To: Virginia Broaddus, PhD, Provost

From: Kimberly LaBoone, PhD

Re: Academic Services Report Annual Report

Date: May 23, 2012

**INTRODUCTION**

In order to present 12 months of data for Academic Services, this report covers May 2011 – April 2012. Information is reviewed by the month as well as comparisons by semesters (Fall 2011 and Spring 2012) to analyze the services provided. Finally, summary information and totals are offered for the 12 month period highlighted in this report. This report features data from three program units housed in Academic Services: academic support and testing, Disability Students Services (DSS), and the Writing Center. Growth has occurred over the past year in each of the units which seems to suggest that Academic Services is addressing the need to increase student access to services. Next steps and conclusions are included to better shape planning for the coming fiscal year.

**Academic Support Services**

Usage by MONTH

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | Total |
| Accuplacer Assessments | 61 | 112 | 137 | 16 | 1 | 0 | 1 | 41 | 48 | 0 | 0 | 58 |  |
| Assessments (makeup) | 8 | 2 | 2 | 4 | 5 | 6 | 18 | 5 | 0 | 14 | 15 | 12 |  |
| Assessments (language proficiency) | 0 | 1 | 1 | 7 | 2 | 5 | 6 | 2 | 5 | 1 | 7 | 3 |  |
| Assessments  (proctoring for non-Trinity) | NR | 1 | 1 | 0 | 0 | 0 | 1 | 2 | 1 | 0 | 1 | 0 | 7 |
| Student Appointments | 4 | 6 | 4 | 2 | 12 | 16 | 5 | 3 | 43 | 33 | 16 | 13 |  |
| Student Employee Mtgs | NR | 0 | 0 | 0 | 0 | 4 | 13 | 0 | 1 | 6 | 2 | 0 |  |
| Academic Success Sem  Students attending | 0  0 | 0  0 | 0  0 | 0  0 | 3  30 | 3  27 | 3  0 | 0  0 | 5  25 | 3  33 | 4  28 | 4  17 | 25 |
| Math Center Visits |  | 0 | 0 | 0 | 0 | 28 | 11 | 0 | 0 | 12 | 19 | 16 |  |
| Tutoring Requests | 0 | 4 | 1 | 17 | 90 | 61 | 8 | 2 | 31 | 75 | 27 | 2 |  |
| Walk In Tutoring Visits | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 3 | 0 | 6 | 0 | 10 |  |

Comparison of Usage by SEMESTER

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | *Spring 2012* | *Fall 2011* | *Spring 2011* | *Fall 2010* |
| Accuplacer Assessments | 106 | 165 | 140 | 178 |
| Assessment (makeup) | 41 | 38 | 19 | NR |
| Assessment (language) | 57 | 22 | 9 | 12 |
| Student Appointments | 105 | not recorded | not recorded | not recorded |
| Math Center Visits | 47 | 39 | 32 | 202 |
| Tutoring Requests/Walk In | 151 | 178 | 327 | 144 |

Student Appointments (Students on Academic Probation/Watch)

This semester an effort was made to see more students on probation for individual consultations (Student Appointments). In addition to seeing the students, attempts were made to also track the visits and progress of those students. The majority of Student Appointments are for consultations and individual meetings with students on academic probation or watch. Other students were referred to Academic Services or requested appointments because they experienced some type of academic difficulty such as difficulty keeping up in class, lack of organization, time management problems, and difficulty adjusting to the institution. The attached table (see Appendix A: Probation Student Contact Tracking) provides details about each student’s involvement with Academic Services including the student’s academic status, the number of academic support contacts, the cumulative GPA following the Fall 2011 semester, the Spring semester GPA, and the cumulative Spring 2012 GPA. However, details about student use of tutoring are not included in the information due to problems with transferring information from Tutor’s Sign In Sheets into reportable data. In part, this is a result of the new procedure to allow walk in tutoring throughout the semester rather than at the previously designated exam periods.

Students Appointments: Details for Academic Probation

|  |  |
| --- | --- |
| *Academic Status* | *Number of Students* |
| No status\* | 1 |
| Probation 1 | 42 |
| Probation 2 | 5 |
| Watch | 9 |
| Total | 57 |

***\*****1st year student w/ 1.8 GPA*

This summary characterizes the students who sought assistance from Academic Services (see Appendix A for detailed information). The majority of students (44) were categorized as Probation 1. There was one student who sought assistance, but was not actually categorized as on probation or watch (listed as "No status” below; however, she sought assistance because her GPA fell below 2.0. (First-year students in their first semester are placed on Academic Probation if their GPA falls below 1.75 (Academic Catalogue).) The student was referred for assistance by the Alumni Coordinator from her high school.

There were a total of 59 students who sought academic support from Academic Services; 49 of those students were designated as Probation 1 (41), Continuing Probation 1 (3), Probation 2 (4) or Continuing Probation 2 (5). This represents 28% of the 176 students listed on Probation (Fall 2011 Academic Standing Report). There were a total of 144 visits recorded, averaging 2.48 visits per student. The cumulative GPA increased by .503 points from fall to spring for the group. Twenty-three students increased their cumulative GPA to 2.0 or higher. Although a statistical correlation could not be demonstrated between the number of visits and the Spring semester GPA, the increase in GPA is notable because the students in this study are now in good academic standing. “Good academic standing constitutes maintaining a minimum cumulative grade point average (GPA) of 2.0” (Academic Catalogue).

**Disability Student Services**

DSS Contact by MONTH

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *CONTACT TYPE* | *May* | *Jun* | *Jul* | *Aug* | *Sep* | *Oct* | *Nov* | *Dec* | *Jan* | *Feb* | *Mar* | *Apr* |
| Student Meetings (>15min) | 37 | 24 | 31 | 84 | 133 | 80 | 59 | 52 | 98 | 99 | 94 | 66 |
| Exams Proctored | 23 | 6 | 3 | 2 | 37 | 51 | 34 | 46 | 3 | 49 | 34 | 36 |
| Consults w/ faculty | 13 | 4 | 8 | 4 | 38 | 43 | 19 | 24 | 15 | 14 | 30 | 18 |
| Other contacts \*(phone calls & <15m mtg) | 30 | 43 | 60 | 100 | 200 | 130 | 120 | 80 | 80 | 50 | 40 | 60 |

DSS Contacts by SEMESTER

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *CONTACT TYPE* | *Spring 2012* | *Fall 2011* | *Spring 2011* | *Fall 2010* |
| Student Meetings (>15min) | 357 | 324 | 227 | 88 |
| Exams Proctored | 119 | 168 | 67 | 74 |
| Consults w/ faculty | 77 | 124 | 75 | 57 |
| Other contacts (phone calls & <15m mtg) | 110 | 530 | 160 | 146 |

The number of student meetings has quadrupled between Fall 2010 and Fall 2011 and similarly to Spring 2012. While the usage has increased a great deal, there are several reasons which might explain this including better record keeping, greater exposure to students and faculty about the availability of services, and students becoming more comfortable with seeking assistance. As Hope Fisher builds out the programs and services of DSS, students have developed closer relationships with her and have referred their friends for assistance. Likewise, the faculty has had more opportunities to learn about DSS through orientation and other faculty development programs. As they learn more, they better identify students who might benefit from services and refer these students to Academic Services or DSS for assistance.

Disability Student Services by DISABILITY

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | *Spring 2012* | *Fall 2011* | *Spring 2011* | *Fall 2010* |
| Physical | 50 | 46 | 26 | Not recorded |
| Cognitive | 73 | 71 | 39 | Not recorded |
| Psychological | 30 | 32 | 23 | Not recorded |
|  |  |  | 88 |  |

Note: 1/3 of students have 2+ diagnoses

The largest increase by DISABILITY type is in the Physical category. This may stem from the fact that students previously did not seek assistance for physical disabilities. However, the number of students in this category may have increased as students and faculty learned more about the type of assistance that could be provided. Assistance to students with physical disabilities can be profound when considering the barriers present due to the age of Trinity’s facilities.

Disability Student Services by COLLEGE

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | *Spring 2012* | *Fall 2011* | *Spring 2011* | *Fall 2010* |
| CAS | 36 | 39 | 32 | Not recorded |
| SPS | 52 | 50 | 23 | Not recorded |
| EDU | 18 | 15 | 13 | Not recorded |
| TOTAL | 106 | 104 | 68 | 65 |

Here, the most dramatic increase occurred in SPS with the number of students doubling between Spring 2011 and Spring 2012. The Dean and Associate Dean have been instrumental in identifying and referring students who might benefit from DSS services. Many of the students may have always had a disability, but had never been diagnosed or some were not familiar with the process to receive accommodations. The Assistant Director for DSS revised policies and procedures so that there are fewer barriers to diagnosing students with disabilities. The rigorous demands of higher-education forced some students to confront issues which they may not have noticed and which they did not address previously.

**Writing Center**

Writing Center Usage by MONTH

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | *May* | *Jun* | *Jul* | *Aug* | *Sept* | *Oct* | *Nov* | *Dec* | *Jan* | *Feb* | *Mar* | *April* |
| Conferences by Director |  |  |  |  |  |  |  |  |  |  |  |  |
| Email  Face to Face  Class Visits | 22  57  2 | 14  81  5 | 19  77  1 | 23  19  5 | 41  146  6 | 48  153  3 | 44  179  0 | 32  76  0 | 9  42  10 | 38  139  4 | 36  155  3 | 17  171  0 |
| Conferences by B. Metcalf | 0 | 0 | 0 | 0 | 12 | 14 | 19 | 6 | 0 | 0 | 0 | 0 |
| Conferences by J. Rivers | NA | NA | NA | NA | NA | NA | NA | NA | NA | 6 | 3 | 5 |
| Conferences by S. Wilson | 2 | 0 | 3 | 0 | 15 | 18 | 22 | 11 | 2 | 0 | 10 | 11 |
| Conferences by Tutors | NA | NA | NA | NA | NA | NA | NA | NA | NA | 7 | 3 | 0 |

A review of the Usage by MONTH shows a dramatic increase over the past 12 months. However, it is important to note that May tends to be a month with low usage in general. Students seek little assistance in May because the semester usually closes at the end of April. Most students seek assistance just prior to May (in April and March). During the summer as summer school begins, usage once again increases in late May and in June. However, fewer students take summer classes; therefore, fewer students request writing assistance at that time. A review of Usage by SEMESTER offers a better analysis of usage trends.

Writing Center Usage by SEMESTER

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | *Spring 2012* | *Fall 2011* | *Spring 2011* | *Fall 2010* |
| Email | 100 | 188 | 134 | 164 |
| Face to Face | 507 | 453 | 460 | 566 |
| Class Visits | 17 | 17 | Not recorded | Not recorded |
| TOTAL | 624 | 658 | 594 | 730 |

Over time, the total number of visits seems to have decreased. This could be explained by the fact that the number of class visits the Director made increased. I wish I could reason that students gain valuable information during the Director’s visits to reduce their need to visit the Writing Center. However, the incidents of plagiarism during the past semester do not support this theory. Efforts are being taken to continue tracking the types of requests and to make some recommendations for improving writing and research skills for students.

Writing Center Usage by TIME OF DAY

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Time* | *Spring 2012* | *Fall 2011* | *Spring 2011* | *Fall 2010* |
| 9 – 11 am | 35 (7%) | 51 (9%) | 41 (8%) | 62 (12%) |
| 11 am – 1 pm | 74 (15%) | 94 (16%) | 57 (11%) | 73 (14%) |
| 1 – 3 pm | 102 (20%) | 116 (20%) | 103 (20%) | 104 (21%) |
| 3 – 5 pm | 132 (26%) | 124 (22%) | 116 (23%) | 111 (22%) |
| 5 – 7 pm | 147 (29%) | 146 (25%) | 123 (24%) | 121 (24%) |
| 7 – 9 pm | 17 (.03%) | 42 (8%) | 66 (13%) | 95 (7%) |

The trends here seem relatively stable; the majority of contact occurs in the afternoon and early evenings. This trend may be due to the nature of students’ schedules as well as the hours of the Center. Many students work and take classes during the day and they take time to seek assistance in the evening following work for SPS students or class for CAS students. Spring 2012 data suggests the number of students seeking assistance between 7 and 9 pm decreasing; however, many students walk in during the later hours requesting help without scheduling an appointment. Since demographic information is recorded as part of the appointment request, data was not collected for student walk in appointments. Future reports will include details about walk in appointments and student Usage by COLLEGE.

Writing Center Usage by CLASS STATUS

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | *Spring 2012* | *Fall 2011* | *Spring 2011* | *Fall 2010* |
| First Year | 139 (28%) | 116 (20%) | 138 (30%) | Not recorded |
| Sophomore | 112 (22%) | 64 (11%) | 79 (17%) | Not recorded |
| Junior | 87 (17%) | 124 (22%) | 83 (18%) | Not recorded |
| Senior | 90 (18%) | 131 (23%) | 102 (22%) | Not recorded |
| Graduate | 71 (14%) | 138 (24%) | 58 (13%) | Not recorded |

Requests by graduate students have dropped Spring 2012; usage is comparable to Spring 2011. Further comparisons are needed to determine if the trend is result of Spring versus Fall semester demands or if graduate students are indeed working more independently. Future efforts will focus on programs and assistance for graduate students to work with their peers and find other means of support for their writing. This includes classes being developed to address developing writing skills for graduate students. Also during Spring 2012, the first year and sophomore students made the most requests for writing assistance. This suggests that students need more support in their writing efforts earlier during their academic careers when they are enrolled in courses which focus on developing their writing skills. In contrast, junior, senior, and graduate students made the most requests during Fall 2011. In addition to the online writing, other measures are needed to address the growing demand of students for writing support.

Reasons Listed for Visiting Writing Center\*^

|  |
| --- |
| Reason Requesting Appointment (descending order) |
| APA or other citation style (e.g. in-text citation, paraphrasing, formatting) |
| Grammar (e.g. subject/verb agreement, commas and other punctuation) |
| Research/Databases (e.g. location, basic searching, and keywords list) |
| Narrowing topic |
| Developing a thesis statement |
| Structure and organization |

\*based upon Writing Center Request form

^ Most students listed more than one reason

**SUMMARY and NEXT STEPS**

The following steps might be useful in continue to increase access to programs and ensure that the programs and services are responsive to the needs of students, faculty and staff.

**Academic Support**

1. Expand program for students facing academic difficulty including specific measures for students with various designations. This will include group sessions for first-year students on Probation 1 and Warning as well as mandatory consultations for students on Probation 2 and students who are Continuing Probation 1. Group sessions might be beneficial to students experiencing probation for the first time as they discuss with others issues which landed them on probation and work together to suggest strategies for improving their grades as well as holding one another accountable for their decisions. This plan is designed to address the needs of students at greatest risk of academic difficulty.
2. Improve tracking and follow up of students who use walk in tutoring services. Tutors will be trained to collect additional information on the sign in sheet and to monitor that information to ensure the information is complete and accurate so students may be counted and contacted later for satisfaction surveys. Now that the majority of tutoring is offered on a walk in basis, tutors will need to be retrained so that they will collect and report data for each of their tutees.
3. Provide tutoring and academic advice for first year students during the first weeks of the semester in the residence halls (Ask ASC). This could include minor homeworkfrom tutors. Presence in the residence halls during these first weeks of the semester may be helpful in creating a connection between Academic Services staff and tutors so that students who later have difficulty will be more likely to seek assistance from Academic Services.
4. Work with academic departments to develop support for students with science and nursing courses. These might be staffed by faculty with the support of tutors to facilitate learning and complement classroom activities.
5. ESL testing and assessment will include a review of students language skills from the time the student submits an application for admission to Trinity. Tracking will continue as the student takes the placement assessment and later places into courses. In addition to testing, activities to help improve written and spoken language skills should be initiated such as ESL courses and discussion groups which include students from various cultures and backgrounds.

**Disability Student Services**

1. Continue to develop and supply information via the website which addresses frequently asked questions and best practices. Augment the material already provided online to address student, faculty and staff questions. In addition, continue to publish policies on the DSS website so it might serve as a resource for its audiences.
2. Provide additional training opportunities for faculty and staff on topics related to disability in higher education issues including using assistive and adaptive technologies and applying universal design to courses for expanded access to all students as well as other useful topics.

**Writing Center**

1. Build out online programs which address developing skills for writers at various levels (first year through graduate). Develop other programs and supports for students which could foster developing writing skills independent of the Writing Center.
2. Suggest and develop programs which target and reduce incidents of plagiarism. Recommend policies and best practices to faculty, instructional staff, and administrators which
3. Collaborate with campus agents to devise programs and courses for students in need of ESL instruction. These should include, but should not be limited to face to face instruction and formal classes.

**CONCLUSION**

Ideally, the Academic Services units work to increase access to students helping to foster academic success. The goal is to attain this by collaborating with academic units without replicating programs or services and serving as a voice in the conversation which represents the multifaceted nature of the student. Continual program review and assessment are instrumental in planning effective opportunities which meet students’ needs at their current levels of academic development. Moreover, repeated assessment will help facilitate student growth through programming which expands their conceptual frameworks and stretches them beyond their former experiences. The aim is to foster independent, lifelong learners who are skilled in a wide range of platforms and who utilize their knowledge base to compete professionally in the global marketplace.

**REFERENCES**

Trinity Academic Catalogue (online). [www.trinitydc.edu/academic-catalog/policies-cas/#VIII.E](http://www.trinitydc.edu/academic-catalog/policies-cas/#VIII.E), retrieved 5/23/2012.

APPENDIX A: Probation Student Contact Tracking

| *STUDENT* | *Status* | *Contacts* | *Fall GPA* | *Spr GPA* | *CUM GPA* |
| --- | --- | --- | --- | --- | --- |
| #1 | P1 | 0 | 0 | 0 | 0 |
| #2 | P1 | 1 | 0 | 0 | 0 |
| #3 | P1 | 1 | 1.45 | 0 | 0 |
| #4 | P1 | 1 | 1.62 | 0 | 1.357 |
| #5 | P1 | 1 | 0.771 | 0.428 | 0.811 |
| #6 | P1 | 2 | 0.66 | 0.623 | 0.881 |
| #7 | P1 | 5 | 1.66 | 0.675 | 1.283 |
| #8 | P1 | 1 | 1.164 | 0.692 | 1.252 |
| #9 | P1 | 1 | 1.157 | 0.727 | 1.15 |
| #10 | P1 (CONT) | 3 | 1.88 | 0.825 | 1.493 |
| #11 | P1 | 2 | 0 | 0.857 | 0.705 |
| #12 | P1 | 2 | 0 | 0.99 | 0.761 |
| #13 | P1 | 4 | 0.74 | 1 | 1.283 |
| #14 | watch | 2 | 1.745 | 1 | 2.411 |
| #15 | P1 | 5 | 1 | 1.064 | 1.272 |
| #16 | P1 | 1 | 1.1 | 1.1 | 1.9 |
| #17 | P1 | 4 | 1.33 | 1.233 | 1.29 |
| #18 | P1 | 1 | 0.62 | 1.238 | 1.321 |
| #19 | P2 | 2 | 1.084 | 1.35 | 1.883 |
| #20 | P1 | 5 | 1 | 1.428 | 1.45 |
| #21 | watch | 1 | 1.518 | 1.49 | 1.977 |
| #22 | P1 | 1 | 1.06 | 1.5 | 1.937 |
| #23 | P1 | 2 | 1.5 | 1.5 | 1.8 |
| #24 | P1 | 3 | 1.82 | 1.5 | 1.952 |
| #25 | P1 | 2 | 1.982 | 1.666 | 1.926 |
| #26 | watch | 1 | 1.5 | 1.675 | 2.505 |
| #27 | P1 | 2 | 0.66 | 1.771 | 1.822 |
| #28 | P1 | 3 | 0.692 | 1.8 | 1.687 |
| #29 | P1 | 2 | 1.575 | 1.825 | 1.942 |
| #30 | watch | 2 | 1.761 | 1.825 | 2.441 |
| #31 | watch | 1 | 1.75 | 1.9 | 2.497 |
| #32 | P1 | 3 | 1.981 | 1.91 | 2 |
| #33 | P1 | 2 | 0.325 | 2 | 1.46 |
| #34 | P1 | 2 | 0.6 | 2 | 1.666 |
| #35 | watch | 0 | 1.66 | 2 | 2.05 |
| #36 | P1 | 4 | 0 | 2.15 | 1.77 |
| #37 | P1 | 3 | 1.433 | 2.166 | 2.18 |
| #38 | watch | 1 | 1.75 | 2.175 | 2.36 |
| #39 | P1 | 3 | 1.5 | 2.2 | 2.016 |
| #40 | P1 | 1 | 1.2 | 2.21 | 2.131 |
| #41 | P2 | 5 | 1.85 | 2.25 | 2.046 |
| #42 | P1 | 4 | 1.866 | 2.25 | 2.433 |
| #43 | watch | 2 | 1.38 | 2.275 | 2.294 |
| #44 | P1 (CONT) | 2 | 1.962 | 2.333 | 2.034 |
| #45 | P1 | 7 | 1.384 | 2.4 | 2.21 |
| #46 | none | 1 | 1.8 | 2.4 | 2.308 |
| #47 | P1 | 1 | 1.315 | 2.49 | 2.317 |
| #48 | P1 | 6 | 1.9 | 2.575 | 2.158 |
| #49 | P1 | 8 | 1.221 | 2.7 | 2.745 |
| #50 | P2 | 4 | 1.2 | 2.75 | 2.146 |
| #51 | P2 | 4 | 1.2 | 2.853 | 1.81 |
| #52 | P1 (CONT) | 1 | 2.25 | 2.9 | 2.339 |
| #53 | watch | 1 | 3.2 | 2.946 | 2.293 |
| #54 | P1 | 2 | 1.875 | 3 | 3.136 |
| #55 | P1 | 3 | 1.384 | 3.184 | 2.7 |
| #56 | P1 | 4 | 1.684 | 3.515 | 3.352 |
| #57 | P2 (CONT) | 5 | 2.25 | 3.75 | 2.66 |
|  | ***TOTAL*** | **143** | **74.969** | **99.064** | **103.603** |
|  | *AVERAGE* | 2.50877 | 1.315246 | 1.737965 | 1.817596 |