



Student Center for Academic Achievement
University Libraries
Annual Report, 2024-2025

STUDENT CENTER *for* ACADEMIC ACHIEVEMENT

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About The SCAA

Established in 2001, the Student Center for Academic Achievement (SCAA) is a university-wide comprehensive learning center serving and employing students from all colleges. The SCAA serves as a one-stop-shop for academic support services on the third floor of the CORE Building. SCAA provides academic skills coaching as well as subject tutoring and writing tutoring for courses across the curriculum. Additionally, the SCAA offers embedded, collaborative support through its Writing Associates (WA), Supplemental Instruction (SI), and Peer Academic Coaching (PAC) programs.

2024-2025 at a glance

5,394 the total number of student visits

(total visits across all 4 programs)

Fall 2024: 2,912 / Spring 2025: 2,482

1,477 the number of unique student visitors

Fall 2024: 1,069 / Spring 2025: 667

69 the total number of Peer Leaders employed in the SCAA Learning Community (across all 4 programs)



SCAA Peer Leaders - Fall 2024 - Photo by Garvin Tso

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SCAA Mission

The mission of the Student Center for Academic Achievement (SCAA) is to provide CSUEB students with individual and collaborative learning opportunities within an inclusive environment fostering independent growth. The SCAA strives to cultivate adaptability, self-direction, and self-confidence through peer-to-peer support programs. SCAA services help students set achievable goals, develop academic skills, and improve subject comprehension.

SCAA Community Values

1. *Collaboration*
2. *Progress*
3. *Commitment*
4. *Belonging*

SCAA Core Functions

1. Subject-specific academic support
2. Writing skills development
3. Foundational academic skills development
4. Quality professional development and growth opportunities
5. Collaborative cross-campus engagement efforts

SCAA Goals & Initiatives

- **Goal 1:** To improve subject comprehension and performance and support student learning through academic skills development efforts
 - Subject Tutoring
 - Supplemental Instruction (SI)
- **Goal 2:** To improve communication skills and support students' development of academic self-efficacy through process-oriented writing programs
 - Writing Tutoring
 - Writing Associates (WA)
- **Goal 3:** To increase student persistence and self-regulation by providing individual and small-group academic skills development initiatives focused on independent learning strategies
 - Peer Academic Coaching (PAC)
- **Goal 4:** To foster student engagement and cultivate leadership skills through intentionally-designed co-curricular employment opportunities
 - SCAA Learning Community (Peer Leadership)
- **Goal 5:** To enhance the network of support available for students through the development of relationships with campus partners
 - SCAA Workshops
 - SCAA Marketing, Outreach, & Communications

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SCAA Leadership



The SCAA Admin Team

Matthew Tener,
Coordinator of Supplemental
Instruction (SI) (*back left*)

Marissa Damphousse,
Coordinator of Peer Academic
Coaching (PAC) (*middle*)

Rachel Brunson,
SCAA Director
(*back right*)

Brandon Everett,
Coordinator of Subject
Tutoring
(*front left*)

Virginia Davis,
Graduate Assistant
(*not pictured*)

Dr. Sara Schupack,
Coordinator of Writing Tutor
Programs (*front right*)

More [About Us](#)
More about [Academic Peer Support Programs at CSUEB](#)

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SCAA Learning Community Highlights

SCAA Peer Leadership

The SCAA is a comprehensive learning center, with an array of support programs. The SCAA provides CSUEB undergraduate and graduate students with on-campus employment opportunities and engages students through intentional peer leadership recruitment, supervision, training, evaluation, and recognition practices.

281 Total unique students employed over the last five AYs

<u>2020-2021</u>	<u>2021-2022</u>	<u>2022-2023</u>	<u>2023-2024</u>	<u>2024-2025</u>
83	80	73	95	69

4.08 years average time to degree for undergraduate Peer Leaders
(127 frosh) (avg. time to degree for all frosh is 4.95 years)

2.20 years average time to degree for undergraduate transfer Peer Leaders
(84 transfers) (avg. time to degree for all transfers is 3.04 years)

1.77 years average time to degree for graduate-level Peer Leaders
(70 grad students) (avg. time to degree for all grads is 2.07 years)

33% of Peer Leaders have been *underrepresented minority (URM)* students
(69 of 211 undergraduates)

45% of Peer Leaders have been *First-Generation college students*
(96 of 211 undergraduates)

33% of Peer Leaders have been *Pell Grant students*
(70 of 211 undergraduates)

Students employed in the SCAA have represented all four colleges
(includes undergraduate and graduate students)

- 17% from majors in the College of Business & Economics (CBE)
- 7% from majors in the College of Education & Allied Studies (CEAS)
- 19% from majors in the College of Letters, Arts, and Social Sciences (CLASS)
- 57% from majors in the College of Science (CSCI)

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SCAA Peer Leadership Summary

SCAA is evolving. From the beginning of the 2023-2024 AY to the end of the 2024-2025 AY numerous adjustments to program scopes have been made to increase efficiency while sustaining overall student engagement. Key considerations were utilization and enrollment trends.

Data Points	Fall 2023 ➤	Spring 2025	increase/decrease from previous AY
# of Peer Leaders	92	60	35% decrease
# of Graduate Assistants	2	1	50% decrease
# of Subject Tutors	25	16	36% decrease
# of Supplemental Instruction Leaders	16	14	13% decrease
# of Writing Tutors	17	17	No change
# of Peer Academic Coaches	23	12	48% decrease
# of Receptionists *We shifted models to build a student Front Desk Team staffed from our peer leader team (cross-programmatic)	9	0	100% decrease*
% of NEW Peer Leaders	55%	30%	Indicates more returning students overall
% of RETURNING Peer Leaders	45%	70%	
# of majors represented by SCAA student employees	46	37	Majors from all four colleges
# of training and development hours provided to SCAA Peer Leaders (approximate/minimum)	12	14	Mix of all-staff and program-specific trainings each term

Points of pride

The SCAA Learning Community includes the **INSTITUTIONAL LEARNING OUTCOMES** of **COMMUNICATION**, **COLLABORATION**, and **DIVERSITY** in its training curriculum

The SCAA adheres to the guidelines of the College Reading and Learning Association's International Tutor Training Program (ITTPC), which certifies tutor training programs in postsecondary educational institutions

96% of Fall 2024 Peer Leaders graduated or indicated intent to return to their SCAA Peer Leadership role in the following term

95% of Spring 2025 Peer Leaders graduated or indicated intent to return to their SCAA Peer Leadership role in the following term

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SCAA Learning Community Highlights (continued)

Positive Impact on First-Year Student Retention

At the conclusion of the 2024-2025 AY, Institutional Effectiveness & Research analyzed the first-year retention rate of all students who engaged with the SCAA in some way during the 2023-2024 AY.

67% of the cohort served The SCAA has served 649/975 of the freshman students who started at East Bay with the FA23 cohort

3.5% higher retention rate SCAA-engaged frosh student participants were retained at a higher rate than non-participants from the FA23 cohort

649 students out of 975 students engaged in one or more SCAA programs during the 2023-2024 AY. The one-year retention of those students was 79.5%. The first-year retention rate of the Fall 2023 frosh cohort (overall) was 76%.

66% of first-year frosh SCAA participants were *First-Generation college students*

59% of first-year frosh SCAA participants were *underrepresented minority (URM) students*

54% of first-year frosh SCAA participants were *Pell Grant students*

First-Year frosh students (FA23 cohort) from all four colleges have engaged with one or more SCAA programs since the start of their time at East Bay

- 17% of SCAA participants were students enrolled in CBE
- 4% of SCAA participants were students enrolled in CEAS
- 20% of SCAA participants were students enrolled in CLASS
- 56% of SCAA participants were students enrolled in CSCI

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SCAA Supplemental Instruction Spotlight (2024-2025)

SCAA Supplemental Instruction (SI) provides regularly-scheduled group study sessions to support student learning in high-DFW/high-impact courses. SI Leaders are embedded in every section of their assigned supported courses and facilitate structured study sessions (in-person and/or online).

2,352 Total number of students enrolled in SI-supported courses

1,201 Contact hours (60-, 75-, and 90-min study sessions)

928 SI Session attendance

38% (350) *in-person* group study session visits

45% (419) *online* group study session visits

17% (159) *hybrid* group study session visits

260 Unique student visitors to SI
(all courses)

53 Course sections with an embedded SI Leader
Fall 2024: 26 sections / Spring 2025: 27 sections

~20 SI faculty partners
Fall 2024: 15 / Spring 2025: 20

17 SI Leaders employed

3.3 Average number of visits per (unique) student

Courses supported by embedded SI Leaders:

ACCT 210, ACCT 215, ACCT 311, ACCT 312, BIOL 310, CHEM 111, CHEM 112, CHEM 331, HIST 111, MATH 131, PHIL 100, SLHS 303

55% of 2024-2025 SI participants were underrepresented minority (URM) students

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Notable SI Outcomes - Fall 2024

- ACCT 210 - 14.6% lower non-passing rate for (25) SI participants
- ACCT 311 - 1.8% lower non-passing rate for (29) SI participants
- CHEM 111 - 8.6% lower non-passing rate for (21) SI participants
- CHEM 112 - 2% lower non-passing rate for (13) SI participants

Notable SI Outcomes - Spring 2025

- ACCT 215 - 8% lower non-passing rate for (19) SI participants
- HIST 111 - 5% lower non-passing rate for (16) SI participants
- CHEM 111 - 3% lower non-passing rate for (14) SI participants
- ACCT 210 - 19% lower non-passing rate for (12) SI participants

Students from all four colleges utilized SI support

Fall 2024 46% from CBE, 1% from CEAS, 4% from CLASS, 49% from CSCI

Spring 2025 40% from CBE, 5% from CEAS, 30% from CLASS, 38% from CSCI

SCAA Supplemental Instruction (SI) Student Learning Outcomes (2024-2025)

As a result of SCAA SI sessions...

98% (43/44) of survey respondents indicated SI helped with *development of self-confidence*

100% (45/45) of survey respondents indicated SI helped with *learning challenging content*

100% (47/47) of survey respondents indicated SI helped with *developing critical thinking skills*

100% (45/45) of survey respondents indicated SI helped with *developing creative thinking skills*

100% (43/43) of survey respondents indicated SI helped with *developing quantitative reasoning skills*

100% (39/39) of survey respondents indicated that SI helped them *connect with peer students*

100% (47/47) of survey respondents indicated that the SI Leader *served as a positive role model*

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SCAA Subject Tutoring Spotlight (2024-2025)

SCAA Subject Tutoring provides one-on-one appointments to support student learning in high-need and/or high-impact courses. All support is provided in in-person and virtual formats.

1,956 1:1 Subject Tutoring appointments completed

50.1% (979) in-person appointments

49.9% (977) online appointments

249 Unique students utilized Subject Tutoring (all courses)

7.9 Average number of visits per (unique) student

110+ Courses on the tutoring supported-course list (appointments available)

111 courses on the Fall 2024 supported-course list

119 courses on the Spring 2025 supported-course list

19 Subject Tutors employed

144% increase in utilization of Subject Tutoring (F22 to F24) **despite a 38% decrease in the number of SCAA Subject Tutors**

Fall 2022: 358 Subject Tutoring visits, 21 tutors

Fall 2023: 715 Subject Tutoring visits, 26 tutors

Fall 2024: 875 Subject Tutoring visits, 13 tutors

113% increase in tutoring-supported courses (F22 to F24)

Fall 2022: 52 courses on the supported-course list

Fall 2023: 67 courses on the supported-course list

Fall 2024: 111 courses on the supported-course list

53% of F24 Subject Tutoring participants were underrepresented minority (URM) students.

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Students from all four colleges utilized tutoring support

Fall 2024 20% from CBE, 10% from CEAS, 16% from CLASS, 49% from CSCI

Spring 2025 20% from CBE, 17% from CEAS, 9% from CLASS, 52% from CSCI

Top 15 courses with 45 or more appointments booked by students:

FIN 300, CS 201, PHYS 304, PHYS 125, CHEM 161, KIN 303, CHEM 331, CS 497, CHEM 112, KIN 301, CS 301, CS 611, MATH 130, ECON 380, CHEM 230

89% of participants (survey respondents) positively rated their SCAA tutor(s) on course content knowledge

SCAA Subject Tutoring Student Learning Outcomes (2024-2025)

As a result of SCAA tutoring sessions...

84% (38/45) of survey respondents indicated *increased understanding of course content*

82% (37/45) of survey respondents indicated *increased confidence in ability to succeed*

80% (36/45) of survey respondents indicated *increased preparation to meet the goals of the course*

78% (35/45) of survey respondents indicated *increased awareness of study/learning strategies*

76% (34/45) of survey respondents indicated *increased use of study/learning strategies*

69% (31/45) of survey respondents indicated *increased sense of belonging on campus*
(9/45 neutral)

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SCAA Writing Support Spotlight (2024-2025)

SCAA Writing Tutoring provides one-on-one appointments to assist students with all writing at all stages of the writing process. Writing support is provided in in-person, online, and asynchronous formats.

1,489 1:1 Writing Tutoring appointments completed

(1,134 appointments + 355 asynchronous paper reviews)

30% (442) in-person appointments

70% (692/355) online/asynch appointments

525 Unique students utilized Writing Tutoring

(all courses/topics)

18 Writing Tutors employed

5 Writing Associate (WA) faculty partners

5 Courses with an embedded writing tutor

40% increase in participation in writing support (F22 to F24)

despite a 40% decrease in the number of SCAA Writing Tutors

Fall 2022: Writing support served 199 unique students with 15 tutors

Fall 2023: Writing support served 223 unique students with 17 tutors

Fall 2024: Writing support served 279 unique students with 9 tutors

Courses supported by an embedded writing tutor:

PSYC-300W, ENGL-100, HIST-301W, SOC-301W, ENGL-109

97% of participants (survey respondents) would recommend SCAA writing tutoring to other students on campus

49% of F24 student participants were “repeat visitors” to writing support

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SCAA Writing Tutoring Student Learning Outcomes (2024-2025)

As a result of SCAA writing tutoring sessions...

88% (52/59) of survey respondents indicated *increased awareness of writing as a process*

90% (53/59) of survey respondents indicated *that tutoring introduced communication skills in regards to their own writing and/or the tutoring process*

97% (57/59) of survey respondents indicated *that the tutor was responsive to individual needs*

85% (50/59) of survey respondents indicated *increased understanding of college-level writing*

85% (50/59) of survey respondents indicated *increased confidence in ability to succeed*

86% (51/59) of survey respondents indicated *increased confidence in asking for help*

86% (51/59) of survey respondents indicated *increased utilization of writing-related resources*

90% (53/59) of survey respondents indicated *increased belief that writing improves with continued work and practice*

Writing Associates

The SCAA Writing Associates (WA) Program is unique in its structure and impact. Because each WA develops their own relationship with the faculty member, the program offers powerful flexibility and adaptability to individual teaching styles and pedagogies.

The WA Program provides an embedded tutor structure whereby the writing tutor becomes part of a classroom community and offers contextualized support for students at all stages of the writing process. WAs meet students where they are in their written communication skill development, directly in the classroom. WAs also provide support outside of the classroom in the form of office hours, tutoring appointments, and paper reviews (in-person and/or online).

Faculty often report that their teaching methodologies and strategies improve with the assistance of a WA, either because of new insights and creative approaches of the WA, or because the faculty member is freed up to offer more assistance to struggling students. Differentiated instruction is enhanced.

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SCAA Peer Academic Coaching Spotlight (2024-2025)

The Peer Academic Coaching (PAC) Program provides one-on-one appointments and workshops to support student learning. PACs are also embedded in transition courses. In one-on-one sessions, the coach and student develop and execute plans for a successful academic journey. Coaching sessions are centered around four pillars: time management, planning and prioritization, navigating campus resources, and communication with faculty and staff.

1,021 1:1 Peer Academic Coaching appts/check-ins completed

(174 Coaching sessions + 650 GS class check-ins
+ 197 Enrollment Support check-ins)

67% (679) in-person appts/sessions

33% (342) online appts/sessions

676 Unique student visitors to coaching

449 Freshman students served by PAC in Fall 2024

(57% of the FA24 frosh class)

178 Unique student attendees at Enrollment Support sessions

(partnership with the Advising Resource Center)

43 Course sections with an embedded coach

Fall 2024: 26 sections / Spring 2025: 17 sections

14 Peer Academic Coaches employed

9 PAC faculty partners

Top skills supported:

Time Management, Planning, Study Skills, Prioritization, Enrollment Support

The fall to spring retention rate of first-year students who met with a PAC is 2.4% higher (92.4%) than the fall to spring retention rate of the Fall 2024 frosh cohort. The PAC program is positively impacting the retention of URM, Pell Grant, and first-gen student participants.

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Students from all levels utilized coaching support

68% frosh, 10% sophomores, 13% juniors, 8% seniors, 1% postbac/graduate

59% of F24 PAC participants (267) were *first-generation college students*

54% of F24 PAC participants (242) were federal *Pell Grant eligible students*

Notable PAC Outcomes - Fall 2024

- GS 101A - 3.6% lower non-passing rate for (249) PAC participants
- BIOL 130 - 4.1% lower non-passing rate for (25) PAC participants
- SCI 130 - 2.7% lower non-passing rate for (116) PAC participants
- CLAS 105 - 6.5% lower non-passing rate for (56) PAC participants

Notable PAC Outcomes - Spring 2025

- GS 101B - 4.4% lower non-passing rate for (78) PAC participants

SCAA PAC Student Learning Outcomes (2024-2025)

As a result of meeting with a PAC...

89% (54/61) of survey respondents indicated *increased confidence in ability to succeed*

80% (49/61) of survey respondents indicated *increased confidence in ability to start difficult assignments*

82% (50/61) of survey respondents indicated *improved organization in managing time and priorities*

85% (52/61) of survey respondents indicated *increased ability to evaluate effectiveness of academic strategies*

93% (57/61) of survey respondents indicated *increased awareness of academic strengths, challenges, and goals*

59% (36/61) of survey respondents indicated *increased communication with faculty, staff, or other supporters on campus* (33% - 20/61 - responded "neutral")

66% (40/61) of survey respondents indicated *increased use of academic resources* (21% - 13/61 - responded "neutral")

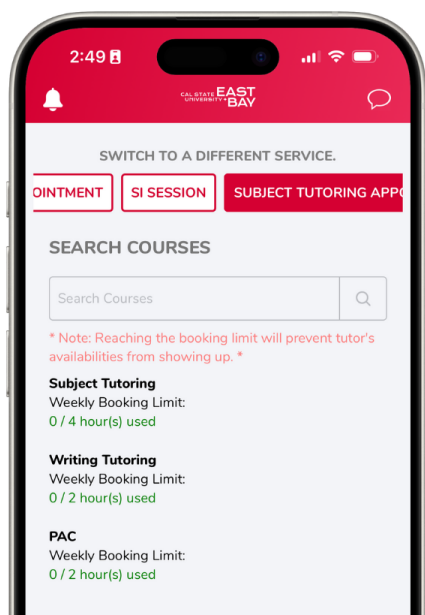
82% (50/61) of survey respondents indicated *increased confidence in asking for help*

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SCAA Scheduling Highlights (2024-2025)

The SCAA has partnered with Nimbus Learning to introduce a new and improved scheduling process for students. **Between 08/15/2024-05/15/2025, the SCAA scheduling system onboarded over 1,700 student users!** Nimbus Learning provides an end-to-end tutoring platform for easier access and efficient program management. Nimbus Learning is supporting the SCAA in its efforts to impact student success and retention by increasing administrative efficiency and providing a seamless student experience.

STUDENT IMPACT



WHAT ARE OUR STUDENTS SAYING?

Our tutoring platform showcases a proven track record of enhancing student outcomes through our long-term commitment to student success.

**These results are based on the 134 CSUEB student responses this past year.*

92.5%

Less Stressed Academically

87%

Getting Better Grades



Rating the platform on an average of 4.24/5

95.5%

More Confident Tackling Academics

Students access through CSUEB single sign-on to book appointments/sessions via the mobile app (free to download) and/or the web app version (no download) of the scheduling platform.

Expanded Tutoring Options via NetTutor

Through the SCAA currently-enrolled students now have access to after-hours and weekend support via [NetTutor](#), a comprehensive online tutoring service. NetTutor provides one-on-one tutoring, a Question Center, and a Paper Center for asynchronous paper reviews.

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APPENDICES

Appendix A: Top 20 D/F/WU Courses at CSU East Bay

Course list confirmed by Institutional Effectiveness & Research, March 2024

Top 20 D/F/WU Courses at East Bay		
Rank	Course	Correlating SCAA Service(s)
1	PHIL 100	Supplemental Instruction (SI)
2	ENGL 200	Writing Tutor Programs
3	STAT 100	Subject Tutoring
4	ENGL 102	Writing Tutor Programs
5	GS 101A	Peer Academic Coaching (PAC)
6	GS 101B	Peer Academic Coaching (PAC)
7	ENGL 100	Writing Tutor Programs
8	ENGL 109	Writing Tutor Programs
9	ECON 200	Subject Tutoring
10	FIN 300	Subject Tutoring
11	ENGL 101	Writing Tutor Programs
12	KIN 162	Subject Tutoring
13	ITM 300	
14	PSYC 100	Subject Tutoring
15	ECON 380	Subject Tutoring
16	COMM 104	
17	COMM 100	
18	KIN 461	
19	ACCT 210	Supplemental Instruction (SI)
20	HIST 111	Supplemental Instruction (SI)

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Appendix B: Academic Peer Support Programs at CSU East Bay

The SCAA is part of the Academic Peer Support Leadership Group at CSUEB, established in November 2023, in order to ensure that peer-engaged campus efforts to increase retention rates, reduce achievement gaps, and build belonging are coordinated, collaborative, and strategic.

ACADEMIC PEER SUPPORT PROGRAMS				
DEPARTMENT	ACADEMIC SUPPORT PROGRAM	DESCRIPTION	LOCATION	PROGRAM CONTACT
STUDENT CENTER for ACADEMIC ACHIEVEMENT	PEER TUTORING: SUBJECTS	Provides 1:1 appointment-based tutoring and small-group support for various subjects across the curriculum	CORE 343 & Online	Brandon Everett brandon.everett@csueastbay.edu (510) 885-3932
	SUPPLEMENTAL INSTRUCTION (SI)	Provides regular group study by embedded peer SI Leaders in supported high-impact courses to increase retention and improve students' performance	CORE 342 & Online	Matthew Tener matthew.tener@csueastbay.edu (510) 885-3789
	PEER ACADEMIC COACHING (PAC)	Provides embedded coaching in college transition courses and 1:1 appointments to help students access resources and develop important academic skills	CORE 343 & Online	Marissa Dampousse marissa.dampousse@csueastbay.edu (510) 885-2474
	PEER TUTORING: WRITING	Provides 1:1 appointment-based tutoring/asynchronous paper reviews in support of all writing tasks for courses across the curriculum	CORE 343 & Online	Sara Schupack sara.schupack@csueastbay.edu (510) 885-2304
	WRITING ASSOCIATES (WA)	Provides embedded writing tutors that partner with faculty who instruct courses with significant amounts of writing	CORE 343 & Online	Sara Schupack sara.schupack@csueastbay.edu (510) 885-2304
STEM LAB	LEARNING ASSISTANTS (LA)	Provides embedded support in specific STEM-based courses and drop-in hours to help students develop mathematical and scientific skills	Braddock Center for Science and Innovation 170	Michele de Coteau michele.decoteau@csueastbay.edu (510) 885-3404
SEAS	EOP / EXCEL / GANAS / PIAA / RENAISSANCE SCHOLARS / SANKOFA SCHOLARS	Enhances student experiences through programs designed to support low-income, first generation, and historically underrepresented/underserved student populations	SF Building (2 nd Floor)	Student Equity and Success seasprograms@csueastbay.edu (510) 885-2917
SPEECH LAB	SPEECH LAB TUTORS	Assists students with preparing presentations, developing public speaking skills, and other communication-related assignments	Meiklejohn Hall 3012 & Online	Christeen Kelley christeen.kelley@csueastbay.edu (510) 885-3143

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Appendix C: SCAA Peer Leader Majors (2024-2025 AY)

SCAA Peer Leaders represented 37 different majors from all four CSUEB colleges.

Majors	Count
Accounting and Analytics	3
Biochemistry	2
Biological Sciences	1
Biological Sciences, Concentration in Biology Education	1
Biological Sciences, Concentration in Cell and Molecular Biology	4
Biological Sciences, Concentration in Forensic Science (FORBS)	1
Biological Sciences, Concentration in Microbiology and Biomed Lab Science	1
Biological Sciences, Concentration in Physiology	3
Business Administration, Concentration in Finance	4
Business Administration, Concentration in General Management	2
Business Analytics	3
Chemistry	1
Communication, Concentration in Strategic Communication	1
Computer Science	8
Economics	2
English, Concentration in Creative Writing	2
English, Concentration in Literature	1
Environmental Science, Concentration in Environmental Systems and Resource Management	1
Fine Arts, Concentration in Graphic Design	1
Fine Arts, Concentration in Video and Animation	1
Health Sciences	1
History-Social Science, Concentration in Teacher Prep	2
Hospitality and Tourism, Concentration in Event Planning and Management	1
Kinesiology	3
Liberal Studies, Concentration in Early Childhood Education	2
Liberal Studies, Concentration in Liberal Arts	1
Mathematics	2

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Nursing, Concentration in Prelicensure Nursing	1
Physics	1
Political Science	1
Psychology	5
Sociology	2
Speech and Pathology	1
Speech Pathology & Audiology	1
Statistics	3
Theatre Arts, Concentration in Theatre Performance: Acting & Musical Arts	1
Undeclared	1

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Appendix D: Subject Tutoring Supported-Course List (2024-2025 AY)

Courses with appointments and frequency of visits by course

ACCT 210	7	CS 221	14	KIN 303	72
ACCT 311	14	CS 300	2	KIN 306	17
ACCT 312	3	CS 301	53	KIN 307	1
ACCT 411	8	CS 311	10	MATH 110	14
BAN 310	6	CS 321	5	MATH 115	19
BAN 601	1	CS 351	25	MATH 118	9
BIOL 100	1	CS 401	23	MATH 120	11
BIOL 130	2	CS 411	13	MATH 125	2
BIOL 140A	13	CS 421	27	MATH 130	53
BIOL 140B	5	CS 431	26	MATH 131	23
BIOL 333	2	CS 441	1	MATH 211	14
CHEM 100	2	CS 461	6	MATH 215	12
CHEM 110	4	CS 497	61	MATH 225	43
CHEM 111	10	CS 601	36	PHYS 115	1
CHEM 112	58	CS 611	53	PHYS 125	98
CHEM 161	74	CS 621	14	PHYS 126	15
CHEM 220	2	ECON 200	37	PHYS 135	40
CHEM 230	47	ECON 380	52	PHYS 136	2
CHEM 331	63	ENGR 220	5	PHYS 304	109
CHEM 332	29	FIN 300	212	PSYC 100	3
CHEM 340	1	FIN 405	8	PSYC 200	3
CHEM 441	7	FIN 445	2	PSYC 310	3
CS 100	31	FIN 470	16	PSYC 381	1
CS 101	18	ITM 300	5	STAT 100	26
CS 200	1	KIN 162	1	STAT 215	1
CS 201	127	KIN 300	13	STAT 303	6
CS 211	32	KIN 301	58	STAT 316	9
				STAT 320	3

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Contact Us

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