<table>
<thead>
<tr>
<th><strong>STUDENT AFFAIRS 06-07 ANNUAL REPORT DATA</strong></th>
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</table>
| **IMPORTANT:** Please submit by August 3, 2007 and be sure to read the form instructions. As you prepare this be sure to refer to last year’s division report and the departmental reports by clicking the links below (will open up in new window).
  
  - 2005-2006 Division of Student Affairs Annual Report
  - 2005-2006 Division of Student Affairs - Detailed Annual Reports by Departments |

<table>
<thead>
<tr>
<th><strong>NOTE:</strong> Please click in the GRAY boxes to type/select your answers. If you need to un-highlight a textbox, press the left arrow key (←).</th>
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<tbody>
<tr>
<td><strong>Department/Sub-Department Name:</strong> Educational Support Program</td>
</tr>
<tr>
<td><strong>Location:</strong> 217 Mitchell Hall</td>
</tr>
<tr>
<td><strong>Phone Number:</strong> 678-2704</td>
</tr>
<tr>
<td><strong>Web Site:</strong> <a href="http://saweb.memphis.edu/cclt/html/esp.htm">http://saweb.memphis.edu/cclt/html/esp.htm</a></td>
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<tr>
<td><strong>Department Annual Report web link (if applicable):</strong> [Link]</td>
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<tr>
<td><strong>Director Name:</strong> Dr. Barbara Bekis, Ed. D.</td>
</tr>
<tr>
<td><strong>Director Email:</strong> <a href="mailto:bbekis@memphis.edu">bbekis@memphis.edu</a></td>
</tr>
<tr>
<td><strong>Number of Full-Time Staff:</strong> 3</td>
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**Mission:**

The Educational Support Program (ESP) is committed to providing quality services and programs that assist University of Memphis students in achieving their academic goals. ESP is the academic/teaching unit of the Center for Counseling, Learning, and Testing (CCLT) where students learn-how-to-learn. The professional staff of ESP works diligently to enhance the matriculation and retention of students from their first semester at the University to their graduation.

1. **Major departments/functions/offices/responsibilities - brief listing:**

   Function: ESP provides tutorial assistance through comprehensive learning centers related to specific course content, individual tutoring, study groups, and consultations...
to students on a walk-in basis and/or by appointment. Additionally, academic assistance is provided through Supplemental Instruction (SI) to students enrolled in targeted sections of historically difficult courses. ESP’s tutorial staff includes graduate assistants, academically successful undergraduate scholarship tutors, students awarded Advanced Honors Internships, ESP Learning Specialist, and ESP Coordinator. The quality of assistance provided by ESP staff assures a safe learning environment for the diverse student population who come to the ESP Learning Centers, SI study sessions, consultations, workshops, and seminars.

2. **Up to 3 student learning objectives and outcomes for 06-07:**

<table>
<thead>
<tr>
<th><strong>Student Learning Objective #1</strong></th>
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<tr>
<td>Students will utilize the ESP Learning Centers.</td>
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**Outcome #1 (with supporting data)**

2006-2007: ESP Learning Centers logged 14,009 contact hours for 12,947 student contacts. The data from these contacts indicates that students from all demographic categories utilized this service.

ESP had an **increased number of student contacts for freshmen (9.7%), sophomores (14.7%), juniors (14.5%), and seniors (11%).**

African American student contacts indicated that utilization was up 5.3%, while Caucasian student contacts indicated that utilization was down 9.2%.

Science Learning Center experienced an increase in student contacts of 72% (1,223 student contacts during 2005-2006 increased to 2,102 student contacts during 2006-2007)

<table>
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<tr>
<th><strong>Student Learning Objective #2</strong></th>
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<tr>
<td>Students will apply study techniques, which they learned from the ESP staff/tutors at the learning centers, SI study sessions, and/or seminars, to their courses and will improve their academic success.</td>
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</table>

**Outcome #2 (with supporting data)**

**Institutional Research findings (January 2007) indicated that students who "took advantages of services provided by ESP learning centers or SI study sessions six or more times experienced a significantly higher positive impact on their grades than did students who attended fewer than 6 times or did not use the service at all".**
### Student Learning Objective #3

Students who utilize ESP Learning Centers will recommend that other students utilize ESP Learning Centers.

### Outcome #3 (with supporting data)

10,018 (77%) of the student contacts indicated that they would recommend ESP Learning Centers to other students.

Finding: 1,779 student contacts did not log-out. Therefore, they did not respond to the question of "Would you recommend ESP Learning Centers to others?".

### 3. 3 main departmental goals and related accomplishments/results for 06-07:

#### Goal #1

Increase student awareness and utilization of ESP services and programs.

#### Results/Accomplishments #1A

2006-2007 ESP Learning Centers logged 3,349 individual students which is **16.85%** of the students enrolled (19,880 headcount avg. for 2006-2007).

ESP actively seeks opportunities to provide accurate and current information regarding ESP services and programs through a variety of sources including: Information Fairs, consultations, classroom presentations, outreach presentations, publicity (Helmsman ads, handouts, and flyers), bookmarks, and website.

ESP's total contacts for classroom presentations was 3,930 students, in addition to 4,808 contacts with students through Outreach presentations.

#### Results/Accomplishments #1B

2006-2007: ESP had an **increased number of student contacts for freshmen (9.7%), sophomores (14.7%), juniors (14.5%), and seniors (11%).** Graduate student contacts were down significantly!

African American student contacts indicate that utilization was up 5.3% while
Caucasian student contacts indicated that utilization was down 9.2%.

**Goal #2**

Increase students' familiarity with learning strategies and study skills for enhanced academic success through ESP seminars and Supplemental Instruction (SI).

**Results/Accomplishments #2A**

ESP updates the content of the weekly seminars (and workshops) for relevancy of information appropriate to the diverse students who attend and identify how students could apply that information to courses in which they are enrolled. The content of the seminars/workshops, as well as the presentations, involved and engaged the students. Several presentations have included a team approach in information delivery.

**Results/Accomplishments #2B**

Supplemental Instruction (SI) focuses on (1) learning strategies and study skills which are appropriate for learning the course contents in the targeted courses and (2) on strategies for learning the course concepts. In pre-training SI Leaders are introduced to study skills and learning strategies which promote student academic development from the beginning of the course through the application of that conceptual information. At each weekly SI Leader meeting, additional skills and strategies are introduced so that SI Leaders can develop activities/guides for the SI participants.

2006-2007 Supplemental Instruction (SI): 1,056 students were enrolled in 14 targeted sections. 208 students (19.7%) participated in SI study sessions.

62% (129) of the SI participants (208) received grades of ABC as compared to only 38% (322) of non-SI participants (848) who received grades of ABC.

**Goal #3**

Create and maintain collaborative relationships with departments from Academic Affairs, Student Affairs, and student organization.

**Results/Accomplishments #3A**

548 faculty contacts: telephone calls, meetings, consultations. (Number of emails are...
not included.) Other ESP collaborations included:

**Academic Affairs**

ACAD faculty (presented at 32 ACAD classes, additionally ACAD classes attended weekly seminars)

Athletic Academics (Tutor referrals, Training for Counselors, and consultations)

College of Business (Dean's Office, Accounting, Economics, Statistics, Beta Alppha Psi)

College of Arts & Sciences (Assistant Dean; Faculty in Chemistry, Biology, History, Math)

College of Education (Summit III, Recruitment Committee, ICL, Leadership, Teacher Preparation)

Engineering (Mechanical)

Extended Programs/Distance Learning

Freshmen First

Governor's School

Honors Program

Learning Communities

Memphis READS

Nursing (Dean, faculty, undergraduate and graduate programs) **208 consultations with students referred by Dean or faculty)

Orientation & Recruitment (NSO, African America, International, Athletics, Transfers)

Social Work (undergraduate and graduate)

University College

**Student Affairs:**

Adult Commuter Program

Greek Affairs

Judicial Affairs
MIMSAC
Minority Affairs
Student Disability Services (SDS)
Student Health Services
Student Leadership
Student Support Services (SSS)
Residence Life/ Resident Hall

***Student Organizations:
Alpha Delta Pi
Alpha Kappa Alpha
Black Student Association
Black Scholars Unlimited
Kappa Delta Pi
Sigma Chi Fraternity
Phi Kappa Phi

Greek Organizations: Presented at Chapter meetings; Speaker at Sorority Scholarship Banquet; Implemented Win-Win Program for Fraternities to encourage scholastic improvement among brothers.

**One fraternity reported that 6 of 7 members who participated in the Win-Win program earned 3.0 or greater. The other one improved his gpa.

Some Sororities offered study time credit for time spent at any ESP Learning Center locations.

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**Results/Accomplishments #3B**

Provided training programs for the following: Athletic Academic (Director and Counselors); SSS Tutors; Scholarship students interested in ESP service; Tutor Training for hired tutors (undergraduate and graduate); Students enrolled in Careers in Psychology course; CCLT Internship Program; RA staff and Area Coordinators; NSO Guides; Supplemental Instructions (SI) Leaders; Advanced Honors Internship
4. **Individual staff and student accomplishments:**

A few of the accomplishments noted for ESP Tutors: 2 graduated from Law School; 2 accepted to Medical School; 1 accepted to Law School (with 69K financial award); 2 accepted to Ph.D. Programs; 7 entering graduate schools; 2 accepted teaching positions; 2 accepted jobs with Big 5 Accounting Firms: 1 undergraduate tutor selected for Ambassador Board; several selected for external Internships; 3 accepted to work in research at medical facilities; several elected as officers in student organizations.

ESP initiated a MIMSAC program which involved 6 representatives from Academic Affairs and Students Affairs. The program was well received by the MIMSAC attendees.

5. **3 main bragging points for department – What top administrators should know about your area:**

**Bragging point #1**

ESP increased the number of Advanced Honors Internships from 9 in 2005-2006 to 13 in 2006-2007, which is a 45% increase.

Quotes from papers written by Advanced Honors Interns with ESP:

"Over the year I have seen many of the students that I have tutored, past and present, and I always stop and talk to them. many have gone on to continued success which is large part of tutoring."

"The ESP is a feature of the University that helps students in ways that transcend traditional classroom settings. It is a pleasure and a privilege to be a part of this incredible program."

**Bragging point #2**

"I am proud to have met so many excellent students and learned so much about myself from them."

"My tutoring internship has provided me with an opportunity to grow as an individual, and it has also allowed me to fulfill certain criteria which I feel are necessary to living successfully."

"I will not forget my experiences and all the things that I have learned."
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"My tutoring internship has provided me with an opportunity to grow as an individual, and it has also allowed me to fulfill certain criteria which I feel are necessary to living successfully."

"I will not forget my experiences and all the things that I have learned."

### Bragging point #3

ESP has an added feature to the computer log-in system which is a pull down course menu with instructor names (similar to Tigerlan). This provides additional information that can be used to support the collaborations between ESP, academic departments, and faculty.

### 6. Revenue Producing Initiatives and Results:

na

### 7. Community Involvement and Partnerships:

Collaboration with YMCA on Walker Avenue supporting their Saturday tutoring program. YMCA’s Nick Robinson (former UoM student) has been awarded several grants to fund the 'Saturday Tutoring' and will be hiring UoM tutors (Nick would like ESP trained tutors).

### 8. Collaborative Efforts:

See Listing under Goal 3 for University collaboration efforts.

Additional: Southwest Faculty for DSPM

### 9. If applicable, 3 major 06-07 events/programs/etc. with description, attendance info, money raised:

**Event #1**

na

**Event #2**
10. **Detailed contact summaries for the 06-07 year as applicable - headcount counseling sessions, cases, programs help, students housed, children housed, children cared for, tests administered, interviews hosted, etc.**

**2006-2007 ESP Summary of Contacts:**

- 14,009 total logged student contact hours through ESP Learning Centers
- 12,947 total logged student contacts through ESP Learning Centers
- 3,349 total individual students logged in at ESP Learning Centers (16.85% of headcount of enrolled students)
- 3,930 student contacts through classroom Presentations
- 4,808 student contacts through campus Outreach Presentations/Events
- 288 student contacts through ESP Training Program
- 585 consultations with students (includes 208 consultations with Nursing students)
- 1,195 ACAD students utilized ESP Learning Centers
- 548 Faculty contacts (see Goal 3)
- 208 Students participated in Supplemental Instruction (SI): 62% (129) earned ABC grades as compared to 38% (322) of non-SI participants (848) earned ABC grades
- 2,413 contacts with HOPE scholars through ESP Learning Centers
- 45% increase in number of Interns (9 increased to 13) from Advanced Honors Project with ESP

11. **3 Main initiatives for 07-08**

**Initiative #1**

Pilot of an ONLINE Tutoring Program to benefit University of Memphis students from
both the main campus and satellite locations.

<table>
<thead>
<tr>
<th>Initiative #2</th>
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<tr>
<td>Extend ESP Learning Center hours of operation to benefit University of Memphis students' study schedules.</td>
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<tr>
<th>Initiative #3</th>
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<tr>
<td>1) Expand the Advanced Honors Internship Program with ESP and</td>
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<tr>
<td>2) Expand the supported courses for Supplemental Instruction (SI)</td>
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</table>

12. **How did feedback you received from your planning meetings or annual report submission assist your department in moving forward with goals and learning objectives?**

The continuing feedback has helped me to establish focused planning and decision making which should result in better articulated goals, learning objectives, and assessment techniques for this program and for the umbrella unit.

13. **In planning for 07-08, what intentional data can you collect to produce and analyze retention data and results?**

I will work with Institutional Research to develop a plan that will utilize the collected data and determine the most effective methods to incorporate the findings into ways of improving the services and programs to benefit the students.