

Delta State

Academic Affairs/Provost and VPAA

Student Success Center

Academic Support Services

AS Mission Statement

Mission statement

The Office of Academic Support Services provides the support services that are necessary for student success in college courses, assists students in developing an educational plan consistent with life goals and objectives, and equips students with the skills and attitudes necessary for the attainment of personal goals.

Related Items

There are no related items.

AS 01: LO Understanding University Policies and Procedures

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

The student will be able to navigate the DSU website and demonstrate a knowledge of Delta State's policies regarding academic probation and suspension and financial aid probation and suspension.

Data Collection (Evidence)

Class discussion, pre- and post-test to determine the student's knowledge of policies and procedures.

Within the first several days of the semester, the students were given a pre-test to determine how much they knew about DSU and the policies and procedures that govern student behavior and academic progress. The test consisted of questions concerning the number of hours the students must attempt to be considered full-time, the hours of operation and services offered by Student Health Services and the DSU laundry, the difference between Flex Bucks and Okra Green dollars, the name of Delta State's President, the university attendance policy and consequences of exceeding the allowable number of absences, the GPA required to remain in good standing with Academic Affairs and with Financial Aid and the consequences of falling below that GPA, dates and deadlines for submitting financial aid documents and for registering for classes, as well as policies concerning alcohol use, parking decals, and residence hall visitation. Then we spent the next several days finding answers to all those questions by learning to navigate the DSU website. Additionally, students were taught to access the different pages on the DSU website including those on Online Services, OkraMail, OkraKard, the DSU online catalog, curriculum check sheets, and the student handbook. They were also taught to compute grade point averages. Occasionally throughout the semester, we had website drills. I would ask students to locate a certain policy or form on the DSU website. The first student to successfully locate the requested information would receive a fun reward. These impromptu drills offered additional opportunities to discuss information crucial to student success. At the conclusion of this process, the students were given a post-test on the same material. Additionally, the final exam for the semester contained several questions on DSU policies and procedures.

Students must attain a grade of at least 70% on the post-test to demonstrate competence.

Results of Evaluation

The results of the pre- and post-test are as follows:

Pre-test: 4% of the students demonstrated at least 70% competence on knowledge of DSU's policies and procedures.

Post-test: 83% of the students demonstrated at least 70% competence on knowledge of DSU's policies and procedures.


Use of Evaluation Results

Although the students were able to recall the specifics of the policies governing academic and financial standing and the consequences of not maintaining satisfactory standing, on the whole the students did not apply that knowledge. Regular reminders of the possibilities of losing financial aid due to poor academic performance should have resulted in more time on task and more time in tutoring, but that was not the case. Entirely too many of the students enrolled in Academic Support Lab I and II found themselves in academic trouble at the end of the first semester and first year. I once again required tutoring sessions as a part of the CED 099 curriculum during the Spring 2012 semester as I had in Fall 2011. Additionally, I offered bonus credit on the student's daily grades for those who attended weekly tutoring sessions. Even with these incentives, many of the students were not motivated to come to tutoring.

I plan to continue the occasional website drills with fun rewards for the student who is able to locate a specific fact on the DSU website first to encourage the students to spend outside time navigating the site. Knowledge is power, and knowing policies should empower the students to be more successful, to not miss deadlines, and to access the resources available

to him/her while at Delta State.

Related Items

 [GE 01: Critical and Creative Thinking](#)

 [GE 04: Inquiry and Technology](#)

 [GE 10: Values](#)

AS 02: LO Establishing Goals

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

The student will be able to establish appropriate short term and long range goals for his/her academic progress at DSU.

Data Collection (Evidence)


Goal worksheet, goal cards, and unit test questions.


The unit on values and goals was introduced with an exercise on discovering what is important (see Identifying What You Value Exercise attachment). The students were required to identify the link between what they value and how to achieve what they value, and also the role that education would play in the achievement process.

We discussed the characteristics of SMART goals (see Characteristics of SMART Goals attachment) and completed a SMART Goal Worksheet (see SMART Goal Worksheet attachment). Completing this worksheet helped the student develop a plan for achieving the goal, rather than simply saying they wanted to meet the goal. As we moved through the unit in the text, we used index cards for the statement of a weekly goal, the plan for accomplishing the goal, and the assessment of the extent to which the goal was met. This unit transitioned into the section on time management so that the students were able to equate the amount time spent on a goal with the level of achievement. The students completed a weekly self-evaluation of the extent to which they had met their weekly goal. We spent class time discussing their successes in meeting goals and what could have been done differently if the goals were not met.

The self-evaluation is important for the students to observe their attitudinal and behavioral changes. The unit test contained questions about SMART goals. Additionally, the students were required to write a goal and complete all sections of the goal sheet for an assigned topic. These were graded by the instructor. The students must attain at least 70% of the possible points on those questions to demonstrate competence.

 [Characteristics of SMART Goals](#)

 [Identifying What You Value Exercise](#)

 [SMART Goal Worksheet](#)

Results of Evaluation

The students seemed to really enjoy the value exercise. Great discussions followed as they made connections between what they value and the steps required to achieve goals related to what they want to achieve. This led into the goal-setting process. The goals worksheet was an excellent tool for helping the students see the steps required to meet goals, academic or otherwise. The class discussion was tremendous! The students helped one another determine better ways to meet goals, and as they talked through the process, they came to a better understanding of how they could improve to meet their own goals.

Only 33% of the students reached the 70% competency rate on the daily quizzes on the goals material, but approximately 63% of the students scored 70% or higher on the unit test.

Use of Evaluation Results

During the 2012 – 2013 academic year, I will require a goal setting exercise with every unit of the text. This should reinforce the goal setting process, as well as instill in the student the importance of the new material as it relates to the student's long range goals.

Related Items

  **GE 10: Values**

  **SP1.Ind01: Pass rates: developmental and intermediate courses**

  **SP1.Ind03: Academic and support services**

  **SP2.Ind02: Retention**

  **SP2.Ind03: Graduation Rate**

AS 03: LO Applying Successful Time Management Strategies

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

The student will be able to identify and apply proper time management techniques to his/her daily academic routine.

Data Collection (Evidence)

Unit test, Improvement Plan, Improvement Plan revisions.

Prior to studying this unit in our text, we logged onto the Virginia Tech website and completed the time management activity entitled "Time Management Strategies for Improving Academic Performance". (<http://www.ucc.vt.edu/stdyhlp.html>) We listed our most common time wasters and approximated the amount of time per week/day that was spent on those time-wasting activities. This led to a discussion of setting priorities and the importance of developing a schedule. The activity concluded with the students completing the "Where Does Time Go?" assessment. The textbook unit was then introduced and covered over the next couple of weeks.

Time management strategies were tested in daily quizzes and on the unit test. These questions were graded objectively by the class instructor.



Results of Evaluation

The material on managing time, establishing priorities, and avoiding procrastination was tested in two daily quizzes. Sixty percent of the students scores 70% or better on these quizzes. Additionally, there were several time-management questions on the unit test, and 63% met or exceeded the 70% competency rate.

Use of Evaluation Results

The VA Tech site is an excellent way to introduce the material. It is interactive and promotes immediate feedback. During the 2012-2013 academic year, I will once again utilize this site to introduce this concept. At midterm, the students were required to reflect on their progress over the first eight weeks of college, what they had done well and what needed improving. As an out-of-class activity, they had to prepare a detailed, step-by-step improvement plan for any subject area in which their grade was below a C. We revisited the improvement plan periodically to determine how well they were following their own guidelines. I will continue to use this technique.

Related Items

  **GE 01: Critical and Creative Thinking**

  **GE 10: Values**

  **SP2.Ind02: Retention**

  **SP2.Ind03: Graduation Rate**

AS 04: LO Exploring Academic Majors and Related Careers

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

The student will declare an academic major during his/her first year at Delta State and will be able to demonstrate an understanding of the relationship between the chosen academic major and a desired career path.

Data Collection (Evidence)

Academic major/career path project.

Prior to the assignment of the informal research project on an academic major and the career options available for someone with that major, we once again discussed values. The student's values, as well as his/her interests and abilities, provided the bases upon which the students would declare an academic major. The student's project consisted of a 3-page typed paper and an oral presentation to the class. Included in the report was internet research on the major and possible careers linked to the major, an interview with someone currently working in the chosen field, and an interview with an instructor in the academic area of the major.

Visual aids were optional, but encouraged. Some class time was allotted to the research for the project, but most had to be completed outside of class. The presentation rubric was distributed and thoroughly explained to insure that the students were fully aware of what was expected in the paper and presentation.

The students made the presentations to the class. The grades on the presentations were computed using the following weights: 40% of the grade from peer evaluations, 60% of the grade from instructor evaluation. A grade of at least 70% was required to demonstrate competency.

Results of Evaluation



Seventy-eight percent of the students demonstrated a competency level of at least 70% on the Academic Major / Career project.

Use of Evaluation Results

During the 2012 – 2013 academic year, we will again make any necessary revisions to the rubric to make it more relevant and easier for students to use. Although I was pleased with the overall quality of the presentations, one student was not prepared for their presentation the day their name was chosen. This was an improvement over the previous year. In an effort to insure that all students would be prepared for their presentation, I had set a due date for the actual paper several class days prior to the day presentations were to begin. I had also preset the presentation day for each student in advance so that students would be dressed appropriately for the presentation. Both these actions resulted in better preparation by the student.

I will once again set a due date for my copy of the project papers several class days prior to the presentations and assign each student a day for his/her presentation.

Related Items

  **GE 02: Communication**

  **GE 05: Self**

  **GE 09: Cross-disciplinary Appreciation**

  **GE 10: Values**

AS 05: LO Learning How We Learn

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

The student will be able to identify his/her primary learning style and personality type and to make appropriate adjustments to note taking and studying to compensate when his/her learning style differs from the instructor's delivery method.

Data Collection (Evidence)

The Multiple Pathways to Learning Assessment, the Personality Spectrum Assessment, in-class cooperative learning exercises, and the unit test.

After a brief introduction of the unit, the students completed both the Multiple Pathways to Learning and the Personality Spectrum assessments in class. These instruments provided insight into the ways individual students learn and how they

interact and communicate with others. The students also participated in cooperative learning exercises, first with same personality type students and second with different personality type students. A similar exercise was repeated with students of same and different learning styles. The students discuss how they could use the characteristics of their dominant learning style to convert information disseminated by the instructor into a format that better met their learning style needs. The unit test included questions that required students to recognize not only characteristics of the different learning styles and personality types, but also study techniques that maximize each.

Application of this material is difficult to measure objectively. Although the unit test questions do measure the student's knowledge of the learning styles and personality types and study techniques that maximize each, the student's ability and willingness to adapt to different delivery styles is a behavioral change that is difficult to measure objectively. Students must attain at least 70% of the possible points on the unit test to demonstrate competence.

Results of Evaluation

Daily quizzes: 57% of the students scored 70% or higher.

Unit test: 86% of the students scored 70% or higher.

Use of Evaluation Results

Although the students began to discuss more openly the differences in their instructors' delivery methods and their learning preferences, I am not sure that they actively used the information they learned. During the 2012-2013 academic year, as I cover chapters subsequent to the Learning How You Learn chapter, I will continue to focus on the characteristics of each learning style, particularly as we discuss note-taking and test-taking skills, in an effort to encourage the students to apply what they learned about how they learn.

I plan to have the students write more about specific classes in which they are struggling. Hopefully by focusing on areas of weakness, we can apply some of the techniques learned in this chapter to help them strengthen those areas.

Related Items



GE 01: Critical and Creative Thinking



GE 05: Self



GE 08: Perspectives

AS 06: LO Taking Notes

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

The student will be able to demonstrate multiple note-techniques.

Data Collection (Evidence)

Sample note-taking exercises, unit test.

As a pre-unit exercise, I gave a mini-lecture and the students were asked to take notes using their method of choice. At the conclusion of the lecture, students were allowed 5 minutes to clean up their notes and expand as needed, but the students were not allowed to consult me or another student for clarification of material. An open-note quiz followed and the students graded themselves to determine how well their method of recording the information prepared them for the quiz. Although these grades were not recorded, it gave the students valuable feedback on their note-taking skills. I then introduced the unit and different note-taking techniques were introduced and practiced. Students were reminded of their dominant learning style and note-taking strategies were provided for each learning style. The students were also required to utilize different note-taking methods from their reading, not just from lectures. The daily quizzes and unit test contained questions that required the student to recognize characteristics of the different note-taking styles and to connect learning styles with various note-taking methods. For instance, a student whose dominant learning style is Visual-Spatial might prefer to take notes using a Think Link or Spidergram. Students must attain at least 70% of the possible points on the unit test to demonstrate competence.

Results of Evaluation


Only 61% of the students scored 70% or higher on the daily quizzes on the unit entitled *Listening and Note-Taking*.

Seventy-six percent of the students scored 70% or higher on the Listening and Note-Taking unit test.

Use of Evaluation Results

Although the students performed better this year on this chapter than last year, only 76% met the required competency level. Students seemed to lack the focus required for improved comprehension of what they read. I will spend more time reinforcing the concentration techniques discussed in the text as I teach this material during the 2012-1013 academic year. Additionally, I will consider teaching the chapter on reading for comprehension prior to teaching the note-taking chapter. Perhaps their inability to comprehend the material in the note-taking chapter was based, at least partially, on their inability to understand what they are reading and hearing.

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

AS 07: LO Reading for Comprehension

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

The student will demonstrate improved reading comprehension skills.

Data Collection (Evidence)

Developing Critical Thinking Skills software; unit test.

As I introduced the chapter entitled Reading and Information Literacy, I assigned each student a section of the unit. The student was required to read the assigned section, take thorough notes in their own words, and be prepared to teach that section at the next class. At the following class, the chapter was taught section by section, one student after another. At the conclusion of this process, the students admitted that they understood their individual section better than the other sections because of their preparation. I encouraged them to always read as if they were responsible for teaching the material to others.

Periodically, the students are required to complete units using the reading software program Developing Critical Thinking Skills, a program that tests the students ability to recognize context clues for vocabulary, main ideas, inference, and sequence.

Students must attain a grade of at least 70% on the unit test to demonstrate competence.

A competency level of 70% or above is required on the reading software before the student is allowed to advance to the next level in the software. Students not scoring at least 70% on each component of the Developing Critical Thinking Skills reading program are required to repeat the sections with unacceptable scores until a mastery score of 70% or better is reached.

Results of Evaluation

Ninety-six percent of the students completed the computer work at a competency level of at least 70%.

Sixty-one percent of the students scored 70% or higher on the daily quizzes on the unit entitled Reading and Information Literacy.


Ninety percent of the students scored 70% or higher on the Reading and Information Literacy unit test.

Use of Evaluation Results

No changes are recommended for the use of the Developing Critical Thinking Skills reading software for the 2012-2013 academic year.

The students performed better this year on this chapter than last year. However, students still seem to lack the focus required for effective comprehension of what they read. We will continue to discuss ways to create an environment conducive to the concentration and focus required for enhanced reading comprehension, as well as other concentration techniques discussed in this text.

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

AS 2012_01: Insure Proper placement**Start:** 7/1/2011**End:** 6/30/2012**Unit Goal**

Insure that entering freshmen who require developmental classes according to the policies of the Mississippi Board of Trustees of State Institutions of Higher Learning are accurately registered and monitor their progress through the required courses to insure continuous enrollment until successful completion of said courses.

Evaluation Procedures

I run regular Banner ACT component score reports throughout the spring and summer prior to fall enrollment to determine which students require one or more developmental courses. For students whose ACT component scores dictate the need for one or more developmental courses, I then check the student's Banner account to determine if a developmental hold has been placed on the student. If the hold is not already in place, I execute the hold process. If the hold is already in place, no immediate action is required. Once the student is prepared to register for classes (whether at Freshman Orientation or at another time during the summer after the student has been fully admitted to the University), I remove the hold and register the student for the required developmental course(s). Periodically, I run a Banner Developmental Course Load List report to track enrollment changes in the developmental courses. If a student has been removed from a developmental course, I make sure that a developmental hold has been reapplied to the student's account. At the completion of each semester, I run a Banner report (SFRSLST) to view final grades recorded in all developmental courses. If a student has not successfully completed the required course(s), I check their registration for the upcoming semester. If the student has already preregistered for the failed developmental course for the upcoming semester, no course of action is required on my part. If the student has preregistered, but has not preregistered for the failed developmental course, I contact the student to correct the registration schedule. If there is no schedule for the upcoming semester, I simply execute a developmental hold on the student's account which will prevent registration until the student has contacted me. Once contacted, I register the student for the required course(s), remove the developmental hold, and either assist the student with registering for the remainder of his/her courses or instruct them to work with another academic advisor to complete registration. Accuracy in these processes requires close coordination among the offices of Academic Support Services and Developmental Studies, Enrollment Management, and the Registrar.

Actual Results of Evaluation

Through close coordination among the offices of Academic Support Services and Developmental Studies, Enrollment Management, and the Registrar, Delta State University strictly complies with the IHL policy regarding enrollment in the developmental courses. Students who require developmental courses in mathematics, English, and/or reading, are properly placed in those courses and are tracked to insure continuous enrollment until each required course is successfully completed while enrolled at Delta State University. Students who withdraw from the University prior to successful completion of those required developmental courses must show proof of credit in the developmental courses from another institution of higher learning or re-enroll in those courses upon readmission to the University.


Use of Evaluation Results

Students who are placed in developmental courses according to the IHL policy are not allowed to withdraw from those classes unless they are completely withdrawing from the university. Additionally, students must maintain continuous enrollment in the required developmental classes until they have been successfully completed, and they may not enroll in a subsequent course in the subject area until they have successfully completed the required developmental course. If there is an enrollment change in a developmental course that does not follow these guidelines, I meet with the office staff who allowed the exception to reinforce the IHL policy and the serious nature of not complying with the stated guidelines and make every effort to correct the exception immediately.

Related Items

 [SP1.Ind01: Pass rates: developmental and intermediate courses](#)

 [SP1.Ind03: Academic and support services](#)

 [SP1.Ind06: Advising -- access to improved, comprehensive, and directed/targeted advising](#)

 [SP2.Ind01: Enrollment](#)

 [SP2.Ind02: Retention](#)

 [SP2.Ind03: Graduation Rate](#)

AS 2012_02: Disseminate Academic Success Information**Start:** 7/1/2011**End:** 6/30/2012**Unit Goal**

Disseminate academic success information through the following by providing academic support classes, peer tutoring services, and study skills workshops that focus on effective time management, study skills, note-taking techniques, and reading comprehension. Mastery of this information will produce better students who persist to graduation. Additionally, I


will continue to present study skills information to GST 100 groups and SSC 101 classes.

Evaluation Procedures

I provide regular email notifications of tutoring hours (see tutoring attachment), workshop dates and topics (see study skills workshop attachments), and other special academic-enhancing events to all students in the OkraMail database. Additionally, these email notices are sent to all faculty and staff through the appropriate ListServes. I enlist the aid of the faculty and GST mentors and encourage them to require their students' attendance at one or more of the workshops per semester. I record attendance at all workshops and have workshop attendees evaluate the speakers. Additionally, I maintain tutoring records and track the academic progress of SDP students and CED students.

 Study Skill Workshop - Fall 2011

 Study Skills Workshops - Spring 2012

 Tutoring Schedule - Spring 2012

Actual Results of Evaluation

Tutors in the Academic Support Lab provided assistance to 1433 students. This is an increase of 214 students from the previous academic year.

During the Fall 2011 semester, I presented study skills tips to sixteen GST 100 classes and to the SSC 101 class during both fall and spring. Through these outlets, study skills and time management information was shared with over 236 students. Additionally, I participated in the ODK Involvement Fair during which 87 students visited the Academic Support Services table and picked up information on tutoring and upcoming workshops.

During the Fall 2011 semester, 47 students were registered for CED 098, Academic Support Lab I. Two of those students were purged from all classes for financial reasons and one withdrew for personal reasons. Therefore, a total of 44 students received final grades in CED 098. Thirty-three of those students received passing grades in the class and eleven received a grade of F (7 cut-outs and 4 actually completed the course, but unsuccessfully.) Of the 44 students who received final grades in CED 098, only 30 were enrolled in the CED 099 for Spring 2012. Additionally, 3 new students enrolled for spring and one former student enrolled, but never attended. Two of the students who did not enroll in the CED 099 during the spring semester had already fulfilled the CED requirement of both CED 098 and 099. Of the 12 remaining students, all 12 had lost their financial aid due to poor academic performance. This data is very disappointing. The students were given the information needed to perform successfully in their college classes, but they obviously chose to ignore it. I would expect students in the academic support classes to persist at a higher rate than their peers, but this does not appear to be the case.

A total of 864 students attended the workshops offered during the 2011 – 2012 academic year, a slight decrease from the previous year. Additionally, 71 different faculty referred students to fall workshops and 51 different faculty referred students to spring workshops. (See the table below for more complete information on the Study Skills Workshops.) I can only hope that the information disseminated at these sessions will continue to positively impact the academic performance of those in attendance.

Workshop	Students in Attendance	Number of Faculty Who Referred Students to Workshop
Fall 2009 - I	67	18
Fall 2009 - II	107	22
Fall 2009 - III	184	30
Total for semester: 358		Unduplicated number of faculty referring: 42
Spring 2009 - I	100	16
Spring 2009 - II	106	11
Spring 2009 - III	174	23
Total for semester: 380		Unduplicated number of faculty referring: 33
Fall 2010 - I	97	31
Fall 2010 - II	144	28
Fall 2010 - III	174	35
Total for semester: 415		Unduplicated number of faculty referring: 52
Spring 2011 - I	108	23
Spring 2011 - II	153	37
Spring 2011 - III	257	37
Total for semester: 518		Unduplicated number of faculty referring: 60
Fall 2011 - I	161	38
Fall 2011 - II	158	44
Fall 2011 - III	198	49
Total for semester: 517		Unduplicated number of faculty referring: 71
Spring 2012 - I	113	34
Spring 2012 - II	106	28
Spring 2012 - III	128	20
Total for semester: 347		Unduplicated number of faculty referring: 51

In an effort to provide more direct feedback to the faculty presenters and to assist me in scheduling upcoming workshops (best times, desired topics, etc.), with the assistance of IR, I developed a brief evaluation form to be completed by all workshop attendees at the completion of each workshop (see attached workshop evaluation form). A compilation of some of the feedback is provided below. The workshop evaluation form contains questions not represented below, as well as a space for comments. However, the items shown here are the most relevant and most helpful when scheduling future workshop topics and speakers.

Survey Question	Number of Respondents	Responses
The topics were relevant to my personal needs.	804	80% Agree or Strongly Agree
Would you like to hear this speaker again?	781	87% responded Yes
What additional topics would you like to have discussed at future workshops? (Mark all that apply.)	1712 responses from 864 respondents	39% responded Study Skills 32% responded Financial Management 34% responded Time Management 24% responded Organizational Skills 39% responded Note-Taking Techniques 40% responded Academic Motivation 4% Other* Memorization Stress / Tension Reading for comprehension Problems facing non-traditional students Mental/physical health Interview skills
What day is best for you to attend a presentation?	715 respondents	16% responded Monday 28% responded Tuesday 34% responded Wednesday 22% responded Thursday
What time is best for you to attend a presentation?	765 respondents	14% responded 3 pm – 4 pm 25% responded 4 pm – 5 pm 61% responded 5 pm – 6 pm

 Study Skills Workshop evaluation form

Use of Evaluation Results

Tutoring - I continue to focus the funds available to hire tutors for the areas in highest demand. Over the last several years, the demand for assistance in the basic business courses has increased, so I made an effort to hire a graduate assistant who could tutor multiple areas within the College of Business. I contacted the Dean and each Department Chair within the College of Business asking for referrals, but I was never able to hire a G.A. for these courses. I was, however, able to find an upper level student to tutor the basic CIS course. Based on demand, I hired several math tutors, one writing tutor, and a G.A. for chemistry. I will continue to staff these areas, and hopefully, I will be able to find a G.A. to tutor the business courses.

CED 098/099 - Students who have a poor grade point average are placed on academic probation or suspension and financial aid probation or suspension. The vast majority of the CED students who did not return in the spring had lost their financial aid and were unable to pay college fees without assistance. This inability to pay their fees prevented them from re-enrolling. It is not uncommon for underprepared students to make poor choices regarding time management, which typically results in poor grades and the loss of financial aid for tuition and fees. I will continue to devote more class time to the consequences of poor grade point averages in an effort to assist the students in remaining focused on their academic requirements.

Study Skills Workshops / GST 100 / SSC 101– As I plan upcoming workshops, I use the results of the previous semester’s workshop evaluations. Speakers and/or topics with poor reviews will not be asked to present at subsequent workshops. I seek feedback from GST 100 and SSC 101 faculty/staff to determine if the study skills information that I cover with these groups meets the needs of the group, and if needed, I will revise my presentations.

Related Items

  [SP1.Ind01: Pass rates: developmental and intermediate courses](#)

  [SP1.Ind03: Academic and support services](#)

  [SP2.Ind02: Retention](#)

AS 2012_03: Update and Revise Subject Content

Start: 7/1/2011

End: 6/30/2012

Unit Goal

Continue to update and revise the content covered and time spent on topics addressed in CED 098/099 and topics covered in study skills workshops to meet the ever-changing academic needs of the students enrolled at Delta State University.

Evaluation Procedures

I obtained oral feedback throughout the semester and written feedback at the end of each semester from the CED students on the use of class time and material covered and made necessary adjustments based on that feedback. I used the results of the study skills workshops evaluations when arranging for speakers, determining topics, and setting days and times for the upcoming semester's workshops. Additionally, I continued to monitor the academic progress of the students in CED 098/099 and made adjustments as to how class time was spent in an attempt to increase student retention.

Actual Results of Evaluation

I made regular adjustments to both the content covered in CED 098/099, and also the time spent on each topic as individual student needs dictated. By allowing student input into the areas of emphasis, I expected that the students would take a more vested interest into the content of the course. I expected them to retain the information better because of their involvement, and as a result, demonstrate more academically sound choices. Many times, however, they did not seem to have any desire to have input into the content covered and the way class time was spent. The students who did request certain topics did seem to enjoy the material more and get more involved in the learning process.

Use of Evaluation Results

I asked for student input into the order that I taught the topics in the textbook and revised my syllabus based on their input. Additionally, toward the end of the semester, when we had a couple of days left, I opened the class for general discussion on any topics of concern. This worked well and was really enjoyed by the students. I will use this technique in future semesters.

Related Items

📖 SP1.Ind01: Pass rates: developmental and intermediate courses

📖 SP1.Ind05: Diversity -- access to diverse ideas/programs

📖 SP2.Ind02: Retention

📖 SP2.Ind03: Graduation Rate

AS 2012_04: Increase Campus Awareness

Start: 7/1/2011

End: 6/30/2012

Unit Goal

Increase the campus awareness of the services offered by the Office of Academic Support

Services and Developmental Studies in the following ways:

- Encourage faculty to include Academic Support information in each course syllabus.
- Post workshop and tutoring flyers in each academic building and residence hall.
- Use OkraMail and FaceBook to announce upcoming events sponsored by this office.
- Set up a table in the H L Nowell Union during Welcome Week to increase the awareness of the services offered by this office.
- Keep the Academic Support Services web site up-to-date.
- Request that the Academic Support Service and Developmental Studies' web pages be included under the category Resources in the DSU homepage Quicklinks

Evaluation Procedures

I keep accurate records of lab use and workshop attendance to monitor the number of students being served. By utilizing a wider variety of means of notifying students and faculty of the services offered by the Office of Academic Support and Developmental Studies, I expect the number of students and faculty utilizing the services to continue to increase.

Actual Results of Evaluation

Using the Academic ListServ, I shared study skills workshop dates and times with faculty in time for the information to be included in fall and spring course syllabi. I also sent via email the hours during which tutors would be available to assist students with their academic work. Workshop and tutoring flyers were printed and posted in academic buildings and in residence halls, as well as being shared with students via OkraMail. Prior to each workshop, notices were sent to all students and faculty via email. Additionally, information regarding upcoming workshops was posted on FaceBook. I attended the ODK Organization Fair and shared tutoring and workshop information with 87 students. I enlisted the

services of our Office of Communications and Marketing to update the look of the Academic Support Services web pages. I was disappointed, however, that in the process of updating the web pages, most were removed from the A to Z index. I was told that the oversight committee was trying to scale back on the items listed in that section and that most of our pages would be removed. Additionally, I was unsuccessful in my attempt to have Academic Support Services listed in the Quicklinks section of the DSU home page.

Through these efforts, and in spite of the setbacks, the number of students who utilized the tutoring resources during the 2011-2012 increased by over 200 students from the previous academic year, and although workshop attendance decreased slightly from the previous year, the number of faculty referring students to the workshops increased. More faculty than ever before referred individual students for help with time management issues, test anxiety problems, and general study skills help.

Use of Evaluation Results

I will continue to use multiple outlets to advertise tutoring hours, upcoming workshops, and other events sponsored by the Office of Academic Support Services. I will keep the information on my web pages up-to-date for accurate dissemination of information. Prior to the start of the fall and spring semesters, I will email all faculty with information about the upcoming study skills workshops and will encourage them to include the information in their respective course syllabi.

Related Items

 [SP1.Ind03: Academic and support services](#)

 [SP1.Ind05: Diversity -- access to diverse ideas/programs](#)

 [SP1.Ind07: Resources: access to appropriate library and learning resources](#)

 [SP2.Ind02: Retention](#)

AS 2012_05: Increase SDP Enrollment

Start: 7/1/2011

End: 6/30/2012

Unit Goal

Increase enrollment in Delta State's Summer Developmental Program (SDP), and encourage those students who successfully complete the program to continue their higher education at Delta State.

Evaluation Procedures

I compared previous enrollment in the Summer Developmental Program with enrollment for the 2011 SDP. Additionally, I tracked those students who successfully completed the program to determine if they continued their higher education at Delta State.

Actual Results of Evaluation

The enrollment for the 2011 Summer Developmental Program increased by two from that in the 2010 SDP. Eleven of the sixteen enrolled passed all areas allowing them to continue their enrollment at an IHL institution. All eleven enrolled at Delta State for the Fall 2011 semester.

Use of Evaluation Results

Although all the students who successfully completed the 2011 SDP remained at Delta State for the fall term, only eight of the eleven who returned for the Spring 2012 semester. Of the three who did not return, one married and moved with her husband, one returned to his hometown of Chicago, IL, and the other was not eligible to receive financial aid, so he was unable to return. The students who are admitted through the Summer Developmental Program are especially high risk. Most are admitted with very low high school grade point averages and ACT scores. Typically, they lack some of the crucial college prep curriculum courses that provide the academic foundation necessary for success in college courses. So although the Summer Developmental Program does assist the student in overcoming some of the academic deficiencies, there is no way that a nine-week program can insure success in college courses. Many times, the academic deficiencies are not the greatest obstacle faced by these students. Their greatest challenges are their extremely poor academic habits and lack of academic motivation. These are challenges that I tried to address, and challenges that will continue to exist. As a result, the director of the office of Academic Support Services will need to continue to monitor and track the progress of the SDP students through their first year and beyond, and continue to provide individual mentoring to these students to enhance their level of success and persistence.

Related Items

 [SP2.Ind01: Enrollment](#)

 [SP2.Ind02: Retention](#)

 [SP2.Ind03: Graduation Rate](#)

 [SP2.Ind05: Admissions yield rate](#)

Section IV.a

Brief Description

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

The office of Academic Support Services and Developmental Studies is a one-person office. The director also serves as the instructor for all sections of CED 098 in the fall and CED 099 in the spring. Upper level students are hired using funds from Work Study, Regular Student Employment, and Graduate Assistantships to serve as peer tutors for the general student population.

The primary goals of the office Academic Support Services include:

- To provide the support services that are necessary for student success in college courses.
- To identify at-risk students and meet the needs of those students to increase student retention.
- To assist students in developing an educational plan consistent with life goals and objectives.
- To equip students with the skills and attitudes necessary for the attainment of personal goals.
- To provide accurate information about Delta State University's institutional policies, procedures, and programs.

The director works very closely with a number of other administrative offices on campus including Enrollment Management, Financial Aid, Registrar, and Orientation. One function of this office is to appropriately identify and register all students requiring developmental classes. This means that every student with an English, mathematics, and/or reading comprehension ACT subtest score of 16 or below is registered for the appropriate developmental class (es) by the director of this area. Students who require two or more of the developmental courses are also required to include CED 098/099 in their course schedule. These are the study skills classes that incorporate such topics as appropriate time management skills, note-taking techniques, test-taking techniques, general study skills development, academic major and career exploration, and enhanced reading comprehension. Students meet either three 50 minute classes each week or two 75 minute classes each week for two semesters. Most of the topics covered address attitudinal and behavioral changes that are required for the student to perform successfully in college course work. Additionally, the director also serves as coordinator for all developmental courses on campus and serves as liaison between the IHL and developmental faculty, as well as liaison between Delta State University's Provost and developmental faculty.

This office also works cooperatively with Financial Aid by offering three study skills workshops each semester. Students who have been placed on financial aid probation are required to attend at least one of the workshops during the semester of their probation. The director schedules the workshop presenters, makes the appropriate room reservations, and communicates with faculty, staff, and students through email and campus signage to publicize the workshops. The director also attends each of the workshops, maintains attendance records, and notifies all referring faculty members of their students who attended.

The Summer Developmental Program, which serves as an alternate route to university admissions for students who do not meet the admissions standards established by the IHL, is coordinated by this office. The Director of Academic Support Services also serves as the Director of the Summer Developmental Program, and completes all admissions, registrations, and reporting for the program. Additionally, the current director serves as the instructor for the MAT 090, the summer developmental math, and serves as the Math Coordinator for the state of Mississippi which includes constructing the statewide common math exam for the eight Summer Developmental Programs throughout the state of Mississippi.

Section IV.b

Comparative data

Enrollment, CHP, majors, graduation rates, expenditures, trends, etc.

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

**Enrollment in Developmental Classes
(Numbers represent those receiving final grades.)**

	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
Category	Enrollment	Change	Enrollment	Change	Enrollment	Change	Enrollment	Change	Enrollment	Change
Combined Developmental : Unduplicated (CED + CRD + ENG + MAT)	177		148	-16.4%	158	+6.8%	160	+1.3%	114	-28.8%
CED 098	57		45	-21%	71	+57.8%	53	-25.4%	44	-16.9%
CED Enrollment as percent of Unduplicated Combined Developmental	32.2%		32.4%		44.9%		33.1%		38.6%	
Developmental Enrollment as percent of Freshmen Class (First-time Freshmen only: unduplicated)	40.6%		34.9%		43%		42.1%		34.2%	

The continued growth in developmental enrollment seems to indicate that the students graduating high school do not possess the academic skill base required to perform successfully in college level classes. As the table indicates, approximately 34% of the Fall 2011 freshman class required one or more developmental courses, and almost 40% of all developmental students had deficiencies in two or more of the subject areas of math, English, and reading, as indicated by their enrollment in the CED 098.

Section IV.c

Diversity Compliance Initiatives and Progress

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

NA

Section IV.d

Economic Development Initiatives and Progress

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

NA

Section IV.e

Grants, Contracts, Partnerships, Other Accomplishments

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

NA

Section IV.f

Service Learning Data

List of projects, number of students involved, total service learning hours, number of classes, faculty involved, accomplishments.

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

NA

Section IV.g

Strategic Plan Data

Only use this section if you have strategic plan info to report that is not covered in other areas of your report

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

NA

Section IV.h

Committees Reporting To Unit

Each unit includes in the annual plan and report a list of the committees whose work impacts that unit or any other aspect of the university; along with the list will be a notation documenting the repository location of the committee files and records. Committee actions affecting the unit's goals may be noted in other applicable sections of the annual reports. Not required to be included in the unit's annual plan and report, but required to be maintained in the repository location, will be a committee file that includes, for each committee: Mission and by-laws, Membership, Process, Minutes.

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section V.a

Faculty (Accomplishments)

Noteworthy activities and accomplishments

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

NA

Section V.b

Staff (Accomplishments)

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Diane W. Blansett serves as director of Academic Support Services and Developmental Studies, instructor of the CED 098/099 classes, director of the Summer Developmental Program, instructor for the MAT 090, and coordinator of the Developmental Studies program at Delta State University.

The peer tutoring program offered through Academic Support Services continues to serve the general DSU population well. During the 2011-2012 academic year, the tutors in the Academic Support Lab served 1433 students. During the Fall 2011 semester, peer tutors provided 8 hours per week of writing help, over 18 hours of math assistance each week, and 8 hours each week of tutoring in computer courses. Additionally, tutors provided 9 hours each week of writing assistance, 20 hours of math help each week, and 8 hours per week of assistance in computer courses, 12 hours of help for students taking chemistry, and 12 hours of assistance for students enrolled in biology courses during the Spring 2012 semester. Extensive help is offered during exam week, as well.

The Study Skills Workshops sponsored by Academic Support Services are an effective means of reaching students from every area of the campus. Attendance at these workshops totaled 864 during the 2011-2012 academic year. Seventy-one different DSU faculty members were listed on the sign in sheets as the person or persons who referred the students to the workshop throughout the fall term while fifty-one different faculty referred students to the workshops during the spring term. The speakers for these workshops did an excellent job of presenting information pertaining to academic success.

Through presentations to the First Year Experience classes, the social science introductory classes, and to individual sororities and fraternities, information on study skills, time-management, goal setting, and note-taking has been disseminated to well over 300 students in a small-group setting.

For additional information, the vita and activity report for the director can be found in the document directory.

Section V.c

Administrators (accomplishments)

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

NA

Section V.d

Position(s) requested/replaced with justification

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Upon retirement of the current director, a new director of Academic Support Services will be vital to the continued focus of the academic success of the general student population at Delta State University. Additionally, the assignment of a graduate assistant would be merited by the scope of the program.

Section V.e

Recommended Change(s) of Status

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Depending on the academic background of the new director, the elimination of the teaching of the MAT 090 during the Summer Developmental Program would be recommended. The teaching position would be filled by either an adjunct professor or by a current member of the Department of Mathematics.

Section VI.a

Changes Made in the Past Year

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

The Director of Academic Support Services and Developmental Studies retired at the end of the academic year.

Section VI.b

Recommended Changes for the Coming Year

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

The vacated director's position must be filled to continue the university's focus on student success and to insure compliance with IHL guidelines regarding developmental education.