

# **Mary Stangler Center for Academic Success Annual Report**

**Compiled July 6, 2012**

**Covering services for Academic Year, 2011-2012**

This report will give an overview of the staffing and services provided to students for academic year, 2011-2012.

### **Mission**

The Mary Stangler Center for Academic Success seeks to assist current students attending St. Cloud Technical and Community College with academic support in the areas the student needs most. This will be provided through individual and group tutoring facilitated by professional and peer tutors, and accommodations based on the student's needs.

### **CAS Staff information**

The CAS was staffed by both professional staff and peer tutors. The peer tutors will be discussed later in this report. There were 8 professional staff positions employed in the CAS this past year.

**John Bjork** – John is a staff member in the CAS and has been employed since September 2009. John provides accommodations for students with a variety of disabilities. John works full-time in the CAS but was officed in a different location. John attended the following professional development sessions this past semester:

- August 2011 – Staff In-Service
- October 2011 - Disability Services Coordinators training
- January 2012 – Staff In-Service
- March 2012 – Staff Development
- April 2012 - Spring Disability Services Coordinators conference

**Teri Johnson** – Teri is a staff member that started in the CAS in August 2010. She is employed full time as the Math Center Coordinator. Teri works with the math tutors to provide tutoring services for students seeking help in all levels of math. She also does classroom presentations and review workshops for students. Teri attended the following professional development sessions this past year:

- August 2011 – Staff In-Service
- October 2011 – Webinar: Math Study Skills in the Classroom
- January 2012 – Staff In-Service
- March 2012 – Staff Development
- April 2012 – Webinar: Math is Everywhere: Mathematics around the house
- April 2012 – MnSCU Tutoring Summit

**Darcy Turner** – Darcy is a staff member that started in the CAS in August 2010. She is employed full time as the Assistant Director of the CAS. Darcy provides administrative assistance to the director when working with tutors and on other projects. Darcy also works with the writing tutors to provide tutoring services for students seeking help in all

levels of writing. Darcy began the tutor training course in the fall of 2011. Darcy does classroom presentations on writing topics. Darcy attended the following professional development sessions this past year:

- August 2011 – Staff In-Service
- October 2011 – Midwest Writing Center Association Conference
- January 2012 – Staff In-Service
- March 2012 – Staff Development
- April 2012 – MnSCU Tutoring Summit
- Yearlong – Quality Matters Training

**Lauren Davis** – Lauren is a new part-time staff member that began in August of 2011. Lauren assists students needing help in mathematics. Lauren also does classroom presentations and is working with our “Next Door Tutoring” project this summer. Lauren attended the following professional development sessions this year:

- August 2011 – Staff In-Service
- January 2012 – Staff In-Service
- March 2012 – Staff Development
- March 2012 – Front Line Conference
- April 2012 - Webinar: Math is Everywhere: Mathematics around the house
- April 2012 – MnSCU Tutoring Summit

**Beth Gruebele** – Beth is a part-time employee that began at SCTCC in August 2010. Beth works with all the science students to provide support for their classes. Beth does classroom presentations as well as test review sessions. Beth attended the following professional development sessions this year:

- August 2011 – Staff In-Service
- January 2012 – Staff In-Service
- March 2012 – Staff Development
- March 2012 – Front Line Conference
- April 2012 – MnSCU Tutoring Summit

**Cassandra Campfield** – Cassandra is a new employee that began at SCTCC in December 2011. Cassandra works as the Retention Specialist for the PIPEline program located in the CAS. In this position, Cassandra is the assigned advisor for students who test into the lowest level of developmental education courses at SCTCC. Cassandra attended the following professional development sessions this year:

- January 2012 – Staff In-Service
- February 2012 – Power in Diversity Leadership Conference
- March 2012 – Staff Development
- March 2012 – MnSCU Student Affairs Conference
- April 2012 – Anna Maravelas training
- Webinars – Data Management, TRiO, First Year Experience programs, Social Media

**Patrick Dunham** – Patrick has been employed at SCTCC for 6 years but only began to be placed in the CAS this past year. Patrick works 20 hours per week in the CAS as an outreach coordinator that works with underrepresented students on their academic needs as well as their adjustment issues. Patrick attended the following professional development sessions this year:

- August 2011 – Staff In-Service
- November 2011 – MNTESOL Conference
- January 2012 – Staff In-Service
- January 2012 – Power in Diversity Leadership Conference
- February 2012 – MnSCU Developmental Education Summit
- March 2012 – Staff Development
- March 2012 – MnSCU Student Affairs Conference

**Kerby Plante** – Kerby started in January 2010 as the director of the CAS. He is employed full time but shares his responsibilities with the PIPEline program. Kerby oversees all aspects of the CAS including staff supervision, hiring of tutors, and budget management. Kerby attended the following professional development session this semester:

- July 2011 – eFolio Training
- July 2011 – Write Now Training
- August 2011 – Faculty/Staff In -Service
- October 2011 – GPS Conference
- February 2012 – Student Success Conference
- February 2012 – Round Table Tutoring Conference
- March 2012 – Student Affairs Conference
- June 2012 – Council for Quality Conference

### **2011-2012 tutors**

The CAS employed a total of 32 tutors. Of the 32 tutors, the subjects covered included math, writing, chemistry, logic, biology, computer programming, advertising, electrical construction, accounting, culinary, Spanish, energy technology, and physics. Along with these specific courses, the tutors were able to cover all of the general education courses as well as Anatomy and Physiology, meteorology, and earth science. The CAS employed 9 writing tutors and 6 math tutors. The tutors put in a total of 7,500 hours during the academic year.

The CAS also employed reception staff to greet students and help them with the sign in system. There were 4 staff members that covered the front desk during the duration of the open hours. These positions were mainly funded through work study funds.

Funding for the 32 tutors came from the following sources:

Student help - 16  
Perkins - 5  
Work Study - 8  
Multicultural – 3

## CAS 2011-2012 Tutoring Statistics

In December 2009, the CAS staff installed a wireless patron counter to count the number of people coming through the doors of the CAS. Not all of the bodies through the door are unique. Some students enter and leave multiple times and there may be staff or tour groups that also come through. That being the case, most of the bodies that come through the door are looking for some sort of assistance from either a tutor or other staff located in the CAS or to utilize services or equipment in the area.

Total walkthroughs for fall semester	25841
August	2706
September	6852
October	5652
November	6040
December	4591
Number of class days in the semester	75
Average walkthroughs per day	344.6
Total walkthroughs for spring semester	24878
January	5507
February	6620
March	4934
April	5785
May	2032
Number of class days in the semester	78
Average walkthroughs per day	319.0

Beginning in January 2010, the CAS also implemented an electronic sign-in to help monitor the number of students in the space as well as find out what they are coming in for. This also allows students to sign-out to help the CAS staff see how long students are staying in the space.

Total sign-ins for fall semester	3558
August/September	1087
October	1200
November	1052
December	97
Total sign-ins for spring semester	5780
January	788
February	1677
March	1191
April	1490
May	298

For the year, the CAS averaged 18.4% of people that walked through the door signed in.

The percentage of students signing in increased from fall to spring (63% increase) although the number of heads through the door decreased (4% decrease). In January 2012 a new format for signing in was implemented. I believe this helped students see the value to signing in. The steps that the student had to go through were lessened and the individual's classes pulled up and allowed them to sign in to their specific class. This specific data also allows us to pull class information for sign-ins more accurately.

For the academic year, students spent a total of 6548 hours in the CAS. This is an equivalent of 282 days.

For the past academic year, the CAS had 1092 unique users that logged in to receive academic support services. Of those unique users, 366 (33.5) logged in only one time. 437 (40%) of users logged in 2-9 times and 289 (26.5%) of users logged in 10 or more times. About 1/3 of all the users come to the CAS only one time. Ideally, we want to have repeat business and people that will come in multiple times to get academic assistance. This is the first time we have tracked this statistic so an ongoing analysis will be done when we have more years of data to track.

# of times logged in	Total number (percentage of total)
Logged in 1 time	366 (33.5%)
Logged in 2-9 times	437 (40%)
Logged in 10 or more times	289 (26.5%)

### Tutoring Outcomes

For the first time, we measured the grades of those students who came to the CAS for assistance against those that did not come in for assistance. The outcomes for the highest accessed classes show a **38%** higher grade for those students who came in 11 or more times versus those that never came in at all. A student that comes in 11 times roughly equates to about once every week and a half. The chart below shows the GPA for students in the following courses; EAP courses, Foundations for College Writing I and II, Reading and Vocabulary, Reading Strategies, Analytical Writing, Basic Math Skills, Elementary Algebra, Intermediate Algebra, College Algebra, and Physics.

# of times logged in	Average GPA for all classes listed
Never came to the CAS	1.89
Logged in 1-4 times	1.97
Logged in 5-10 times	2.27
Logged in 11 or more times	2.60

## Subjects

As was mentioned previously, a new sign in system was implemented in January of 2012 which allowed an individual to select their specific class instead of having to randomly choose a topic. It made the system more efficient and allowed for better reporting of data. Compare the fall and spring semester to see the differences in courses.

Fall 2011

<b>Subject</b>	<b>Count</b>	<b>% of total</b>
College Algebra	543	15.3
Just Working	484	13.6
General Physics	333	9.4
Intermediate Algebra	280	7.9
Reading Strategies	166	4.7
Found for Coll Writing	161	4.5
Accounting	160	4.5
Intro to Stats	141	4.0
Elementary Alg	115	3.2
Reading & Vocab	99	2.8

Spring 2012

<b>Subject</b>	<b>Count</b>	<b>% of total</b>
College Algebra	846	14.6
General Physics	517	8.9
Found Coll Writing 2	325	5.6
Elem Alg	285	4.9
General Biology	282	4.9
Intermediate Algebra	257	4.4
Intro to Computers	255	4.4
Analytical Writing	252	4.4
Reading Strategies	225	3.9
Intro to Stats	208	3.6

In the Fall we lost over 14% of our sign in's to Just Working and Other (non-defined). In the new sign in process, these two options were gone which forced students to choose which course they were there to work on. This gives us a much better idea as to which subjects are needing the most attention and it also helps us with our hiring justification.

One limitation that still exists is the students may only choose one class at sign-in, yet they may work on another subject. Similarly, although students choose a course, we currently have no way to track whether they receive tutoring while in the CAS.

## **On-Line Tutoring**

The CAS utilized an asynchronous on-line tutoring system to work with students this past academic year. There were 25 appointments that occurred in the following courses: Analytical Writing, Ethics, Introduction to Communication Studies, Introduction to Multicultural Literature, Pharmacology, Meteorology, and Concepts in Nursing.

## **Appointment Based Tutoring**

Appointment based tutoring did not happen this past academic year. The focus in the CAS was to refine our drop-in services and to increase our professional staff hours to allow for appointment based tutoring in the upcoming semesters.

## **Request for Services**

The CAS makes every effort to accommodate student requests for tutoring. If a student has a particular need that is not being met through current staff, that student may request to have a tutor added. Below is a summarization of student requests.

### **Request for Services**

Total requests – 23

Requests Filled – 18

# of unique students requesting – 21

Average wait time to fill request – 1.4 academic days

### **Courses requested**

Highest requested courses

- Electrical Construction
- Economics (macro and micro)
- Blueprint
- CAD

## CAS 2011-2012 student survey

At the end of each semester, the CAS emails a survey to all students who had signed-in at least once during the semester. For Fall semester, 213 students were emailed with 86 replies (40.4% response rate). For Spring semester, 619 students were emailed with 200 replies (32.3% response rate). This section will give the questions asked and summarize the results.

### **On average, how many days per week did you come in to the CAS?**

Fall

3 responses (out of a potential 6) made up over 2/3 of the responses

Less than once per week (22.1% of responses)

3 days per week (23.3% of responses)

2 days per week (23.3% of responses)

Spring

The most popular responses were:

Less than once per week (36.5% of responses)

1 day per week (18% of responses)

2 days per week (17.5% of responses)

### **When you come in, how many hours would you say you spent in the CAS on an average day?**

Fall

Over half of responses were 1-2 hours (58.1%)

Spring

77% of responses were in the CAS 2 hours or less each visit.

### **How many credits are you taking this semester?**

Fall

60.5% of responses were that students were taking 10 or more credits

Spring

65.5% of responses were that students were taking 10 or more credits

### **What subject(s) did you come in to the CAS to get help with?**

Fall

The two most popular general subjects that students came in to the CAS for are Math (84) and Reading/Writing (76). The other popular subjects for assistance are Biology/Chemistry (16), Computers (13), Physics (12), and Accounting (10).

Spring – This question was omitted from the survey because of sign-in data.

**Did you ever want tutoring for a class that no tutoring was offered?**

Fall

86% of respondents said “no”. 12 students responded the class they wanted help was not offered. Those classes included math, economics, accounting, A&P, and Excell. We have tutors available for all these subjects on a scheduled basis.

Spring

90% of respondents said “no”. Of the 20 students that wanted something that was not offered, 6 students wanted more help in the General Education courses.

**Do you feel that the hours the CAS is open are appropriate?**

Fall

82.6% of responses were that the hours are appropriate. A majority of the negative responses state they would like to have later hours.

Spring

89% of responses were that the hours are appropriate. Of the other 22 responses, 15 feel that the CAS should be open later.

**Overall, how satisfied were you with the tutoring you received?**

Fall

59.3% (51) of responses stated that they were very satisfied. Only 3.5% (3) of responses were either somewhat dissatisfied or very dissatisfied.

Spring

61.5% (123) of responses stated that they were very satisfied. Only 3.5% (7) of responses were either somewhat dissatisfied or very dissatisfied.

**What suggestions do you have for the CAS to improve on our services?**

Fall

There were 56 suggestions on this question. 14 of the suggestions were for more tutors. 8 suggestions were for additional hours.

Spring

There were 147 suggestions on this question. 42 of the suggestions were for more tutors. 24 suggestions for additional hours, 16 suggestions for more space, and 7 concerns regarding the noise level in the CAS.

**Please see the attachment for more survey results.**

## **Disability Services**

As part of the CAS, John Bjork provides services for students with accommodations. Services provided include testing accommodations, alternative formats for textbooks, and hearing impaired cart services.

- 61 different students with accommodations were served
- 480 tests were delivered in an alternative/quiet location with extended time
- 40 instances of text material were provided in an alternative format i.e. audio, enlarge print

## **Challenges and Opportunities**

### 2011-2012 Challenges

#### **Student Access**

A concern that happened this past year was the student access of the CAS. We found that students accessing for writing assistance was down this year. Our writing tutors were not utilized well and therefore their hours had to be cut. We have been working on ways to correct this issue by working more with faculty on the information presented to their classes regarding tutoring. Another access issue was regarding some students utilizing the space for non-academic reasons. We usually will get students that come in to say hello to another student, but this past year we had a run on students that would come in because they were assigned to be in here but while here, they were surfing the net, sleeping, or socializing. We worked with those staff and faculty to let their students know that if they are here they need to be working. For the most part it worked, but there were still issues throughout the year.

#### **Number of Math tutors**

The CAS saw an increased amount of students accessing for math assistance. We still had our professional staff in place, but we had a difficult time finding math tutors to cover the busiest times of the day. A large number of students schedule their classes during these peak times, so finding suitable students that want to work was a challenge this past year. We have increased the hours of our ½ time professional math staff to help with this issue, and we are also working with the math faculty to find students that they feel will be good candidates for employment in the CAS.

#### **Customer Service**

Customer Service is a key component of what we do in the CAS. Students need to feel like the questions they ask are not stupid and that they are validated for coming in to receive assistance. If a student does not feel this way, they will not come back. We have had a few different instances where our staff were not delivering excellent customer service to the students who came in. There are a number of reasons why this happens, but none of these reasons cannot be dealt with through training or working with individuals to better understand the situation. I am working on setting up customer service training with a faculty member for all our professional staff as well as working with our student staff on on-going customer service training.

#### **Expanding Our Reach**

In order to connect with as many students as possible, we need to be seen as something other than the place that “stupid” people come. The stigma and fear associated with coming in for help can be debilitating for some people. The CAS has been trying to break down these barriers and attract people in for more than just those basic services most people think we offer. We want to attract those that are in the higher level classes as well as those in the lower level classes because we have

services we can offer for both. We are working on creating some opportunities for those not familiar with the CAS to come in and experience what we have to offer them.

### **Update on 2011-2012 Opportunities**

There were 5 key areas that the CAS was going to focus on this past school year. They were certified tutors, diverse partnerships, website, synchronous drop-in services, and evening hours.

**Certified Tutors** – The CAS has received Level I certification from the College Reading and Learning Association. It was nearly a year long process to wait for our application to be reviewed. In that time, a 16 hour tutor training course was implemented and run 3 times training 24 tutors.

**Diverse Partnerships** – The CAS director reached out to the energy tech, electrical, and advertising faculty to see about creating partnerships. We were able to identify a student in each group as an identified tutor for those students in each program. The energy tech and electrical students utilized the tutor during the year, the advertising students did not.

**Website** – The complete overhaul of the website did not happen this year. There will be a reimagining of the college website happening this summer, so we held off on this until we could get involved with the new website. The website was modified to become more useful for students by creating more resources and making them more accessible.

**Synchronous drop-in services** – The platform for creating a drop-in community like this never got going. The start-up costs were prohibitive if using an outside vendor that has everything we need. Currently, we are looking at utilizing the SmartThinking platform with our own tutors. This model has definite possibilities and will be very cost friendly.

**Evening Hours** – The CAS expanded its hours on a permanent basis to open at 7:30 am. We also did a trial period of staying open until 6:00 pm to serve General Education Courses and Math. There were very few students that came in for tutoring during that time. We stopped being open for General Education courses mid-way through Spring Semester and we will no longer be staying open until 6:00 pm for math. We will have permanent hours of 7:30 am – 5:00 pm Monday through Thursday and 7:30 am – 2:00 pm on Friday.

### **2012-2013 Opportunities**

There are 6 key areas that the CAS will be focusing on for 2012-2013.

**Create an Advisory Board** – In order to create a better fusion between the CAS and faculty, an advisory board of faculty and staff from critical areas across SCTCC will be created. This board will give feedback as to how the CAS is being run, implementation

of various policies, create ideas for connecting with faculty, and ways to reach out to attract new students into the CAS. The goal is to have this board together to meet by the end of October.

**Better on-line presence** – The on-line presence of the CAS has been minimal. We are looking to optimize our information to students through the new website and through social media. One of our staff members will be taking on the responsibility of being our on-line czar that will keep our on-line presence as one of her job responsibilities.

**Back-to-basics resources** – The staff in the CAS will revise all of the handouts we have available for students. This will help to keep the information updated and timely. The expectation will be that all the handouts will be reviewed on an annual basis. This information will also be posted on-line to be available for students. We will also create “how to” resources for students that we will keep in the CAS. Information will include D2L, financial aid, program information, and other one-stop-shop information that students may ask staff about.

**Faculty survey** – A faculty survey will be created and sent out each semester to help the CAS get a better understanding of what faculty need in relation to the CAS. This information will allow the CAS to create a better connection to faculty and allow us to address their needs and concerns.

**Customer Service Training** – All professional CAS staff will undergo customer service training to help us focus on the needs of the students. Topics will include, among other areas, saying no without saying no, implementing policies with a smile, dealing with difficult students, and answering more than just the question. This training will continue throughout the academic year with monthly updates and topics to discuss.

**Lead Tutor Position** – The CAS will hire a lead tutor to be a liaison between the student staff and the professional staff. This person will be responsible for presenting in classes, doing tours for faculty, assisting in the tutor training course, running a training reminder module at each staff meeting, handle general tutor questions, and assisting with floor coverage when people are out.