MINUTES
MEETING OF THE ACADEMIC SUPPORT SERVICES SUBCOMMITTEE
THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE

TUESDAY, February 10, 2015 @ 3:30 P.M.
Livermore Library - Room 212

Robert Arndt, ARTS (Chair)  Nancy Crouch, AVC for Technology Resources and Chief Information Officer
Marian Wooten, EDUC  Susan Whitt, Dean Library Services
Robin Snead LETT  Nicolette Campos, Accessibility Resource Center
Rita Hagevik, NS&M  TBA, SGA Senator
Melanie Hoy, S&BS  Bessie Barnes, Graduate Student
Jesse Rouse, at-large (secretary)  
Laura Staal, at-large  
Melissa Schaub, AVC Enrollment  

In attendance:
Robert Arndt, ARTS (Chair and representing Dean of Library Services)
Melanie Hoy, S&BS
Jesse Rouse, at-large (Secretary)
Laura Staal, at-large
Robin Snead, LETT
Marian Wooten, EDUC
Melissa Schaub, AVC Enrollment
Cynthia Saylor, representing AVC Technology Resources
Debbie Lowery, Accessibility Resource Center
Derek Oxendine, Academic Support Center

Members not present:
Rita Hagevik, NS&M
Bessie Barnes, Graduate Student
TBA, SGA Senator

1. Meeting called to order at 3:30PM

2. Minutes of the December 9, 2014 meeting approved

3. Agenda for February 10, 2015 meeting approved

4. Reports
   a) Enrollment (Academic Support Center (Appendix A - Academic Support Center)/Writing Center (Appendix B - Writing Center))
   b) Mary Livermore Library (Appendix C - Library)
   c) Division of Information Technology (Appendix D - DoIT)
   d) Accessibility Resource Center (Appendix E - Accessibility Resource Center)
5. Old Business  
   a) No old business

6. New Business  
   a) Derek Oxendine SI/SLA initiatives (Appendix F - Structured Learning Assistance)

7. Announcements  
   a) Next Meeting March 10, 2015

8. With no further business, meeting adjourned at 4:29pm.

Minutes respectfully submitted by Jesse Rouse, 2/11/2015

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**Appendix A - Academic Support Center**

**Academic Support Center**  
**January 29, 2015**

**Tutoring Program**

Currently there are 37 tutors who can tutor 96 courses from 15 academic departments. The tutoring staff consists of 32 paid peer tutors, 1 volunteer peer tutor, 4 paid professional tutors, 1 research assistant, and 1 Hawk Assistant.

- 34 unique students have been scheduled for tutoring between January 12 and January 28.
- Of those students, 17 have not yet attended a scheduled session.
- 17 unique students have attended tutoring sessions.
- Breakdown by college – Arts & Sciences 14 (84.2%); Education 2 (10.5%); Business 1 (5.2%).
- Breakdown by major - Pre-Nursing 26.3%; Chemistry 15.7%; Biology 10.5%; Social Work 10.5%; Criminal Justice 10.5%; Exercise & Sport Science 10.5%; Undecided 5.2%; Business 5.2%; Spanish 5.2%.
- Breakdown by class - Freshmen 5 (26.3%); Sophomores 4 (21.0%); Juniors 5 (36.8%); Seniors 3 (15.7%).
- Breakdown by gender – 13 female (78.9%); 4 male (21.0%).
- Breakdown by ethnicity – Black/African American 8 (47.3%); White/Caucasian 5 (31.5%); American Indian/Alaskan Native 4 (21.0%).

(Please note that percentages reflect hours of tutoring (usage), not number of students.)

**Other activities in the period:**
Trained 37 tutors since January 12.
Contacted instructors to recruit tutors to cover courses that have been requested for tutoring.
Scheduled tutoring appointments for students who submitted the online request form. Of the 137 requests received and processed:
  o 96 have been scheduled for an appointment
  o 11 have been contacted for more information
  o 24 have no tutor available
  o 0 were referred to attend SI sessions
  o 5 were referred to the Writing Center
  o 1 dropped/withdrew from the course
  o 0 cancelled the request before it was scheduled
• All tutoring request forms received as of January 27 have been processed.
• Tutors are required to give class presentations about the tutoring program. As of January 28, 21 classes have been visited by tutors, assistants, and/or the coordinator.

STAR (Striving Towards Academic Recovery) Program

Spring 2015 Staff: 6 Clinical Mental Health Counseling students enrolled in CNS-6100 – Counseling Practicum with Dr. Chae

Population served: Students who have been academically suspended and have:
  1. Appealed the suspension and it was approved; returning the following semester
  2. Either appealed the suspension and it was not approved or chose not to appeal; sat out for the designated suspension period and have been readmitted to the university

Students will complete intake interview and assessment(s) and will be scheduled based on results and preferences.
  • Comprehensive intake form
  • Learning and Study Strategies Inventory (LASSI)
  • College Self-Efficacy Inventory (CSEI)

Meeting format(s): Students will have the option of participating in individual sessions or group sessions; or they may request to participate in both.

  Individual sessions
  Students have the option to attend individual sessions in addition to or instead of participating in a group session. Students will be expected to attend 8 individual sessions before the end of the semester.

  Group sessions
  Students will be sorted in groups based on areas that need improvement, which will be determined during the intake process, and matching availability. Groups will meet for one hour each week (same day/time).

Location: We have obtained 2 suites in Wellons Hall (L & M). We will also need to maintain one office in DF Lowry because the space in Wellons Hall is on the second floor and will not be accessible (Room 317).

Miscellaneous:
  • We will use Titanium to maintain private electronic records (case notes) and TutorTrac for attendance records only.
  • Furniture has been ordered and should arrive in February.
Program statistics:
We held our first staff meeting on Thursday, January 22. Staff meetings will be held weekly (Thursdays 5-6 pm).
Practicum students were provided with contact information of 193 students whose appeals were approved. As of January 28:
- 137 have been contacted
- 61 have been scheduled for an intake appointment (next week, February 2-6)

Academic Resource Mentoring/Probation /Appeals

108 Total ARMS Enrollment
- 100 probation students enrolled in mentoring (95 face to face/5 online) who were recruited from a list of students on academic probation provided by Institutional Research (275 students on this list).
  - 37 continuing students
  - 56 first time freshmen
  - 7 first time transfers
- 8 students voluntarily enrolled
  - 5 students on suspension appeal who voluntarily enrolled in addition to participating in the new STAR program designed for suspension students (appeals and readmits)
  - 3 students on good standing who voluntarily enrolled

61 mentoring spots are still available

Appeals Summary
- 252 Academic and/or Financial Aid appeals were processed for Spring 2015

Supplemental Instruction
- 43 students (52 hours, 52 visits) have attended SI sessions as of 1/29/15
  - Classification Breakdown
    - Freshman—27 students /35 visits/ 35 hours
    - Sophomore—10 students/10 Visits/ 10 hours
    - Junior—3 students/ 3 Visits/ 3 hours
    - Senior---3 Students/ 4 Visits/ 4 Hours
  - Major Breakdown
    - PREN—9 Students/ 9 Visits/ 9 Hours
    - BIO---8 Students/ 10 Visits/ 10 Hours
    - UND—3 Students/ 6 Visits/ 6 Hours
    - SWK---7 Students/ 8 Visits/ 8 Hours
    - PSY—2 Students/ 3 Visits/ 3 Hours
    - CRJ—3 Students/ 4 Visits/ 4 Hours
  - Colleges utilizing SI---
    - AS—36 Students/44 Visits/ 44 Hours
    - BU—2 Students/ 3 Visits/ 3 Hours
    - ED---5 Students/5 Visits/ 5 Hours
**HAWK Alert**

*HAWK Alert*
Referrals: 66  
Students: 62

*KUDOS*
Referrals: 3  
Students: 3

*Intervention Referral:*
Referrals: 0  
Students: 0

**HAWK Alert**
66 referrals, 62 students.

<table>
<thead>
<tr>
<th>Reasons:</th>
<th>Referrals</th>
<th>Students</th>
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<tbody>
<tr>
<td>Class Attendance</td>
<td>15</td>
<td>14</td>
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<tr>
<td>Quality of Written Work</td>
<td>7</td>
<td>7</td>
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<tr>
<td>Lack of Purpose/Motivation/Attitude</td>
<td>4</td>
<td>4</td>
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<tr>
<td>Test Performance</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Quiz Performance</td>
<td>2</td>
<td>2</td>
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<tr>
<td>Homework Performance</td>
<td>28</td>
<td>25</td>
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<td>Class Participation</td>
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<td>Disruptive/Disorderly</td>
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<tr>
<td>Content Difficulty</td>
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<tr>
<td>Completion of Assignments</td>
<td>28</td>
<td>26</td>
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<tr>
<td>Time Management</td>
<td>3</td>
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<td>Other (Please Specify in Notes Box Above)</td>
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<tr>
<td>Current Grade: C</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Current Grade: D</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Current Grade: F</td>
<td>16</td>
<td>16</td>
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</table>

**Recommendations:**

<table>
<thead>
<tr>
<th>Reasons:</th>
<th>Referrals</th>
<th>Students</th>
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</thead>
<tbody>
<tr>
<td>Tutoring</td>
<td>18</td>
<td>18</td>
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<tr>
<td>Writing Center (Brainstorming/Organization/Development/Clarity)</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Personal Problems (Counseling)</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Resource Learning Lab (Reading Comprehension/Writing Software)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mentoring (ARM)</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>IT Assistance (BlackBoard/BraveWeb/BraveMail/Excel/Word)</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Finish Incomplete (I) (Grade will turn to F)</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**KUDOS**
3 referrals, 3 students.

<table>
<thead>
<tr>
<th>Reasons:</th>
<th>Referrals</th>
<th>Students</th>
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</thead>
<tbody>
<tr>
<td>Current Grade: A</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Current Grade: B</td>
<td>0</td>
<td>0</td>
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</table>

**Recommendations:**

*Referrals:*
*Students:*
Highest Score on Exam  0  0
A on Test  0  0
Excellent Quiz Performance  0  0
Honors List  0  0
Chancellor's List  0  0
Active Participation  2  2
Excellent Lab Results  0  0
Perfect Attendance  1  1
Exemplary Student  0  0
Excellent Team Work  2  2
Outstanding Project Completion  0  0
Excellent Presentation  0  0
Submits completed satisfactory assignment/homework in a timely manner  0  0
Excellent writing skills  1  1
Has a good understanding of concepts introduced in class  1  1
Posts or submits BlackBoard or online assignments in a timely manner  1  1

**Resource Learning Lab**

We are currently receiving request for our labs software services by walk-ins and the Social Work department. Conversations with the International Programs and the needs of their students have led to a desire for online software for usage by their students by the month of August. Current budget constraints have placed a temporary hold on the purchase of a holistic software program that will serve much of the campus. More discussions are needed to determine when/if a purchase is pending.
Appendix B - Writing Center

University Writing Center Report
Submitted by Dr. Teagan Decker, Director of the University Writing Center
January 29, 2015

Activities and Projects – January

- Tutoring students
- Speaking to classes about the Writing Center
- Preparing and advertising MLA and APA workshops

Usage Information: January 2015

- 54 total tutorial sessions (54 at this point last year)
- 50 unique clients this semester
- 8 online writing tutorials
- 70% of unique clients visited one time
- 30% of unique clients visited more than one time

Student Survey Response (3 responses)

Spring 2015 Staff

- Janae Aiken, Undergraduate Tutor (English Education)
- Haley Bean, Undergraduate Tutor (Social Work)
- Teagan Decker, Director (English)
- Nestor Guerra, Graduate Assistant (English)
- Kelli Jacobs, Undergraduate Tutor (English Education)
- Zachary Lunn, Undergraduate Tutor (Biology)
• Kyeesha Massey, Undergraduate Tutor (English Education)
• Cheron McMullen, Undergraduate Tutor (Criminal Justice)
• Kenley Patanella, Undergraduate Tutor (Biology)
• Meghan Taylor, Undergraduate Tutor (English Education)
• Heather Wade, Undergraduate Tutor (English)
The Mary Livermore Library again offered extended hours for research and study by UNCP students during the fall exam period. We remained open until 2:00 a.m. the week before exams, as well as the week of exams. We contracted for a security officer to be present from 10:00 p.m. till closing for each of the nights we offered extended hours.

We prepared for the new semester by updating library guides and promoting our instruction classes offered by librarians. Additionally, we have been busy updating links to new electronic resources that are being offered by the NCLIVE service and making sure any new electronic resources that we now have to pay for are updated. We are observing a continued increase in use to the Library for study space. Unfortunately we do not have enough study rooms to meet the demand for the collaborative study areas that students prefer.

We are pleased to have been able to fill our vacant Circulation Administrative Support Associate staff position, which has helped relieve the stress of covering our hours of operation at the Circulation Desk.

*Library Reference Stats December/January:*
  Directional 227
  Technical 33
  Instructional 24
  Research 372
  Accounts 57
  Distance Education 86
  Federal/State Documents 6

*Instructional Statistics:*
  29 Classes
  473 Students

*Monthly Attendance:*
  15,908
Appendix D - DoIT

Division of Information Technology
Academic Support Services Subcommittee Report for February 10, 2015

Projects and Strategic Initiatives
DoIT continues to increase our operating efficiency through streamlined practices and realignment of staff according to duties and the IT Lifecycle. Our project management process continues to be refined and is allowing for better work-flow scheduling of project related efforts. The campus community is being engaged in multiple ways, including the new Committee on Academic Information Technology, as well as the active participation of the CIO in the Academic Support Services Subcommittee of the Faculty Senate. Efforts are being made to identify and define core competencies for the division and to plan professional development activities that align with these core competencies.

A few of our major accomplishments and ongoing projects are noted below.
- Banner Migration is ongoing. Important dates in the near future are 3/2/15 and 3/28-4/2. On 3/2/2015 a “code freeze” will be initiated and the database cloned to UNCGA. At this time no further code changes will be made. The Go Live Cutover will begin on 3/28/2015. This will require downtime for Banner throughout that weekend.
- CAAMS (EEO / affirmative action reporting) software has been upgraded to most recent version.
- Test scores set up in Banner to support School of Business PassPort Program. Changes made to u.Achieve to support this program.
- Haivision simulation suite recording technologies in Health Sciences were upgraded from Furnace to Calypso.
- Work continues on the Academic Computing Initiative to streamline the selection, acquisition and implementation process for information technology. Funding for faculty computers (4 and 5 year old computers for full time faculty) was approved. Key faculty representatives, including this committee and the Committee on Academic Information Technology will be consulted as options are considered.
- Selection of a new service management tool is in its final stages.
- Migration from old Nexus environment to new Nexus environment is complete in Lumbee Hall data center.
- Delegated wireless guest access model is currently being piloted in Athletics. The goal is to streamline the process for guest access to the UNCP network, while working within the CALEA guidelines.
- Internal testing has begun on a trigger to send an email to approvers when a time sheet is submitted.
- A/V installation for new conference room in Caton Field House has been completed.
- Preparations are underway to upgrade the Exchange server
- Enterprise Data Backup systems are being upgraded
- Work on Jazzman’s is ongoing. POS system has been installed, as well as the credit card machine line, wireless access points and the VOIP phone.
Operational Updates

- Media support contributed to a successful Chancellor Search Committee meeting
- Media support provided for Commencement exercises, to include support for overflow area and encoding for televising events.
- Text Book Buyback remote operations supported.
- Blackboard course archives completed – Spring, Summer I and II and Fall of 2014
- Windows OS, Mac OS and commonly used software in labs and classrooms have been updated in many labs across campus and a number of AV issues have been resolved.
- An online sign language interpreting service has been demonstrated by the vendor for Accessibility Support Center and two students.

December Stats from the Help Desk

(Abandoned calls are those where caller hung up before the staff could pick up.)

- Totals for December
  - 1016 calls received
  - 838 calls handled
  - 178 abandoned calls/.24 calls per hour
  - Average call duration = 3 minutes 17 seconds
- Evening and Weekend - DoIT staff is closely monitoring volume of calls in the evening (5 PM – midnight) and weekend hours to determine staffing needs. Reports for these hours in December / January show:
  - 82 calls received
  - 61 calls handled
  - 21 calls abandoned/.04 per hour
  - Average call duration 1 minutes
- Work Orders
  - 683 Work Orders were completed in December
  - Of this total, 157 were completed by members of our various student work programs

January Stats from the Help Desk

- Totals for January
  - 1888 calls received
  - 1476 calls handled
  - 412 abandoned calls/.55 calls per hour
  - Average call duration = 3 minutes 48 seconds
Evening and Weekend - *DoIT staff is closely monitoring volume of calls in the evening (5 PM – midnight) and weekend hours to determine staffing needs. Reports for these hours in December / January show:*

- 172 calls received
- 154 calls handled
- 18 calls abandoned/.06 per hour
- Average call duration 2 minutes 36 seconds

**Work Orders**

- 1370 Work Orders were completed in January
- Of this total, 218 were completed by members of our various student work programs
December statistics from Titanium database:
- 3 Intake appointments
- 4 accommodations appointments
- Proctored 72 exams for 32 SWD’s
- 59 consultations with professors
- Coordinated 61 hours of interpreting services (American Sign Language)
- Coordinated captioning for Undergraduate and Graduate commencement ceremonies

From our hash mark sheet (numbers are not in Titanium, because they did not require a case note)
172 phone calls
7 Note takers
190 Walk-ins

Fall Comparisons

<table>
<thead>
<tr>
<th>Fall 2013</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intakes = 77</td>
<td>Intakes = 40 (students can now apply online without having an appointment)</td>
</tr>
<tr>
<td>Accommodations appointments = 123</td>
<td>Accommodations Appointments = 134</td>
</tr>
<tr>
<td>Number of exams proctored = 215 for 42 clients</td>
<td>Number of exams proctored = 284 for 45 clients</td>
</tr>
<tr>
<td>Hours of interpreting (ASL) = 121.5 hours, 5165 miles</td>
<td>Hours of interpreting (ASL) = 484.25 hours, 12796 miles</td>
</tr>
<tr>
<td>Number of consultations with professors = 206 for 50 clients</td>
<td>Number of consultations with professors = 161 for 42 clients</td>
</tr>
</tbody>
</table>
January statistics from Titanium database:

• 1 Intake appointments (in person)

• 17 online applications

• 58 accommodations appointments

• Proctored 11 exams for 32 SWD’s

• 13 consultations with professors

• Coordinated 113.75 hours of interpreting services (American Sign Language)

• 2526 pages converted to alternate format

From our hash mark sheet (numbers are not in Titanium, because they did not require a case note)
Phone Calls - 228
Note Taker - 27
Walk-In - 268

Other Activities
ARC staff participated in Transfer Student Orientation on Saturday December 6th.
ARC staff participated in Graduate and Undergraduate Commencement
ARC staff will be working with Dr. Chaumba (Department of Social Work), on a service learning project with her students.
Appendix F - Structured Learning Assistance

What is Structured Learning Assistance?

Structured Learning Assistance (SLA) courses provide additional support much in the same way as Supplemental Instruction but with two (2) main differences.

The first difference is that the SLA review sessions are built into the course, much like a lab session is built into science course. When you enroll in an SLA course, you also enroll in the SLA review session, but at no extra cost.

The second difference is that the SLA courses have an attendance policy for the SLA review sessions. All students attend the SLA sessions at the beginning of the term. Continued attendance becomes mandatory for students who are below the expected performance goal as set by the course instructor.

SLA Tutors, who conduct the SLA review session, attend class meetings. The SLA Tutors reinforce course content during the review session. They work regularly with the course instructor to tailor support to the needs of the students.

Who is the SLA Leader?

- The SLA Leader is the person responsible for conducting the labs that are linked to enhanced courses.
- The SLA Leader has demonstrated academic success in the supported course and has been recommended by departmental faculty for this role.
- The leader receives training each semester on how to conduct labs.
- The SLA Leader attends each class meeting of the supported course and meets with the professor on a regular basis to discuss lab content.

What does the required attendance policy consist of?

The course instructor is responsible for determining what the required component for the SLA review session looks like. For example, participation in the SLA review session could equate to a test score or be built into the overall points assigned for course participation/attendance. The course instructor will determine the attendance requirement for the SLA review session. For example, all students could be required to attend SLA review sessions until the first exam/quiz. Students that score a C- or below on the first exam/quiz could still be required to attend the SLA review sessions, while students scoring higher could have optional attendance. Should at any point a student’s overall grade in the course rise to a C or better, then attendance would no longer be mandatory for SLA review sessions and vice versa.
What is generally covered during the SLA review session?

Workshop activities frequently include study guides, collaborative learning/group activities, homework assistance, test preparation, and study skills such as discovering your preferred learning style, efficient note-taking, time management, and test-taking strategies. Workshops can meet one to two hours per week throughout the entire semester. The workshop times are formally attached to the student's class schedule and there is no additional charge to the student for this support.

What other institutions currently have an SLA program?

- Coastal Carolina University
- Indiana University Purdue University – Indianapolis
- Cleveland State University – Ohio
- *Austin Peay State University
- Tarleton State University
- Utah Valley University
- Grand Valley State University
- **Ferris State University
- Lourdes University
- Franklin University
- Arkansas State University
- Lake Superior State University

*Institutional Peer
**Created the SLA program