

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

**Compiled July 24, 2015**

**Covering services for Academic Year, 2014-2015**

This report will give an overview of the staffing and services provided to students for academic year, 2014-2015.

### **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:

8/21/14 Faculty/staff in service.  
9/10/14 MN Rehab/VocRehab Conference  
11/4/14 MNSCU Disability Services meeting.  
1/7/15 ADHD Professional Lunch meeting  
1/8/15 Faculty/staff in service.  
4/16/15 MN AHEAD conference

**Teri Johnson** – Teri is a staff member who 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 2014 Staff In-service
- Smarthinking Webinar
- January 2015 Staff In-service
- November 2014 CRLA Conference
- January 2015 Staff In-service
- February 2015 All Conversations Day
- March 2015 Staff In-service
- Media Space Training

**Lauren Atkinson** – Lauren was a .90 staff member who 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 left SCTCC in June 2015.

**Beth Gruebele** – Beth is a .90 employee who 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 2014 – Staff and Faculty in-service
- September 2014 – Smarthinking Webinar
- September 2014 – Writing Center Coordinator search committee
- November 2014 – CRLA National Conference
- January 2015 – Faculty and Staff in-service
- January 2015 – Racism Workshop at SCSU
- February 2015 – All College Conversation Day
- March 2015 – Staff In-Service

Beth left SCTCC in July 2015.

**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 as an outreach coordinator working 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 2014 – Staff and Faculty In-Service at SCTCC
- September 2014 – Adult Interest Section with MnTESOL
- November 2014 – Annual Conference for MnTESOL
- January 2015 – Staff and Faculty In-Service at SCTCC
- January 2015 – Power in Diversity Conference at SCSU
- February 2015 – All College Conversation Day
- March 2015 – Staff In-Service
- April 2015 - Adult Interest Section with MnTESOL

**Jillian Mergen** – Jillian began her employment at the CAS in October 2014. She is a full-time employee and she coordinates the writing center as well as functioning as a Success Skills Coach. During Jillian’s time in the CAS, she attended the following professional development sessions:

- November 2014 – CRLA National Conference
- January 2015 – Faculty Staff In-service
- February 2015 – MnSCU Diversity Conference
- February 2015 – All College Conversation Day
- March 2015 – Staff In-Service
- March 2015 – Minnesota Council for Teachers of English

**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:

August 2014 – Faculty In-Service  
November 2014 – June 2015 – Partners for Student Success leadership team  
December 2014 – Starfish Webinar  
December 2014 – June 2015 – AQIP Work team  
January 2015 – Faculty In-Service  
February 2015 – All College Conversation Day  
February 2015 – MnSCU Diversity Conference  
March 2015 – Intrusive Tutoring and Advising Webinar

### **2014-2015 tutors**

The CAS employed a total of 32 tutors. Of the 32 tutors, the subjects covered included logic, computer programming, advertising, electrical construction, accounting, 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 9 writing tutors, 7 math tutors, and 9 science tutors. The tutors put in a total of 7144 hours during the academic year.

The CAS also employed reception staff to greet students and help them with the sign in system. There were 6 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 – 28 (some also utilized Work Study funds)  
Perkins - 2  
Work Study – 6 (some also utilized Student Help funds)

## CAS 2014-2015 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	25410
August	1584
September	7221
October	6505
November	5096
December	5004

Number of class days in the semester	76
Average walkthroughs per day	321.65

Total walkthroughs for spring semester	28080
January	5018
February	6580
March	5656
April	7579
May	3546

Number of class days in the semester	81
Average walkthroughs per day	346.1

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.

<b>Fall 2014 Sign-in Breakdown</b>		<b>Spring 2015 Sign-in Breakdown</b>	
Total	9365 (down 10% from Fall 2013*)	Total	9213 ( up <1% from Spring 2014)
August/September	2904	January	1459
October	2370	February	2372
November	1692	March	1907
December	1610	April	2456
		May	1014

\*Fall 2013 had a record high number of sign-ins.

The overall decrease in sign-in's to the CAS can be attributed to two main factors: The record high of sign in's during fall 2013 and a training issue with front desk staff. The training issue will be handled before the start of the next academic year.

For the year, the CAS averaged 34.73% of people that walked through the door signed-in. This is a 2.36% decrease from the previous year. 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 in to the CAS.

For the academic year, students spent a total of 23791 hours in the CAS. This is an equivalent of 991 days or 2.7 years.

For the past academic year, the CAS had 1227 unique users that logged in to receive academic support services. There were 829 in the fall and 791 in the spring. 393 students used the CAS in the fall and spring.

The number of students who logged in one time has decreased fall and spring semester from the previous fall and spring. This academic year had the number of students who logged in once reach its lowest number since we started tracking. However, we have not reached the goal of having at most 20% log in once. The number of students who have logged in more than once has increased for both semesters, which is what we want to see. We want to see students coming back more often because data has shown that increased attendance correlates to higher success (GPA and course completion)

<b># of times logged in</b>	<b>Percentage of Fall</b>	<b>Change from Previous Fall</b>	<b>Percentage of Spring</b>	<b>Change from Previous Fall</b>
<b>1 time</b>	25.06	-24	23.89	-16.5
<b>2-9 times</b>	39.51	+1.3	40.49	+5.7
<b>10 or more times</b>	35.42	+26.5	35.52	+7.3

## Tutoring Outcomes

For fall and spring semesters, a random sample was collected 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, Intro to Computers, Intro to Communication Studies, Diversity and Social Justice, or Intro to Critical thinking. We then compared the term GPA and the completion rate of these students to the students who used the CAS.

Students whom logged in 11+ times had about 0.5 points higher GPA than students who did not. This is statistically significant evidence that for fall semester (p-value <.0005) students who came to the CAS 11+ times had a higher GPA than those that did not come to the CAS. This does not hold for spring (p-value=.167). In spring 2015, students who used the CAS 11+ times had a B average compared to students who did not who had a C average. There is also statistically significant evidence to conclude that the average completion rate of students who came to the CAS 11+ times was higher than those that did not come to the CAS (fall and spring p-value <.0005).

### Fall 2014

# of times logged in	GPA	difference from never logged in	Completion rate	difference from never logged in
Never logged in to the CAS	2.48		77.9	
Logged in 1-10 times	2.79	.31	86.2	8.3
Logged in 11 or more times	2.98	.5	89.2	11.3

### Spring 2015

# of times logged in	GPA	difference from never logged in	Completion rate	difference from never logged in
Never logged in to the CAS	2.53		82.2	
Logged in 1-10 times	2.75	.22	85.5	3.3
Logged in 11 or more times	3.02	.49	90.3	8.1

## 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 signed in for 192 and 180 different subjects respectively. The top courses common to fall 2014 and spring 2015 are in the table that follows. For fall, these classes amount to 57% of all logins and for spring about 60%.

Subject	FALL 2014		SPRING 2015	
	Count	% of Total	Count	% of Total
Analytical Writing	638	6.8	366	4.0
College Algebra	746	8.0	700	7.6
Foundations for College Reading I	423	4.5	300	3.3
Foundations for College Reading II	334	3.6	344	3.7
Foundations for College Writing I	485	5.1	465	5.0
Foundations for College Writing II	398	4.3	392	4.3
General Biology	239	2.6	377	4.1
General Physics	751	8.0	335	4.0
Human Anatomy/Physiology I	217	2.32	315	3.4
Introduction to Computers	248	2.6	415	4.5
Introduction to Critical Thinking	153	1.6	259	2.8
Introduction to General Chemistry	226	2.4	478	5.2
Principles of Intermediate Algebra	239	2.6	348	3.8
Statistics	263	2.8	398	4.3

Between fall and spring, there was a large increase of students who signed in for General Biology and Human Anatomy/Physiology I and II. This could be explained by the biology staff recommending our services earlier and more often. General Biology was a paired course with Foundations for College Reading II, and one instructor gave extra credit if students used the CAS/open lab for at least one hour. Students also received Starfish notifications if they were earning lower than a “B” in the course. These notifications encouraged students to attend the CAS for additional support.

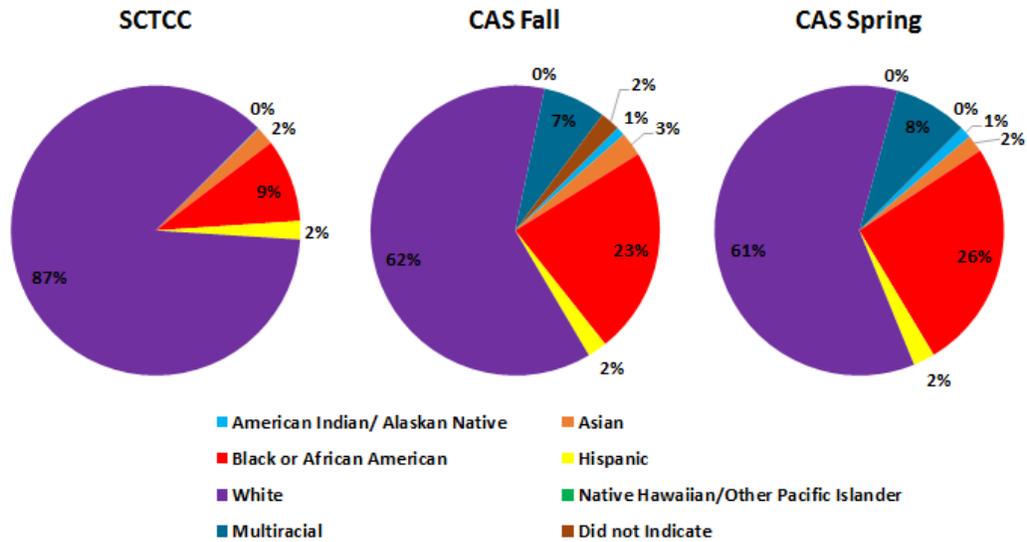
In spring 2015, students who were signing in were no longer able to pick Advising or Student Success Skills. This option was removed for two reasons. The first reason was that a high number of students picked these options and were not meeting with an advisor or a success skills coach. The second reason was that these options appeared even when the student did not swipe their card properly. A student would then pick one of these and come in. However, the student did not properly sign in and we would not have a record of the student coming in. Eliminating this option made students pick a class that they were in or alert the student to restart the sign in process. This in turn made the log in data more accurate.

A high number of students forgot their ID and had to sign into the CAS in paper form. This option is undesirable because the CAS staff has to enter and verify that all the information is correct and it is a waste of resources. In fall, students filled out a sheet 786 times, or 8.4% of log in's. In spring, students filled out a sheet 797 times, or 8.6% of log in's. Only about 10% of the time when a student filled out a sheet, it was because his/her card does not work. When students forget their card too often, they are monitored more closely and if they do not bring an ID once more, they are informed that they need to get an ID or they are not allowed back in. While the front desk workers did a great job of checking this list this year, students on this list still came back multiple times and filled out the sheet. This usually happened when there wasn't anyone working the front desk.

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.

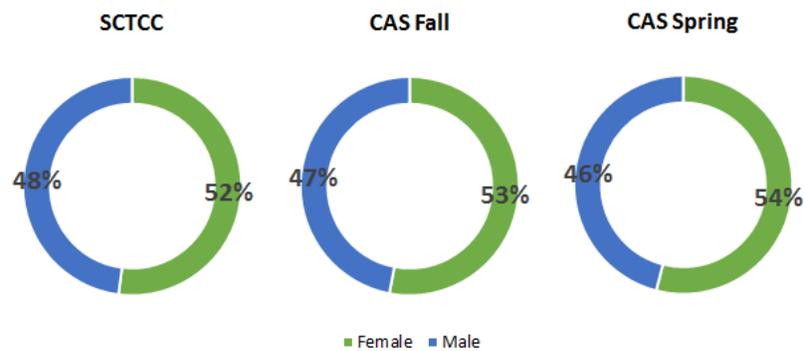
## Demographics of the Students who used the CAS

### *Distribution of Ethnicity*



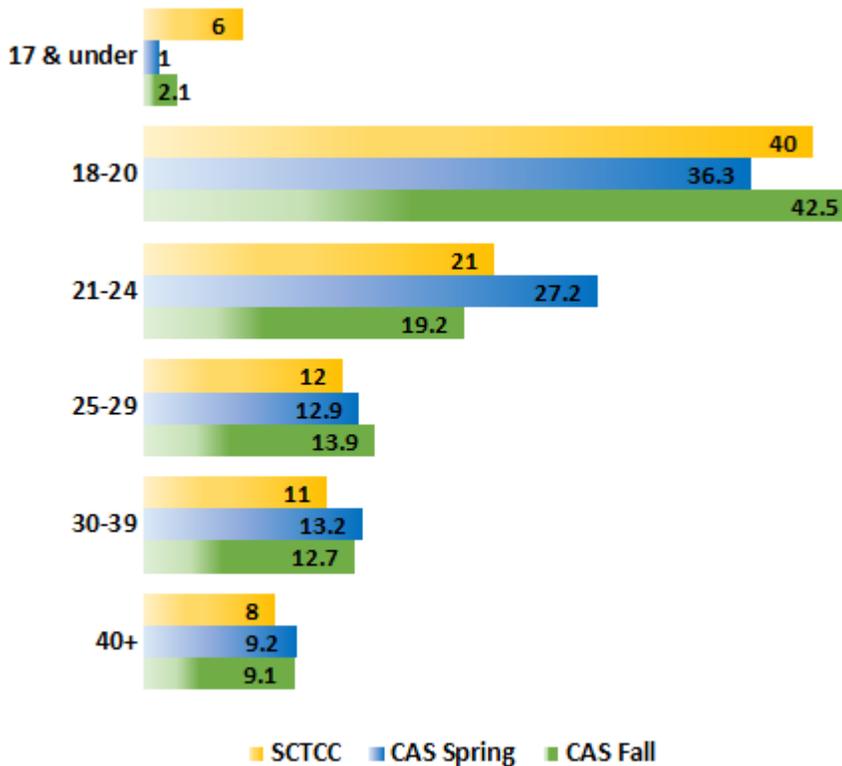
Comparing the distribution of ethnicities at SCTCC and the CAS, the CAS has a more diverse population than SCTCC as a whole.

### *Gender Distribution*



Comparing the distribution of genders at SCTCC and the CAS, the CAS has the same gender distribution as SCTCC.

## 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 is 21 years and the CAS median age is 22 (for both fall and spring semesters).

## Credit Load

Based on fall semester, the average student at SCTCC and the average student who uses the CAS have about the same credit load (10.2 and 10.8 respectively).

## Developmental Courses

While many of the developmental courses are listed among the top courses selected for students signing into the CAS, in fall 2014 and spring 2015 only 23% of visits were for developmental courses. This challenges the notion that only developmental students use the CAS.

## Semester-to-Semester Retention

From spring 2014 to fall 2014, the retention rate of students who used the CAS was 64.4%. If we remove students who transferred, graduated, or were not allowed back, then the retention rate is 76.4%.

From fall 2014 to spring 2015, the retention rate of students who used the CAS was 81.4%. If we remove students who transferred, graduated, or were suspended, then the retention rate is 95.6%.

	<b>Came back to SCTCC</b>	<b>Graduated</b>	<b>Transferred (known)</b>	<b>Not allowed back</b>	<b>Sign up for classes but dropped</b>	<b>unknown</b>
<b>Spring to Fall</b>	502	27	66	91	29	64
<b>Fall to Spring</b>	675	23	31	69	7	24

- *Transferred (known) refers to students what we know had transferred. If students graduated and transferred, they were put into the transferred column and not the graduated column.*
- *Not allowed back (for the next semester) includes students who had academic issues (warning but failed to meet with an advisor or suspension) or failure to pay.*
- *Signed up for classes but dropped does not include students who were not allowed back.*
- *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.*

## On-Line Tutoring

Online tutoring options for SCTCC students has two forms: Smarthinking and in-house services. The Smarthinking platform received a variety of utilization this past year. The chart below shows the utilization of Smarthinking by SCTCC students based on semester.

Semester	Sessions Used	Hours Used
Fall	43	29.92
Spring	22	14.33
total	65	44.25

In February 2015, an internal online tutoring system was established to work with SCTCC students in writing, sciences, and math. This system was put in place to allow for greater access to work with instructors on their particular needs, especially with online classes. Staff worked with the internal web developers to create forms for students to complete as well as updating the web site to allow for students to access tutors asynchronously. Utilization for the internal system is below:

Semester	Sessions Used	Hours Used
Fall	NA	NA
Spring	62	42.5
total	62	42.5

Based on the utilization for spring semester, the online tutoring system is being well used and could possibly become a replacement for Smarthinking in the core areas we are able to work with.

## Appointment Based Tutoring

Appointment based tutoring was utilized sparingly in the math and writing areas this past academic year. There were 61 appointments for math tutoring from 9 students for a total of 61 hours. These times were arranged individually with one of the math coordinators. For writing, there were 25 different instances of appointment based tutoring from 6 different students for a total of 54 hours. These times were arranged individually with our writing center coordinator.

## **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 – 52

Requests Filled – 48

31 requests were filled on the same day (59.6%)

# of unique students requesting – 30

Average wait time to fill request – 4 academic days

### **Courses requested**

Highest requested courses

Accounting Courses

Computer Programming

Computer Networking

## CAS 2014-2015 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, 750 students were emailed with 84 replies (11.2% response rate). For spring semester, 622 students were emailed with 102 replies (16.4% 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

30.95% of respondents said they came in 1 time per week.

Spring

This question was removed because we are able to pull this data using the sign in system.

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

Fall

60.72% of respondents said they came in 1-2 hours per week.

Spring

This question was removed because we are able to pull this data using the sign in system.

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

Fall

36.9% of students were taking 13 or more credits.

Spring

This question was removed because we are able to pull this data using the sign in system.

### **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.

44.6% of students reported that they were currently listed as a Generals/AA/Transfer Curriculum student. This number is down about 6% from last year. 33.79% listed that they were a Health and Nursing student. This is up about 7% from the previous year. This confirms that we are seeing more students who are in the pre-health programs coming in for science courses even though the enrollment in these courses has remained relatively flat.

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

Overall, 13% of students who responded stated that they wanted a tutor for a course in which we did not have a tutor. 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 HIT courses, EMT courses, and Indesign. Most of the responses we received were for courses we already serve.

### **Overall, how satisfied were you with the CAS?**

For both semesters, 90.1% of students stated that they were either Satisfied or Very Satisfied with the CAS. Only 5.5% stated that they were either somewhat dissatisfied or very dissatisfied with the CAS.

### **What does the CAS/staff do well?**

The top responses to this question were:  
Helpful, Friendly/Welcoming, Explain concepts, Knowledgeable, Respectful,  
Timely

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

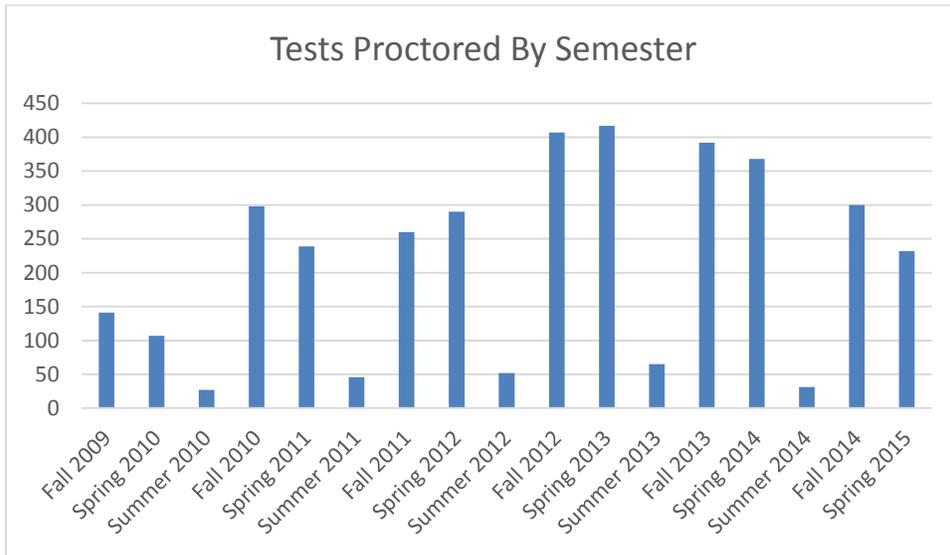
The top suggestions/complaints we received were:  
More tutors, Less noise, More space, and More outlets

## **Disability Services**

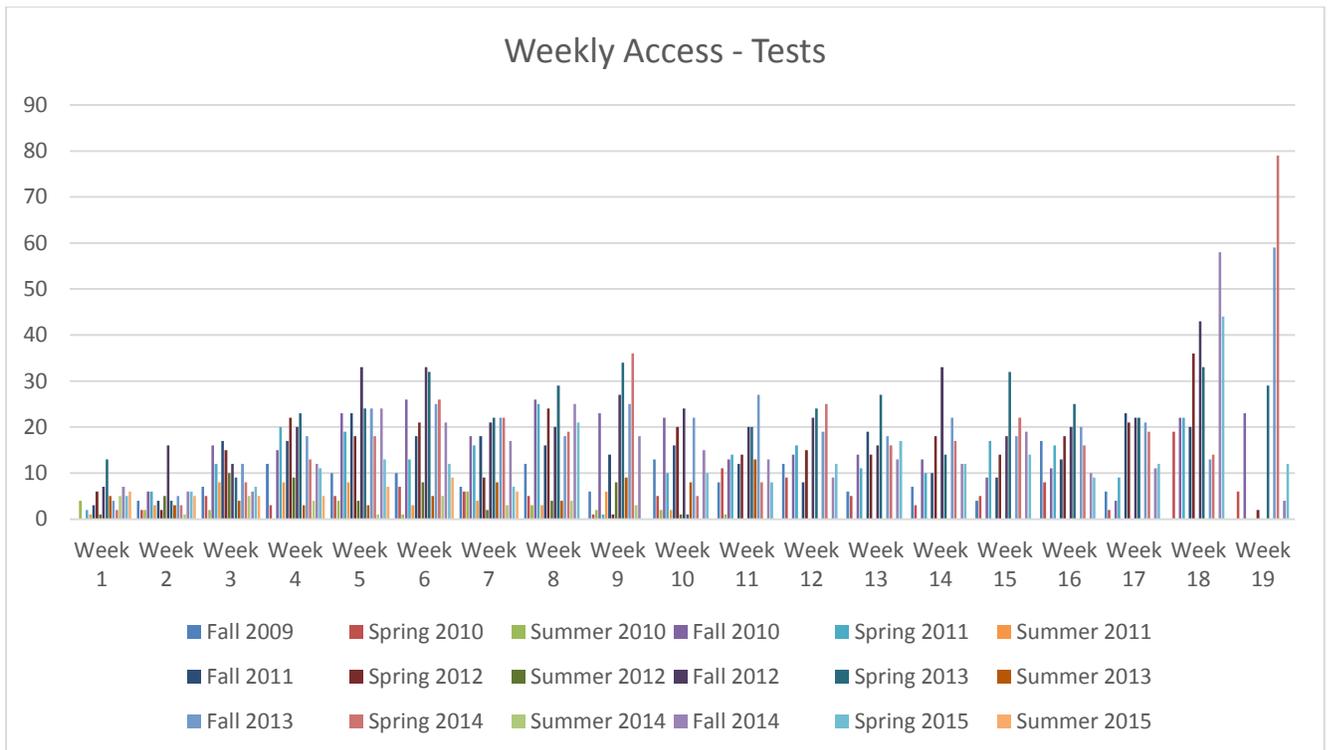
As part of the CAS, John Bjork provides services for students with accommodations. Services provided include testing accommodations, alternative formats for textbooks, and Kurzweil text-to-speech reader.

- 122 different students with accommodations were served
- 562 tests were delivered in an alternative/quiet location with extended time
- 66 instances of text material were provided in an alternative format i.e. audio, enlarge print
- 23 different users accessed Kurzweil services for the past academic year 438 times to access 252 different files for a total of over 572 hours.

## Tests Proctored – Historical Chart



## Tests Proctored by Week



## Challenges and Opportunities

### 2014-2015 Opportunities Update

There were 4 key areas that the CAS was to focus 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.  
*Update – The CAS was able to implement an in-house online tutoring service for students in various subject areas (all levels of writing, math, and science). The service was launched in February and was received very well with both faculty and students. A utilization report was filed earlier in this document. SCTCC still utilizes Smarthinking, but the services have been utilized less frequently since the introduction of the in-house services. The services will continue to be expanded in the upcoming academic year with new subjects as additional staff are trained.*
- 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.  
*Update – Scheduled tutoring began in earnest during spring semester of this past academic year. It was not widely publicized so we could get an initial idea of the interest level. As seen earlier in this report, it was most widely used for math (61 appointments) and writing (25 appointments). There were no appointments for science courses. As this program continues to grow, advertising to more science students will be a primary focus to continue our outreach.*
- 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.  
*Update – The Success Skills Program (SSP) began in the fall semester and served students into the spring semester. 189 coaching sessions were started with 155 different students. 76.2% of the 189 sessions resulted in a 3.0 GPA at the end of the academic term. 89.4% of all students who came in for an initial session were retained to the next semester. 544 different touch points were made with students during the academic year. The program also offered 21 different workshops during spring semester that students could attend. As is normal for workshops, attendance was sparse. The plan is to continue with the SSP, expand the number of coaches to include more of the CAS staff, as well as offering a certificate for students who complete a workshop series.*
- 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.  
*Update – CAS staff have continued to make connections with faculty across campus. Jillian was intimately involved with a writing faculty member to increase*

*services for his Analytical Writing class. Kerby attended many meetings with the INTS faculty to help with implementing new curriculum that can more closely involve the CAS into their classes. Beth made weekly contact with science faculty to stay informed on their courses and to offer support for their particular class needs. Lauren was involved with online math courses to try to implement online tutoring for math during the summer sessions. Teri is working with math faculty to create a presentation at a math conference. An advisory board was set up that involved a variety of faculty to help the CAS get a better feel for what faculty need so that we can continue to support what happens in the classroom. Collaborations will continue to happen and communication with faculty will be an ongoing tool necessary for the success of the CAS.*

### **2014-2015 Challenges**

- **Space and Noise** – These continue to be an ongoing challenge. Students who are not here to do academic work tend to take up space and also create noise issues. As a staff, continuing to work on monitoring the space and the student activities can have a larger impact on these two concerns.
- **Front desk position** – The training and staffing for the front desk position was a challenge this past year. Two of the staff were English Language Learners and there may have been a hesitancy on their part to engage students in conversation as they were entering and leaving. Since this position is many times the first interaction that new students see when they come into the CAS, it is crucial that these positions be well trained and continue to be coached to be successful.
- **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.
- **On-line resources** – There is a need for more online resources. As we continue to create these resources and opportunities for students, having them access the resources continues to be a challenge.

### **2015-2016 Opportunities**

There are 4 key areas that the CAS will be focusing on for 2015-2016.

1. **Student Training** – The ongoing student meetings will be less about the daily information, and more focused on professional development for the tutors. We will work on different learning tools and skills that they need in order to be more successful tutors.
2. **Advisory Board** – We will have more advisory board meetings this upcoming academic year to continue to draw a greater connection with faculty. These

meetings will work to help the CAS make changes to better support faculty as well as work to incorporate new ideas that can make us more efficient.

3. **Hiring** – With two professional staff positions open, it allows the CAS to have a different set of eyes on the work that we do. It will allow for some new skills to be introduced to the tutors and the students and it also allows for different opportunities for ongoing staff to take on new responsibilities.
4. **On-line resource center** – By working to create an on-line resource center, we can become the hub for many different academic tools that can assist students learning. By having videos, review material, study guides, and other resources, faculty can refer students to our website for different tools instead of having to go off-site for some of the very common information. An example would be MLA or APA citation information.