**STUDENT AFFAIRS 08-09 ANNUAL REPORT DATA**

**IMPORTANT:** Please submit by July 20, 2009 and be sure to read the form instructions. As you prepare this be sure to refer to last year’s annual report and your department’s 2008-09 Planning Document.

Annual report, 2007-08
http://www.memphis.edu/studentaffairs/annualreport0708.htm

<table>
<thead>
<tr>
<th>Department/Sub-Department Name:</th>
<th>Educational Support Program ESP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location:</td>
<td>Mitchell 217</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>901.678.2704</td>
</tr>
<tr>
<td>Web Site:</td>
<td><a href="http://www.memphis.edu/tutoring">www.memphis.edu/tutoring</a></td>
</tr>
<tr>
<td>Department Annual Report web link (if applicable):</td>
<td></td>
</tr>
<tr>
<td>Director Name:</td>
<td>Dr. Barbara Bekis</td>
</tr>
<tr>
<td>Director Email:</td>
<td><a href="mailto:bbekis@memphis.edu">bbekis@memphis.edu</a></td>
</tr>
<tr>
<td>Number of Full-Time Staff:</td>
<td>1</td>
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1. **What is your BHAG?**

   95% of Early Intervention Students who have contact with ESP will re-enroll the following semester.

   126 individual students who identified as Early Intervention made 532 contacts at ESP Learning Centers.

   Institutional Research will provide persistence data for the BHAG.
2.

3. **Primary Project 2008-2009:** Provide workshops for F.R.E.S.H. students on “Where Does Time Go?” at the beginning of fall and spring semesters.

   This project required collaborations between ESP, Minority Affairs, and the F.R.E.S.H. students. The project was planned at the end of 2008 fall semester and will be fully implemented fall 2009 and spring 2010.

   Fall 2008 collaborations between ESP Staff, Minority Affairs Staff, and students: Time Management and Stress workshops for F.R.E.S.H. students at their Annual Retreat, “The Road to Success,” at an off-campus site. Collaborations continued with Time Management & Stress presentations to P.A.U.S.E. in the Spring 2009. Students did utilize ESP as a result of these positive contacts with information about their academic success strategies.

   F.R.E.S.H. students utilized ESP Learning Centers and participated in SI study sessions.

   EMOC students received tutoring for Trigonometry at the Math Learning Center and tutoring for languages at Academic Enhancement Learning Center (AEC).

4. **ESP Learning Centers 2008-2009:**

   ESP Learning Centers experienced a significant increase in student contacts for 2008-2009. The 3,087 individual students for fall and spring logged-in 15,073 contact times at the learning centers which was an increase of 2,265 contacts over 2007-2008 (3211 Individual students).

   The greatest increase (by classification) was juniors and seniors. The learning center total indicated 25% were juniors and 27.7% were seniors. Freshmen contacts were 21.9% and sophomore contacts were 21.2% of total contacts. While Freshmen contacts increased 404, freshmen percentage of the total decreased (freshmen did not come as many times).

   The percentage of African American student log-ins was 56.4% compared to 30.7% Caucasian student log-ins.
Students identifying as ‘other’ on race/ethnicity increase to 53% indicating a need to add a field to ESP demographics.

English Learning Center (ELC) experienced a significant increase of 1,237 student contacts over previous year. ELC is available to all students for any writing assignments at the University. However, 88% of the course sections taught in the Department of English (1000-4000 level courses) had students who utilized the ELC. The ELC tutors (graduate assistants (4), Honors Interns (4), and upper-level tutors) received positive written comments from students.

Business Learning Center (BLC) increased 539 logged contacts. The largest number of BLC students were juniors and seniors.

Math Learning Center (MLC) was down slightly, possibly due to math curriculum change of teaching math in a computer lab with the Instructor lecturing 25 minutes and students working on the computers for the remainder of time in some math classes. Math Department changes in GA assignments and GA availability impacted MLC operations, particularly spring 2009.

ACAD student contacts 2008-2009 in ESP Learning Centers were 1,646.

Hope Scholarship Students (529) logged 3,786 learning center contacts. HOPE students averaged 7.4 visits with the greatest numbers in Math Learning Center and in the English Learning Centers.

Institutional Research results (forthcoming) will provide information on persistence of HOPE students.

Students provide comments when they log-out at each learning center visit. Comments on the log-out were positive. 98.7% of students intended to return to learning centers and would recommend the learning centers to other students.

Supplemental Instruction (SI) 2008-2009

Fall 2008-SI was offered four times per week to 1360 students who were enrolled in 10 courses (15 sections). There were 10 SI Leaders, who were paid $10/hour, facilitating 40 weekly SI study sessions. The cost for SI to all 1360 students was $0.29 per student per 1 hour SI study session.

During Fall 2008, 72.8% of participating SI students earned grades of A, B, or C. Participating students attended study sessions an average of 4.4 times.

Spring 2009 SI offer 36 study sessions per week to 855 students. 75.6% of participating students earned grades of A, B, or C. Participating students attended study sessions an average of 4 times.
ONLINE Tutoring 2008-2009:

ONLINE licensure was renewed for one more year with the goal of increasing the contacts with students including U of M satellite campuses.

Posters designed by Marketing were distributed to all Residence Advisors and prominently displayed in all Residence Halls.

Pens, printed with Online website, were given at NSO, in classrooms, at workshops, and during Outreach programming.

Mass emails reminded students of the times/subjects for Online tutoring.

Tutors and students were online for 1,889 log-ons through features of one-to-one chats, ASK posts 24/7, and discussions. Tutors worked together to satisfy ASK requests. Collaboration occurred when an on-duty tutor would email an off-duty tutor.

Science and math were the subjects in most demand ONLINE. Statistics was added mid-semester.
<table>
<thead>
<tr>
<th>Grade</th>
<th>SI Students</th>
<th>Non-SI Students</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N= 538</td>
<td>N= 1588</td>
<td>N= 2126</td>
</tr>
<tr>
<td>A</td>
<td>108 (20.1%)</td>
<td>204 (12.8%)</td>
<td>312 (14.7%)</td>
</tr>
<tr>
<td>B</td>
<td>153 (28.4%)</td>
<td>332 (20.9%)</td>
<td>485 (22.8%)</td>
</tr>
<tr>
<td>C</td>
<td>137 (25.5%)</td>
<td>309 (19.5%)</td>
<td>446 (21.0%)</td>
</tr>
<tr>
<td>D</td>
<td>69 (12.8%)</td>
<td>208 (13.1%)</td>
<td>277 (13.0%)</td>
</tr>
<tr>
<td>F</td>
<td>46 (8.6%)</td>
<td>345 (21.7%)</td>
<td>391 (18.4%)</td>
</tr>
<tr>
<td>W</td>
<td>25 (4.6%)</td>
<td>190 (12.0%)</td>
<td>215 (10.1%)</td>
</tr>
<tr>
<td>ABC</td>
<td>398 (74.0%)</td>
<td>845 (53.2%)</td>
<td>1243 (58.5%)</td>
</tr>
<tr>
<td>DFW</td>
<td>140 (26.0%)</td>
<td>743 (46.8%)</td>
<td>883 (41.5%)</td>
</tr>
</tbody>
</table>

5. **Institutional Research** will be providing persistence and graduation results from ESP data provided.
Outreach contacts:

Outreach contacts, totaling 10,042, resulted from Orientations (New Students, Athletics, International, Transfer, New Faculty, Graduate/Teaching Assistants), student organizations, residence halls, community, classroom presentations, and training.

ESP satisfied requests throughout the year to “cover” classes for instructors.

ESP

6. **Goal: Regain full ESP staffing.**

The position of Learning Specialist is open with anticipation of filling by fall 2009. The need for a secretary is great and much anticipation for gaining support of having clerical help in the ESP Office. The Office had 4,368 incoming calls and walk-ins. Faculty contacts were 476.

Goal: Increase number of students participating in the Advanced Honors Internship. During 2008-2009, there were 8 Interns who received both Honor class credit and stipend.

7. **List any revenue producing initiatives and results:**
8. **Individual staff and student accomplishments:**

Kim Collins graduated in December 2008 with a Ph.D. Dr. Collins became a CCLT Psychologist in May 2009.

19 ESP tutors received awards at the Spring Honors Assembly.

Nickalus Khan received Phi Kappa Phi Award of Excellence for $2,000.00.

Stotz Thoda was awarded the Martin Luther King, Jr. Humanitarian Student Scholarship

Tutors have gained admissions to medical school, dental school, pharmacy school, and graduate programs, both locally and in other states.

Former tutors are now professors in Illinois and South Carolina.

9. **Additional bragging points for department – list anything else that top administrators should know about your area:**

“Secret Shopper” (Department Chair) visited learning center.

10. **A few (out of over 12,000) student written comments:**

I learned that I could come here and get the help I need.

AWSOMER!!!!!!!!

it was another great day, and my tutor help me clarify some things my professor did not

This visit was very helpful because now I have a better understanding of how to do my math
work. I will also apply what I learned.

Great! EXTREMELY HELPFUL! Thanks

Able to double check some work on a group project that I had done and found some errors...so it was extremely helpful. Thanks

It was very helpful because I was given a clearer understanding of my work.

My session was very helpful! There was a particular essay that I didn't understand and ...was good at explaining what my paper should contain and advised me to meet with my teacher to talk more about what I didn't understand.

I feel that this learning center will generate a vast improvement to my writing, The assistant listen, understood my thought that I was trying to make and helped me make the right improvements

The young lady that assisted me was a life saver!!!!!

great! I figured out how to do problems in more than one way.

It only took a few minutes and I was able to get a new perspective on something. Now I get it!! Thanks

i was able to read the book and get some one on one help that i'm unable to recieve in class..

very helpful i don't think i would pass my chemisty class if i wasnt' able to come to the esp and recieve help

I learned what i should have learned in class.

Tutor was AWESOME!!!!!!! He helped me to understand some of the basic concepts that I needed to surpass some of my road blocks

The tutor was more than willing to make sure I understood the what he explained to me.

This visit helped me to learn new types of learning methods and how I need to differentiate between types of methods. It was encouraging to know that I am on the right track and I just need to apply myself more than what I am now.
11. **Submit any photos that portray your department’s 2008-09 activities by placing them in your O Drive and notifying Rachel of the location.**