Abstract

The following report summarizes the LLC’s Accademia and Smarthinking student login activity for tutoring and other LLC services during the nine-month period from August 1, 2016- April 30, 2017.
This report outlines Library and Learning Commons (LLC) tutoring and other support services for the period of August 1, 2016 - April 30, 2017. The data provided are self-reported FSCJ student login data from the Accudemia time and attendance tracking system offered through each of the seven campus and center LLCs. Logins are “self-reported,” as students voluntarily login to the Accudemia system as they enter and exit the LLC. As such, the data are representative of student usage patterns and are not intended to report all instances of student usage of the LLC services. The data are helpful in identifying broad usage patterns and trends over time as well as more detailed reports of usage by location and specific service.

Year over year, student Accudemia logins for all LLC services declined significantly from the reporting period 2015-2016 through the reporting period 2016-2017. Total logins for all services for the comparable 9 month reporting periods from August 1 to April 30 each year declined 28% from 164,923 logins in 2015-2016 to 118,219 logins during the 2016-2017 period. The decline in logins is primarily attributable to a severe lack of availability of student-peer tutors in the LLC during the first three months of the fall 2016 academic period. The LLC depends heavily upon the services of significant numbers of student-peer tutors at each campus and center. The lack of student-peer tutors during the fall semester negatively impacted not only the level of tutoring offered through the LLC, but also negatively impacted the procedures and processes to encourage students to login to other LLC services such as computer usage, study sessions, and library services.

The chart below reports the student login numbers for the top five tutoring services offered through the LLC. While the 2016-2017 tutoring numbers are quite robust, the numbers are significantly below the levels reported in 2015-2016. Mathematics, Foreign Languages, and Writing continue to be the highest need areas for student tutoring services.
The chart below reflects the student logins reported for other services offered at the LLC beyond tutoring services.

Logins for Other LLC Services Annual Comparisons

The following chart demonstrates the number of unique student Accudemia logins by campus location. The Foreign Language Lab reported here is located at the South Campus but is treated as a separate location for reporting detail.

Total Unique Visitors: By Campus
August 1, 2016 - April 30, 2017

The chart below details the total number of student logins for all services by campus for the nine-month reporting period. The login numbers demonstrate significant usage and demand for LLC services at each location. Logins into Accudemia are voluntarily self-reported by students and are representative of the total level of services offered during the period.
The chart below reflects the number of unique student visitors for specific tutoring services during the reporting period.

The chart below summarizes the total number of student logins for specific tutoring services. By comparing the number of unique users to the number of tutoring service logins during the period, we can identify trends in student usage. For example, 1032 students used Foreign Language Tutoring services 9,935 times (approximately 9 times per student). By comparison, 1455 students used Computer tutoring 3269 times (approximately 2 times per student).
The LLC team learned a great deal from the challenges presented over the past year. The data clearly demonstrate the importance of student tutors in the provision of student support services. Student tutors help to supplement the tutorial assistance that is provided by a small staff of Career Academic Tutors. Changes in desktop procedures for the hiring of student workers led to a delay in the onboarding of students during the Fall 2016 semester. It was October 2016 when student tutors were secured for the LLC locations across the College, which impacted the availability of tutoring support. The student tutor issue was widely discussed during Fall 2016, and the LLC team collaborated with Student Services to formulate and implement solutions. The onboarding of student tutors improved during the Spring 2017 semester, and as a result, student logins for services improved significantly.

To supplement face-to-face tutoring services, the LLC provides all FSCJ students with 24/7 access to Smartthinking, an online tutoring support service that supports virtually all academic subject areas offered at the College. Online tutoring services through Smartthinking were heavily utilized during the period. Students most heavily used the Writing Lab. Other live session usage was primarily focused in the areas of mathematics (Algebra, Calculus, and related topics).