Mary Stangler Center for Academic Success Annual Report

Compiled August 13, 2014

Covering services for Academic Year, 2013-2014

This report will give an overview of the staffing and services provided to students for academic year, 2013-2014.

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 9 professional staff positions employed in the CAS throughout the 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 his office is in a different location. John attended the following professional development sessions this past year:

> 8/22/13 Faculty/staff in service.
> 10/10-11/14 MNSCU Disability Coordinator meeting.
> 1/9/14 Faculty/staff in service.
> 2/7/14 SCTCC strategic planning day.
> 3/11/14 Staff in service.
> 5/22/14 MN AHEAD 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 2013 – Staff In-Service
> January 2014 – Staff In-Service
> February 2014 – All Staff Day
> March 2014 – Staff Development (LEAN training)
> May 2014 – Self-study on Electronics
> Various division meetings, math faculty meetings, and diversity committee meetings

Darcy Turner – Darcy was a staff member that started in the CAS in August 2010. She was employed full-time until her departure from SCTCC in May. Darcy provided administrative assistance to the director when working with tutors and on other projects. Darcy also worked 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 did classroom presentations on writing topics and was the researcher regarding data for the CAS. The Assistant Director position is being re-classified to accommodate our new coaching model. This position is yet to be filled.

Lauren Atkinson – Lauren is a .90 staff member that began in August of 2011. Lauren assists students needing help in mathematics. Lauren also does classroom presentations and also works with our "Next Door Tutoring" project. Lauren attended the following professional development sessions this year:

      August 2013, Staff In-Service, face-to-face
      August 2013, Cyclone Alley marketing
      September 2013, Conducted Tutor In-service
      September 2013, Student Success Team committee
      October 2013, Safe Space Training
      October 2013, Student Success Day committee
      October 2013, Student Success Day presenter
      November 2013, MCPA conference
      November 2013, Test Taking workshop presenter
      December 2013, Improving Student Success and Retention - webinar
      January 2014, Conducted Tutor In-service
      January 2014, Staff In-Service, face-to-face
      February 2014, All College Conversation day
      February 2014, MnSCU Diversity/Student Affairs conference
      March 2014, Student Success Day presenter
      April 2014, Subcommittee on Digital Commons visioning team

Beth Gruebele – Beth is a .90 employee that began at SCTCC in August 2011. 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 2013– participated on Sonography faculty screening committee
      August 22nd 2013– Faculty/Staff In-Service
      Sept. 6th 2013 – CAS Tutor In-Service
      October 3rd 2013 – Safe Space Training
      December 5th 2013 – Tutoring Webinar: How to Bring Your Tutoring Sessions to Life and make them More Meaningful.
      Jan 13th 2014 – Joined Student Success Team Committee
      Jan 17th 2014 – Joined GPS Lifeplan/SSD planning committee
      Feb 7th 2014 – attended All Conversations Day
      Feb 27th and 28th – Attended MnSCU Diversity Conference;
      March 11th 2014 – Staff In-Service
      March 20th 2014 – Attended COE Student Support Services Webinar: Building Solid Collaborations and Partnerships with your Institution to Maximize Resources for you SSS Grant.
      April 30th 2014 – Attended Tutor Training Webinar

May 2014 – Joined resources subcommittee of Student Success Team
Completed my Master of Science Degree in Teaching, Education

Cassandra Campfield – Cassandra was a full-time employee that began at SCTCC in December 2011. She left SCTCC in December of 2013. Cassandra worked as the Retention Specialist for the PIPEline program located in the CAS. In this position, Cassandra was the assigned advisor for students who test into the lowest level of developmental education courses at SCTCC. The Retention Specialist position is being re-classified to accommodate our new coaching model. This position is yet to be filled.

Patrick Dunham – Patrick has been employed at SCTCC for 7 years. His assignment with the CAS began in 2011. 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 keeps an office in a different location from the CAS. Patrick attended the following professional development sessions this year:

August 2013 – Staff and Faculty In-Service at SCTCC
October 2013 – Adult Interest Section with MnTESOL
November 2013 – Annual Conference for MnTESOL
January 2014 – Staff and Faculty In-Service at SCTCC
January 2014 – Power in Diversity Conference at SCSU
February 2014 – Developmental Education Conference at Century College
March 2014 – ESL Advisors seminar at Hennepin Technical College
March 2014 – Staff Development at SCTCC

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 sessions this semester:

July 2013 – MnSCU Investigator Training
August 2013 – Faculty In-Service
August 2013 – OZ Principle Presentation
September 2013 – StrengthsFinder Presentation
October 2013 – Stress Management Presentation
November 2013 – Diversity Presentation
January 2014 – Faculty In-Service
February 2014 – All College Conversation Day
February 2014 – CCSSE Workshop
February 2014 – Webinar: Supervising Interns
February 2014 – MnSCU Diversity Conference

2013-2014 tutors

The CAS employed a total of 30 tutors. Of the 30 tutors, the subjects covered included logic, computer programming, advertising, electrical construction, accounting, culinary, Spanish, energy technology, and mechatronics. Along with these specific courses, the tutors were able to cover all of the math, general education, and science courses. The CAS employed 11 writing tutors, 6 math tutors, and 8 science tutors. The tutors put in a total of 5,320 hours during the academic year.

The CAS also employed reception staff to greet students and help them with the sign in system. There were 8 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 30 tutors came from the following sources:

Student help - 19
Perkins - 4
Work Study - 7

CAS 2013-2014 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	26520	
August		1995
September		7363
October		7288
November		6530
December		4189
Number of class days in the semester	74	
Average walkthroughs per day	358.4	

Total walkthroughs for spring semester	26184	
January		4011
February		6192
March		5215
April		6846
May		3920
Number of class days in the semester	79	
Average walkthroughs per day	331.4	

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	10338 (41% increase over Fall 2012)
August/September	3317
October	2996
November	2422
December	1603

Total sign-ins for spring semester	9208 (30% increase over Spring 2013)
January	1370
February	2366
March	1819
April	2508
May	1145

Overall, there was a 36% increase in the number of log-ins to the CAS. This can be attributed to more students coming in, but also to a better trained front-desk staff that was diligent in making sure students used the system correctly.

For the year, the CAS averaged 37.09% of people that walked through the door signed-in. This is a 31% increase from the previous year. Our effort to staff the front and encourage people to sign in is paying off.

For the academic year, students spent a total of 26276 hours in the CAS. This is an equivalent of 1094 days or 72 years.

For the past academic year, the CAS had 1335 (780 in spring and fall respectively with 410 students for both semesters), unique users that logged in to receive academic support services. Of those unique users, 31.2% logged in only one time. 38.7% of users logged in 2-9 times and 30.1% of users logged in 10 or more times. About 1/3 of all the users come to the CAS only one time. This is up 12.2% from the previous year. This number is not ideal because we have found that greater results happen for students the more times they come to the CAS. This will be an area to work on for all CAS staff.

# of times logged in	Fall number (percentage of Fall)	Spring number (percentage of Spring)	Total number (percentage of total)
Logged in 1 time	33.0	28.6	31.2
Logged in 2-9 times	39.0	38.3	38.7
Logged in 10 or more times	28.0	33.1	30.1

Tutoring Outcomes

In Spring 2012, 10 classes were chosen to be "tracking classes" due to their popularity. That is, these are the classes we focus on when comparing grades by semester. These classes include Foundations for College Reading I and II, Foundations for College Writing I and II, Analytical Writing, Intermediate Algebra, College Algebra, General Biology, Foundations for College Mathematics, and General Physics.

The outcomes for the 10 tracking show a **20.2%** higher grade and a 47.4% higher rate of success 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 charts below show the grades and success rate. Please note that the success rate is the percentage of the class that passed. This number takes into account NC's, FW's and I's.

Grade	Grade Points
A	4
B	3
C	2
D	1
F	0
NC, W, I, P	Is not counted for grade
FW, FN	0

Course Name	Average Grade		% Difference	Success Rate*		% Difference
	CAS	NO CAS		CAS	NO CAS	
Foundations for College Mathematics*	-	-	-	70.2	60.1	15.5
Intermediate Algebra	2.66	2.33	13.2	79.1	50.6	43.9
College Algebra	2.46	2.12	14.8	69.8	58.1	18.3
General Biology	3.03	3.02	.33	88.1	77.6	12.7
General Physics	3.23	2.63	20.5	83.3	57.7	36.3
Foundations for College Reading I	2.29	1.42	46.9	65.6	45.5	36.1
Foundations for College Writing I	2.70	1.41	62.8	67.4	33.3	67.8
Foundations for College Reading II	2.57	1.92	30.0	77.5	49.4	44.3
Foundations for College Writing II	2.75	1.93	35.0	76.6	49.4	43.2
Analytical Writing	2.73	2.39	13.3	79.8	66.1	18.8
For Tracking Classes**	**2.68**	**2.36**	**12.7**	**74.95**	**52.0**	**36.16**

*When calculated the average grade for the tracking classes, the amount of credits the class was worth was taken into account.

**Foundations for College Mathematics grade cannot be determined because the majority of the class receives a P, which does not have a grade point.

# of times logged in	Grade (weighted with Credit hours)	% difference from never logged in	Success rate	% difference from never logged in
Never logged in to the CAS	2.36		52.0	
Logged in 1-5 times	2.52	6.6	78.6	40.7
Logged in 6-10 times	2.63	10.8	75.6	37.0
Logged in 11 or more times	2.89	20.2	84.3	47.4

This academic year, no one who came in 11+ times earned an "F" (does not count NC) or an FW.

Subjects

Since the new sign in system was implemented in January 2012, we have been able to compare the fall and spring semester to see the differences in courses. This has made the system more efficient and allowed for better reporting of data.

Subject	FALL 2013		SPRING 2014	
	Count	% of Total	Count	% of Total
Foundations for College Mathematics	360	3.2	454	5.0
Intermediate Algebra	1135	9.9	412	4.5
College Algebra	1158	10.1	1049	11.5
General Biology	593	5.2	198	2.2
General Physics	712	6.2	338	3.7
Foundations for College Reading I	1536	13.5	344	3.8
Foundations for College Writing I	975	8.5	334	3.7
Foundations for College Reading II	1173	10.3	811	8.9
Foundations for College Writing II	785	6.9	336	3.8
Analytical Writing	404	3.5	483	5.3

*All these classes are among the top 10 signed in courses except in Spring 2014 General Biology was ranked 17th. Introduction to statistics was in the top ten instead with 342 (3.7%) logins.

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 is undergoing a transition with its on-line tutoring platform. Previously, on-line tutoring was available for writing through the Smarthinking platform. It was used sparingly during the academic year as one of the advocates of on-line learning was on sabbatical. Updates to the on-line learning platform are being addressed to be able to serve a larger number of students who are taking on-line courses.

Appointment Based Tutoring

Appointment based tutoring did not happen this past academic year. A pilot project for appointment based tutoring will happen with Beth Gruebele in the science subjects for Fall 2014.

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 – 19

Requests Filled – 17

# of unique students requesting – 18

Average wait time to fill request – 4 academic days

Courses requested

Highest requested courses
        HIT courses

CAS 2013-2014 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, 416 students were emailed with 124 replies (29.8% response rate). For Spring semester, 659 students were emailed with 193 replies (29.3% 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
26.6 % of respondents said they came in 3 times per week.

Spring
The most popular response was less than 1 time per week (35.75%).

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

For both Fall and Spring, students were saying they came into the CAS an average of 1-2 hours each visit (59.7% in Fall and 61.66% in Spring)

How many credits are you taking this semester?

Fall
37.1% of students were taking 13 or more credits.

Spring
34.2% of responses were that students were taking 10-12 credits

What is your main are of study at this time?

Students were asked what their main area of study is at this time. We want to know which programs we are seeing the most students from.

51.3% of students reported that they were currently listed as a Generals/AA/Transfer Curriculum student. 26.6% listed that they were a Health and Nursing student. This confirms what we have thought about our student make up.

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

Overall, 90.2% of students who responded stated that they did not want tutoring for a class that we did not offer. We have made a distinct effort to try to serve more courses and this is a good indication that we are hitting a number of courses across campus.

Some of the subjects that students wanted help with include keyboarding, architectural tech, auto CAD, spreadsheets, coding, financial classes, CPT courses, paramedicine, and legal

Overall, how satisfied were you with the CAS?

For both semesters, 68.8% of students stated that they were Very Satisfied with the CAS. Only 3.5% stated that they were either Somewhat dissatisfied or very dissatisfied with the CAS.

What does the CAS/staff do well?

The top five responses to this question were:
Helpful, Explanations, Responding, Friendly, and Knowledgeable

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

The top five suggestions/complaints we received were:
More tutors, Less noise, More space, Better computers, and Less distractions

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.

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

Challenges and Opportunities

2013-2014 Opportunities Update

There were 6 key areas that the CAS was to focus on for 2013-2014.

1.   Create a 3-5 year strategic plan for the CAS. This will be done to help the CAS shape its future and to better anticipate student needs and their impact on the CAS. *The beginning stages of this process has been undertaken. It continues to be an ongoing process and will continue in the upcoming academic year.*

2.   Create and run workshops through the CAS. Workshops will be done on a variety of topics which will be branded and run through the CAS staff. This is being done as a way to raise our profile as the Learning Center on campus and not just the tutoring center.
Workshops were offered on test taking, math skills, stress management, and time management. Attendance at these workshops were sparse. Through the new Success Skills program, more workshops will be offered and faculty will be incorporated in the recruitment of students to attend.

3.   The CAS will partner with various groups on campus to be able to serve a broader base of students. We plan to partner with TRiO, Veteran's Services, and other groups on campus to help us capture more students.
The CAS reached out to TRiO to work with them on a tutor referral flow as well as a training process for tutors. This will continue into the new academic year. The CAS also reached out to the Veterans group on campus to recruit new students as well as training our tutors on ways to work with Vet's. The CAS continued to work with the various student groups to try and recruit new tutors as well as inform students of the services within.

4.   Program evaluation will begin this year. It may not be completed by year end, but a model will be looked at to help us evaluate the services we offer.
Formal program evaluation did not begin. This will be carried over into the next academic year.

5.   The CAS will work to increase its profile on campus. We have begun to use Facebook more, but we will also hold Friending Sessions outside the commons as well as spend more time connecting with faculty and individual students.
The CAS Facebook page continued to be a good source of information for students. We also became more involved with various committees on campus as well as being involved in other activities on campus and holding campus events in the CAS. These will continue to be implemented in the upcoming academic year.

6.   The CAS will try to spend time at each meeting on staff development. Due to the lack of budget, the staff needs to have low-cost ways of developing themselves professionally. We will look to find ways to incorporate these into meetings and explore other options that are there for staff.
CAS staff spent most of their professional development time working with the tutors to assist in their professional development. A staff person is now assigned the role of

setting up a schedule for staff professional development at each of our meetings to allow us all to continue to learn.

2013-2014 Challenges

- Space – At various time throughout the year, one side of the CAS would be packed and the other side would have openings. Finding an appropriate way to combat this has been a struggle as we encourage students to use the entire space, but most continue to stay on their particular "side". We will continue to work with this by potentially moving the tables in the CAS as well as adjusting some of the corrals in the middle of the room.
- Noise – This is an ongoing issue that is always needing to be addressed. Not only do we encounter noise from student interactions with tutors, we encountered more noise than normal from the tutors themselves. We are finding ways to combat this by separating tutors so they will not be as temped to socialize and be noisy with each other.
- Science coordinator position – This position was not filled until 5 weeks into the semester and then the ongoing training of the person in this position was a challenge. There was a noticeable decrease in students accessing for science tutoring. Beth is back in this position which should help this issue.
- New tutors – we had a significant number of new tutors in the Spring semester. This lead to a number of challenges with training, workflow, personality issues, as well as attendance issues. These areas were addressed and certain tutors will not be back in the Fall.

2014-2015 Opportunities

There are 4 key areas that the CAS will be focusing on for 2014-2015.

1. **Online tutoring** – There will be a push to do a better job of online tutoring for students who cannot access the CAS during the day. We will be utilizing Smarthinking for more services as well as integrating online tutoring into our training for students and staff.
2. **Scheduled tutoring** – We will be running a pilot in our science area with scheduled tutoring. Student have been requesting this and we now have the space and capabilities to be able to offer scheduled tutoring on a pilot basis to see how it goes.
3. **Success Skills Program** – The Success Skills Program will be starting up and we will continue to integrate it as part of the CAS services for all students. There will be an emphasis on referrals back and forth with tutoring as well as working with outside groups (faculty, AAC, TRiO, coaches) to create referrals for the services we offer.
4. **Connections with faculty** – Now that the CAS is reporting to Academic Affairs, we will be more intentional about our connections with faculty regarding all levels of services we offer and how we can do a better job for the faculty. This will include bi-weekly emails as well as attendance at faculty division meetings to have a presence and a constant reminder about what the CAS can do for them.