STUDENT AFFAIRS ANNUAL REPORT DATA 05-06

**Department Name**  Educational Support Program

**Location**  Mitchell 217

**Phone Number**  678-2704

**Web Site**  http://sawev.memphis.edu/cclt/html.esp.htm

**Department Annual Report web link**  not applicable

**Director Name**  Dr. Barbara Bekis, Coordinator

**Director Email**  bbekis@memphis.edu

**Number of Full-Time Staff**  3

**Mission**  The Educational Support Program (ESP) is committed to supporting the students who are enrolled in the University of Memphis in achieving their academic goals. ESP is the academic/teaching unit of the Center for Counseling, Learning, & Testing (CCLT) where students learn-how-to-learn. Academic support is provided through free services and programs. The professional staff of ESP diligently works to enhance the matriculation and retention of students from their first year at the University to their graduation.

**Major departments/functions/offices/responsibilities - brief listing**  Function: ESP provides tutorial assistance through the learning centers to students on a walk-in basis and/or by appointment, as well as academic assistance through Supplemental Instruction (SI) for historically difficult courses. The tutorial academic assistance directly relates to the specific content of each ESP learning center. ESP's quality of assistance assures a safe learning environment for the diverse student population both in the learning centers and in group sessions.
3 main departmental goals and related accomplishments/results for 05-06

**Goal #1** Increase students’ awareness and utilization of ESP services and programs, understanding of the demands of the college academic environment, as well as the knowledge of support/resources available to make the necessary transitions.

**Results/Accomplishments #1A** Provide current information regarding ESP services and programs to students through a variety of sources including: the Web Site, Information Fairs, consultation, one-to-one tutoring, group learning, publicity (Helmsman advertisements, handouts, and flyers), and in-class-presentations and outreach activities.

Accomplishments:
Fall 2005- 1,337 individual students utilized learning centers
Spring 2006- 1,413 individual students utilized learning centers for a total of 13,335 contacts.

**Results/Accomplishments #1B**
16,627.8 contact hours for the 13,335 total documented student contacts through ESP learning centers
4,480 Student contacts through classroom presentations

**Goal #2** Build and enhance the collaboration with academic departments and faculty for the purpose of increasing faculty support and referrals of students to ESP

**Results/Accomplishments #2A**
453 faculty contacts (telephone, emails, meetings, consultations)
 Introduced New Faculty to ESP at Fall Information Table.
 Participated in discussion with College of Business regarding support for TA training of Ph.D. students

**Results/Accomplishments #2B**
Open invitation from some faculty to come into classrooms 'at any time'  
Made 77 classroom presentations on academic issues and ESP information  
Faculty request ESP material to distribute to their classes  
Presentation to April 2006 Faculty Senate meeting

**Goal #3** Engage and involve students in their quest for academic achievement.

**Results/Accomplishments #3A**
Training of tutors to engage students in the learning process during sessions
Train SI Leaders to promote learning of study strategies and learning oc concepts through engagement and involvement

Offered extended evening hours in two learning centers
According to ESP data, most students who use learning centers come more than once to learning centers for tutoring and group study and use more than one learning center during semester.
Results/Accomplishments #3B
ACAD students attended weekly ESP seminars
ACAD students learn about ESP services and help with retaining HOPE Scholarship

170 Students (from 8 course sections) participated in Supplemental Instruction (SI) with 667 contact hours. SI participants earned higher percentage of ABC as compared to students who did not participate.

Initiative #1: Upgraded method of data collection at each learning center has been accomplished with computer "log-in and log-out" system. Students readily accepted the 'high tech' method of data collection. ESP Learning Center reports can be generated for a specific day or longer. Student documentation is quickly accomplished. Via the computer, ESP office has immediate view of all students logged-in at all learning centers.

Initiative #2: A collaboration between ESP and the Honors Program resulted in two ESP Internships for Honors Students: Tutoring and Supplemental Instruction (SI). The benefits for the Honors students include class credit and stipend. The benefits to students in the learning centers is help from high achieving tutor, and Honors students leading the weekly SI study sessions. Benefits to ESP include the enhanced quality of tutoring that is provided and faculty referral based on the recognized Honors connection.

Initiative #3: The needs of students enrolled in evening classes (and on-line) created a current demand to provide later hours to accommodate these students. In two learning centers the evening hours were extended and announced to evening classes.

Students and faculty

Up to 3 student learning objectives and outcomes for 05-06

Student learning objective #1 Students will "learn-how-to-learn" in the specific content supported by the learning center and will apply the study strategies to the course for which help is requested.

Assessment Method #1:
Compared the increase/decrease of student contacts per month by learning center.
Provide Institutional Research with unduplicated SSN and request data on gpa, classification, ethnicity, and persistence (Data not available for this report.)

Outcome #1 The number of student contacts by learning center increased from first month of semester to last month of semester.

Student learning objective #2 Students will become empowered by utilizing the ESP Learning Centers and therefore more engaged in learning in the classroom.

Assessment Method #2: Learning Center data will be analyzed by Institutional research to find the gpa average of student population that utilized each learning center thus indicating the engagement in the classroom in the related content areas.

Outcome #2 Can be reported later.

Student learning objective #3 Students that participate in SI will achieve higher
percentage of ABC than students that do not participate in SI.

**Assessment Method #3:** Students who attend the SI sessions will sign an attendance form at each session. This data will be used to identify SI participants and SI non-participants. Using the end of semester grade reports, the number of ABC earned by both identified groups will be analyzed. The results will be a part of the Executive report for SI.

**Outcome #3** 2005-2006 data indicated that 54% of SI participants earned ABC as compared with 38.6% of non-SI participants that earned ABC. There were 667 students enrolled in 8 course sections. 170 students were SI participants.

**3 main bragging points for department - Optional**

**Bragging point #1** 2005-2006 reflects the successful implementation (and acceptance by students) of the computer log-in/log-out system for all ESP Learning Centers.

**Bragging point #2** The collaboration between ESP and the Honors Program benefitted both the Interns (as reflected in their end-of-term papers) and the students who received help from the Interns in the learning centers and through the SI study sessions (as reflected by comments on the log-out systems and the written comments from a survey given to students enrolled in the targeted courses at the end-of-semester). Successful completion of first-year of Honors Internships with ESP. Eleven interns reporting that the Internship had been a "best" experience at the University.

**Bragging point #3** African-American student contacts represent 51% of the total ESP Learning Center usage. The percentage of African-American student usage has ranged between 42% and 51% over 5 years.

**Community Involvement and Partnerships:**
Speaking engagements in the community (Bekis)

**Collaborative Efforts:** ESP has on-going collaboration efforts with over 20 areas (academic and student affairs) at the University. Visibility is key to ESP being recognized as team-player that is pro-active on behalf of students and their academic successes.

**What students learn from Student Affairs:** Students (and parents) learn that staff in Student Affairs cares about each of them and cares about the quality of their college experiences.
Students learn that academic success matters.

**If applicable, 3 major 05-06 events/programs/etc. with description, attendance info, money raised**

**Event #1** Collaboration with Academic Affairs Training received for Curriculum Pathways.

**Event #2** Training received from the Diversity Workshop presented by Student Affairs.

**2006-2007 Initiatives**
1. Provide follow-up sessions on learning strategies with incoming fall class of Nursing students. I will meet with these students following specific afternoon Nursing classes.
2. Seminars for specific populations: Topic: “How-To-Be Successful in Business Courses” will be presented by the ESP Business Learning Center Graduate Assistants in Fogelman College of Business during the first 6-weeks of the semester.

3. Seminars for the general student population: “Successful Writing Techniques for any Professor” will be presented by the ESP English Learning Center Graduate Assistants in Patterson Hall during the first 6-weeks of the semester.

4. Diversify Supplemental Instruction to include 2 sections of World Civilization 1 for fall 2006.

**Contact Summaries ESP 2005-2006**

13,335 Learning Center Student Contacts

5,179 Presentations- classroom and outreach

276 ESP Training

365 ESP Seminars- Student Organizations and weekly seminars

4,542 Telephone Calls incoming- ESP Office

4,092 Walk-ins- ESP Office

344 Individual Faculty Consultations (ESP Office)

885 Individual Student Consultations (ESP Office)

39 Individual Nursing Student Consultations (Bekis)

66 Recommendation Letters