

Mary Stangler Center for Academic Success Annual Report

Compiled August 28, 2013

Covering services for Academic Year, 2012-2013

This report will give an overview of the staffing and services provided to students for academic year, 2012-2013.

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 are 8 professional staff positions employed in the CAS.

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:

- August 2012 – Staff In-Service
- August 2012 – Customer Service Training
- January 2013 – Staff In-Service
- March 2013 – Staff Development

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 2012 – Staff In-Service
- August 2012 – Math 0400 Training
- August 2012 – Customer Service Training
- August 2012 – Excel Level 2
- August-November 2012 – Access Level 2
- August-October 2012 – Math for plumbers and pipe fitters
- January 2013 – Digital Electronics
- January-May 2013 – Electronics (AC/DC)
- January 2013 – Staff In-Service
- March 2013 – Staff Development
- March 2013 – Strengths Finder Team Assessment
- May 2013 – Practical Math for Welders

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:

- Fall 2012 – Assessment for Learning (MSU – Mankato)
- August 2012 – Staff In-Service
- August 2012 – Customer Service Training
- Spring 2013 – Data informed decisions (MSU – Mankato)
- January 2013 – Staff In-Service
- March 2013 – Staff Development

Lauren Davis – 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 2012, Customer Service Training, face-to-face
- August 2012, Facilitating Study Groups, webinar
- August 2012, Staff In-Service, face-to-face
- November 2012, Flipping the Math Class at the College Level, webinar
- January 2013, What’s the Function of Functions in Intermediate and College Algebra, webinar
- January 2013, Creating a Balanced Learning Environment for Today’s Student, webinar
- January 2013, Staff In-Service, face-to-face
- February 2013, Strategic Planning Day, face-to-face
- March 2013, Strengths Finder, face-to-face
- March 2013, Presentation on Islam, face-to-face
- March 2013, Staff In-Service, face-to-face
- May 2012, Orion Summit, face-to-face

Beth Gruebele – Beth is a .90 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:

- July 2012 – Diversity webinar
- August 2012 – Social Media webinar
- August 2012 – Customer Service Training
- August 2012 – Facilitated study group webinar
- August 2012 – Staff in-service
- August 2012 – Smarththinking training
- January 2013 – Staff in-service

February 2013 – All conversation day
March 2013 – Staff in-service
March 2013 – StrengthsFinder training
March 2013 – Islam Presentation
May 2013 – Orion Summit

Cassandra Campfield – Cassandra is a full-time 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:

August 2012 – Staff In-Service
August 2012 – Customer Service Training
October 2012 – MCPA Fall Conference
January 2013 – Staff In-Service
January 2013 – MnSCU Diversity and Equity Conference
March 2013 – Staff Development
March 2013 – Intervention webinar
April 2013 – Accessibility Specialist webinar

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 2012 – Staff In-Service
August 2012 – Customer Service Training
September 2012 – MnTESOL Interest Section
November 2012 – MnTESOL Annual Conference
January 2013 – Staff In-Service
January 2013 – Power in Diversity Conference
January 2013 – MnSCU Student Affairs/Diversity Conference
February 2013 – Art of Hosting
March 2013 – Staff Development

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 2012 – CQIN Conference
August 2012 – Faculty In-Service
August 2012 – Customer Service Training
September 2012 – Art of Supervision
January 2013 – Faculty In-Service
February 2013 – All College Conversation Day
February 2013 – The OZ Principle Training
March 2013 – Round Table on Academic Support
March 2013 – Strengths Finder Team Assessment

2012-2013 tutors

The CAS employed a total of 32 tutors. Of the 32 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 8 writing tutors, 6 math tutors, and 9 science tutors. The tutors put in a total of 6,610 hours during the academic year.

The CAS also employed reception staff to greet students and help them with the sign in system. There were 7 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 - 17
Perkins - 5
Work Study - 8
Multicultural – 2

CAS 2012-2013 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	25151
August	1707
September	6354
October	6806
November	6296
December	3988

Number of class days in the semester	75
Average walkthroughs per day	335.4

Total walkthroughs for spring semester	25822
January	4165
February	5864
March	4513
April	6557
May	4723

Number of class days in the semester	78
Average walkthroughs per day	331.1

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	7324
August/September	2250
October	2183
November	1846
December	1045

Total sign-ins for spring semester	7091
January	884
February	1637
March	1060
April	2199
May	1310

For the year, the CAS averaged 28.3% of people that walked through the door signed-in. This is a 10% 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 6548 hours in the CAS. This is an equivalent of 282 days.

For the past academic year, the CAS had 1520 unique users that logged in to receive academic support services. Of those unique users, 451 (29.7%) logged in only one time. 646 (42.5%) of users logged in 2-9 times and 423 (27.8%) 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	451 (29.7%)
Logged in 2-9 times	646 (42.5%)
Logged in 10 or more times	423 (27.8%)

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 **28%** 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; Foundations for College Reading II, Foundations for College Writing II, Analytical Writing, Intermediate Algebra, College Algebra, General Biology, Introduction to General Chemistry, General Physics, Human Anatomy/Physiology I, and Introduction to Computers.

Course Name	Average GPA		Change
	CAS	NO CAS	
Foundations for College Reading II	2.52	1.65	+34.5%
Foundations for College Writing II	1.94	1.33	+31.4%
Analytical Writing	2.66	2.13	+19.9%
Intermediate Algebra	1.41	1.58	-12.1%
College Algebra	2.27	1.67	+26.4%
General Biology	2.96	2.63	+11.1%
Human Anatomy/Physiology I	2.44	2.57	-5.3%
Introduction to General Chemistry	3.00	2.70	+10%
General Physics	3.14	1.64	+47.8%
Introduction to Computers	2.43	2.11	+13.2
Top 10 Courses	2.48	2.00	+19.4%

# of times logged in	Average GPA	Change
Never logged in to the CAS	2.05	
Logged in 1-5 times	2.26	+9.3%
Logged in 6-10 times	2.47	+17%
Logged in 11 or more times	2.85	+28%

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.

Subject	FALL 2012		SPRING 2013	
	Count	% of Total	Count	% of Total
Foundations for College Mathematics	430	5.9	516	7.3
Intermediate Algebra	364	5.0	172	2.4
College Algebra	948	12.9	603	8.5
Foundations for College Reading II	442	6.0	515	7.3
Foundations for College Writing II	239	3.3	422	6.0
Analytical Writing	277	3.8	417	5.9
General Biology	370	5.1	333	4.7
Introduction to General Chemistry	236	3.2	284	4.0
General Physics	305	4.2	427	6.0
Human Anatomy/Physiology I	157	2.1	237	3.3
Introduction to Computers	269	3.7	248	3.5

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 used Smarthinking and SCTCC email to conduct online tutoring during the 2012-13 academic year.

SCTCC email: 72 essay reviews

Smarthinking:

- Dylan – 36 essay reviews, totaling in 25 hours, 8 minutes
- Alli – 10 essay reviews, totaling in 9 hours, 33 minutes

Essay reviews includes papers from the following courses: Analytical Writing, Ethics, Introduction to Communication Studies, Introduction to Multicultural Literature, Medical Terminology, Sociology of Marriage and Family, World War II, Introduction to the Sonography Field, and Basic Networking/Security.

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 – 47

Requests Filled – 35

of unique students requesting – 41

Average wait time to fill request – 3 academic days

Average GPA of students who were tutored in courses – 2.82

Courses requested

Highest requested courses

- Electrical Construction
- Blueprint
- CAD

CAS 2012-2013 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, 903 students were emailed with 198 replies (21.9% response rate). For Spring semester, 746 students were emailed with 166 replies (22.3% 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 75% of the responses

Less than once per week (41.9% of responses)

1 day per week (15.7% of responses)

2 days per week (16.2% of responses)

Spring

The most popular responses were:

Less than once per week (39.8% of responses)

1 day per week (19.3% of responses)

3 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 (52%)

Spring

81.3% of responses were in the CAS 2 hours or less each visit.

How many credits are you taking this semester?

Fall

62.1% of responses were that students were taking 10 or more credits

Spring

61.4% of responses were that students were taking 10 or more credits

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

Fall

85.9% of respondents said “no”. 20 students responded the class they wanted help was not offered. Some of the classes students requested, we already have tutors on board (including math, programming logic, accounting, intro to communications, World War 2 and Spanish). For other classes, we have found tutors, but they are on a more limited availability due to lack of requests.

Spring

87.3% of respondents said “no”. Of the 19 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

79.8% of responses were that the hours are appropriate. A majority of the negative responses state they would like to have later hours.

Spring

89.2% of responses were that the hours are appropriate. Of the other 17 responses, 15 feel that the CAS should be open later.

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

Fall

64.1% of responses stated that they were very satisfied. Only 4.5% of responses were either somewhat dissatisfied or very dissatisfied.

Spring

61.4% (102) of responses stated that they were very satisfied. Only 3.6% (6) 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 65 suggestions on this question. 24 of the suggestions were for more tutors. 11 suggestions were for additional space.

Spring

There were 82 suggestions on this question. 27 of the suggestions were tutor issues (more tutors, knowledge of the tutors, etc.). 3 suggestions for additional hours, 9 suggestions for more space, 7 concerns regarding the noise level in the CAS, and 7 other suggestions.

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.

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

Challenges and Opportunities

2012-2013 Challenges

There were four main challenges that emerged during this past year; staffing issues, communication, funding, and managing student needs.

Staffing issues with students continued to be an issue. There were inconsistent student staff with a variety of issues that caused problems for all the other staff in the CAS. When staff do not show up for their assigned shifts, it places the extra burden on those that are there, including the professional staff. This is not unusual, but it did seem to be more prevalent this past academic year.

There were times this past year that communication issues arose among professional staff as well as among student staff. Professional staff continue to work on lines of communication. We are less able to have consistent meetings as the professional staff are on the floor. This makes getting information to them in a timely fashion difficult, except through email. These issues continue to be worked on to help refine how we as a staff communicate with each other.

The CAS budget never seems to be funded at a level which will allow us to help with the college's goal of retention. By the first two weeks of the semester we are already short of funds and needing to find ways to be able to afford tutor expenses. We tried to utilize work study as much as possible, but we are in a unique situation where the students we hire need to have a certain skill level. These people are not always work-study eligible, so we have to use our budget for a lot of personnel.

Based on the budget, we had less tutors for specific courses available to us. This led to more student complaints about not having tutors for certain classes as well as complaints about tutors not being available at convenient times. This is an ongoing issue in the CAS, but this year it seemed more prevalent than in years past.

Update on 2012-2013 Opportunities

There were 6 key areas that the CAS was going to focus on this past school year. They were to create an advisory board, have a better on-line presence, create back-to-basics resources, create and send out a faculty survey, have all staff attend a customer service training, and create and implement a lead tutor position.

Create an advisory board – The advisory board was created with representation from the following subjects on campus; math, chemistry, sociology, writing, business, and electronics. The board met three times during the academic year. There are plans to continue the board and to add additional faculty members, some staff members, and student representation.

Better on-line presence – The CAS website was overhauled and re-launched to be more user friendly as well as resourceful for students. Additional links were added as

well as adding student schedules. The CAS also launched a Facebook page to help draw student interest to the web site and to the services we offer.

Back-to-basics resources – A Back to Basics resource manual was created in the early part of the year. This manual puts together information that helps to answer some of the commonly asked questions we get in the CAS. It is a helpful one-stop-shop for our staff when they get asked about things non-CAS related. This was created so we didn't have to turn students away without attempting to help them.

Faculty survey – A faculty survey was created and sent out at the end of Fall semester. This survey was meant to find the motivation behind faculty referring (or not referring) students to the CAS. Participation in the survey was dismal and it was not attempted again after Spring semester. This may be looked at again to survey faculty in a different format.

Customer service training – In August 2012, all professional staff had a half day of training in customer service. The staff felt that the training was useful as there were many practical takeaways that they could immediately implement. This training was replicated with our student staff during the Fall and Spring semesters. We had seen student satisfaction scores with customer service falling, so we wanted to try and implement something to help bring those scores up. After implementing the training, student satisfaction rose.

Lead tutor position – The Lead Tutor position was implemented and the person was hired in the Fall of 2012. After attempting to work with the person multiple times on running training and other initiatives, the decision was made to no longer continue this position. The Lead Tutor position remains unfilled as an appropriate candidate has yet to emerge.

2013-2014 Opportunities

There are 6 key areas that the CAS will be focusing 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.
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.
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.
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.

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.

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.