Mary Stangler Center for Academic Success Annual Report

Compiled 7-23-19

Covering services for Academic Year 2018-2019
This report will give an overview of the staffing and services provided to students for academic year 2018-2019.

**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 5 professional staff positions employed in the CAS throughout the year.

**Teri Johnson** – Teri is a staff member who started in the CAS in August 2010. She is employed full time as one of the Math Center Coordinators. 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 reviews workshops for students. Teri is also one of the lead trainers for our tutors and coordinates out CRLA program. Teri attended the following professional development sessions this past year:

- 2 ESOL Coordinator Hiring Committees
- Nonverbal Communication Training for Tutors
- Personality Types (Myers-Briggs)
- Success isn't Linear; it's Geometric (Pecha Kucha Preso by Tricia Seifert)
- I Didn't Know – Real Talk About First Gen Kids(Pecha Kucha Preso by Ann Marie Klotz)

Number of Proctored Tests: 11

**Shaun Keeley** – Shaun started his employment at SCTCC in September 2015. He is employed full-time. Shaun works with the math tutors to provide tutoring services for students seeking help in all levels of math. Shaun is also an academic skills coach with the Success Skills Program. Shaun attended the following professional development sessions this past year:

- Staff In-Service – March 2019
- Motivational Interviewing – May 2019
- Diversity Taskforce – Ongoing
- Campus and Community Resources Team – Ongoing
Danielle Naumann – Danielle started at SCTCC in January 2016. She is employed full-time. Danielle works with the Science tutors to provide tutoring services for students seeking help in all levels of science. Danielle also works with our science faculty to staff the open labs on various Friday’s through the semester. Danielle is also an academic skills coach in the Success Skills Program. Danielle attended the following professional development sessions this past year:

- ESOL Center Coordinator search committee – July 2018
- Chemistry Instructor search committee – March 2019
- Staff In-Service – March 2019
- Motivational Interviewing – May 2019
- ESOL Center Coordinator search committee – June 2019
- Distance Education committee – ongoing
- Campus and Community Resources committee - ongoing

Jovana Jevremovich – Jovana started at SCTCC in September 2017. She was employed full-time as the English as a Second or Other Language (ESOL) coordinator in the CAS. Jovana worked with students and tutors to assist with ESOL services and developmental courses that are offered at the college. Jovana ended her employment in the CAS in August 2018.

Meghan Perry - Meghan began her employment at the CAS in January 2018. She is a full-time employee and she coordinates the writing center as well as functioning as a Success Skills Coach. Meghan works with the writing tutors to provide tutoring services for students seeking help in all levels of writing.

Rebecca Colestock - Rebecca started at SCTCC in October 2018. She was employed full-time as the English as a Second or Other Language (ESOL) coordinator in the CAS. Rebecca worked with students and tutors to assist with ESOL services and developmental courses that are offered at the college. Rebecca ended her employment in the CAS in May 2019.

Kerby Plante – Kerby started in January 2010 as the director of the CAS. He is employed full time. Kerby oversees all aspects of the CAS including staff supervision, hiring of tutors, and budget management. Kerby also coordinates the Success Skills Program through the CAS which involves academic coaching and success workshops. Kerby also manages the Delta Dental grant which works with the Dental Assisting program. Kerby attended the following professional development sessions this year:
Tutor.com faculty training – August 2018
Faculty In-Service – August 2018
Partners for Student Success leadership team – July 2018 through June 2019
Grant Writing Workshop – September 2018
Tutoring center coordinators meeting – October 2018
Assessment training – November 2018
Employee Home Online System – December 2018
Faculty In-Service – January 2019
Next Gen Accuplacer training – January 2019
Predictive Analytics – February 2019
EPIC – February 2019
Staff In-Service – March 2018
Motivational Interviewing – May 2019
Tutoring Coordinators meeting – May 2019
ASA Equity and Inclusion Conference – June 2019
EPM11 training – June 2019

2018-2019 tutors

The CAS employed a total of 27 tutors. Of the 27 tutors, the subjects covered included logic, computer programming, electrical construction, accounting, Spanish, energy technology, mechatronics, culinary, and Meteorology. Along with these specific courses, the tutors were able to cover all of the math, general education, and science courses. The CAS employed 14 writing tutors, 4 math tutors, and 3 science tutors. The tutors put in a total of 4798 hours during the academic year.

The CAS also employed reception staff to greet students and help them with the sign in system. There were 3 staff members that covered the front desk during the duration of the open hours. These positions were mainly funded through work study funds. The reception staff put in a total of 1056 hours during the academic year.

Funding for the 30 student employees came from the following sources:

Student help – 20 (some also utilized Work Study funds)
Perkins - 6
Work Study – 3 (some also utilized Student Help funds)
Delta Dental - 1
CAS 2018-2019 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.

<table>
<thead>
<tr>
<th>Total walkthroughs for fall semester</th>
<th>23807</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>1441</td>
</tr>
<tr>
<td>September</td>
<td>6308</td>
</tr>
<tr>
<td>October</td>
<td>7002</td>
</tr>
<tr>
<td>November</td>
<td>5450</td>
</tr>
<tr>
<td>December</td>
<td>3606</td>
</tr>
<tr>
<td>Number of class days in the semester</td>
<td>77 including finals</td>
</tr>
<tr>
<td>Average walkthroughs per day</td>
<td>297.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total walkthroughs for spring semester</th>
<th>19688</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>2799</td>
</tr>
<tr>
<td>February</td>
<td>4923</td>
</tr>
<tr>
<td>March</td>
<td>3797</td>
</tr>
<tr>
<td>April</td>
<td>5432</td>
</tr>
<tr>
<td>May</td>
<td>2737</td>
</tr>
<tr>
<td>Number of class days in the semester</td>
<td>79 including finals</td>
</tr>
<tr>
<td>Average walkthroughs per day</td>
<td>257.2</td>
</tr>
</tbody>
</table>

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 utilizing our space.

<table>
<thead>
<tr>
<th>Fall 2018 Sign-in Breakdown</th>
<th>Spring 2019 Sign-in Breakdown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>10271</td>
</tr>
<tr>
<td>August/September</td>
<td>3015</td>
</tr>
<tr>
<td>October</td>
<td>3040</td>
</tr>
<tr>
<td>November</td>
<td>2466</td>
</tr>
<tr>
<td>December</td>
<td>1770</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td># of times used</td>
<td>Percentage of Fall</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>1 time</td>
<td>25.0</td>
</tr>
<tr>
<td>2-9 times</td>
<td>36.6</td>
</tr>
<tr>
<td>10 or more times</td>
<td>38.4</td>
</tr>
</tbody>
</table>

Fall 2018 had the third highest number of logins in CAS history, with fall 2013 and fall 2017 being higher. Some of this is thought to because a higher proportion of certain classes were coming in more regularly. It is normal for spring to see a decrease from fall and the decrease shown here is typical. The amount of spring logins is larger than normal, even though we had three days where the college closed early and three days of school canceled.

For the year, the CAS averaged for fall 43.1% of people who walked through the door signed in and 42.1% for spring. Both these percentages are higher than average. Greater attention will be paid to monitoring the students who are entering the CAS and making sure that they are signing in if they are there to work on academic concerns. We will also be paying greater attention to students who come in to socialize and working to educate them on the purpose for coming into the CAS.

For the academic year, students spent a total of more than 22128 hours in the CAS. This is an equivalent of about 922 days or 2.5 years.

For the past academic year, the CAS had 1348 unique users that logged in to receive academic support services. There were 991 in the fall and 833 in the spring. 476 students used the CAS in the fall and spring.

The number of students who logged in one time has decreased from fall to fall and spring to spring. While the decrease for spring is what we want to see, the fall increase is not too worrying because the average percentage of students who came in once is 23.5. We still have not reached the goal of having at most 20% log in once. The number of students who have logged in more than ten times has increased for both semesters, which is what we want to see.
**Tutoring Outcomes**

For fall and spring semesters, a random sample was a collection of students who did not use the CAS. These students had to have been in one of the popular math, science, and English classes, Logic, Introduction to Computers, and Introduction to Communication Studies, Diversity and Social Justice, or Introduction to Critical thinking. We then compared the term GPA students to the students who used the CAS.

In the fall, students who logged in 11+ times had about 0.34 points higher GPA than students who did not.

In the spring, students who logged in 11+ times had about 0.1 points higher GPA than students who did not.

This is statistically significant evidence that for fall semester (p-value<.05) students who came to the CAS 11+ times had a higher GPA than those who did not come to the CAS. There is not significant evidence that for spring semester students who came to the CAS 11+ times had a higher GPA than those who did not come to the CAS.

Students who used the CAS and those that did not attempted about the same number of credits. Students who came in 11 or more times had a significantly higher term completion rate than those that did not come to the CAS for both fall and spring semesters.

| GPA Comparisons | | |
|------------------|---|---|---|---|
| # of times logged in | GPA | difference from never logged in | GPA | difference from never logged in |
| Never logged into the CAS | 2.79 | | 2.93 | |
| Logged in 1-10 times | 2.82 | .03 | 2.79 | -.14 |
| Logged in 11 or more times | 3.13 | .34 | 3.03 | .1 |
## Term Completion Rates

<table>
<thead>
<tr>
<th># of times logged in</th>
<th>Fall 2018</th>
<th>Spring 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Completion Rate</td>
<td>difference from never logged in</td>
</tr>
<tr>
<td>Never logged into the CAS</td>
<td>77.6% (10.9)</td>
<td></td>
</tr>
<tr>
<td>Logged in 1-10 times</td>
<td>85.4% (11.1)</td>
<td>7.8</td>
</tr>
<tr>
<td>Logged in 11 or more times</td>
<td>87.8% (10.9)</td>
<td>10.2</td>
</tr>
</tbody>
</table>

*The number in parenthesis is the average amount of credits attempted.*
Subjects

Since the new sign in system was implemented in January 2012, we have been able to compare the fall and spring semesters to see the differences in courses. This has made the system more efficient and allowed for better reporting of data. For fall and spring, students used the CAS for 189 and 168 subjects respectively. The top courses common to fall 2018 and spring 2019 are in the table that follows. For fall, these classes amount to 51% of all logins and for spring about 57%.

| Subject                             | FALL 2018 |  | SPRING 2019 |
|-------------------------------------|-----------|  |-------------|
| Subject                             | Count     | % of Total | Count | % of Total |
| Analytical Writing                  | 493       | 4.80       | 254   | 3.06       |
| College Algebra                     | 362       | 3.52       | 232   | 2.80       |
| General Biology I                   | 697       | 6.79       | 540   | 6.51       |
| Human Anatomy/Physiology I          | 667       | 6.49       | 662   | 7.98       |
| Human Anatomy/Physiology II         | 557       | 5.42       | 493   | 5.94       |
| Human Biology                       | 299       | 2.91       | 122   | 1.47       |
| Introduction to Computers           | 112       | 1.09       | 572   | 6.89       |
| Introductory Statistics             | 369       | 3.59       | 443   | 5.34       |
| Life Span Developmental Psychology  | 213       | 2.07       | 218   | 2.63       |
| Pathway to College Mathematics      | 791       | 7.70       | 470   | 5.66       |
| Stretch Analytical Writing I        | 213       | 2.07       | 279   | 3.36       |
| Writing for Academic Purposes       | 248       | 2.41       | 257   | 3.10       |
| Writing for College                 | 245       | 2.39       | 161   | 1.94       |
Demographics of the Students who used the CAS

Comparing the distribution of ethnicities at SCTCC and the CAS, the CAS has a more diverse population than SCTCC as a whole. This has been seen in past academic years as well.

### Ethnicity Distribution

#### SCTCC

- American Indian/Alaskan Native: 0%
- Asian: 0%
- Black or African American: 3%
- Hispanic: 0%
- White: 15%
- Multiracial: 4%

#### CAS Fall

- American Indian/Alaskan Native: 0%
- Asian: 1%
- Black or African American: 2%
- Hispanic: 9%
- White: 46%
- Multiracial: 3%

#### CAS Spring

- American Indian/Alaskan Native: 0%
- Asian: 1%
- Black or African American: 1%
- Hispanic: 10%
- White: 42%
- Multiracial: 1%

### Gender Distribution

Comparing the distribution of genders at SCTCC and the CAS, the CAS had a higher proportion of females than SCTCC as a whole. Spring semester saw the highest proportion of females in the CAS since information was first collected.

#### SCTCC

- Female: 47%
- Male: 53%

#### CAS Fall 2018

- Female: 43%
- Male: 57%

#### CAS Spring 2019

- Female: 39%
- Male: 61%
Age Distribution

The distribution of ages of students who used the CAS is similar to the age distribution of SCTCC. The median age of SCTCC and the CAS (for both semesters) was 21 years.
First-Generation

The CAS had a higher percentage of first-generation students than SCTCC (2018-2019 Academic Year) as a whole.

Developmental Courses

While many of the developmental courses, including ESOL classes, are listed among the top courses selected for students signing into the CAS, in fall 2018 28% and in spring 2019 only 20% of visits were for developmental courses. This challenges the notion that only developmental students use the CAS.

Semester-to-Semester Retention

From spring 2018 to fall 2018, the retention rate of students who used the CAS was 66.13%. If we remove students who transferred, graduated, or suspended, then the retention rate is 79.66%. From fall 2018 to spring 2019, the retention rate of students who used the CAS was 82.32%. If we remove students who transferred, graduated, or were suspended, then the retention rate is 86.89%.

We expect the spring to fall retention to be smaller because that is when most students graduate or transfer.
Online Tutoring

Online tutoring at SCTCC has mainly gone through Tutor.com, which is a new service that the state system contracted with. Overall, students in the system utilized over 36,000 sessions for nearly 22,000 hours. The numbers for SCTCC are as follows:

- 689 sessions
- 227 unique student users
- Average length of 34.31 minutes
- Uses rated the service 4.55 stars out of 5
- 98.2% of students using the system recommended it.

Because of the success of Tutor.com as well as staffing issues, the use of internal online tutoring was placed on hold. Occasionally, we would be asked to review a paper which would be done upon request, but we stopped having a formal request system and referred students to Tutor.com.

The most asked for subjects through Tutor.com are as follows:

Drop off essay review – 281 sessions
Math – 172 sessions
Business – 86 sessions
Writing – 73 sessions
Science – 45 sessions

<table>
<thead>
<tr>
<th></th>
<th>Came back to SCTCC</th>
<th>Graduated or Transferred</th>
<th>Registered but dropped classes</th>
<th>Warning and did not return</th>
<th>Suspended</th>
<th>unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring to Fall</strong></td>
<td>66.13</td>
<td>13.17</td>
<td>5.78</td>
<td>2.15</td>
<td>3.76</td>
<td>9.00</td>
</tr>
<tr>
<td><strong>Fall to Spring</strong></td>
<td>82.32</td>
<td>2.93</td>
<td>3.64</td>
<td>1.92</td>
<td>2.32</td>
<td>5.45</td>
</tr>
</tbody>
</table>

*Signed up for classes but dropped does not include students who were on warning or suspended.*
*Unknown column includes students that may have transferred but we do not know for sure, students waiting to get into a program, and students what decided not to come back to SCTCC for unknown reasons.*
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 – 18

# of unique students requesting – 8

Average wait time to fill request – 4 academic days

Courses requested

Highest requested areas

IT - 5
Business - 5
Architectural Const - 5
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, 906 students were emailed with 142 replies (15.7% response rate). For spring semester, 782 students were emailed with 87 replies (11.1% response rate). This section will give highlights of the questions asked and summarize those results.

What is your main area 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.

During Fall semester, 45.07% of students stated they were coming in for a health program. This is an increase over the previous Fall semester in which we saw 37.41% of students coming in for a health program. However, there was a decrease of students who came in for a health program in the spring (29.9%) versus spring of 2018 (37.5%). During Fall semester, the percentage of students stating they were in the AA decreased over the previous Fall (38.73 Fall 2018 versus 46.76% Fall 2017). For Spring semester, the percentage of AA students went up compared to the previous spring (59.77% Spring 2019 versus 52.08% Spring 2018).

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

Overall, 9% of students who responded stated that they wanted a tutor for a course in which we did not have a tutor. This number is down from 11% the previous year. The courses that students listed as wanting tutors, were not brought to the staff’s attention. The CAS staff can do a better job of advertising the fact that we will work to find a tutor for students.

Overall, how satisfied were you with the CAS?

For both semesters, over 85% of students stated that they were either Satisfied or Very Satisfied with the CAS. These satisfaction ratings are lower than the average scores for this measure (87.13% average).

What does the CAS/staff do well?

Top 5 Things the CAS Does Well

1. Help them understand and answer their questions about concepts/material
2. Friendly and welcoming to students
3. Listening to what students need help with and determining the best approach
4. Know their subject areas really well
5. Patience with students
What suggestions do you have for the CAS to improve on our services?

**Top 5 Things the CAS Can Improve Upon**

1. Noise level in the room
2. Faster/better working computers/more outlets for personal computers
3. More tutors (all subjects)
4. Expanding abilities of button system (subject specific, how long to wait, etc.)
5. More space
Success Skills Program

In Fall, 2014, the CAS started the Success Skills Program. This program works with students across campus to assist them with sharpening their academic skills. These are not skills for an individual course, rather, they are skills that the individual can use for all their courses.

There are three staff members who work with students in the Success Skills Program; Shaun Keeley, Danielle Naumann, and Kerby Plante.

For the past academic year, there were 39 coaching sessions completed.

For the 2018-2019 year, the coaching program worked with 4 out of 5 athletic coaches to make at least one academic coaching session mandatory for each new student coming in. The theory is that by working with these athletes in the beginning of the year, and potentially continuing with them throughout the year, we can assist with making the academic transition easier for these students. This mandatory coaching did not go as well as we had hoped, as many of the students failed to follow through with scheduled meetings or meetings did not get scheduled at all.
Challenges and Opportunities

2018-2019 Opportunities Update

There were 4 key areas that the CAS was focusing on for 2018-2019.

1. **First Five** – The CAS implemented a First 5 program to encourage new students to seek out resources early in the semester. This was used in the Student Success Seminar course. There were over 60 students that completed the booklet and entered our drawing for Starbucks gift cards. I was unable to get feedback on the program from the instructor to see how students received it. It was used less freely in the second semester as the number of new students that semester was fewer.

2. **Tutor.com** – Tutor.com was the new online tutoring platform available to any student at SCTCC. As reported above, utilization of Tutor.com was tremendous. There was one student who ran out of time and a couple others that were close, but for the most part, students used their time well. It was utilized at a much higher rate than previous online tutoring platforms.

3. **Academic Coaching with athletes** – We worked with new student athletes to assist them with their transition to college. We did this through beginning of the semester seminars as well as offering individual coaching for students. All students attended at least one of the seminars, but few followed through with the individual coaching. I would like to see this continue but re-shaped to better fit the needs of the student athletes and the coaches.

4. **On-boarding of new staff** – We were able to get our new staff member up and going to a point that she was working independently with SCTCC students. We will continue the onboarding process for two new staff in the next academic year.

2018-2019 Challenges

- **Staffing** – This past year, we had to handle an absence of a staff member that put the entire CAS on extra duty. It was draining on the staff as well as taxing on the students as they did not know when we would have appropriate coverage each day. We plan to have new staff in place for the upcoming year that will allow for better coverage to serve students.

- **Managing faculty expectations** – As we have new faculty that come in, we have needed to better manage their expectations of what the CAS will and will not do. Keeping an open dialogue with them on what we try to do for students has helped us to alleviate situations before they get out of hand. We will continue to work with faculty to tweak our policies to better serve faculty but also keep the expectation of excellence that we have in place.

- **Professional Development** – Finding opportunities to have ongoing professional development were difficult. Staff were able to attend various
professional development conferences, but ongoing individualized professional development was difficult to work into each meeting.

- **Specialized tutors** – This continues to be an issue for the CAS. Finding ways to hire tutors for specific areas is a challenge that will never go away. Once we find a tutor that will work with us in the area, they end up graduating or moving on which makes us have to hire again. Short of hiring a professional staff person, this will always be an issue.

**2019-2020 Opportunities**

There are 4 key areas that the CAS will be focusing on for 2019-2020.

1. **Creating key resources for students** – We plan to create some key resources that will be useful for students. Those resources include videos on tips, tricks, and shortcuts as well as videos on how to use D2L. We also will look into the idea of creating course specific subject guides which can be freely accessed either online or hard copy. These guides can give students an idea of how to study for the course as well as tips on how to be successful in the course from faculty who teach the course.

2. **Partnering with various programs to add specialized tutors** – We would like to work with some different programs on campus (specifically nursing) to try and add some program specific tutors. Nursing has struggled to have someone that can assist students with their needs, so finding a way to fund this type of position will be beneficial for the program and the students in the program. We will also look at other areas to see whom we could partner with.

3. **Student training** – We have applied for Level II certification through CRLA. Once we obtain that official certification, continuing to train those tutors that advance to that point will be a good opportunity for us to grow our student tutor capabilities. By having better trained tutors, faculty place more trust in what we do which is positive for the CAS.

4. **Hiring new staff** – As in years past, we will be hiring and onboarding new staff. We will have at least two new staff in the next academic year. This will allow us to train them and have them grow into the positions together.
CAS Action Plan Update

This section will give an update on the open action plan items that the CAS has designated for the past year. New action plan items are added each year.

1. **Achieve CRLA level II certification** – We applied for CRLA level II certification in March of 2019. At this point, we are waiting to hear back on our status.

2. **Create a student leadership course at SCTCC** – This action item is no longer valid. The college has decided to no longer peruse this type of student leadership opportunity.

3. **Create short videos** – We are actively engaged in completing this action item. Some videos have been shot while others will be done at the end of Fall semester. Videos will be released on a schedule that coincides with student needs.