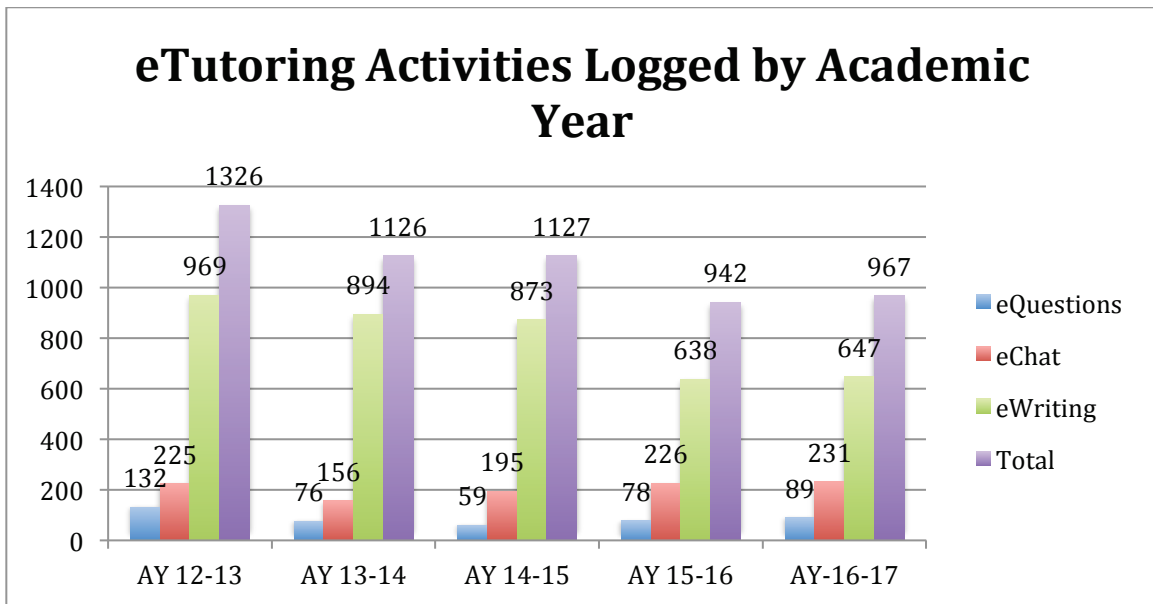
89	instances of CSUEB students asking an "eQuestion" – the equivalent of leaving a question on a message-board like platform for an eTutor to answer within hours.
231	instances of CSUEB students engaging in an eChat – a live tutoring session with virtual white board shared by the eTutor and the student.
967	instances of a CSUEB student submitting an eWriting file – a service in which a student can submit a paper to an online system. An eTutor provides written feedback in the margins of the paper.

As shown in the graph below, there was an increased use of eTutoring with each subsequent quarter of the 2016 – 2017 academic year. This trend is **opposite** of our Peer Tutoring services where the usage of peer tutoring decreases with each subsequent quarter.

³ Attendance was tracked and reports were generated through the eTutoring platform.



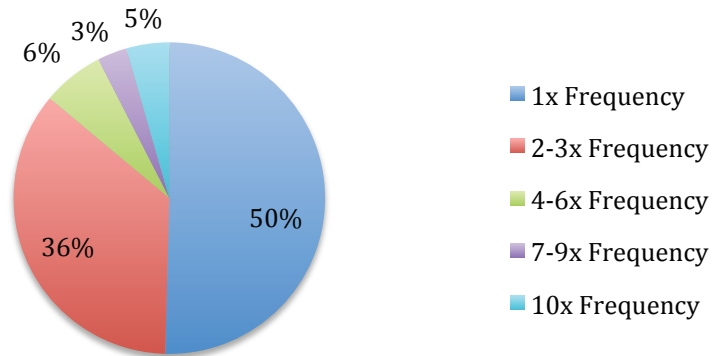
Relative to previous years, the use of eTutoring experienced an increase of usage in the 2016-2017 academic year. There was an increase in usage in all three activities – eQuestions, eChat, eWriting – relative to the previous academic year. In the 2016-2017 academic year, the use of eChat reached its highest level since we began this program in 2012.



Repeat Users of the eTutoring Program

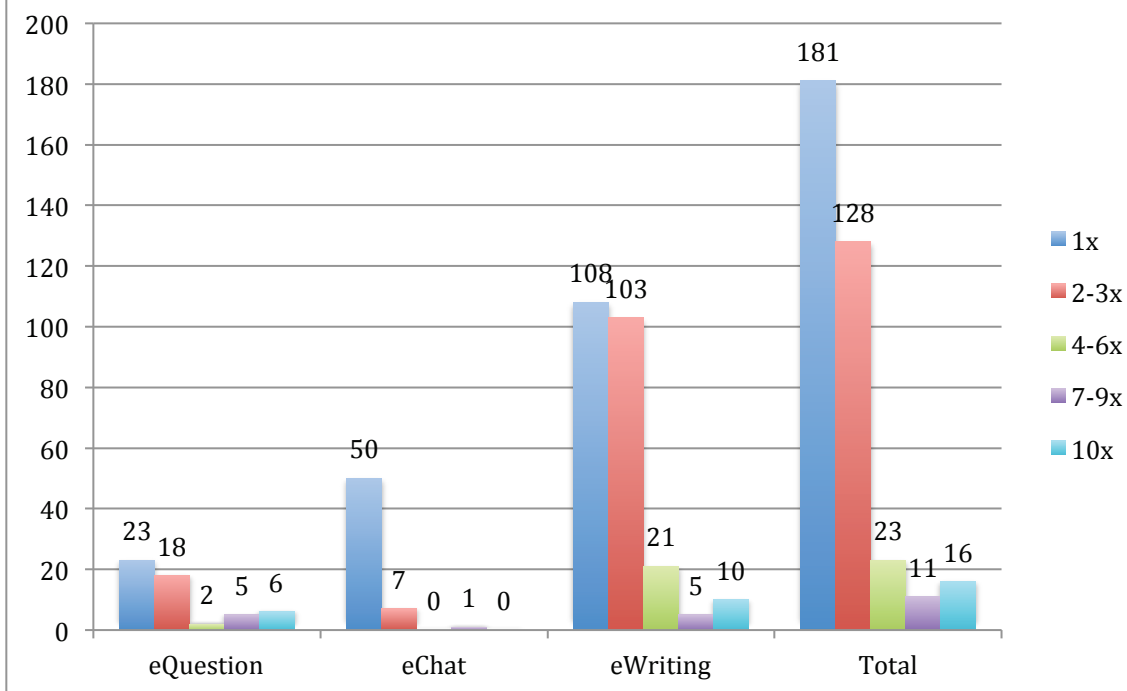
How many users of eTutoring use the service more than once? In the 2016 – 2017 academic year, a majority of students used eTutoring between 1-3 times:

Breakdown of eTutoring Users by Frequency

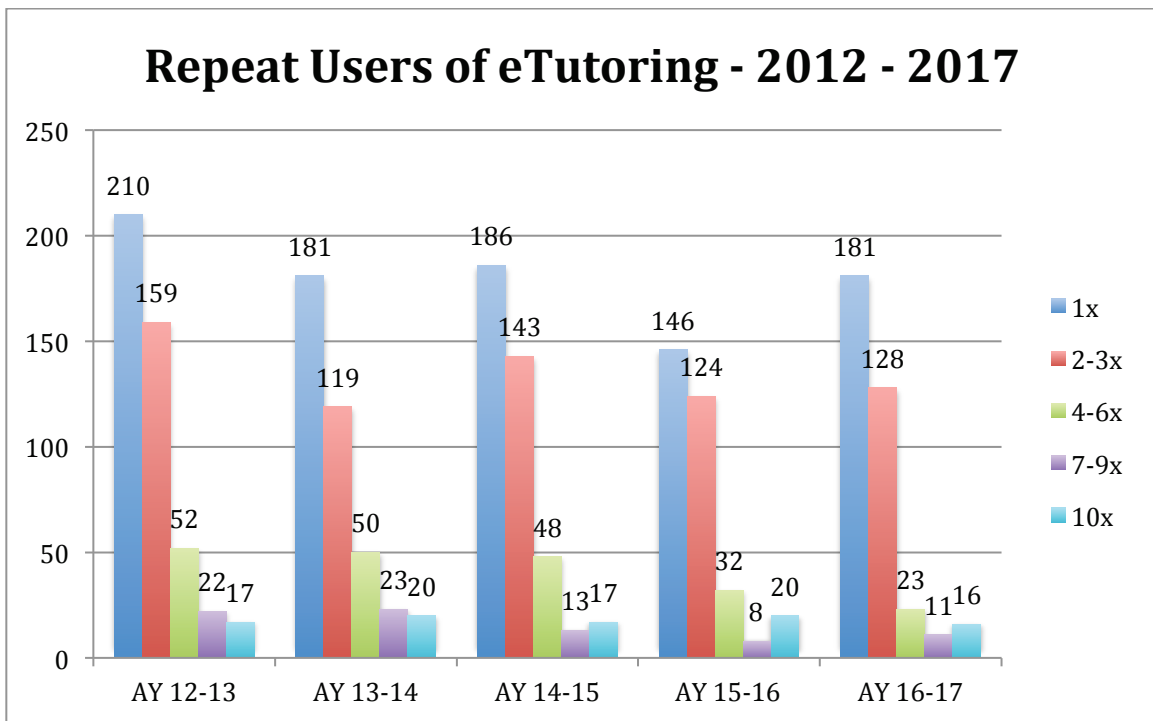


The highest instances of repeat users could be found in the eWriting and eQuestion services – eWriting resulted in the most one-time users. This can be attributed to the fact that the eWriting system becomes SCAA’s de-facto back up system for our Online Writing Lab (OWL) system.

Repeat Users of eTutoring for 2016-2017



In the 2016 – 2017 academic year, the number of repeat users who utilize the eTutoring service 4 times or more has dropped slightly:



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The Writing Associates (WA) Program



What is the Writing Associates (WA) Program?

Writing Associates (WAs) are enrolled students embedded within regular and hybrid courses for one quarter to assist faculty and students in writing assignments that encourage engagement in the entire writing process, including feedback and revision. WAs are given training in tutoring writing, such as commenting and conferencing on writing and writing pedagogy.

Program Highlights and Accomplishments

- 6-8 WAs were hired per quarter with a total of 10 trained WAs for the 2016-2017 academic year.
- 18 unique courses were served – these courses were housed in the English, Sociology, Speech Pathology, and Library Departments.

Faculty Usage and Profiles for 2016 - 2017

This table charts all instructors who worked with the WA Program, sorted by early to later participants in the program.

<i>Instructor</i>	<i>Position</i>	<i>Department</i>	<i>Fall 2016</i>	<i>Winter 2017</i>	<i>Spring 2017</i>	<i>Total Ss Enrolled</i>
<i>Hillary AcMoody</i>	Lecturer	English	ENGL 801	ENGL 802	ENGL 803	26
<i>Sally Baxter</i>	Lecturer	English	ENGL 1001	ENGL 1001	ENGL 1001	67
<i>Jeff Scott</i>	Lecturer	English	ENGL 1001	ENGL 1002	ENGL 1002	85
<i>Michelle St. George</i>	Lecturer	English	ENGL 3000	ENGL 3001	-	54
<i>Stephanie Seitz</i>	Assistant Professor	Management	MGMT 3560	-	-	45
<i>Sukari Ivester</i>	Assistant Professor	Sociology & Social Work	SOC 4720	-	-	32
<i>Chris Blood</i>	Lecturer	English	-	ENGL 802	ENGL 803	21
<i>Patricia Raburn</i>	Lecturer	English	-	ENGL 802	ENGL 803	15
<i>Chenxia Zhu</i>	Lecturer	English	-	ENGL 730	-	9
<i>Sartaz Aziz</i>	Lecturer	English	-	ENGL 2600	-	25
<i>Marcia Leath</i>	Lecturer	English	-	-	ENGL 730	28
<i>Sharon Radcliff</i>	Library Faculty	Library	-	-	LIBY 1210	18
<i>Jenny Rosenquist</i>	Lecturer	Communicative Sciences & Disorders	-	-	SPPA 6056	29

<i>Total</i>	13 instructors	4 departments	18 unique sections ⁴	454 students served
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WA Partnership per quarter, AY 16-17

WAs are listed in alphabetical order by last name.

	<i>Fall 2016</i>	<i>Winter 2017</i>	<i>Spring 2017</i>
<i>Jiqing Hu</i> <i>MA TESOL</i>	-	Chenxia Zhu ENGL 730	Marcia Leath ENGL 730
<i>Yiping Kuang</i> <i>MA TESOL</i>	Hillary AcMoody ENGL 801	Hillary AcMoody ENGL 802	Hillary AcMoody ENGL 803
<i>Christopher Lessard</i> <i>Philosophy</i>	-	-	Sharon Radcliff LIBY 1210
<i>Supphasit Limcharoen</i> <i>MA TESOL</i>	-	Sartaz Aziz ENGL 2600	Sally Baxter ENGL 1001
<i>Morgan Martin</i> <i>Communicative Sciences</i> <i>& Disorders</i>	-	-	Jenny Rosenquist SPPA 6056
<i>Paul Murufas</i> <i>English</i>	Sally Baxter ENGL 1001	Chris Blood ENGL 802	Chris Blood ENGL 803
<i>Mary Rose</i> <i>MA English</i>	Michelle St. George ENGL 3000	Michelle St. George ENGL 3001	-
<i>Victoria Quistgaard</i> <i>English</i>	Stephanie Seitz MGMT 3560	Sally Baxter ENGL 1001	Patricia Raburn ENGL 803
<i>Katherine Therriault</i> <i>English</i>	Sukari Ivester SOC 4720	Patricia Raburn ENGL 803	-

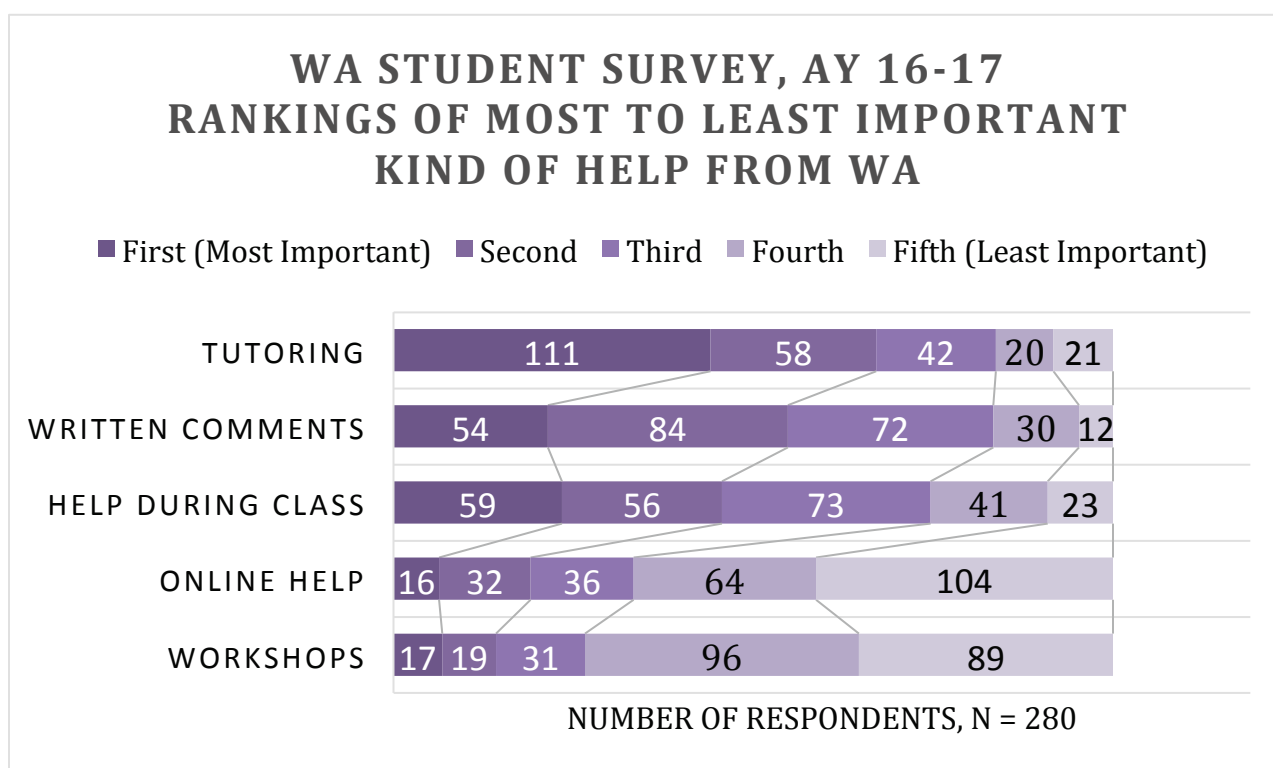
⁴ English 800 series count as one section, as the same students enroll in this section every quarter.

<i>Emilie White</i> <i>MA English</i>	Jeff Scott ENGL 1001	Jeff Scott ENGL 1002	Jeff Scott ENGL 1002
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Services Provided by WAs

Writing Associates (WAs) provided a variety of different services to their faculty partners. These services ranged from tutoring, providing written feedback to students on drafts, assisting within class itself, online assistance, and embedded workshops.

The graph below outlines what students perceived to be the most important kind of help from a WA:



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The Online Writing Lab (OWL)

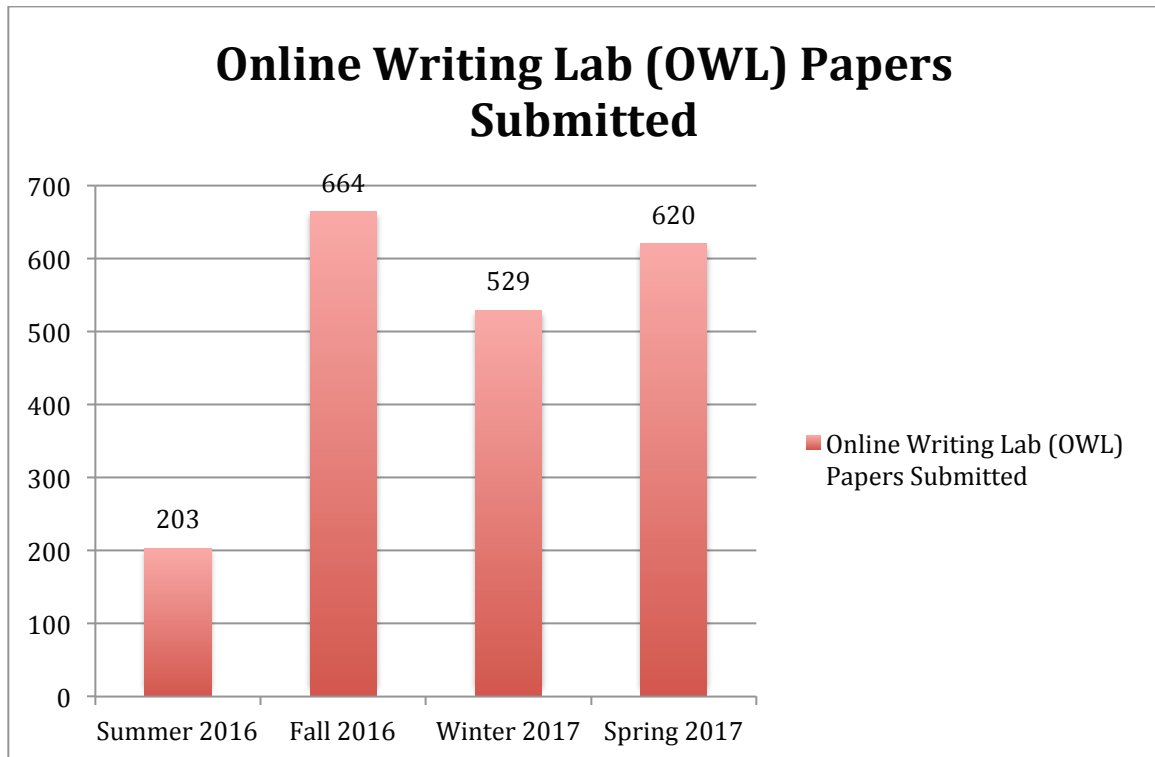
What is OWL?

The Online Writing Lab (OWL) allows CSUEB students to submit papers online and receive tutor feedback via e-mail. Papers submitted to the OWL are sent to SCAA Writing Tutors. Students receive feedback within 72 hours. The goal of the OWL is to help students

develop confidence as writers through the convenience of online feedback and collaboration.

Usage of the OWL:

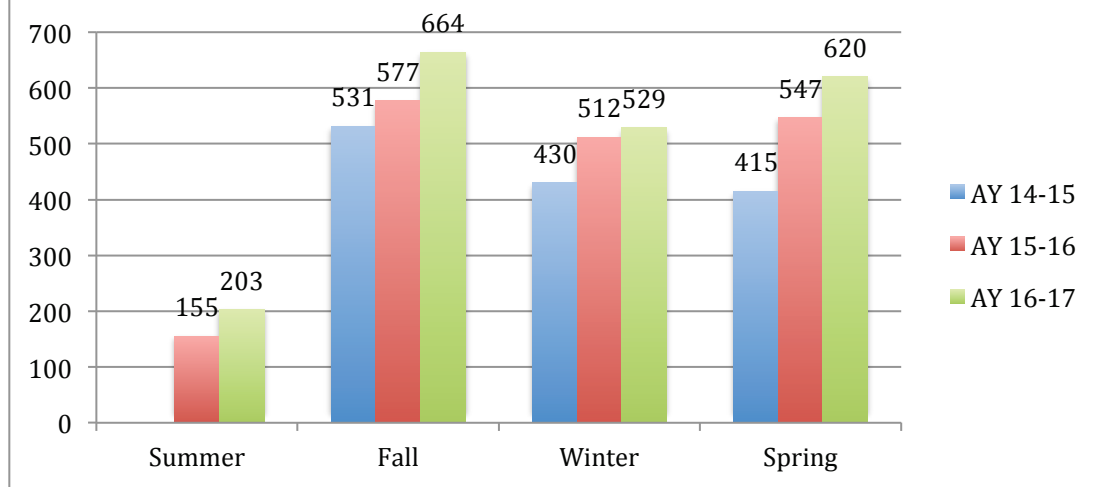
A total of **2016** papers were submitted to the Online Writing Lab (OWL), which were distributed to an average of **10** writing tutors per quarter. The chart below shows the usage of the OWL by quarter.⁵ As shown in the chart, the usage of OWL remains steady throughout the academic year.



The number of OWL papers has increased over the last two years – a trend that can be attributed to the increase of OWL tutors working for the SCAA:

⁵ Usage of OWL was tracked manually by the OWL Coordinator.

OWL Papers Submitted by Academic Year



Top Courses Served

Course	Number of Papers
English 3003	465
English 3000	387
English 3001	175
English 1001	168
English 803	45
English 801	44
English 802	44
English 1002	40
Kinesiology 1626	36
Health Sciences 2200	34
Health Sciences 3300	29
Communication 2320	20

Student Surveys

Each OWL tutor is required to include a student satisfaction survey at the end of the return e-mail that contains the student's paper. The student satisfaction survey is an optional form with questions inquiring about coordination of OWL and the quality of the feedback received. A total of **101 surveys** were received during the 2016 – 2017 academic year. As indicated in the feedback below, the OWL remains a popular and well-run program at the SCAA.

“Accessing the SCAA OWL’s webpage was _____”

Easy	100	99.01%
Difficult	1	0.99%

“The tutor’s response to my OWL submission was _____”

Very Helpful	61	60.40%
Helpful	26	25.74%
Somewhat Helpful	8	7.92%
Not Helpful	5	4.95%
Blank	1	0.99%

“My Review OWL submission was returned to me promptly, within the 48 hour turnaround time.”

Yes	88	87.13%
No	11	10.89%
Blank	2	1.98%

“I prefer face to face tutoring as opposed to online tutoring _____”

Yes	11	10.89%
No	24	23.76%
Sometimes	62	61.39%
Blank	1	1.02%
Other	3	2.97%

“I would recommend the OWL services to other students.”

Yes	88	87.13%
No	3	2.97%
Maybe	9	8.91%
Blank	1	0.99%

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Peer Tutoring



What is Peer Tutoring?

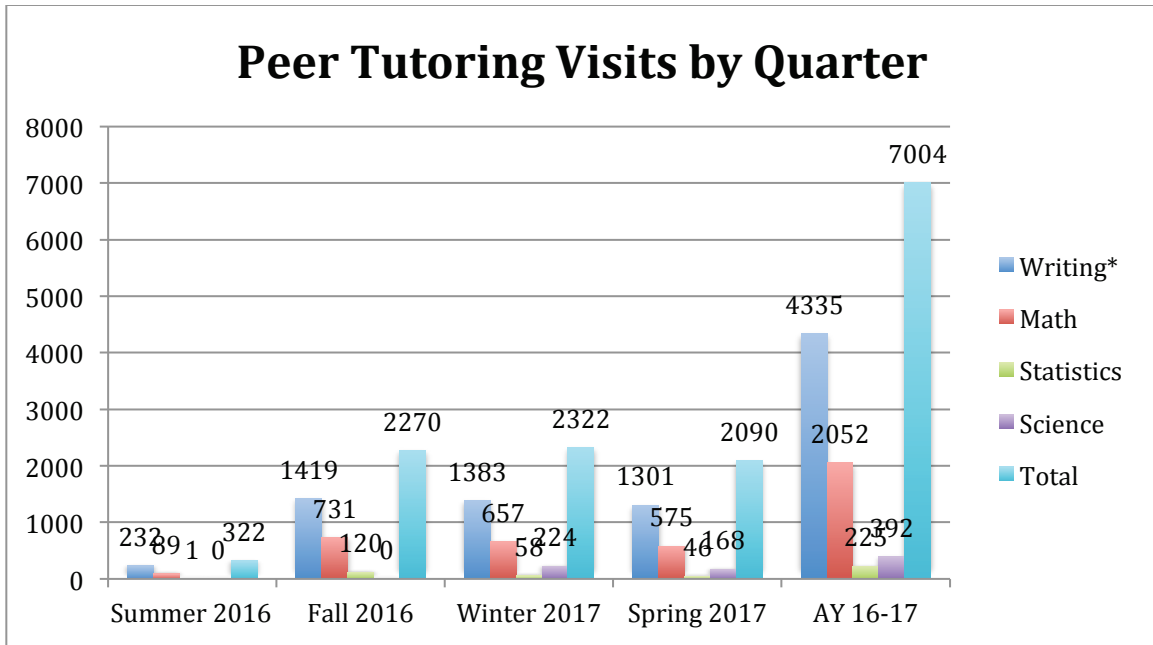
The Peer Tutoring program pairs or groups students with a trained writing, math, science and statistics tutor. Students are able to receive a 30-minute drop-in session, a 1-hour standing, one-time appointment, or can elect to sit at a group subject table at SCAA. The primary job of the Peer Tutor is to help students discover and develop strategies that will empower students in their own learning and enhance the skills the student already possesses. Tutors are trained to work with students in their learning processes.

Science Tutoring New to 2016 - 2017:

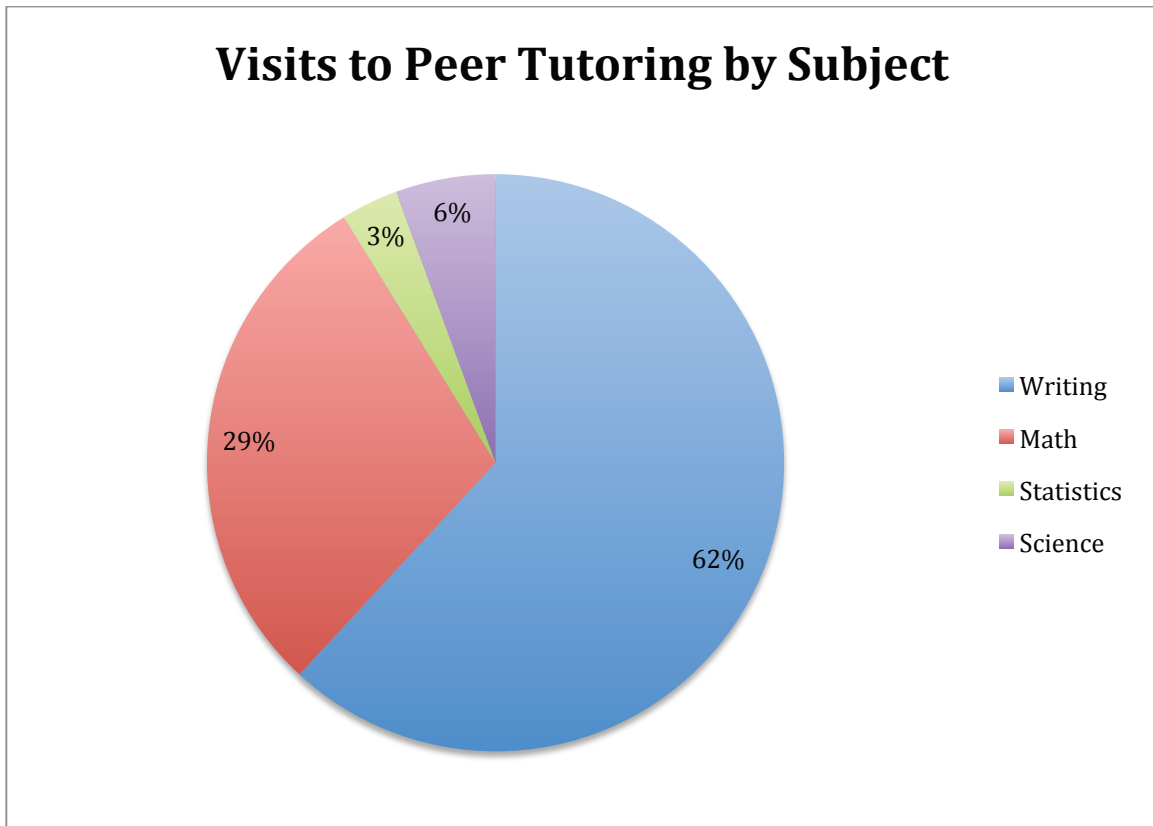
- With funding from the California State University (CSU) Graduation Initiative (GI), the SCAA added Peer Tutoring in the Sciences. Chemistry, Biology, and Physics tutors were hired. In the pilot stage, tutors operated under a “table” setting – an individual tutor could see up to 10 students at a time.

Peer Tutoring Usage

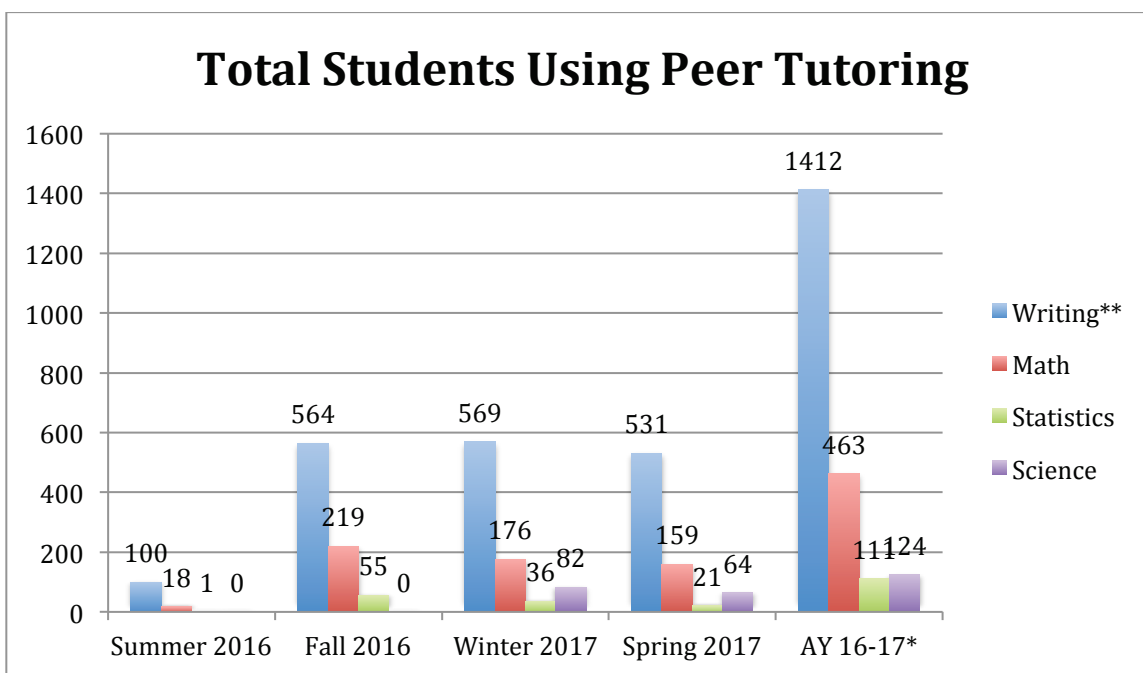
During the 2016 – 2017 academic year, there were a total of 7,004 visits across all subjects at the SCAA – over 500 more visits than in the 2015 – 2016 academic year. As indicated in the chart below, the peak quarter for Peer Tutoring usage was Fall 2016.



Similar to trends in previous years, the writing tutoring program continues to be the most popular tutoring service at the SCAA. Approximately 62% of visits at the SCAA were logged into the writing program. This is a small percentage than last year than the previous academic year in which 65% of visits to the SCAA's Peer Tutoring services was in writing.



The total number of unique students in each subject⁶ using Peer Tutoring is highlighted in the chart below. Similar to the distribution of visits to the SCAA, there is a substantially larger number of students using SCAA's peer tutoring services in writing relative to math, statistics, and the sciences. Although the statistics tutoring services have been at the SCAA since 2001, there were more students who visited the new science tutoring program (N=124) than statistics (n=111).



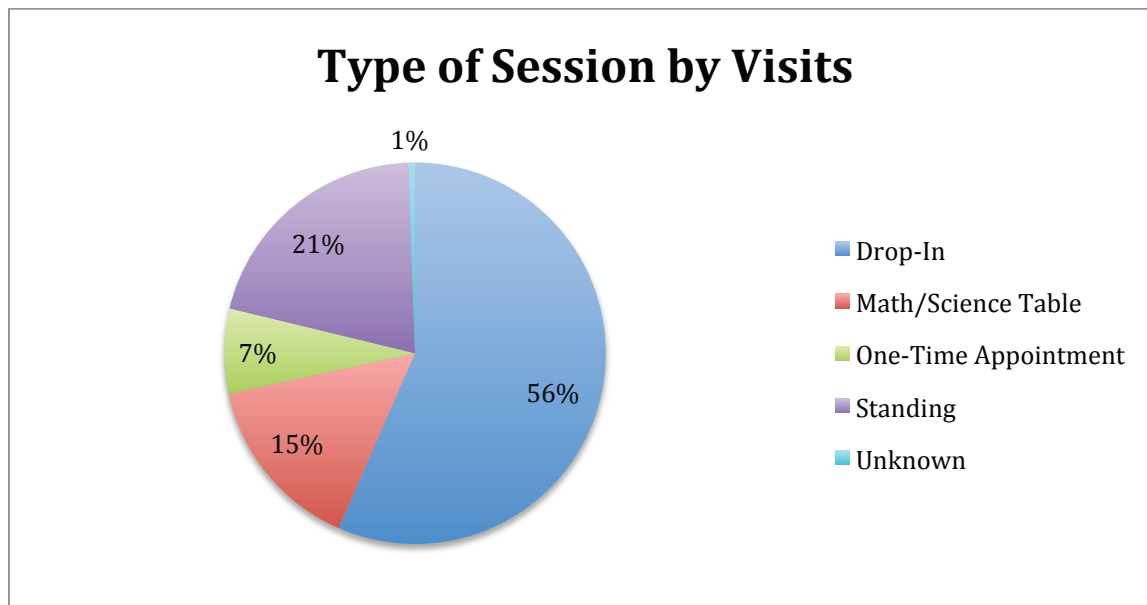
The Peer Tutoring program offers a range of session types, affording students in flexibility in how they wish to schedule their tutoring sessions. Students can engage in 4 different types of Peer Tutoring sessions:

- **Drop-in:** Students can come to SCAA without a prior appointment and engage in a 30-minute tutoring session. This service is available for writing, math, and statistics.
- **Math/Science Table:** Students may elect to sit at the Math or Science Table, where 1-2 math/science tutors are available to work with students with brief questions. The unique aspect of the Math/Science Table is that students can be seated for a long period of time – they may independently work on their assignments and raise their hands for assistance when needed.

⁶ TutorTrac cannot accurately calculate a total number of students across all subjects. In the TutorTrac system, students are counted as “unique” per subject/center. Accordingly, the numbers in the chart take into consideration students who use writing *and* math, math *and* stats, etc.

- **One-Time Appointment:** Students may schedule a one-hour, one-time appointment at least one week in advance. This appointment can be scheduled for math and writing assistance.
- **Standing Appointments:** Students may schedule a weekly, one-hour appointment with a single tutor for the entire duration of the quarter. This appointment can be scheduled for math and writing assistance.

A majority of Peer Tutoring visits came in the form of drop-in visits – a system that offers students the ability to seek tutoring without scheduling in advance. In 2016 – 2017, the percentage of drop-ins dropped from the previous year by 10%. This is because 10% more students went to a Table service this year in mathematics or the sciences:



Top Courses Served

Course	# of Visits	# of Students
English 1001	456	241
English 3001	444	129
Math 1304	296	70
English 3000	273	131
English 1002	241	139
Math 1300	230	52
Math 1130	229	58
HSC 3300	211	79
HSC 2200	200	103
English 801	197	81

Top Courses Served (Non-English and Non-Math)

Course	# of Visits	# of Students
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HSC 3300	211	79
HSC 2200	200	103
COMM 2320	183	63
STAT 1000	93	48
HSC 3350	87	39

Training and Observations

Since 2009, the SCAA has been a recipient of the International Tutor Training Program Certification (ITTPC) – Level 1, which is overseen by the College Reading and Learning Association (CRLA). The ITTPC requires that all tutors in our program undergo at least **10 hours** of training in specific topic areas. This year, all of our returning tutors received 10 hours of training time through monthly meetings on topics such as difficult situations and working with students who have learning gaps.

New to 2016 – 2017 was the introduction of subject-specific new tutor training. This was made possible by hiring a part-time Math/Stats Coordinator, the SCAA Director taking on the role of Science Tutor Coordinator, and a re-structuring of the Writing Program that allowed for a Writing Tutor Coordinator. Accordingly, each tutor coordinator was responsible for developing training for their new tutors and met bi-weekly with them to train. Some of the topics included are:

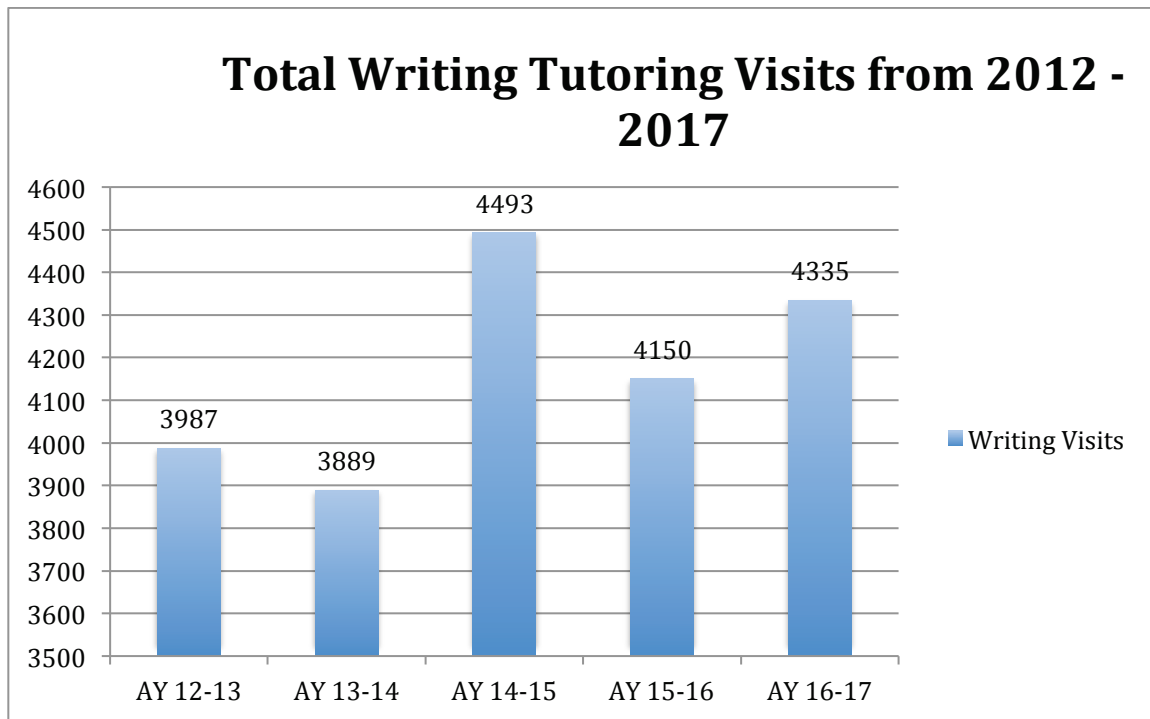
AY 2016 - 2017	
Subject Area	Content Covered
Writing	Time Management in Tutoring Sessions
Writing	Global and Local Level Concerns in Writing
Writing	Learning Styles and Diverse Populations
Writing	Writing Across the Curriculum
Science	Active Listening and Time Management
Science	Minimalist and Directive Tutoring
Science	Study Skills in Subject Context
Science	Learning Styles and Questioning Techniques
Math	Resources in Math
Math	Content Specific Problems of the Week
Math	Time Management Relative to the Session Types
Math	Challenging Situations

In addition to training, all tutors were observed at least twice during the academic year – once by an administrative staff member once by a peer. The process required each tutor to observe a session, write down careful observations about the session's flow, agenda, questioning techniques, use of resources in the session, and interactions with the tutees. All tutors were given the opportunity to discuss the session with their observers via a debrief conversation.

Year-by-Year Comparison

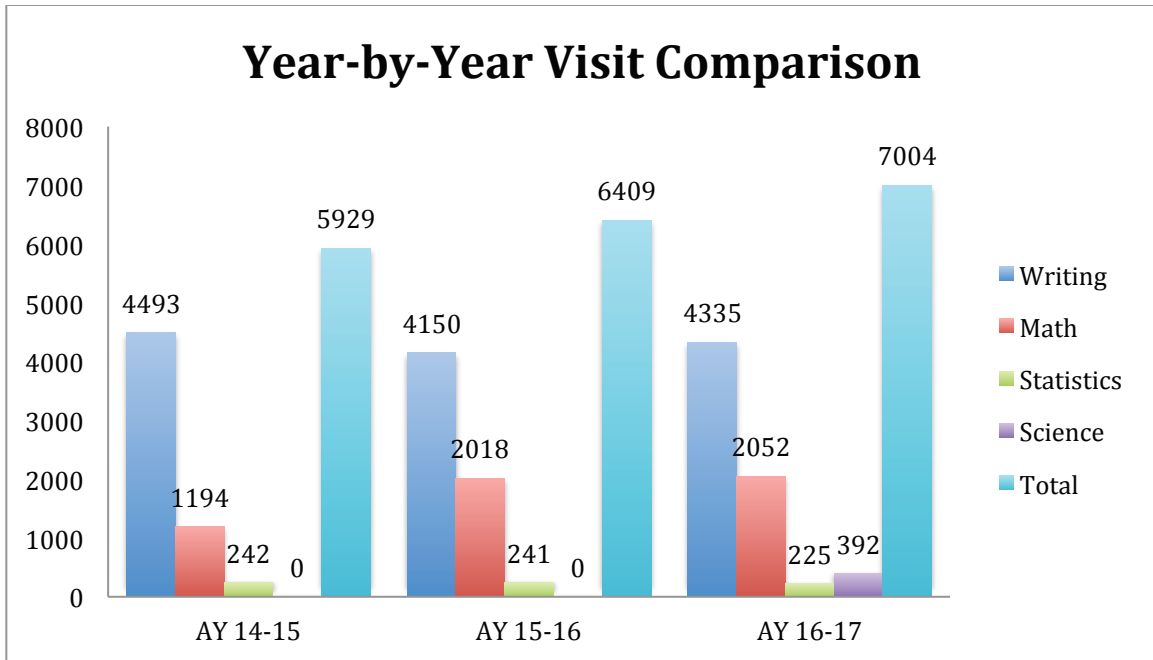
The Peer Tutoring program is SCAA's oldest program – a mainstay of the organization since 2001. Accordingly, attendance information is available through paper records as far back as the early 2000s. As of this writing, TutorTrac records are available from 2012.⁷

According to TutorTrac and previous annual reports, this year's number of visits (n=7004) is higher than the 2015 – 2016 visit count (n=6409). There was a significant "bounce back" from a dip in writing tutoring sessions in previous years.



One of my main contributors in an increase in visits is the introduction of the science tutoring program. Overall, the SCAA's visit count is steadily increasing:

⁷ TutorTrac is currently dependent on data feeds, which are refreshed each quarter. TutorTrac does not have a data feed archival system – accordingly, reports are only accurate by the quarter. As of this writing, the SCAA has worked with CSUEB's Information Technology (IT) Department to run previous data feeds from 2012 – 2016 through a test instance of TutorTrac. The information, unfortunately, is only accurate for writing tutoring – since 2014, math and statistics sessions have been logged under separate "centers" which did not exist prior to that year.



Providing More Content Specific Training for Writing Tutors

Throughout the year, writing tutors have requested subject specific training in topics such as approaches to working with grammar, how to provide feedback in a variety of disciplinary styles (MLA, Chicago, APA), creating an agenda and prioritizing issues in a writing tutoring session, etc. This year, with a new Math/Stats Program Coordinator offering content specific training to math/stats tutors, writing tutors will also get the opportunity to work with directly with the Writing Center Coordinator on the aforementioned topics.

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Supplemental Instruction (SI)



What is Supplemental Instruction?

Supplemental Instruction (SI) Program provides peer-assisted, collaborative, and active study sessions that improve understanding of subject content, fosters critical thinking, and encourages life-long learning to classes that are considered “at risk” (i.e. large lecture courses, bottleneck courses, etc.). Targeted courses are provided an SI Leader – a student who has previously succeeded in the class he or she is serving. The SI Leader attends the course an additional time, plans an active study session, and facilitates the session.

Program Highlights and Accomplishments:

- With funding from the California State University (CSU) Graduation Initiative (GI), the SCAA doubled the number of SI sessions beginning in Winter 2017 and extending into Spring 2017.
- The SCAA added 2 faculty liaisons – Dr. Erica Wildy of Biological Sciences and Dr. Patrick Fleming of Chemistry – who assisted with faculty training and faculty outreach. The primary responsibility of the faculty liaisons was to provide training to new faculty members using the SI program. In total, 3 trainings were held and attended by 31 faculty members.

Faculty Usage and Profiles

- In Fall 2016, SI was offered for **13 different courses**. The courses included Biological Sciences 1403, Accounting 2253, Mathematics 1130, and Physics 2701.
- In Winter 2017, SI was offered for **31 different courses**. The expansion of SI includes the inclusion of courses such as Health Sciences 1000, Philosophy 1000, and Speech Pathology 3854.
- In Spring 2017, SI was offered for **30 different courses**. The continued expansion of SI includes the inclusion of courses such as Psychology 1000, Modern Languages 1901, and History 1101.

Student Usage

The total number of student and visits for the 2016-2017 academic year were as follows:

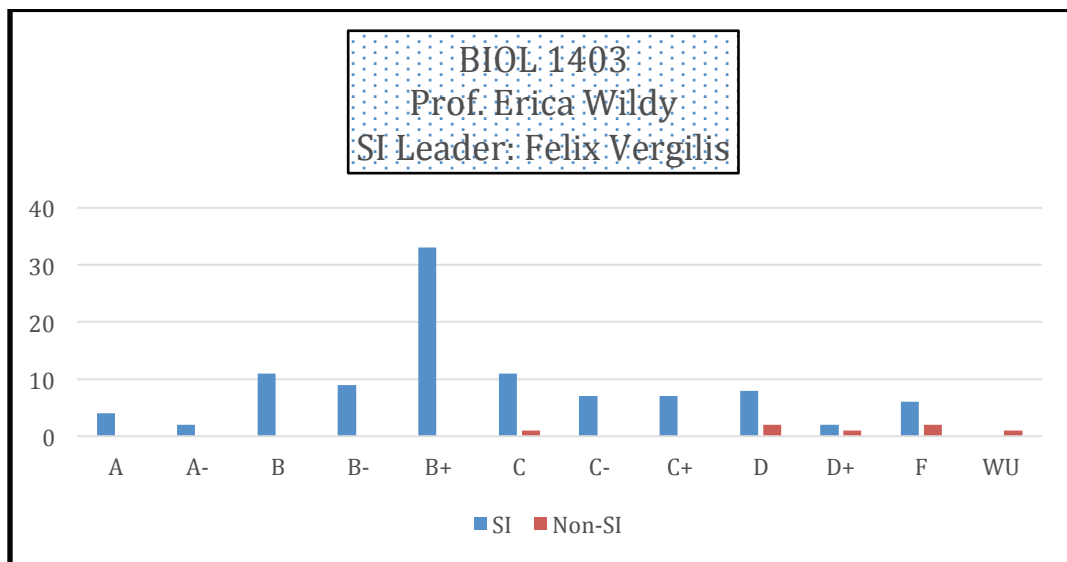
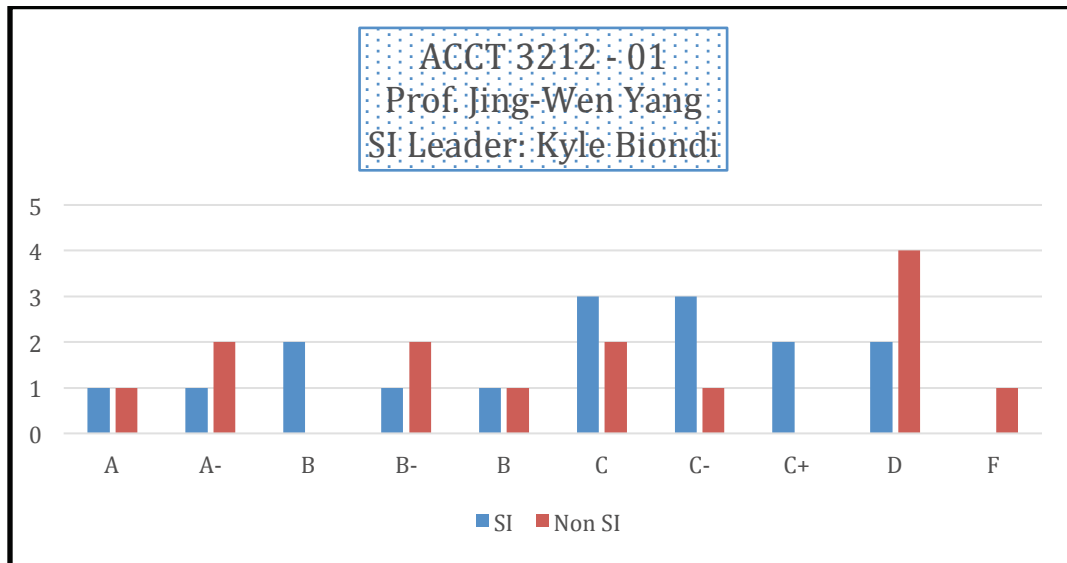
Quarter	Students	Visits
Fall 2016	245	1003
Winter 2017	554	2420
Spring 2017	470	1523
Total ⁸	1054	4946

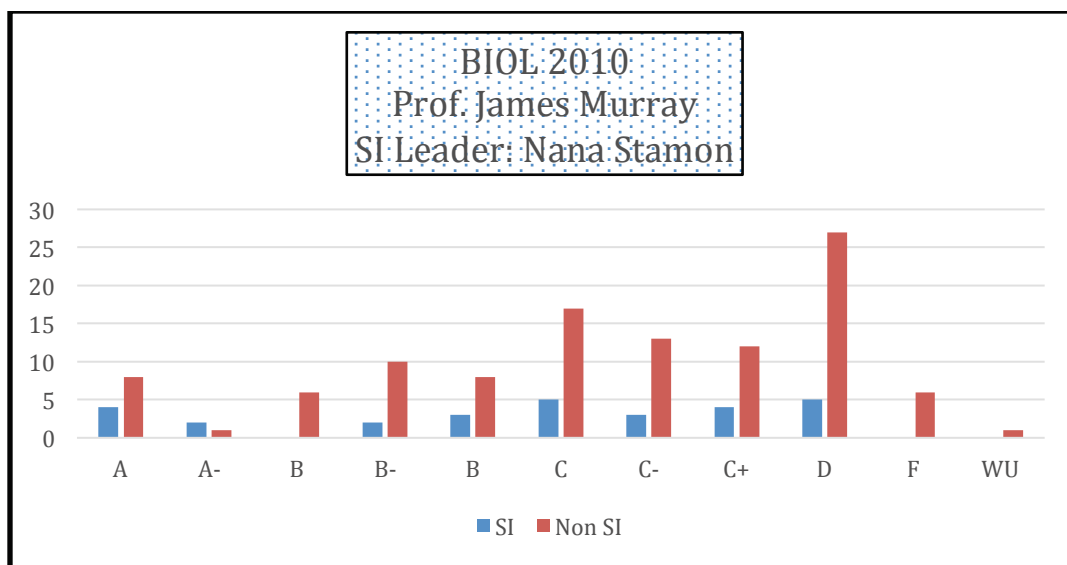
Comparison of DFW Rates for Participants vs. Non-Participants

At the end of each quarter, the SI Coordinator developed a report comparing the D, F, and withdrawal (DFW) rates of those who attended SI sessions versus students who did not attend SI sessions. In all courses served, the DFW rate of SI participants was substantially

⁸ Students may attend multiple sessions in more than one quarter. This “total” count is of unique students who attended across the entire 2016-2017 academic year.

lower than the DFW rates of non-SI participants. In one course, the DFW rates of both sets of students were equal. The charts below highlight select courses in which SI participants vastly outperformed non-SI participants.





Training and Observations

During the winter and spring quarters, the SI Coordinator facilitated a mandatory SI Leader training based on materials and curriculum developed by the University of Missouri, Kansas City (UMKC). The trainings took place over a period of two days – a full day overview of SI and a half-day review with opportunities to practice being an SI Leader. Below is an overview of some of the material covered during the training:

- An overview of the Supplemental Instruction model and its pedagogical framework
- Practicing the three elements of SI – redirecting questions, wait time, and checking for understanding.
- A discussion of learning strategies such as visual diagrams, think-pair-share, timelining, etc.
- Participation in a mock SI session as a student
- Planning a mock SI session as an SI Leader

In addition to training SI Leaders, the SI Coordinator and SI Faculty Liaisons trained 31 faculty members over the course of the 2016-2017 academic year. This was conducted over 3 different trainings – 1 in the winter and 2 in the spring. Each participant received a \$1,000 stipend, which was funded by the Chancellor's Office 2025 Graduation Initiative.

The SI Coordinator along with the faculty liaisons observed SI Leaders 1-3 times per quarter. They ensured that the SI Leaders were following the UMKC model of facilitating an SI session and using practices such as re-directing questions, wait time, and checking for understanding.

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Writing Skills Test (WST) Boot Camp

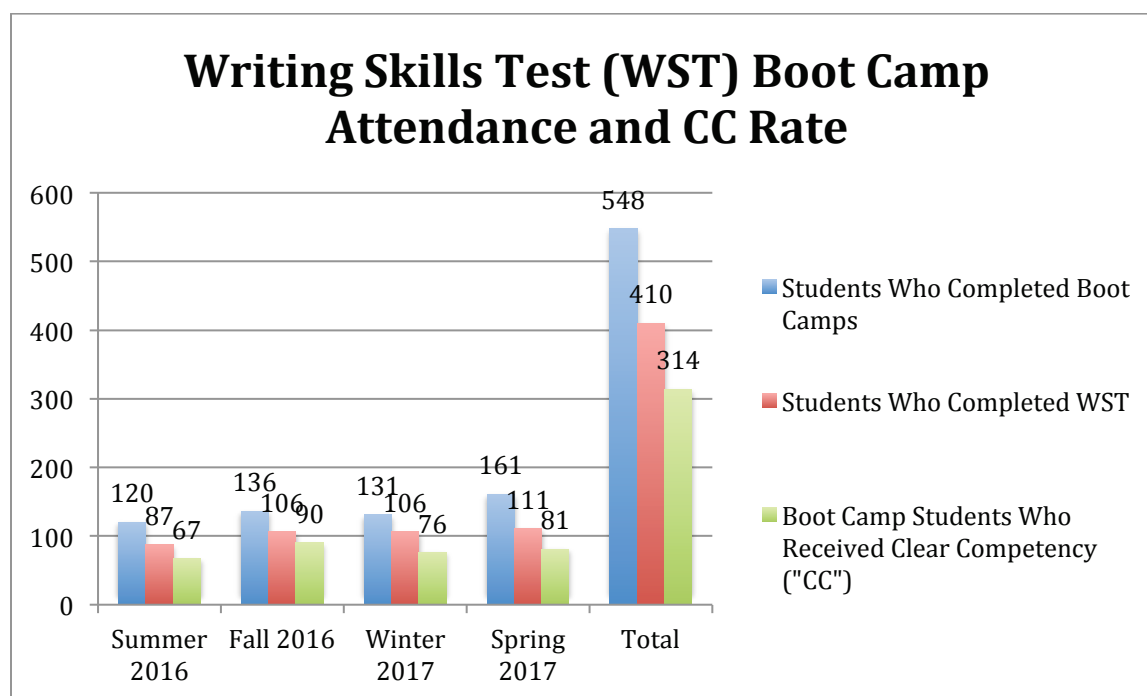
What is the WST Boot Camp?

The Writing Skills Test (WST) Boot Camp is an invite only program in which senior-standing CSUEB students who have not fulfilled the Graduate Writing Assessment Requirement (GWAR) engage in a 2-day “boot camp” that offers writing strategies, a practice exam, a free analytical reading and, upon successful completion, a WST waiver.

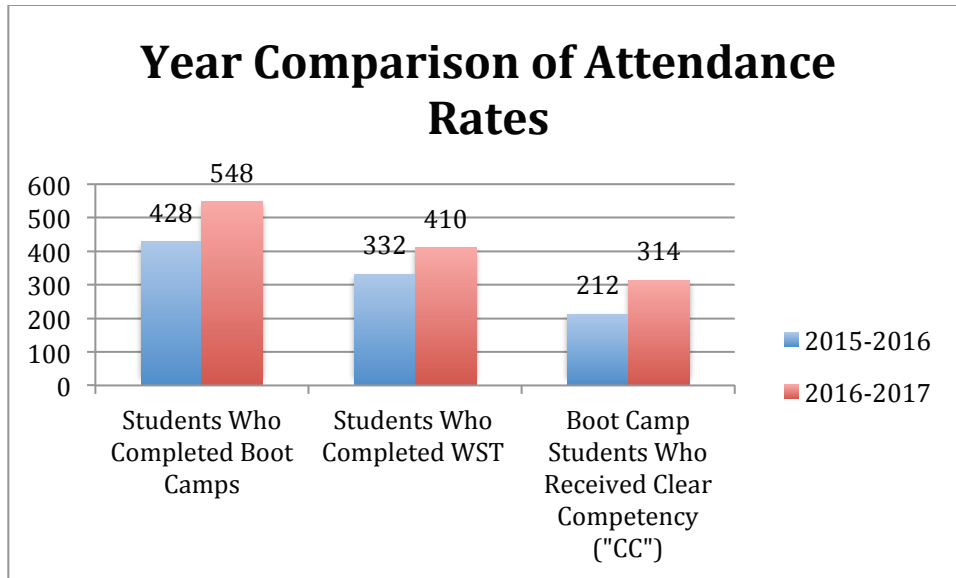
WST Boot Camp Usage and WST Passage Rates

As previously mentioned, successful completion of the Boot Camp consists of 4 distinct parts: (1) participation in a workshop that offers writing strategies, (2) completion of a practice exam, (3) picking up the free analytical reading of practice exam results/free WST entrance ticket, and (4) taking the official WST.

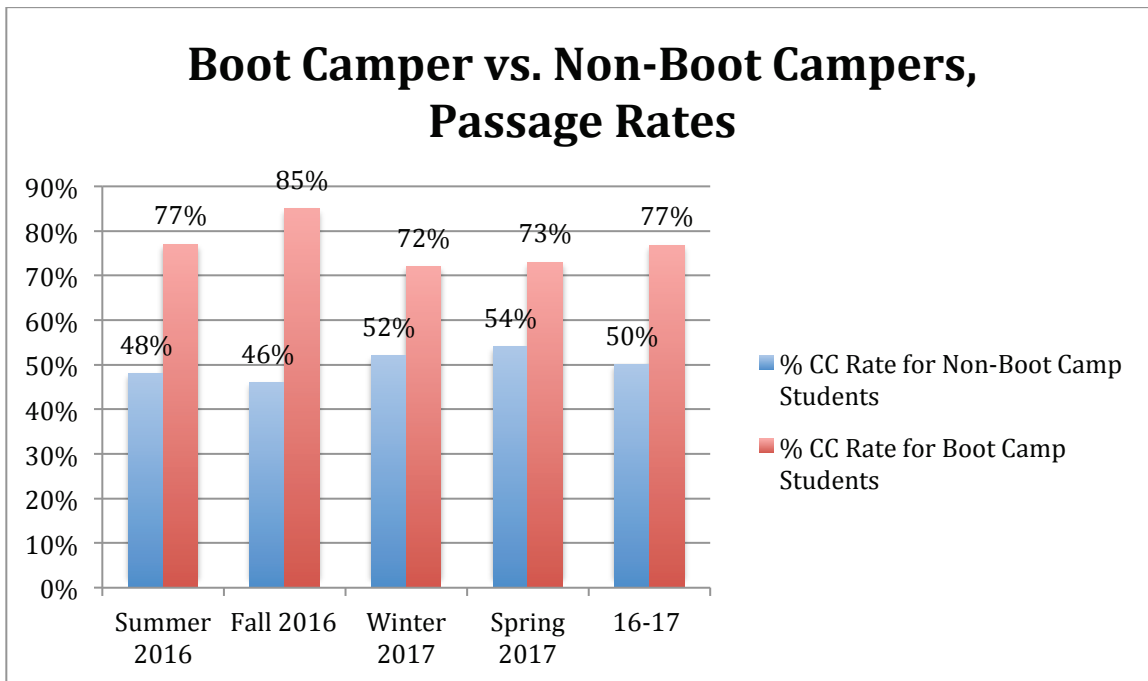
Of the 600 available seats available in Boot Camp, a total of **548** students completed at least half of the Boot Camp – this is an increase of 120 students from the 2016-2017 academic year. **75%** of students (n=410) who completed half of Boot Camp actually took the official WST. Of the Boot Camp participants that took the WST, **77%** of students (n=314) received a “Clear Competency” (CC) rating on their WST, which constitutes as a successful completion of CSUEB’s Graduate Writing Assessment Requirement (GWAR).



The chart below outlines the operational progress the SCAA has made in increasing the number of students who successfully complete Boot Camp.



A goal of the WST Boot Camp program is to exceed the WST passage rate of the general CSUEB population. As the chart shows below, WST Boot Campers pass a rate that is **27 percentage points higher** than the general population.



Student Satisfaction Surveys

Students who completed the first half of the Boot Camp were given a survey, which assessed the Boot Camp's coordination and educational effectiveness. Below is an aggregation of the evaluation form results:

Question	Average (on scale to 1 - 5)
The WST Boot Camp activities were helpful.	4.5 ⁹
By attending the WST Boot Camp workshops (A & B), I now feel better prepared to take the WST.	4.4 ¹⁰
The practice exam was very helpful.	4.6 ¹¹

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⁹ Answer of “1” indicates “Not Helpful,” answer for “5” indicates “Very Helpful.”

¹⁰ Answer of “1” indicates “Not Feeling Better Prepared,” answer for “5” indicates “Feeling Well Prepared.”

¹¹ Answer of “1” indicates “Not Helpful,” answer for “5” indicates “Very Helpful.”