To: Virginia Broaddus, PhD, Provost

From: Kimberly LaBoone, PhD

Re: Academic Services Report Annual Report

Date: June 26, 2014

**INTRODUCTION**

In order to present twelve months of data for Academic Services, this report covers May 2013 – April 2014. Information was reviewed by the month as well as comparisons by semesters (e.g. fall 2013 and spring 2014) to analyze the services provided. Finally, summary information and totals were offered for the 12 month period highlighted in this report. This report features data from program units housed in Academic Services: academic support, testing services, Disability Student Services (DSS), and the Writing Center. Though testing services is not an official subunit of Academic Services, data regarding testing functions is reported separately to highlight the resources devoted to it. The report was written with data provided by Kimberly McManus, Director of DSS and Scott Swinney, Director of the Writing Center.

**Academic Support Services**

Throughout the past year support services have been provided to students in CAS, NHP, EDU and SPS on campus. The profile of students served ranged from first-year undergraduate to graduate students completing assignments to fulfill graduation requirements. A number of the students in contact with the unit were on academic probation or designated as failing to meet satisfactory academic progress (SAP). Student Employee Meetings were used to train tutors and Math Lab Assistants. Class Visits were scheduled by request of the instructor and included presentations to the Conway Scholars Learning Community, the Transitions course for EDU, and others.

Usage by MONTH

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2013 – 14 | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | Total |
| Student Appointments | 1 | 19 | 8 | 4 | 48 | 25 | 16 | 0 | 64 | 27 | 41 | 9 | 262 |
| Student Employee Mtgs | 2 | 2 | 1 | 3 | 1 | 3 | 1 | 3 | 4 | 2 | 6 | 3 | 31 |
| Academic Success Sem  Students attending | 0  0 | 0  0 | 0  0 | 2  8 | 6  25 | 7  30 | 5  23 | 0  0 | 9  16 | 4  22 | 6  31 | 5  10 | 38  165 |
| Class Visits | 0 | 0 | 0 | 0 | 4 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 7 |
| Tutoring Requests | 1 | 5 | 2 | 7 | 67 | 50 | 18 | 3 | 22 | 32 | 19 | 4 | 230 |
| Walk In Tutoring Visits | 0 | 11 | 17 | \* | 46 | 92 | 36 | 7 | 6 | 53 | 40 | 40 | 348 |

**DISCUSSION**

The data details contact made with the Director for Student Appointments; however, it is worth mentioning that unscheduled meetings were not documented in many cases and therefore not reported in the chart. Sometimes these unexpected meetings were recorded as Student Appointments. Unfortunately, a great deal of this information was not captured because many conversations were brief and informal. That is, a student might ask the Director in passing her on campus or the student would stick her head in the Director’s door for a “quick question.”

During Student Appointments, students usually presented situations which they wanted to discuss; however, some students visited because of a referral and did not know why they had been referred to Academic Services. WE discussed questions related to the following topics:

* Improving study skills
* Improving test grades
* Reducing and managing test anxiety
* Managing time
* Relating to faculty
* Improving reading skills
* Analyzing information and thinking critically
* Personal/emotional issues affecting performance

In addition to individual sessions with students, the Director also scheduled seminars and spoke to classes about the following topics:

* Time management
* Study skills
* Test taking skills & exam preparation
* Test anxiety
* Goal setting
* Memory techniques

Students enrolled in the AA program at THEARC had access to support services on the main campus and during select times when the Director visited the satellite campus for testing. It was also during these visits that the Director had an opportunity to speak with students about their concerns related to academic performance. Elevating, enriching and enhancing students’ academic performance was the subject of several impromptu discussions the Director had with students while visiting THEARC.

Students who met with the Director individually to discuss academic concerns were encouraged to request appointments. The majority of Student Appointments were for students on academic probation/watch/ warning or who failed to make satisfactory academic progress (SAP) as designated by Enrollments Services. However students seeking advice and support about academic success also referred themselves or were referred by faculty. The peak time for Student Appointments occurred early during each semester, September and January, to comply with the requirement for students with an academic award to meet Academic Services by the established deadline. Student Appointments also increased near midterm exams.

Academic Success Seminars also called workshops are offered throughout the semester to provide information on developing, maintaining and upgrading the academic skills needed for success in college and beyond. The difficulty with the workshops is that students seem to sign up to fulfill the requirement whereby they must attend a minimum of three sessions when designated with an academic status. However, it is encouraging to read the comments from evaluation forms. Sample comments:

* “I learned a lot of great techniques. Some of the info was a review, but the way she explained it make the info stick.”
* “This workshop was very helpful & useful.” -- Conway Scholar
* “This workshop was useful to me because I didn’t know how to manage my time.” – Conway Scholar
* “Thanks for sharing your workshop with me.”
* “Helped a lot : )”
* “Good presentation! Very helpful!!”
* “a continuation to this session” Session Topic: College Learning & Study Skills
* “This workshop has given me different ideas on how I could go about preparing for a test & how I could study.”
* “Great! Thanks”
* “Excellent workshop”
* “very informing”
* “I really enjoyed this workshop”
* “There were good reminders of things I know but needed to hear again.”
* “it was perfect and awesome”
* “good advice”
* “She touched on everything I was thinking. Great workshop.”
* “Great presentation”
* “I really enjoyed the relaxation activity. You should add more into the workshops”
* “I think this workshop was good for me.”
* “This was a very wonderful/helpful workshop.”
* “more people need to come”

Some of the comments suggested ways to improve the workshops:

* “Slow down on the major topic”
* “More flexible times – SPS classes on Friday evenings & Sat.”
* “More handouts would be nice”
* “Add videos that relate to the topic “
* “Study strategies for students who English is their 2nd language” (2)
* “I would like to see more workshops offered on Saturdays”

Usage by SEMESTER

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | *Spring 2014* | *Fall 2013* | *Su 2013* | *Spring 2013* | *Fall 2012* | *Su2012* | *Spring 2012* | *Fall 2011* |
| Student Appointments | 141 | 93 | 28 | 176 | 33 | 14 | 105 | Not recorded |
| Tutoring Requests | 77 | 145 | 8 | 67 | 93 | 5 | 135 | 178 |
| Tutoring Center Visits | 139 | 181 | 28 | 129 | 116 | 0 | 63 | 62 |
| TOTAL | 357 | 419 | 64 | 372 | 242 | 19 | 303 | 240 |

Students on Academic Probation: Number of Contacts by SEMESTER

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | *Spring 2014* | *Fall 2013* | *Spring 2013* | *Fall 2012* |
| Probation Students | 265 | 133 | 262 | 197 |
| Contact w/ ASC | 76 | 71 | 113 | 41 |
| Workshop Attendance | 79 | 71 | 120 | 14 |
| Consultations/Meetings | 98 | 109 | 176 | 19 |

**DISCUSSION**

Observing the past four semesters, it is worth noting that the contact with probation/warning/watch students fluctuated. The highest percentage of students made contact during Fall 2013 and the lowest percentage of students made contact during Fall 2012. The contact with students on probation/watch/warning decreased this year in comparison to spring 2013.Not only were the number of contacts with ASC lower but the number of students participating in the workshops was also less. Of the 133 students designated with an academic award Fall 2013, 53% made contact with ASC either for an individual meeting or to attend a seminar/workshopcompared to 21% of the students in Fall 2012. This increase is impressive and may result from the support provided by temporary staff assisting in the unit until midterm exams. During Spring 2014, the rate of participation decreased to 29% when compared to the participation the previous Spring semester (43%).

The Director worked with CAS advisors in Spring 2014 to refine and revise the plan for meeting students on probation/watch/warning because there was a lot of repetition in the services provided. The CAS advisors will focus on first-year students on probation/watch/warning and will serve as the primary contact for them. Information regarding students will be shared using a tracking sheet accessible to the Director of ASC and the advisors. The Director will focus on providing workshops for students and will meet students with difficult academic situations including upper class students on probation/watch/warning.

Testing Services by MONTH

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2013-2014 | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | Total |
| Accuplacer Assessments | 59 | 115 | 133 | 118 | 4 | 0 | 8 | 19 | 53 | 0 | 15 | 35 | 559 |
| Accommodations | 24 | 1 | 3 | 0 | 38 | 77 | 55 | 78 | 1 | 52 | 31 | 82 | 442 |
| Makeup | 8 | 0 | 0 | 0 | 6 | 26 | 16 | 35 | 0 | 15 | 23 | 32 | 161 |
| Language | 3 | 0 | 2 | 1 | 4 | 3 | 1 | 0 | 0 | 0 | 2 | 1 | 17 |
| Non-Trinity | 1 | 5 | 6 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 15 |

Testing Services by SEMESTER

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Spring 2014 | Fall 2013 | Summer 2013 | Spring 2013 | Fall 2012 | Summer 2012 | Spring 2012 | Fall 2011 |
| Accuplacer Assessments | 149 | 103 | 307 | 75 | 172 | 247 |  |  |
| Accommodations | 248 | 166 | 28 | 210 | 27 | 166 |  |  |
| Makeup | 83 | 70 | 8 | 62 | 55 | 13 |  |  |
| Language | 9 | 3 | 5 | 12 | 20 | 6 |  |  |
| Non-Trinity | 2 | 1 | 12 | 3 | 2 | 6 |  |  |

**Disability Student Services**

DSS Contact by MONTH

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *CONTACT TYPE* | *May* | *Jun* | *Jul* | *Aug* | *Sep* | *Oct* | *Nov* | *Dec* | *Jan* | *Feb* | *Mar* | *Apr* | *Total* |
| Student Meetings | 13 | 13 | 10 | 89 | 113 | 96 | 98 | 57 | 178 | 22 | 0 | 124 | 813 |
| Consults w/ faculty | 15 | 5 | 10 | 26 | 29 | 41 | 37 | 21 | 35 | 6 | 0 | 14 | 239 |
| Other contacts \* | 23 | 7 | 58 | 389 | 670 | 494 | 528 | 624 | 345 | 434 | 274 | 680 | 4526 |

DSS Contact by SEMESTER

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *CONTACT TYPE* | *Spring 2014* | *Fall 2013* | *Su 2013* | *Spring 2013* | *Fall 2012* | *Su 2012* | *Spring 2012* | *Fall 2011* |
| **Student Meetings** | 741 | 452 | 36 | 384 | 481 | 146 | 357 | 324 |
| **Consults w/ faculty** | 55 | 154 | 30 | 140 | 133 | 37 | 77 | 124 |
| **Other contacts** | 1321 | 2705 | 188 | 149 | 276 | 140 | 110 | 530 |

**DISCUSSION**

As the chart indicates, the number of student meetings peaks at the beginning of each semester January. The increase in student meetings in April may be a result of newly accepted students reaching out to DSS to learn about support programs and services. It may be that students will use this information to make a final decision about where they should attend college in the fall. More faculty made contact during the month of November primarily to clarify questions about the process for accommodating student exams, as well as questions about classroom and other accommodations. Overall, the DSS Director categorized the majority of her activities as other contacts with faculty, staff, students, and outside agencies. Other Contacts means phone calls and emails with stakeholders including outside agents such as AHEAD, Veterans Affairs, and Vocational Rehabilitation of Washington. At mid-semester, a number of new students contacted DSS by phone and in person to try to register for support. One might assume that some students attempted to succeed in class without accommodations, but as the workload increased they realized they needed to utilize DSS services.

DSS Enrollment by DISABILITY

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | *Spring 2014* | *Fall 2013* | *Spring 2013* | *Fall 2012* | *Spring 2012* | *Fall 2011* |
| Physical | 26 | 38 | 23 | 44 | 50 | 46 |
| Cognitive | 43 | 28 | 59 | 60 | 73 | 71 |
| Psychological | 12 | 12 | 52 | 23 | 30 | 32 |

Note: some students have 2+ diagnoses

Deafness, Other Health Impaired, Visual, Hearing, and Orthopedic = **Physical**

Autism, Intellectual Disabilities, Specific Learning Disability, and Traumatic Brain Injury Cognitive = **Cognitive**

Bipolar, Depression, Emotional Disturbance = **Psychological**

DSS Enrollment by COLLEGE

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | *Spring 2014* | *Fall 2013* | *Spring 2013* | *Fall 2012* | *Spring 2012* | *Fall 2011* |
| CAS | 75 | 44 | 72 | 53 | 36 | 39 |
| CED | 2 | 7 | 17 | 15 | Not recorded | Not recorded |
| EDU | 16 | 8 | 11 | 13 | 18 | 15 |
| NHP | 3 | 3 | 6 | 7 | Not recorded | Not recorded |
| SPS | 25 | 15 | 31 | 25 | 52 | 50 |
| Total | 121 | 77 | 137 | 113 | 106 | 104 |

**DISCUSSION**

The above charts compare the number of students who sought assistance by semester. This count includes active students, but does not include inactive and pending students. Active students are the students enrolled and receiving accommodations; all students receiving accommodations are considered active even if they do not have full documentation on file with DSS. Inactive students are students whose names appear on the roster, but they either they are no longer enrolled at Trinity or they are no longer receiving accommodations. There were 15 inactive students during Fall 2013 and 61 inactive students during Spring 2014. Pending students are seeking accommodations, but have not received accommodations because of incomplete documentation. At the end of Fall 2013, 24 students were in the process of completing documentation in order to receive accommodations for Spring 2014. Ten of the 24 were converted to inactive status because they are no longer enrolled at Trinity and 10 students completed their documentation and were converted to active.

**Writing Center**

Writing Center Usage by MONTH

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Conferences by Director | *May* | *Jun* | *Jul* | *Aug* | *Sept* | *Oct* | *Nov* | *Dec* | *Jan* | *Feb* | *Mar* | *April* | *Total* |
| Email | 11 | 11 | 29 | 34 | 48 | 53 | 57 | 62 | 13 | 39 | 52 | 42 | 451 |
| Face to Face | 31 | 31 | 31 | 12 | 83 | 123 | 129 | 82 | 28 | 117 | 136 | 151 | 954 |
| Walk in |  |  |  |  | 3 | 3 | 3 | 24 | 9 | 38 | 47 | 36 | 163 |
| Class Visits | 0 | 0 | 0 | 0 | 39 | 35 | 18 | 1 | 8 | 6 | 2 | 1 | 110 |
| Workshops  Students attending | 0  0 | 0  0 | 0  0 | 0  0 | 0  0 | 1 | 5  27 | 0  0 | 0  0 | 0  0 | 1  3 | 0  0 | 7  30 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Other Conferences | *May* | *Jun* | *Jul* | *Aug* | *Sept* | *Oct* | *Nov* | *Dec* | *Jan* | *Feb* | *Mar* | *April* | *Total* |
| K. D’Angelo | 0 | 0 | 0 | 0 | 3 | 6 | 3 | 6 | 0 | 2 | 2 | 5 | 27 |
| J. Rivers | 0 | 0 | 0 | 0 | 5 | 2 | 6 | 2 | 0 | 0 | 3 | 3 | 21 |
|  | 0 | 0 | 0 | 0 | 8 | 8 | 9 | 8 | 0 | 2 | 5 | 8 | 48 |

Writing Center Activities by SEMESTER

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | *Spring 2014* | *Fall 2013* | *Su 2013* | *Spring 2013* | *Fall 2012* | *Su 2012* | *Spring 2012* |
| Email | 146 | 254 | 51 | 151 | 161 | 36 | 100 |
| Face to Face | 432 | 429 | 39 | 394 | 520 | 171 | 507 |
| Class Visits | 17 | 10 | 0 | 7 | 21 | 4 | 17 |
| Workshop Pp | 3 | 27 | 0 | 95 | -- | -- | -- |
| TOTAL |  |  |  | 647 | 702 | 211 | 624 |

Writing Center Usage by TIME OF DAY

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *Time* | *Spring 2014* | *Fall 2013* | *Su 2013* | *Spring 2013* | *Fall 2012* | *Su 2012* | *Spring 2012* | *Fall 2011* |
| 9 – 11 am | 49 | 76 | 18 | 37 | 61 | 12 | 37 | 51 |
| 11 am – 1 pm | 65 | 91 | 58 | 109 | 82 | 20 | 74 | 94 |
| 1 – 3 pm | 91 | 115 | 50 | 84 | 124 | 28 | 102 | 116 |
| 3 – 5 pm | 95 | 104 | 58 | 73 | 128 | 39 | 132 | 124 |
| 5 – 7 pm | 119 | 120 | 45 | 86 | 127 | 46 | 147 | 146 |
| 7 – 9 pm | 13 | 15 | 0 | 5 | 72 | 26 | 17 | 42 |
| TOTAL | 432 | 521 | 229 | 394 | 594 | 171 | 509 | 573 |

Writing Center Usage by CLASS STATUS

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | *Spring 2014* | *Fall 2013* | *Su 2013* | *Spring 2013* | *Fall 2012* | *Summer 2012* | *Spring 2012* | *Fall 2011* |
| First Year | 116 (27%) | 120 (23%) | 40 (17%) | 90 (23%) | 129 (21%) | 42 (24%) | 139 (33%) | 116 (20%) |
| Sophomore | 65 (15%) | 96 (18%) | 35 (15%) | 65 (16%) | 113 (19%) | 26 (15%) | 112 (27%) | 64 (11%) |
| Junior | 74 (17%) | 109 (21%) | 40 (17%) | 55 (14%) | 117 (20%) | 27 (16%) | 8 (2%) | 124 (22%) |
| Senior | 98 (23%) | 114 (22%) | 55 (24%) | 91 (23%) | 118 (20%) | 39 (23%) | 90 (21%) | 131 (23%) |
| Graduate | 79 (18%) | 82 (16%) | 59 (26%) | 93 (24%) | 117 (20%) | 37 (22%) | 71 (17%) | 138 (24%) |
| TOTAL | 432 | 521 | 229 | 394 | 594 | 171 | 420 | 573 |

**CONCLUSION and NEXT STEPS**

The above report revealed several gaps in terms of either providing service or assessing the services and their effectiveness to students. As such, new programs and new assessments will be created to provide additional insight about the needs of students as well as determine how the services and programs of ASC contribute to the overall retention measures at Trinity. In some cases, it may be said that services augment the abilities of individual students, without improving overall retention. It is the aim of ASC to support and uplift individual students while also contributing to retention. Specific measures are identified for each unit below.

**Academic Support**

The focus of the support programs is to assist students who are having academic difficulty. Academic difficulty may include students placed on academic probation/watch/warning, who failed to meet satisfactory academic progress (SAP), or who were referred for assistance. Some of these students currently attend Academic Services Seminars for information on improving their academic skills. These students have an opportunity to express their comments at the end of each session by completing the program survey. However, we need to examine if ASC has an impact on student retention.

In order to better examine the services provided to students on academic probation, new research will examine the progress of these students. The idea is to track the academic progress of a select group of students to determine if the student increased her GPA and continues to pursue a degree. Further, these select students’ records will be examined to see if they continue to have challenges and if so in what areas (courses).

**Disability Student Services**

The focus of DSS is to ensure equal access to University programs and services for students registered with the office. Evidence of this can be measured by surveying participants. The second goal of DSS is to promote campus-wide awareness of issues and concerns that impact students with disabilities at Trinity. In order to assess whether the staff has addressed this goal, the Director

**Writing and Math/Tutoring Center**

In order to study the impact of support programs through the Writing and Math (Tutoring) Centers, students will be asked to complete a survey. The survey will ask about students’ perceived understanding and success in the course and the impact the role of the services received had on their understanding and learning. At the end of each session, students will be asked to complete a survey.