

Center for Student Learning Annual Report 2012-2013

Program Overview

During the 2012-2013 academic year the Center for Student Learning (CSL) continued its almost forty years of service as the College's comprehensive academic support program. Originally part of the Counseling Center under the Division of Student Affairs, the Center for Student Learning (CSL) became an independent operation in 1981, now is aligned with the Academic Experience, and ultimately reports to the Office of the Provost. In 1982 the Center assumed responsibility for all college tutoring programs and added Supplemental Instruction support in 1990. Study skills development has always been a part of the CSL's mission with Peer Academic Coaches being added in 2010. Additionally, Cougar Countdown, a weeklong series of stress-reducing activities during final exam week, was added in 2009.

For the 2012-2013 academic year 32,169 student contacts were logged through this variety of services. This report assesses the services of the CSL under four prongs: usage, description of program components, population characteristics of users, and outcomes and satisfaction. What follows, in the chart below, is the usage statistics of our services, including special projects such as Peer Academic Coaching and Cougar Countdown. "Number of student served" represents the unique students who use the services and "contacts" indicate the number of times those unique students used the services.

Summary of 2012-2013 Student Contacts & Students Served

	Summer 2012	Fall 2012	Spring 2013	Total
Service Type	Contacts/ # Served	Contacts/ # Served	Contacts/ # Served	Contacts/ # Served
Supplemental Instruction	163/44	4189/779	4687/774	9039/1597
Math Lab Tutoring	82/25	4040/959	3465/764	7587/1748
Foreign Language Lab Tutoring	45/7	1973/638	1761/541	3779/1186
Writing Lab Tutoring	49/46	1790/884	1473/682	3312/1612
Accounting Lab Tutoring	N/A	458/146	308/128	766/274
Speaking Lab Tutoring	N/A	254/170	94/71	348/241
Individual Tutoring	6/5	806/308	779/235	1591/548
Study Skills Appointments	54/35	129/79	190/85	373/199
Peer Academic Coaching	N/A	*/38	*/45	*/83
Study Skills Seminars	N/A	256/191	248/216	504/407
Cougar Countdown	N/A	2548/*	2322/*	4870/*
Semester Totals	399/162	16443/4192	15327/3541	32169/7895

A comparison of 2011-2012 contacts with 2012-2013 contacts shows increased usage of Supplemental Instruction, Foreign Language Lab tutoring contacts, Accounting Lab tutoring contacts and students served, Writing Lab tutoring contacts and students served, Peer Academic Coaching students served, and Cougar Countdown contacts. The CSL is very proud of these increases and hopes that continued marketing efforts and the CSL presence at admissions weekends and orientations will extend these increases.

Comparison Chart of Student Contacts & Students Served

Service Type	2011-2012	2012-2013	Increase/ Decrease
	Contacts/ # Served	Contacts/ # Served	
Supplemental Instruction	7462/1551	9039/1597	+21%/+8%
Math Lab Tutoring	8008/1840	7587/1748	-5%/-5%
Foreign Language Lab Tutoring	3209/1293	3779/1186	+18%/-8%
Writing Lab Tutoring	3118/1414	3312/1612	+6%/+14%
Accounting Lab Tutoring	605/217	766/274	+27%/+26%
Speaking Lab Tutoring	876/501	348/241	-60%/-52%
Individual Tutoring	1913/573	1591/548	-17%/-4%
Study Skills Appointments	777/384	373/199	-52%/-48%
Peer Academic Coaching	*/38	*/83	*/+118%
Study Skills Seminars	1237/895	504/407	-59%/-55%
Cougar Countdown	4152/*	4870/*	+17%/*
Semester Totals	31357/8706	32169/7895	+3%/-9%

Program Components

Supplemental Instruction. Supplemental Instruction (SI) is a proven student success program aimed at historically difficult core courses where at least 1/4 to 1/3 of the students in the course either withdraw or receive a grade of “D” or “F” in the course. SI Leaders are students who have taken the course before, successfully completed it, and received a faculty recommendation. They are trained in collaborative learning techniques, attend the course again, model exemplary classroom behavior, and lead three to four study sessions per week. Currently the CSL supports nine courses (BIOL 111, BIOL 112, BIOL 201, CHEM 111, CHEM 112, CHEM 231, CHEM 232, MATH 111, and various HONS) with 38 sections of Supplemental Instruction. Almost 1,600 students utilized SI for over 9,000 sessions in 2012-2013.

In Fall 2012 we worked with Institutional Research to undergo a DFW study of all courses at the College of Charleston from Fall 2010-Spring 2012. What emerged was a set of courses that would be a good fit with the Supplemental Instruction program (BIOL 202, DSCI 232, PSYC 213, PHIL 115, PHIL 120) due to the size of the sections, the nature of their content and instruction, and the fact that they are freshman or sophomore level courses. Some of these courses will be supported with Supplemental Instruction in 2013-2014 (PSYC 213, PHIL 115, PHIL 120) and two will be targeted with more intensive tutoring opportunities (DSCI 232 and BIOL 202).

College of Charleston Rates of D, F, and W Grades: Main Campus, Fall 2010 - Spring 2012

	# Students	% DFW	Course GPA	Avg Class Size
BIOL202	503	32.5	2.43	125.8
DSCI232	705	26.4	2.43	39.2
PHIL115	120	25.8	2.32	40
PHIL120	201	46.3	2.21	40.2
PSYC213	504	34.5	2.37	56

*Fall and Spring semesters only. Students in non-graded courses were excluded.

Lab Tutoring. The majority of the CSL’s tutoring is provided through five labs that each have a faculty lab director: Writing Lab, Math Lab, Foreign Languages Tutoring Lab, Accounting Lab, and Speaking Lab. These labs represent a commitment between the departments and the CSL to support students in their academic endeavors. Some labs (Math, Foreign Languages, and Accounting) are course specific labs whereas other labs (Writing and Speaking) support courses across the curriculum in an effort boost the written and oral communication skills of our students.

Individual Tutoring. Individual tutoring is provided each semester for selected courses. These courses are chosen due to their high DFW rate or based on collaboration between departmental faculty and CSL staff. Students may receive up to 2 hours per week of tutoring without cost. In order to ensure that services are not duplicated, individual tutoring is provided only for courses in which a walk-in tutoring lab or Supplemental Instruction is not available.

Study Skills Appointments. Study skills appointments occur when a professional staff member in the CSL meets with a student one-on-one to assess their academic strengths and weaknesses and devises a personalized plan for success. Appointments for undergraduate and graduate students can range from constructing an individualized time management plan to devising a strategy to study for exams. Some students may use this service once a semester while others frequent appointments on a weekly basis, depending on their needs. The Study Skills Coordinator position was vacant for five months during which the Associate Director tried to “fill” both positions. In the coming year, the CSL will be fully staffed with three professionals who will be available to meet with students and take on varying caseloads.

Study Skills Workshops. This program provides a series of workshops during the semester, as well as individually requested study skills workshops that cover a variety of topics pertaining to students’ study skills needs.

This series of workshops was planned and advertised to take place on specific days and weeks throughout the semester. This year was the first year for the workshops to be held in the residence halls two days a week, while still offering a workshop in the afternoon in the CSL for commuter students. Again, the Study Skills Coordinator position was vacant for five months; therefore the fall workshops schedule was more condensed and did not have as historically high of attendance as usual. However, with the support of the FYE faculty and the CSL staff, the numbers for the fall were still better than the spring, which is typical.

The position vacancy was filled in late fall and the new staff member planned the spring schedule trying out a new schedule, workshop topics, and new presenting style. At this point the

name of this service was changed from seminars to workshops to be more descriptive of the type of presentation. The spring numbers were low because of the expanded workshop schedule, the new staff member on campus, and not being intentional about relationships to get attendance at the workshops. In the coming year, this program will work much more closely with Residence Life and Housing and the Residence Hall Assistants, offer snacks at the workshops, and advertise in new and more effective ways. We had a total of 284 contacts through our fall and spring workshop series.

Description	Contacts
FALL 2012	
Time Management	36
Read and Remember	33
Noteworthy Notes	39
Plan for Exams	49
Take Your Best Test	39
Fall 2012 Total	196
SPRING 2013	
Keys to Communication	13
The Studying Process	6
Read and Remember	8
Practices of Successful College Students	10
Become a Success Story	5
Noteworthy Notes	5
Managing Your Time	26
String Back for Spring Break	8
Ready Set Go	4
Plan for Exams	3
Spring 2013 Total	88

Additionally, faculty, staff, and student organizations are encouraged to request a workshop by one of the CSL professionals during their class or meeting time. Typical workshops are for classrooms that are course specific, synthesis seminars, Greek organizations, and other student organizations. These workshops can be informational on study skills that are course content specific, the CSL services, or one of the packaged workshops from the series. Tracking for usage of this service was inadequate in Fall 2012 because of staffing changes therefore better metrics will be used in the future. With the office fully staffed and a new database tracking programs this should be a much easier task to accomplish in the future. Additionally, there is now an online form on the CSL's webpage to request a workshop, making it easier to facilitate more requests from faculty, staff, and student groups.

Peer Academic Coaching. The Peer Academic Coaching (PAC) program was developed to help academically at-risk students develop the skills necessary to become effective managers of their time and tasks, and of themselves. This is accomplished by pairing students with trained PACs who assist students by modeling good behaviors, sharing successful strategies, and being accessible and available. Students who successfully complete the Coaching program demonstrate higher levels of

personal responsibility and self-efficacy, equipping them for their remaining college years and beyond.

Outreach. Outreach is an important component of the CSL's mission as it serves to build better campus and community relationships, while advertising the College. These events include everything from Admissions outreach to middle and high schools, summer and winter Orientation, summer bridge programs, and trainings. Most outreach is done over the summer ranging from on campus with students, staff, and faculty, to assisting with outreach in the community. Tracking for event attendance was inadequate in Fall 2012 because of staffing changes therefore better metrics will be used in the future as this program continues to grow.

Events
Summer 2012
Parent Orientation sessions
Provisional Orientation sessions
Orientation Family Group Facilitator
First Year Experience Faculty Training
REACH Training
Haut Gap Middle School—Admissions Outreach
Residence Life Training
Resident Hall Assistant Training
Summer I and II classes
Summer Mandate Orientation
Senior Project—Admissions Outreach
SPECTRA Study Skills presentation
STEP workshop
Admissions Staff Training
Operation Boot Camp/ROAR Scholars
Gear Up Study Skills Session—Upward Bound
Upward Bound Staff Training
FALL 2012
ALAANA Weekend
Student Tutor Training Workshops
SPRING 2013
Student Tutor Training Workshops
Greek Leadership Institute
Accepted Students Weekend
Ashley Hall Career Fair
CSL Table Talks
Junior Preview Day

Cougar Countdown. This program is conducted each semester, and is designed to provide students with healthy, energizing, stress-relieving study breaks during Exam Week. A planning team, comprised of faculty, staff, and students, and led by CSL staff, evaluates events and attendance each

semester, and plans for the following semester. Event sponsorship is sought from both on and off campus offices and businesses. Event attendance increased dramatically from the pilot Fall 2010 semester-Spring 2011, and has shown consistent growth each of subsequent semester:

Cougar Countdown Attendance Comparisons Fall 2010-Spring 2013

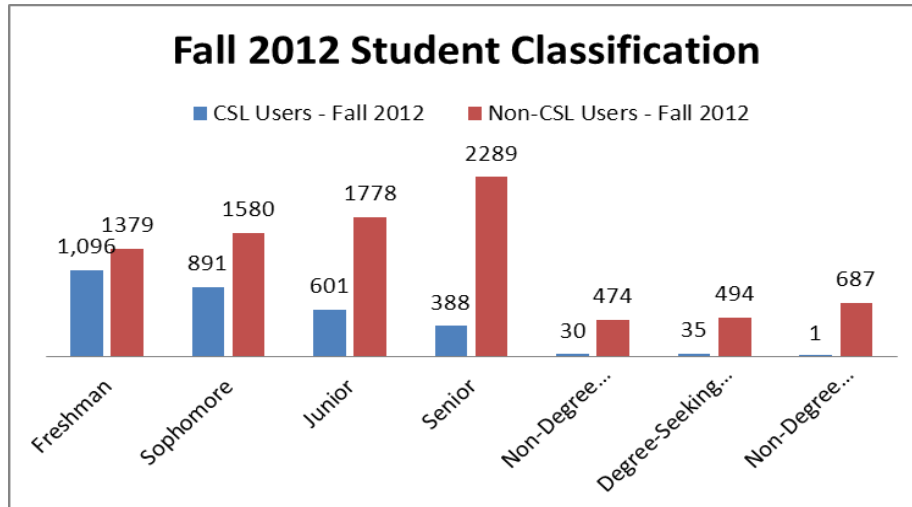
Events	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Study Breaks	604	582	651	412	275	250
Yoga	--	27	183	62	175	160
Massage	87	49	56	30	25	13
Zumba	75	110	210	65	225	150
Pancake Breakfast		250+	250	--	450	
Pets for Less Stress	--	200 +	200+	150 +	300+	200+
Coffee and Doughnut Breaks (CofC LateNite)	--	260	120	125	--	--
Cougar Cookout	--	125	100	200	445	500
Cupcake Study Break	--	200 +	250+	250 +	200	175
Chill on the Green	--	--	--	400	--	450
Coffee on the Green	--	--	--	365	375	375
Ask a Prof	--	--	8	65	78	49
Total Attendance:	766	1803	2028	2124	2548	2322

Population Characteristics

The total number of students served for the 2012-2013 academic year was **4,380 students**. For reporting purposes, the population characteristics or demographics section of this report is based on the unduplicated count of students that we have record of attending a service. Some services are not currently being tracked in that way, most notably Cougar Countdown, but this is something that should improve with the CSL's new database tracking software.

Classification

For Fall 2012, of the 3042 students served, 36% (1,096 students) were freshmen level students, with decreasing percentages of students served as they matriculate through the College. Since one of our joint initiatives with FYE is to increase the number of freshmen users of the CSL it is promising to see that **44% of the freshmen class utilized the CSL** in their first semester on campus.



Ethnicity

The ethnicity of the students served by the CSL does not parallel the ethnicity breakdowns of the non-participant students because we serve significantly more African American students than is represented in the non-participant pool or the general student population. This is partly due to partnerships across campus with programs such as MSPS, SPECTRA, ROAR, and McNair.

Race/Ethnicity	CSL Users - Annual 2012-13	CSL Users Percentage
African-American	380	8.7%
American-Indian/Alaskan	6	0.1%
Asian	81	1.8%
Native Hawaiian/Pacific Islander	11	0.3%
Hispanic	155	3.5%
White	3,588	81.9%
Two or More Races	2	0.0%
Non-Resident Alien	71	1.6%
Unknown/Unreported	86	2.0%
Total	4,380	100.0%

Outcomes & Satisfaction

Two measures used to assess the overall effectiveness of the CSL's services is to measure the **average GPA** and **retention rates** of users of the CSL compared to non-users. As seen below, CSL undergraduate student users have an average GPA of 0.17 higher than non-users. When considering first-time, full time entering freshmen student users the data shows an even higher GPA compared to entering freshman non-users of 0.19 GPA points.

Average Current GPA of Users of the CSL Compared with Non-Users Fall 2010-Fall 2012

Average GPA	Fall 2010	Fall 2011	Fall 2012
All Students	2.90	2.88	2.91
CSL Users	2.97	2.95	3.03
CSL Non-Users	2.87	2.85	2.86
All African American	2.63	2.57	2.63
CSL Users	2.64	2.58	2.65
CSL Non-Users	2.62	2.56	2.62
All Non-African American	2.92	2.90	2.93
CSL Users	3.00	2.98	3.07
CSL Non-Users	2.88	2.87	2.87
Entering Freshmen	2.97	2.91	3.04
CSL Users	3.02	2.95	3.14
CSL Non-Users	2.92	2.86	2.95
African American EFR	2.70	2.58	2.84
CSL Users	2.78	2.58	2.88
CSL Non-Users	2.54	2.58	2.79
Non-African American EFR	2.99	2.93	3.05
CSL Users	3.04	2.98	3.16
CSL Non-Users	2.94	2.87	2.96

Since 2008 the CSL has tracked the difference in retention rates between users of CSL services and non-users of CSL services. There is a large difference in these one-year retention rates, with Fall 2012 indicating a 16% difference in users and non-users of CSL services. The divide is even larger for African American undergraduate students who use the CSL services—over 24% increase in their retention rate.

**Retention Rate of All Undergraduate Users of the CSL Versus Non-Users
Fall 2007-Fall 2012**

NOTE: Includes Provisional Students

All Undergraduates Fall 2007	9991	Returning Fall 2008	6345	63.51%
CSL Users	2378		1812	76.20%
Non-CSL Users	7613		4533	59.54%
All Undergraduates Fall 2008	9889	Returning Fall 2009	6496	65.69%
CSL Users	2408		1820	75.58%
Non-CSL Users	7481		4676	62.51%
All Undergraduates Fall 2009	10255	Returning Fall 2010	6584	64.20%
CSL Users	2916		2157	73.97%
Non-CSL Users	7339		4427	60.32%
All Undergraduates Fall 2010	10255	Returning Fall 2011	6738	65.70%
CSL Users	3218		2445	75.98%
Non-CSL Users	7037		4293	61.01%
All Undergraduates Fall 2011	10614	Returning Fall 2012	7000	65.95%
CSL Users	3233		2497	77.23%
Non-CSL Users	7381		4503	61.01%
African American Undergraduates Fall 2007	631	Returning Fall 2008	349	55.31%
CSL Users	205		147	71.71%
Non-CSL Users	426		202	47.42%
African American Undergraduates Fall 2008	564	Returning Fall 2009	344	60.99%
CSL Users	199		138	69.35%
Non-CSL Users	365		206	56.44%
African American Undergraduates Fall 2009	558	Returning Fall 2010	343	61.47%
CSL Users	233		175	75.11%
Non-CSL Users	325		168	51.69%
African American Undergraduates Fall 2010	592	Returning Fall 2011	354	59.80%
CSL Users	261		179	68.58%
Non-CSL Users	331		175	52.87%
African American Undergraduates Fall 2011	615	Returning Fall 2012	382	62.11%
CSL Users	246		189	76.83%
Non-CSL Users	369		193	52.30%

Non-African American Undergraduates Fall 2007	9360	Returning Fall 2008	5996	64.06%
CSL Users	2173		1665	76.62%
Non-CSL Users	7187		4331	60.26%
Non-African American Undergraduates Fall 2008	9325	Returning Fall 2009	6152	65.97%
CSL Users	2209		1682	76.14%
Non-CSL Users	7116		4470	62.82%
Non-African American Undergraduates Fall 2009	9697	Returning Fall 2010	6241	64.36%
CSL Users	2683		1982	73.87%
Non-CSL Users	7339		4427	60.32%
Non-African American Undergraduates Fall 2010	9663	Returning Fall 2011	6384	66.07%
CSL Users	2957		2266	76.63%
Non-CSL Users	6706		4118	61.41%
Non-African American Undergraduates Fall 2011	9999	Returning Fall 2012	6618	66.19%
CSL Users	2987		2308	77.27%
Non-CSL Users	7012		4310	61.47%

Supplemental Instruction. Supplemental instruction has several goals including high attendance at sessions (over 40% desired), reducing the number of students receiving a grade of D or F, or withdrawing from a course, and a higher mean grade for attendees. As seen below every course except Math 111 had over a 40% attendance rate in Supplemental Instruction sessions. Additionally, most courses had a higher mean grade for SI attendees than non-attendees. What is most significant is the 9-10% improvement in the DFW rate for SI attendees over non-attendees.

Supplemental Instruction Summary Report: Fall 2012										
Course	Graded Class Enrollment	Number Attended	Percent Attended	Number of Sessions	Contact Hours	Mean Grade SI	Mean Grade non-SI	Diff in Mean Grade SI/Non	SI DWF Rate	Non-SI DWF Rate
BIOL 111	435	286	66%	284	1222	2.72	2.36	0.35	10%	20%
BIOL 112	155	124	80%	59	529	2.29	2.21	0.08	24%	35%
BIOL 201	109	81	74%	34	212	3.18	3.19	-0.01	1%	9%
HONS 151	36	22	61%	29	43	3.76	3.53	0.23	0%	0%
Biology Total	735	513	70%	406	2006	2.73	2.54	0.19	12%	20%
CHEM 111	277	152	55%	302	690	2.68	2.56	0.12	14%	20%
CHEM 112	74	39	53%	87	222	2.79	2.13	0.66	14%	32%
CHEM 231	83	70	84%	64	745	2.41	1.58	0.82	23%	43%
CHEM 232	47	30	64%	29	143	2.21	1.63	0.58	29%	53%
HONS 293	17	17	100%	33	232	3	Null	Null	6%	0%
Chemistry Total	498	308	62%	515	2032	2.61	2.32	0.29	17%	27%
MATH 120	32	15	47%	27	28	2.64	1.78	0.87	14%	44%
MATH 311	20	14	70%	34	102	3.29	2.67	0.62	0%	17%
Math Total	52	29	56%	63	130	2.96	2	0.96	7%	38%
Grand Total	1285	850	66%	984	4168	2.69	2.41	0.28	14%	24%

Supplemental Instruction Summary Report: Spring 2013										
Course	Graded Class Enrollment	Number Attended	Percent Attended	Number of Sessions	Contact Hours	Mean Grade SI	Mean Grade non-SI	Diff in Mean Grade SI/Non	SI DWF Rate	Non-SI DWF Rate
BIOL 111	184	114	62%	102	484	2.45	2.27	0.18	31%	37%
BIOL 112	494	266	54%	131	623	2.70	2.38	0.32	17%	25%
BIOL 201	117	53	45%	28	138	3.37	3.18	0.20	4%	11%
Biology Total	795	433	54%	767	1859	2.73	2.50	0.22	19%	24%
CHEM 111	119	58	49%	45	304	2.26	2.43	-0.17	33%	43%
CHEM 112	276	143	52%	131	623	2.53	2.60	-0.08	18%	25%
CHEM 231	101	76	75%	71	619	2.13	1.67	0.47	45%	65%
CHEM 232	138	86	62%	152	541	2.42	1.82	0.60	30%	52%
HONS 293	27	24	89%	33	456	3.00	1.00	2.00	8%	100%
Chemistry Total	661	387	59%	468	2588	2.43	2.34	0.08	28%	39%
MATH 111	116	35	30%	118	162	2.73	2.82	-0.10	46%	49%
Math Total	116	35	30%	118	162	2.73	2.82	-0.10	46%	49%
Grand Total	1572	855	54%	1353	4609	2.59	2.47	0.12	24%	33%

Tutoring. The CSL supports over 130 courses through our various tutoring labs and individual tutoring. To target the courses that have high DFW rates (417 courses had over a 15% mean DFW rate from Fall 2010-Spring 2012) we compared that list with the students who utilized tutoring for those courses. The courses that had over 10 students (n>10) utilize CSL tutoring were then assessed for a DFW rate difference, which can be seen below. Math and SI supported courses were removed from this report because of the anticipated impact of the ALEKS placement exam. Fall 2012 CSL users showed lower rates of DFWs than non-users in 6 of the 11 courses.




Course	Fall 2012 CSL User DFW Rates		Fall 2012 CSL Non User DFW Rates		DFW Rate Difference
	# Stud	% DFW	# Stud	% DFW	
ACCT203	63	22.2	350	18.0	-4.2
CHNS101	23	13.0	28	32.1	19.1
DSCI232	51	15.7	270	24.8	9.1
ECON200	14	14.3	468	13.9	-0.4
ENGL305	13	0.0	4	0.0	0.0
FREN102	12	16.7	107	14.0	-2.7
LATN101	13	30.8	82	26.8	-4.0
PHIL120	13	46.2	64	48.4	2.2
PHYS101	29	6.9	228	23.7	16.8
PSYC103	22	13.6	697	11.8	-1.8
PSYC211	12	8.3	92	16.3	8.0
Overall	265	17.06	2,390	20.89	3.83

Spring 2013 CSL users showed lower rates of DFWs than non-users in 2 of the 5 courses that had more than 10 student users (n>10) and wasn't a math or course supported by SI. Both reports show that special attention needs to be taken with ACCT 203 and ECON 200, so follow up with the departments will be done.




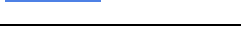







Course	Spring 2013 CSL User DFW Rates		Spring 2013 CSL Non User DFW Rates		DFW Rate Difference
	# Stud	% DFW	# Stud	% DFW	
ACCT203	63	20.6	321	17.1	-3.5
DSCI232	75	45.3	261	46.7	1.4
ECON200	16	37.5	411	21.2	-16.3
FREN102	24	16.7	140	20.0	3.3
PHYS101	20	20.0	122	19.7	-0.3
Overall	198	28.02	1,255	24.94	3.08

Study Skills Appointments. The CSL has not previously done very thorough pre or post assessments with study skills appointments. This year an online survey was sent through Qualtrics to collect data on this service. The return rate was very low on this survey, possibly because it covered both fall and spring semester appointments and was sent out at the very end of the spring semester. This online survey asked about how often students visited the CSL for a study skills appointment, who they were referred by, the reason for their appointment, and how their study skills improved because of the appointment. From the answers received, 82% of the student’s “expectations were met with their appointment” and 91% of students would “definitely” or “somewhat likely” be likely to follow up or return for another study skills appointment.

The CSL puts a lot of effort into educating the faculty and staff on campus about this service. The survey showed success in this by our campus collaborators supporting this service by having 73% of the students referred by someone on campus. The students that came in for appointments ranged from meeting with a professional just one or two times (i.e. just having a simple question and could go onto another service that could help them more specifically, the student lost interest, the student was not finding the answers they wanted, the student became busy and could not come back, etc.) to 5 or more times (i.e. needing consistent help, having challenges that needed more attention than just one appointment time, having multiple reasons for coming, issues needing time to work through, etc.).

1-2		36%
3-4		27%
5 or more		36%

Students can make a study skills appointment for many different reasons. The chart below shows “what was the reason for their study skills appointment.” Most students struggled with time management, challenges with a particular class, and study strategies. These three reasons are general skills seen in every course taken at the college, thus are important issues to focus on in appointments.

Time management		60%
Test anxiety		40%
Help creating a calendar/schedule		20%
Challenge with a particular class		50%
Unhappy with grades		40%
Confidence as a student		10%
Reading comprehension		20%
Concentration/memory		10%
Study strategies		50%
Test taking		30%
Stress management		40%

Study Skills Workshops. Study skills workshops have not previously been assessed through any format. Due to the lack of staffing for the fall, no assessments were done with those workshops. In the spring, newly created paper surveys were used at the end of each workshop to assess the different metrics involved with the workshop including usefulness of information, favorite/least favorite part, and suggestions. A Qualtrics survey was also sent in the spring during the last week of classes to solicit more in-depth responses from those who attended a workshop throughout the course of the semester. Again, the response rate for the online survey was less than desirable but utilizing the data from those, the paper surveys, and attendance at workshops revealed some interesting findings:

- Most students attended between two and three workshops.
- The late afternoon workshops earlier in the week had a better attendance.
- Students felt more involved when they had a worksheet to follow along with.
- Students liked shorter workshops.
- Quick tips that students could immediately apply appealed to them.
- Students liked when they could apply the workshop information uniquely to them.

Using a Likert scale from *Poor* (1) to *Excellent* (4) several items were assessed on the paper surveys at each workshop. All items scored above a 3.5 mean, therefore indicating that the workshops were effective and useful to the students that attended.

Usefulness of information	Effectiveness of presenter	Length of Workshop	Overall rating
3.6	3.74	3.72	3.72

Students were asked what their favorite part of the workshop was that they attended on the paper survey in the spring. These are some of their answers:

- *“The handouts - I can actually see what I can do about procrastination.”*
- *“It was a small group, so it felt more personal and everyone was able to share their own strategies.”*
- *“Gaining new strategies to approach studying and find out what works. When one strategy fails, there's always more.”*
- *“Situational examples helped to put where to send students into perspective.”*
- *“Gathering ideas and methods to motivate myself.”*

These answers and feedback will shape the coming semester workshops as the CSL always strives to serve the current needs of students. This has brought about some planning changes: securing consistent locations of workshops, hosting workshops in the most heavily trafficked buildings on campus, moving workshops times up in the afternoon and earlier in the week days, implementing a second workshop series for upper classmen with more advanced study skills, having visuals for presentations, and having worksheets or ‘take-aways’ for each workshop.

Peer Academic Coaching. In 2012-2013, the PAC program maintained 6 peer coaches but increased coached students from 38 (2011-12) to 64. This reflects an intentional effort from the office of Undergraduate Academic Services to match PAC coaches with academically at-risk students: STEP readmitted students, students on academic probation, and provisionally-admitted students whose GPAs were lower than their required level at midterm. Thus, not only were coaches matched with more students, they also met more frequently, as students contacted them to schedule appointments earlier in the semester.

In 2013-2014, the program will maintain 6 coaches, and anticipates similar usage to 2012-13, as PAC coaches will continue to be partnered with academically at-risk students. The UAS Assessment report finds that “75% of those [students] who were continued or returned to good standing used a PAC”. Therefore, it is desirable to continue forming these relationships. In addition, 79% of all students who worked with a PAC coach returned to good academic standing at the end of spring 2013, 55% indicated, through a Pre- and Post- survey, that their time and self-management skills improved from fall to spring, and 93% indicated that they were ready to use these skills to work independently the following semester.

Both anecdotal and statistical data indicates that students who work with PAC coaches are improving their time and self-management skills, developing confidence in their abilities, and improving their grades so that they may be retained and graduate.

Peer Academic Coaching Program Fall 2011-Spring 2013
Academic Status of Coached Students

<u>Academic Standing of Students Pre-Coaching:</u>	<u>Students 2011-2012</u>	<u>Students 2012-2013</u>
First Year Provisionally Admitted	15	9
First Year Regular Admit	5	0
STEP Readmit	1	25
Reversed Dismissal (Appealed, Dismissal Reversed)	13	11
Continuing Academic Probation	1	19
Other	3	0
<u>Total Students Served:</u>	38	64
<u>Academic Standing of Students Post-Coaching:</u>		
Good Standing (2.0)	17	31
Continuing Academic Probation	8	19
Academic Dismissal	6	14
<u>TOTAL STUDENTS RETAINED AT END OF 2012-13:</u>	25	50
<u>PERCENTAGE OF COACHED STUDENTS WHO WERE ELIGIBLE TO RETURN AT END OF 2012-13:</u>	65%	79%

PAC Learning Outcomes and Results

Program Goal/Student Learning Outcome	Assessment Method and Performance Expected	Assessment Results 2011-2012	Assessment Results 2012-2013
The PAC Coach will demonstrate ability to help coached students create effective time and self-management plans during one semester	1) Coached students will complete pre- and post-surveys of time and self-management skill level. <u>50% of students will increase their scores by 10 points from pre- to post-survey;</u>	45% of students increase their scores by 10 points from pre-to post-survey	55% of students increase their scores by 10 points from pre-to post-survey
The PAC student will become effective managers of their time and themselves	Coached students take an end of semester survey which indicates their readiness to manage themselves and their time without coaching. <u>80% of coached students will indicate readiness to work independently next semester</u>	100% of coached students indicated readiness to work independently next semester	93% of coached students indicated readiness to work independently next semester

Summary

After almost forty years of serving the campus community as the academic support center the CSL has much to be proud of. Several other accomplishments not previously mentioned include:

- Hired and trained four new staff members
- Trained 190 student employees
- CRLA Certified 39 tutors/consultants
- Underwent a year-long CAS (Council for the Advancement of Standards in Higher Education) self-assessment for Learning Assistance Programs
- Acquired and implemented TutorTrac for data tracking system
- UMKC Trainers visited to do SI Supervisor training for all staff and key faculty
- Secured funding for expanded services and student wage increase
- Reorganized and revitalized the Center's space
- Thoroughly updated the website to better reflect our mission and vision
- Worked to increase campus wide collaborations (including orientation and admissions)
- Created a more intentional partnership with library to include opening our Center for overflow study space during finals
- Served as internship site for REACH Program student & supplied Career Coach
- Staff and faculty attended various conferences (NCLCA, CRLA, FYE, CCCC, TutorTrac)
- Two staff presented at IUPUI's Peer Education Conference and FYE Conference
- One faculty lab director presented at two state meetings (October/April) of the Palmetto State Writing Center Association.

- Faculty lab director had two articles published, one in *Academic Exchange Quarterly* and one for the on-line *Palmetto State Writing Center Association Newsletter*
- Faculty lab director presented a paper at the Conference on College Composition and Communication
- Associate Director continues service as National College Learning Center Association (NCLCA) Secretary
- Director continues service as College Reading and Learning Association (CRLA) President
- Writing Lab consultant designed the logo used by the Palmetto State Writing Center Association.

Finally, the CSL lost several key administrators to retirement in 2011-2012 and has rebounded nicely in 2012-2013. The new administration of the CSL hopes to continue the upward trend of usage and yet desires to critically analyze the services offered to make sure that we are meeting student learning outcomes. We have several key opportunities for growth with the Peer Academic Coaches program, the addition of a Science Tutoring Lab, and a rebirth of the study skills program, while we continue to capitalize on our success in Supplemental Instruction and lab tutoring.

Recommendations

In order to continue the level of service needed to assist students academically, the following are recommendations for the CSL:

- Budget for North Campus/BPS operations: Currently there is no funding to serve students at the North Campus and with the anticipated influx of BPS students and the opportunity for space at a new North Campus location, a budget of any kind is needed in order to staff that space and serve those additional students.
- Increased budget for Peer Academic Coaching: PAC is a proven fledgling program that has reached its current funding capacity. If the College wishes to continue to use PAC as part of its retention strategy then additional funding is needed to hire more Peer Academic Coaches.
- Increased budget for Math Lab: The Math Lab has also reached its tutoring capacity. With only about five tutors in there at one time and upwards of twenty students at one time students might not be getting the kinds of quality support we wish for them.
- Permanent admin at CSL Front Desk: Currently the front desk is staffed by six student employees who work various hours. Consistency is needed since we are such a high volume location, with 45% of the student body walking through our doors each year.
- Staff to support Supplemental Instruction & Study Skills: Supplemental Instruction and Study Skills are two areas that could use additional staff support both for administrative tasks and meeting with or supervising students. Currently we are investigating unpaid Graduate Assistants/Interns in this area but know that a paid GA position would attract candidates that are more qualified.
- Increased space for CSL operations: We would like to have more space to host Supplemental Instruction sessions inside the CSL. Additionally, by adding in-house SI sessions and the Science Lab we lost our instructional space for Study Skills.