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

Tuesday January 14, 2014 at 3:30 p.m.
Mary Livermore Library Conference Room 212

Kathryn Allen, LETT
Larry Arnold, ARTS
Kelly Charlton, S&BS
Teagan Decker, Director University Writing Center
Steven Hunt, Director of CAE
Corinne Jordan, Graduate Student
Cindy Saylor, Associate VC for Information Resources Designee
Melissa Schaub, VCAA designee
Nicolette Campos, DSS representative
Susan Whitt, Interim Dean Library Services
Marian Wooten, EDUC

Members not present:
Rita Hagevik, NS&M

Guests:

1. Meeting called to order at 3:30pm

2. Approval of Minutes from November 12, 2013 Meeting

3. Approval of Agenda for January 14, 2014

4. Reports
   a. Mary Livermore Library (Appendix A)
   b. University Writing Center (Appendix B)
   c. Division of Information Technology (Appendix C)
   d. Disability Support Services (Appendix D)
   e. Center for Academic Excellence (Appendix E)

5. New Business
   a. Support Services Survey
      i. Spring 2012 Survey

6. With no further business, meeting adjourned at approximately 4:55pm

Minutes respectfully submitted by Kelly Charlton, 1/15/2014
Appendix A

Mary Livermore Library
January 2014 Report
Submitted by Susan Whitt

Mary Livermore Library
January 2014 Report
Academic Support Committee

The Library completed the fall semester by continuing to provide instructional services and serving as a place for study. We provided extended hours the week before exams and the week of exams by staying open until 2:00 a.m. Additionally, we contracted for security services during this time and provided a security guard in the Library from 10:00 p.m. until closing. Due to personnel shortages we had library staff who worked not only longer hours but more nights than usual.

The Library focused on updating and completing the yearly assessment report for SACS. Another major emphasis was working with UNC Wilmington and Fayetteville State University to plan our migration to new integrated library systems. There will no longer be a Coastal Carolina Library Consortium. UNC Wilmington is not able to support us and provide the services that are needed by all three participating libraries. Our library worked with Business Services and DoIT to determine what documentation was needed for requisitioning and what contractual issues must be worked through.

Due to constraints with UNC Wilmington, our library will go hosted with the new software the week of March 4, 2014 and actually go live the week of May 13, 2014.

Library Reference Stats (November/December 2013):
Directional 108
Technical 39
Instructional 21
Research 310
Accounts 26
Distance Education 66
Federal/State Documents 6

Instructional Statistics (November/December 2013):
12 Classes
178 Students

Monthly Attendance (November/December 2013):
27,253
Appendix B

University Writing Center Report
January 2014 Report
Submitted by Dr. Teagan Decker, Director of the University Writing Center

1) Research Project: student surveys administered; SWCA conference proposal accepted; Undergraduate Scholar Assistant grant approved, PURC travel grant approved).

2) Hired GA: Michael Houck (English)

3) Fall 2013 usage Information:

- 1274 total tutorial sessions (compared to 1023 last year)
- 453 unique clients
- 194 online writing tutorials
- 53% of unique clients visited one time
- 47% of unique clients visited more than one time
- 32% freshman student tutorials
- 19% sophomore student tutorials
- 18% junior student tutorials
- 13% senior student tutorials
- 6% graduate student tutorials
- 1% faculty or staff tutorials

3) Student Satisfaction Surveys:

Surveys are sent via email after tutorial sessions. 79 surveys have been submitted.

Student Survey Results Fall 2013

I would rate this session:
Excellent (76%)
Very Good (14%)
Good (5%)
Fair (4%)
Unacceptable (1%)

I will return to the center for future assignments:
Strongly Agree (89%)
Moderately Agree (11%)
Moderately Disagree (0%)
Strongly Disagree (0%)

I will recommend the center to a friend:
Strongly Agree (91%)
Moderately Agree (9%)
Moderately Disagree (0%)
Strongly Disagree (0%)

Staff member(s) were knowledgeable:
Strongly Agree (81%)
Moderately Agree (16%)
Moderately Disagree (1%)
Strongly Disagree (1%)

The Writing Center's staff member(s) were professional:
Strongly Agree (94%)
Moderately Agree (5%)
Moderately Disagree (0%)
Strongly Disagree (1%)

The Writing Center's atmosphere is welcoming:
Strongly Agree (86%)
Moderately Agree (13%)
Moderately Disagree (0%)
Strongly Disagree (1%)

Student Survey Comments Fall 2013:

- [The tutor] was great, helping me identify several concerns regarding the initial critique of my research proposal. He/she helped me by making a list of the concerns I had and we made a list of grammar and structural Thesis Organizational concerns that I needed help with on my paper.

- We worked on restructuring the work I had completed since my earlier meeting with [previous tutor] and [the tutor] was very helpful. He/she also assisted me with formatting page numbers and footnotes. Dr. Decker also contributes to making students feel welcome at the UNCP Writing Center.

- [The tutor] was extremely nice and so helpful with my papers! I will definitely be returning to work with him/her!

- writing center helps me a lot. Thanks!

- I don't know how to describe my experience with [the tutor] because he/she is the best tutor I know. No one can replace his/her knowledge and care for the students. Thanks.

- He/she has been very helpful through this entire process.
A good experience really enjoyed it.

I was well accepted and the information was very helpful.

I have revised my paper by making corrections to my sentence structure and making sure my citations are correct.

I plan to correct my beginning paragraph and correct my citations for APA style.

Was very helpful

[The tutor] was great and amazingly helpful. Thanks so much, [Writer]

[The tutor] was so much help!

[The tutor] was very kind and prompt. I was very impressed on how helpful and welcoming s/he was. I was afraid at first, because I thought there was going to be some rude judgment on my paper. I don't know why! But overall I was happy. Thanks Writing Center.

[The tutor] is the best tutor I have known. S/he really cares about the students. I wish more tutors would be like him/her. S/he makes you understand your material and takes his/her time. S/he also gives great feedback.

I just had to go back over all the places where I had used the wrong tense and change them so that it was correct. I also had to work on a few sentences that just didn't make much sense. Overall extremely helpful.

Thanks again for a professional, good working experience!

I will correct my citations using proper APA rather than MLA and a block quotation error. Also [the tutor] showed me how to eliminate the additional space between my paragraphs so I will do that as well. S/he was a huge help!

Great job as usual!

[The tutor] was knowledgeable, very helpful, and extremely kind. Thanks for all your help,

Next time I definitely will not go to [the tutor] for help I feel as though s/he was very rude and unprofessional and I will be reporting him/her soon.

[The tutor] is the best tutor for the uncw writing center. S/he took his/her time to make sure that I understood the material. Also, s/he gave me great suggestions on my paper. Thanks.

I got all the help I needed!

tried proofreading more often and paying attention to detail

[The tutor] was a great help in assisting me on my assignment. Overall, s/he did an awesome job and gave me really good advise for my essay. Thanks.
• [The tutor] is awesome! S/he deserves a raise, but honestly is awesome worker at the writing center.

• This appointment at the writing center was better. I received great feedback in regards to adding a thesis and making one sentence sound clearer.

• Thank you for having the Writing Center available to students. It was very helpful to have someone review my work.

• I have used the writing center on many occasions and I have always benefited from the assistance I receive there. Unfortunately, this particular assistant was not very helpful in my last session. S/he was very nice and very professional but s/he did not know any of the correct citations and said that I had some grammatical errors but did not tell me which ones or offer any suggestions or tips toward my paper. In the end I left and edited my own paper. I will still use the writing center because they have always been an excellent source of peer and/or professional review, this instance was just unfortunate.

• I did not get much accomplished in the session because I was late. The staff member only had twenty minutes to review my essay. I'm sure it would have been different if there was more time.

• I had an online writing center appointment. During the session, the online session stopped working. Then, I tried to restart the window, but it did not work for 10 minutes. Once I got back to the online session, the person I was working with already had left. It would be nice to know that the person you have an online session with stays online regardless if the other person leaves unless the student says goodbye or if the session is over. Thanks.

• Thanks so much, I appreciate your help.

• The center is a great benefit to the students.

• I really enjoyed [the tutor] s/he was very helpful and I would like to visit with him/her again.

• S/he were very helpful. S/he seem to have good patience with me even when I didn’t understand.

• This was my first time using the Writing Center and I was very impressed and left feeling a whole lot better about how my paper would turn out. [The tutor] gave me some good pointers and helped me to organize my paper. I will definitely be coming back and referring other UNCP students that I know.

4) Current Staff, Spring 2014

Julie Sem (Accounting)
Haley Bean (Social Work)
Kenley Patanella (Biology)
Zach Lunn (Biology)
Mari DeRuntz (English Education)
Heather Wade (English)
Kelli Jacobs (English Education)
Cheron McMullen (Criminal Justice)
1. **Major activities/projects performed during this period:**
   Tutoring students.

2. **Problems encountered and corrective actions (if needed):**
   None.

3. **Upcoming planned activities/projects:**
   Travel to SWCA conference
   Developing material for website

4. **Campus or partner coordination/resources needed for future activities/projects:**
   Not known.

5. **Program limitations:**
   Not known.

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Appendix C

Division of Information Technology
November 2013 – January 2014
Submitted by Cindy Saylor

**Division of Information Technology**

**Academic Support Services Subcommittee Report for November 2013-Present**

**Departmental Summaries:**

**Client Services**

- Faculty technology refresh has been ongoing. 16 faculty members received their new office computers in November and 9 received their computers in December. There are only 12 faculty technology refresh appointments remaining.
- Work is ongoing for the digital sign installation for the Art Department. The monitor has been hung and data and electrical are complete.
- A total of 898 work orders were completed in November.
  - 21 of these work orders were “Quick Tickets”, closed in real-time.
  - 351 work orders were closed by members of our student worker programs (BraveTechs, LabTechs and ClassTechs).
- A total of 472 work orders were completed for December.
  - 34 of these work orders were “Quick Tickets”, closed in real-time.
  - 172 work orders were closed by members of our student worker programs (BraveTechs, LabTechs and ClassTechs).
- Preparation for the end-of-support for Windows XP continues. The last reminder was sent out on December 2, 2013 and further communication will be made with the campus as the April end-of-support date approaches. It is important that all computers either be replaced or be upgraded to Windows 7.
• DoIT is moving forward with plans to roll out technology purchase self-service in BraveCart. Departments will be able to purchase technology items from pre-approved lists without the need to contact a DoIT representative. This program has been announced to department heads and VC’s, and classes for administrative staff will be scheduled once the semester is well underway.
• Evaluation and selection of a new Help Desk ticketing system is in progress. The scope of this project may also include functionality to support the intake process of Project Management.
• The LabStats virtual server was reconfigured to add more RAM and an additional processor to further facilitate the production of usage reports for computer lab facilities across campus.

Networking
• Networking closed two projects in November and December:
  o Evaluation of the Palo Alto Network Security Monitoring Platform
  o Cisco Call Manager Migration
• A sample of Networking projects that are underway:
  o UNCP Core Network Refresh, Cisco Lancope evaluation, Conversion of environmental controls to an enterprise level system, replacing the local Delta Controls system, Library migration to Sierra, WUNCP renovation project, Cisco Contact Center for DoIT, Active Directory upgrade, Argent Network Management upgrade, Fiber installation to Pine Cottage

Applications / Enterprise Systems
• The following projects have been completed:
  o Regional Center Website, Roster Verification, Phase 1 of Class Scheduling Project
• The following projects represent a sampling of projects that have been assigned a Project Lead and are presently underway:
  o New UNCP Website (scheduled to launch 1/21/2014, TutorTrac Student Schedule upload, Online Photo Roster, Collegiate Link, Banner Document Management, Grade Change Workflow, Class Scheduling (Phase II), HMS Test System, HMS Financial Transactions, HMS Deposit Interface to Banner, School of Education Teacher Evaluation Application, Blackboard Connect, u.Achieve, Online Transcripts, Oracle 11g upgrade, Student Data Mart, Pennant.

Course Management Support
• There were a number of Building Block updates applied to BBTEST on November 4th and 8th
  o Pearson MyLab, Cloud Profiles, Software Updates, McGraw-Hill Connect and Create, Partner Cloud, Inline Grading, Assignment, Wiki, Blog Journals, Discussions
On November 24th, these updates were put into Production

There were a number of Building Block updates applied to BBTEST on November 27th and December 9th

- Assessments, BB Mobile, Calendar, Content Editor, Grading, Item Analysis, Retention Center, SCORM Engine, Self and Peer Assessment, another McGraw-Hill update

The Fall 2013 Archive process has begun.


- **Total Reservations:** 631
- **Total Hours Used:** 888
- **Total Unique Users:** 185

Most frequently used images/applications:

1. SIMBIO Labs (220)
2. Office 2010 (199)
3. SPSS (105)
4. Adobe Acrobat 9 Pro w/Microsoft Office 2010 (28)
5. CentOS 32 bit VM (16)

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**Appendix D**

Disability Support Services
January 2014 Report
Submitted by Nicolette Campos

Disability Support Services
Academic Support Services Meeting
January 14, 2014

**Fall Semester Interpreting:** 1137 hours, 5165 miles, $7,546.99

**Statistics: 11/1-11/30**

- **112 total clients with 454 appointments**
- 67 were unique appointments

14 students had 6-10 appointments
5 students had over 10 appointments
1 of them had 20 or more appointments

6 Intake appointments

Note takers (copying) 71 (signed in)
Walk-ins 116
External phone calls 40
Accommodations Activities:
- Proctored 48 tests/exams

Statistics 12/1-12/31:
110 total clients with 174 appointments and 320.75 hours
60 unique clients
7 had 6-10 appointments
1 had 11-15 appointments
9 Intake appointments

Note takers (copying) 2 (signed in)
Walk-ins 40
External phone calls 33

Accommodations Activities:
- Proctored 40 tests/exams (141.5 hours)

DSS Activities/Projects:
- Supervised BSW intern
- Supervised two GA’s
- Developed ADAAA Coordinator website, separate from the DSS website.
- Successfully resolved one informal ADAAA grievance between student and faculty.
- Worked on Tuition Surcharge Waiver committee.
- Attended various campus committee meetings.
- Advised Delta Sigma Omicron (DSO)

Disability Support Services Ongoing Survey Monkey Results

Please take a moment and let us know how we are doing:
http://www.surveymonkey.com/s/Q3DTYYN

1. Are you:
   Skipped: 3
   Prospective 1
   Current student 37
   Faculty 13
   Staff 2
   Guest 3
   Total: 59

2. How did you contact DSS?
   Skipped: 2
Phone Call 12
Email 20
Appointment 24
Drop-in 15

3. DSS staff was professional and helpful:
   Strongly Agree = 54   Agree = 3

4. I am satisfied with the services provided:
   Strongly Agree = 51   Agree = 6

5. Accommodations I received met my needs:
   Strongly Agree = 47   Agree = 6   Somewhat agree = 1

Comments Section:
If all Brits are like Nicolette - you should hire a bunch more. Very professional.
12/2/2013 4:26 PM (Guest)
I have emailed and called Ms Campos. My emails and calls were returned very quickly. She explained in great detail what she could do for him, and what was expected from him.
11/22/2013 12:31 AM
none at this point
11/18/2013 4:54 PM (Faculty)
I have always had a great experience experience DSS! Everyone there works hard to make sure students get exactly what they need to get an equal learning opportunity...and no more. They are always willing to explain procedures and the legalities behind them. They make my work much easier. I appreciate all the hard working people there.
11/4/2013 8:43 AM (Faculty)
So far you are doing a great job, I can't think of anything else you should do.
10/30/2013 8:27 PM (Student)
don't make drastic changes
10/2/2013 11:15 PM (Student)
I have always been highly satisfied with the professionalism, the insights, and the student-centered dedication of the DSS members and staff. They always go above and beyond.
9/5/2013 6:51 AM (Faculty)
i am very satisfied with the services, i truly do not have any suggestions on how to change that at this time.
8/26/2013 7:38 AM (Student)
Consider preparing a small printed handbook that generally outlines issues and resolutions for supporting and accommodating students with specific disabilities. Maybe use (anonymous) scenarios from working with past students across the years that might help faculty? Thanks!
8/23/2013 5:58 PM (Faculty)
N/A
8/21/2013 6:57 PM (Student)
DSS is doing a great job with assisting people with their accommodations during their career at UNCP.
8/15/2013 1:00 PM (Student)
Keep doing what you're doing! You guys are great!
8/15/2013 12:42 PM (Student)

2. Problems encountered and corrective actions taken
   • Professors calling or emailing about student issues (tests, note takers, conduct, grades).
     Work one-on-one with professor and student. Make referrals as necessary.

3. Upcoming planned activities/projects
   • **Commencement**
   • Learn more about Titanium reports and create new Data Forms for reporting
   • Scan paper files into Titanium database over holidays
     • We are looking into online training modules
     • Up-date cross training for Accommodations Coordinator duties

4. Campus or partner coordination/resources for future activities/projects
   • Contact George Gressman for Titanium database training
   • We need to facilitate faculty relationships
   • We may need to conduct additional faculty training

5. Program Limitations
   • Online student support
   • Evening coverage is occasionally an issue
   • Access to new faculty
   • Access to seasoned faculty to up-date training on ADAAA
   • No extra JAWS license on laptop for satellite campus testing

Appendix E

Center for Academic Excellence
Fall 2013 end of semester report
Submitted by Mark Hunt

Courtney Walters—Tutoring Program Coordinator
Fall 2013 Program Statistics:
• 523 unique students were scheduled for tutoring between August 26 & December 6.
• Of those, 92 either never attended or canceled before actually attending sessions.
• 431 unique students have attended tutoring sessions.
• The majority of the students who attended tutoring were nursing majors (20.2%) and biology majors (17.9%).
• Breakdown by class – Freshmen 201; Sophomores 95; Juniors 81; Seniors 50; Graduate level 1; Not classified 3.
• Attendance data: Of the 3879 appointments scheduled between August & December – 2413 hours attended, 892 hours missed/no show, 390 excused absences, 184 rescheduled by tutors.
• Of the 557 tutoring requests received via the online request form: 362 were scheduled, 37 were contacted but did not respond to communication, 61 were cancelled or referred out, and 97 were not scheduled because there was no tutor available and/or we could not accommodate the student’s available hours. (Please note that some of these students may have signed up on TutorTrac after submitting an online request.)

Measuring Tutoring Effectiveness via Grade Comparisons (Fall 2013)

Comparison of 621 grades from midterm to final:
(Please note that these results are not based on a number of unique students, as some students attended tutoring for more than one course.)

| Number of students who increased by at least one full letter grade: 150 (24.15%) |
| Number of students who increased by less than a letter grade: 130 (20.93%) |
| Number of students who maintained their grade: 180 (28.99%) |
| Number of students whose grade decreased: 106 (17.07%) |
| Number of students who withdrew from the course: 52 (8.37%) |
| Number of students who received an incomplete: 3 (0.48%) |

As the number of tutoring sessions attended increases, the more likely it is that a student will increase or maintain his/her grade, and less likely that the student will withdraw from or fail the course.

<table>
<thead>
<tr>
<th>Grade Increased or Maintained</th>
<th>0 Sessions attended</th>
<th>1 - 3 Sessions attended</th>
<th>4 - 7 Sessions attended</th>
<th>8 or more sessions attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Increased or Maintained</td>
<td>49</td>
<td>123</td>
<td>126</td>
<td>73</td>
</tr>
<tr>
<td>Grade Decreased</td>
<td>12</td>
<td>33</td>
<td>22</td>
<td>17</td>
</tr>
<tr>
<td>Failed (F)</td>
<td>28</td>
<td>43</td>
<td>34</td>
<td>6</td>
</tr>
<tr>
<td>Withdrew (W)</td>
<td>13</td>
<td>31</td>
<td>7</td>
<td>1</td>
</tr>
</tbody>
</table>
### Incomplete (I)

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>0</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Totals</strong></td>
<td>103</td>
<td>232</td>
<td>189</td>
<td>97</td>
</tr>
<tr>
<td><strong>Percentage of maintained or increased grade</strong></td>
<td>47.6%</td>
<td>53.0%</td>
<td>66.7%</td>
<td>75.3%</td>
</tr>
<tr>
<td><strong>Percentage decrease in Grade</strong></td>
<td>11.7%</td>
<td>14.2%</td>
<td>11.6%</td>
<td>17.5%</td>
</tr>
<tr>
<td><strong>Percentage of failed</strong></td>
<td>27.2%</td>
<td>18.5%</td>
<td>18.0%</td>
<td>6.2%</td>
</tr>
<tr>
<td><strong>Percentage of withdrew from course</strong></td>
<td>12.6%</td>
<td>13.4%</td>
<td>3.7%</td>
<td>1.0%</td>
</tr>
<tr>
<td><strong>Percentage of incompletes</strong></td>
<td>1.0%</td>
<td>0.9%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

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**Center for Academic Excellence – Tutoring Program Evaluation – Fall 2013**

Distributed on November 27, 2013, to 556 email addresses (*non-unique*)

124 accessed the survey (22.3%); 93 completed the survey (16.7%)

#### Number of Sessions Attended

<table>
<thead>
<tr>
<th>Number of Sessions</th>
<th>1-3</th>
<th>4-7</th>
<th>8+</th>
<th>0, signed up but never attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>(24%)</td>
<td>23</td>
<td>29</td>
<td>25</td>
<td>19</td>
</tr>
</tbody>
</table>

#### Progress in the Course(s)

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before tutoring</td>
<td>29</td>
<td>32</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>After tutoring</td>
<td>2</td>
<td>15</td>
<td>38</td>
<td>19</td>
</tr>
</tbody>
</table>

#### Percentage of “Strongly Agree” or “Agree” Responses to Statement Ratings

(74 total responses)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfied with tutoring</td>
<td>61 (82%)</td>
<td></td>
</tr>
<tr>
<td>Convenient time/place</td>
<td>64 (86%)</td>
<td></td>
</tr>
<tr>
<td>Tutor on time/prepared</td>
<td>68 (92%)</td>
<td></td>
</tr>
<tr>
<td>Rescheduling</td>
<td>50 (68%)</td>
<td></td>
</tr>
<tr>
<td>Tutor knowledgeable</td>
<td>68 (92%)</td>
<td></td>
</tr>
<tr>
<td>Tutor encouraged learning</td>
<td>63 (85%)</td>
<td></td>
</tr>
<tr>
<td>Tutor encouraged participation</td>
<td>66 (89%)</td>
<td></td>
</tr>
<tr>
<td>Tutor provided positive feedback</td>
<td>65 (88%)</td>
<td></td>
</tr>
<tr>
<td>Student felt motivated</td>
<td>60 (81%)</td>
<td></td>
</tr>
</tbody>
</table>

64 (86%) would recommend that we rehire their tutor(s).

55 out of 68 students (81%) stated that they would attend tutoring with a faculty or staff member if that was an available option.

**Mark Hunt—HAWK Alert Coordinator & RLL Coordinator**

936 HAWK Referrals for 710 Students (**UPDATED**: Total-936; Contacted-650; Close-out: 69.5%)

<table>
<thead>
<tr>
<th>Reasons:</th>
<th>Referrals</th>
<th>Students</th>
<th>Recommendations:</th>
<th>Referrals</th>
<th>Students</th>
</tr>
</thead>
</table>

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615 Referrals were successfully closed, which is a 65.88% closeout rate. (Successfully Closed/Students Contacted: Students were offered services, attended tutoring, attended class, attended counseling, spoke with professor/corrected issue, withdrew from course [per Faculty Recommendation], spoke with HAWK Alert Specialist in person, created study schedule, encouraged student.

We will be hiring an additional HAWK Alert Specialist and a Data Analyst for our programs.

<table>
<thead>
<tr>
<th>Class Attendance</th>
<th>386</th>
<th>299</th>
<th>Tutoring</th>
<th>417</th>
<th>373</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Written Work</td>
<td>107</td>
<td>99</td>
<td>Writing Center (Brainstorming/Organization/Development/Clarity)</td>
<td>67</td>
<td>62</td>
</tr>
<tr>
<td>Lack of Purpose/Motivation/Attitude</td>
<td>97</td>
<td>84</td>
<td>Personal Problems (Counseling)</td>
<td>78</td>
<td>68</td>
</tr>
<tr>
<td>Test Performance</td>
<td>284</td>
<td>266</td>
<td>Resource Learning Lab (Reading Comprehension/Writing Software)</td>
<td>25</td>
<td>22</td>
</tr>
<tr>
<td>Quiz Performance</td>
<td>299</td>
<td>276</td>
<td>IT Assistance (BlackBoard/BraveWeb/BraveMail/Excel/Word)</td>
<td>23</td>
<td>21</td>
</tr>
<tr>
<td>Homework Performance</td>
<td>195</td>
<td>178</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Participation</td>
<td>99</td>
<td>88</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disruptive/Disorderly</td>
<td>66</td>
<td>66</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content Difficulty</td>
<td>260</td>
<td>236</td>
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<td>Completion of Assignments</td>
<td>250</td>
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<tr>
<td>Other (Please Specify)</td>
<td>24</td>
<td>23</td>
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KUDOS

55 Referrals for 54 Students

<table>
<thead>
<tr>
<th>Reasons:</th>
<th>Referrals</th>
<th>Students</th>
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<tbody>
<tr>
<td>Highest Score on Exam</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>A on Test</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Excellent Quiz Performance</td>
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<td>0</td>
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<tr>
<td>Category</td>
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<td>NAPE</td>
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<tr>
<td>Honors List</td>
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<tr>
<td>Chancellor's List</td>
<td>13</td>
<td>13</td>
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<tr>
<td>Active Participation</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>Excellent Lab Results</td>
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<td>3</td>
</tr>
<tr>
<td>Perfect Attendance</td>
<td>32</td>
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<tr>
<td>Exemplary Student</td>
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<td>0</td>
</tr>
<tr>
<td>Excellent Team Work</td>
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</tr>
<tr>
<td>Outstanding Project Completion</td>
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</tr>
<tr>
<td>Excellent Presentation</td>
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<td>0</td>
</tr>
<tr>
<td>Highest Score on Exam</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>A on Test</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Excellent Quiz Performance</td>
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<td>0</td>
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<tr>
<td>Honors List</td>
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<td>0</td>
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<tr>
<td>Chancellor's List</td>
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<tr>
<td>Active Participation</td>
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### Resource Learning Lab

The Resource Learning Lab has been merged into the Social Work Departments entrance review process. All social work program applicants are required to take a writing exam and if their results are below minimum standards, they are required to attend the RLL and successfully complete several programs that are determined necessary. The International Program continues to require their students to attend the RLL and require weekly updates on their students’ progress.

**Jennifer McNeill--Supplemental Instruction Program Coordinator**

**Fall 2013:**
Supplemental Instruction (RISE): 132 Students/424 Visits /379.58 Hours  
Supplemental Instruction (NAPE): 826 students/ 2961 Visits / 3300.25 Hours  
Supplemental Instruction (CAE): 0 Students

**Total 958 Students/ 3385 Visits/ 3679.83 hours**

***Courses with just SI Leader in course***
Supplemental Instruction (RISE):130 Students/431 Visits /411.91 Hours  
Supplemental Instruction (NAPE): 510 students/ 1633 Visits / 1971.14 Hours  
Supplemental Instruction (CAE): 0 Students

**Total 640 Students/ 2064 Visits/ 2383.05 hours**
Implementations for Summer 2014:

- Develop Faculty SI Leader Recommendation/Application
- Develop SI partnerships with School of Education to recruit SI Leaders for Future semesters.
- Researching other SI programs at other UNC institutions to acquire information on how to maintain/boost SI attendance of their students
- Develop SI faculty advisory board
- Develop SI course listings for summer 2014

Survey Information:

**Faculty Survey:** Distributed on December 5th, 2013, to all 44 participating SI faculty members. 21 of the 42 participating SI faculty completed the survey (50%).
Judging from the survey 95% of the respondents were satisfied with teaching their SI course and with the amount of training they received as a faculty member. 95% of the respondents were also satisfied with the level of communication with their SI Leader. Overall the participating SI Faculty respondents (100%) felt that the SI program is beneficial to the students, that their course is an overall fit for the program, were satisfied with their SI Leader, satisfied with SI attendance, and they were adequately able to promote the SI program.

**SI Leaders:** Distributed on December 5th, 2013, to all 47 SI Leaders. 15 of the 47 SI leaders completed the survey (32%).
Judging from the survey all of the 15 SI Leaders (participants) were satisfied with all components of the SI program. According to the survey, 33% of the SI leaders spend less than 10 hours preparing for their SI sessions each week; 47% of the SI Leaders spend between 10-12 hours a week preparing for their SI Sessions each week while the remaining 20% percent spent more than 12 hours a week preparing for their SI sessions.

**SI Surveys for Students:** Distributed to SI Participating faculty members on November 22nd, 2013. Out of 1206 respondents, 639 (53%) didn’t attend any SI sessions while the remaining 551 (46%) did attend SI sessions.

*Students that didn’t attend SI:*
Judging from the survey results, it seems as though the top reason that students didn’t attend SI sessions (51.2%) was that the SI sessions times seemed to conflict with other things. Additionally, 31.6% of the students who didn’t attend SI felt as though they didn’t need help with the material, while 29% of the students intended to attend the SI sessions but couldn’t find the time to attend. Some of the top reasons that students couldn’t attend SI sessions were: they lived to far away (commuters), Sports/practice, work conflicts and conflicts with children. 5% of the students that didn’t attend SI were embarrassed to attend the sessions.
41.3% of the students that didn’t attend SI expected to make a “B” in the course while 22.5% expected to make an “A” followed by 28.5% who anticipate to receive a “C”. Despite the high percentage of students who couldn’t attend (51.2%) SI sessions due to conflicts within their schedule, 37.7% of those students did fill out the polls for sessions times while 38.7% couldn’t remember if they filled out a class poll or not.
One interesting note, 87.8% of the students that didn’t attend SI would still feel comfortable approaching the SI leader before/after class if needed.

*Students attended SI: (surveys)*
Out of 1206 respondents, 551 (46%) did attend SI sessions. 55.2% of the students that attended SI felt as though the SI sessions that they attended were helpful. 41.9% of the students that attended SI sessions expected to make a “B” in their course while 31.4% expected to make a “C”. 42.1% percent of the students that attended SI sessions only attend 1-2 sessions, 20.3% only attended 5-10 session and only 9.3% attended more than 10 sessions. Judging from the survey, it seems as though SI attendance is still struggling.

73.1% of the students that attended SI felt as though their SI leader was approachable and easy to talk to, 74% of the students that attended SI felt as though their SI leader acted in a professional manner, 66.4% felt as though their SI leader was organized and well prepared for the sessions, 71.9% of the students that attended SI said that their SI leader was on time and present at all sessions, and 72.1% of the students that attended SI felt as though their SI leader was competent in the subject matter and qualified to lead the sessions. Overall, it seems as though the students that attend SI were satisfied with the overall performance of the SI leaders for the fall 2013 semester. Out of 3155 students that are enrolled in SI courses only 1206 of those students responded to the surveys, giving it a 38% low response rate.

Jennifer Brune — Academic Resource Mentoring Program Coordinator

340 students being recruited based on academic standing data
• 230 students enrolled in mentoring (193 face to face/37 online)
• 110 students not enrolled in mentoring
  - 13 students who have success contracts that have not enrolled in the program
  - 61 students who are not contracted who have not enrolled in the program
  - 8 opted out of participation following discussion with coordinator (decided mentoring was not the best option for their needs)
  - 28 dropped for non-attendance

Currently reviewing student academic standing at end of Fall 2013 to identify those who were successful and those who weren’t as well as compare those who participated to those who did not. Expect to have that data by the end of the week.

Suspension Appeals
• 318 Suspension Appeals were received and processed (159 last year)
  - This semester three graduate students were trained on Suspension Appeal intake and assisted with that process. We could not have accommodated the large increase in appeals without their help.
  - We also received assistance this year from the Hawk Alert program who utilized one of their graduate student workers in calling each suspended student and informing them of the appeal option. This was likely a factor in the increase in appeals.
• The help of graduate students both in outreach and intake helped cut down on the amount of time an appeal spent being processed and was able to be sent to Enrollment or Financial Aid in less than 48 hours, often less than 24.

• The number of appeals submitted through e-mail and fax was substantial and next semester a graduate student will be assigned to work exclusively with that population.

**ARM Program Status – Beginning of Spring 2014 Term**

**Waiting on list of students with GPAs below 2.0 from Institutional Effectiveness.** In the meantime mentors are calling students who did suspension appeals for academic or financial aid, were approved, and now are required to meet with a mentor. That is 239 students.

Also, waiting on list of transfer students from the Fall 2013 and Spring 2014 terms. This data will be used to identify at-risk transfer students based upon incoming transfer GPA for mentoring outreach. A community college transfer student has been identified among the currently hired mentors who will work specifically with this population. A new mentor will be hired to replace that mentor’s previous work with the probation population.

**Unit name: Center for Academic Excellence Tutoring Program**

**Date: 01/13/2014**

1. **Major activities/projects performed during this period:**
   - Planning SI courses for Summer 2014 Semester
   - Securing SI leaders for SI courses and completing contract for SI leaders and SI faculty
   - Appropriating SI funding for Spring 2014
   - Securing SI participating faculty for Spring 2014
   - Moved evening tutoring (5-8 pm) from the library to Wellons Hall, Suites H, I, & J.
   - Recruiting tutors for various courses in preparation for Spring 2014 semester. I have received some faculty recommendations. We should begin the semester with approximately 30 tutors.
   - Began training new tutors for Spring 2014 semester on Sunday, January 12.
   - Training for Spring 2014 mentors took place on Friday, January 10th. We have five returning mentors and two new hires.
   - TutorTrac is now up and available on ARMs computers. This semester we will transfer from using Titanium to using TutorTrac for scheduling mentoring appointments.
   - Hire new HAWK Alert Specialist.
   - Increase participants/Consider online lab.

2. **Problems encountered and corrective actions (if needed):**
   - Tutors have expressed concerns about the band practice that takes place in Wellons Hall. White noise machines may help with masking the loud noises from downstairs.
   - Space to accommodate the hiring of new mentors presents a challenge. We are currently utilizing all rooms available and new hires will need to be able to fit their schedules into the hours where rooms are not being used by current mentors. This may pose a problem of availability for new hires.
   - Qualified applicants for mentor/HA specialist.

3. **Upcoming planned activities/projects:**
   - Implementing and executing systems of accountability within the SI programs
     - Develop Faculty SI Leader Recommendation/Application
     - Developing a participating SI faculty advisory board
c. Researching other SI programs at other UNC institutions to acquire information on how to maintain/boost SI attendance of their students.
d. Planning SI courses for Summer 2014 (if applicable)
e. Develop SI partnerships with School of Education to recruit SI Leaders for Future semesters.
f. Training/staff meetings for tutors throughout the semester.
g. Recruit and hire more tutors for courses that we cannot cover.
h. Continue to make improvements in Wellons Hall.
i. Spring 2014 mentoring recruitment campaign ready to begin. Waiting on list from IE (general probation population and transfer students).
j. Increase referral totals, increase successful resolutions, increase contacts/week, and promote 3rd & 7th week referral.
k. Research online software options for the RLL

4. Campus or partner coordination/resources needed for future activities/projects:
   a. Maintaining relationships with NAPE and RISE programs to ensure future funding of SI Leaders to reduce cost.
   b. Maintaining collaborative relationships with faculty members to ensure possible expansion of SI supported courses beyond General Education courses.
   c. Maintaining relationships with faculty members/Graduate Studies that employ graduate students as SI leaders. This partnership can reduce future cost of employing SI leaders that are graduate students.
   d. Developing new partnerships that will create possible opportunities of funding for the SI program similar to the relationship we share with the NAPE and RISE programs.

   • We need faculty to recommend tutors for particular courses

5. Program limitations:
   • Continued buy-in from the entire campus community
Academic Support Services Faculty Survey
Spring 2012
This survey is intended to assess the academic support services at UNCP. Please answer all questions that are relevant to your experience with each academic support service. You may choose not to answer a question. For each survey item, please mark only one response. The information you provide will be treated as strictly confidential. Your participation in this survey is voluntary and will contribute to the improvement of the academic support services at the University of North Carolina at Pembroke.

1. How many years have you been teaching?
   a. 1 – 5 years     b. 6 – 10 years     c. 11 – 15 years     d. More than 15 years

2. How many years have you been teaching at UNC Pembroke?
   a. 1 – 5 years     b. 6 – 10 years     c. 11 – 15 years     d. More than 15 years

3. What type of position(s) do you hold at UNCP? (Check all that apply.)
   a. Administrative     b. Faculty

4. Are you tenured?
   a. Yes     b. No

5. In which department do you work?

______________________________

Please answer the following questions concerning the Division of Information Technology (DoIT.)

1. Availability of computing resources in classrooms
   A. Excellent     B. Good     C. Fair     D. Poor     E. Don't Know or Don't Use

2. Adequacy of assistance received through DoIT Helpdesk
   A. Excellent     B. Good     C. Fair     D. Poor     E. Don't Know or Don't Use

3. Adequacy of DoIT Help Desk hours

| Walk-up, Email and Phone Service (DF Lowry 110): | Email and Phone Service Only: |
| Monday-Friday 8 am – 5 pm | Sunday 3 pm–midnight |
| Monday-Thursday 5 pm-midnight | Friday 5 pm-10:30 pm |
| Saturday 9 am-10:30 pm |

   A. Excellent     B. Good     C. Fair     D. Poor     E. Don't Know or Don't Use

4. Adequacy of Blackboard Services
   A. Excellent     B. Good     C. Fair     D. Poor     E. Don't Know or Don't Use

5. Adequacy of BraveWeb Services
   A. Excellent     B. Good     C. Fair     D. Poor     E. Don't Know or Don't Use

6. Adequacy of Wireless Services in academic buildings
Please answer the following questions concerning the University Writing Center.

1) The University Writing Center is effective in assisting student writers.
   A. Agree  B. Somewhat Agree  C. Somewhat Disagree  D. Disagree  E. Don’t know
2) Information about the University Writing Center’s services is accessible.
   A. Agree  B. Somewhat Agree  C. Somewhat Disagree  D. Disagree  E. Don’t know
3) The University Writing Center’s location is convenient.
   A. Agree  B. Somewhat Agree  C. Somewhat Disagree  D. Disagree  E. Don’t know
4) University Writing Center tutors are professional.
   A. Agree  B. Somewhat Agree  C. Somewhat Disagree  D. Disagree  E. Don’t know
5) University Writing Center tutors are competent and well trained.
   A. Agree  B. Somewhat Agree  C. Somewhat Disagree  D. Disagree  E. Don’t know
6) The University Writing Center is responsive to faculty needs.
   A. Agree  B. Somewhat Agree  C. Somewhat Disagree  D. Disagree  E. Don’t know
7) The University Writing Center contributes to UNCP students’ writing success.
   A. Agree  B. Somewhat Agree  C. Somewhat Disagree  D. Disagree  E. Don’t know
8) What changes or improvements would you like to see implemented regarding the services of
   the University Writing Center?

Please answer the following questions concerning Disability Support Services.

1. I feel comfortable contacting Disability Support Services with questions/concerns.
   A. Agree  B. Somewhat Agree  C. Somewhat Disagree  D. Disagree  E. Don’t know
2. Disability Support Services makes reasonable efforts to coordinate services
   A. Agree  B. Somewhat Agree  C. Somewhat Disagree  D. Disagree  E. Don’t know
3. DSS personnel are responsive to providing accommodations I cannot.
Please answer the following questions concerning the Mary Livermore Library.

**ADEQUACY OF RESOURCES**

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<tr>
<td></td>
<td>Excellent</td>
<td>Good</td>
<td>Fair</td>
<td>Poor</td>
</tr>
<tr>
<td>1. Collection of print/media materials (books, CDs, DVDs, print serials)</td>
<td>A.</td>
<td>B.</td>
<td>C.</td>
<td>D.</td>
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<tr>
<td>2. Collection of electronic resources (e-books, journals, databases)</td>
<td>A.</td>
<td>B.</td>
<td>C.</td>
<td>D.</td>
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<td>3. Overall adequacy of library resources</td>
<td>A.</td>
<td>B.</td>
<td>C.</td>
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**SERVICES**

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<td></td>
<td>Excellent</td>
<td>Good</td>
<td>Fair</td>
<td>Poor</td>
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<tr>
<td>4. Instruction provided in library classes about how to use library resources</td>
<td>A.</td>
<td>B.</td>
<td>C.</td>
<td>D.</td>
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<tr>
<td>5. Help with research and reference questions</td>
<td>A.</td>
<td>B.</td>
<td>C.</td>
<td>D.</td>
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<tr>
<td>6. Handling of reserve materials</td>
<td>A.</td>
<td>B.</td>
<td>C.</td>
<td>D.</td>
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<tr>
<td>7. Interlibrary loan</td>
<td>A.</td>
<td>B.</td>
<td>C.</td>
<td>D.</td>
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<tr>
<td>Overall quality of library services</td>
<td>A.</td>
<td>B.</td>
<td>C.</td>
<td>D.</td>
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**FACILITIES**

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<td></td>
<td>Excellent</td>
<td>Good</td>
<td>Fair</td>
<td>Poor</td>
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<tr>
<td>8. Atmosphere for reading and studying</td>
<td>A.</td>
<td>B.</td>
<td>C.</td>
<td>D.</td>
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<tr>
<td>9. Library facilities as a whole</td>
<td>A.</td>
<td>B.</td>
<td>C.</td>
<td>D.</td>
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<tr>
<td>10. What changes or improvements would you like to see implemented regarding library services?</td>
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Please answer the following questions concerning the Center for Academic Excellence (CAE).

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<tr>
<td></td>
<td>Excellent</td>
<td>Good</td>
<td>Fair</td>
<td>Poor</td>
</tr>
<tr>
<td>1. Student retention is a problem at UNC Pembroke.</td>
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</table>
2. I try to find out why my students leave or drop out of my courses.

3. I am aware of the steps UNC Pembroke is taking to improve student retention.

4. There is significant support on campus to address student retention and related issues.

5. I am familiar with the services offered by the CAE and how they work.

6. Early Alert, Supplemental Instruction, and Tutoring are key programs offered by the CAE in addressing the issues students encounter while striving for academic success.

7. By the time midterm grades are submitted, it is too late in the semester for students to recover.

8. It is my responsibility as a faculty member at UNC Pembroke to report students to the CAE for the following (check all that apply):
   - ☐ academic difficulty
   - ☐ same for attendance
   - ☐ quality of written work
   - ☐ lack of purpose or motivation
   - ☐ test performance,
   - ☐ quality of oral work
   - ☐ personal problems
   - ☐ class participation
   - ☐ content difficulty
   - ☐ social interaction problems
   - ☐ completion of assignments
   - ☐ attitude
   - ☐ any other problems that may arise.

9. How often do you refer students to programs offered by the CAE?
   a. 0-5 students per semester  b. 6-10 students per semester
   c. 1-15 students per semester  d. More than 15 students per semester

10. How did you learn about the programs that the CAE offers?
    a. CAE Announcement  b. Faculty Orientation
    c. Was Told by Colleague  d. Told by Department Chair or Dean
    e. Other (Specify_______________)
11. If you have not used the services provided by the CAE or recommended that students utilize the services provided by the CAE then what is the reason that you have not done so?
   a. Have not heard of the program        b. Have not known it is mandatory.
   c. Do not feel it is my responsibility    d. It is too much work.
   e. Other (Specify ______________________ )
Mary Livermore Library Survey
Spring 2012

Please rate the Mary Livermore Library on each of the following items by selecting the rating that applies. Thank you for participating in this survey.

ADEQUACY OF RESOURCES
1. Collection of library books that can be checked out
   A. Poor  B. Fair  C. Good  D. Excellent  E. Don't Know or Don't Use
2. Reference books
   A. Poor  B. Fair  C. Good  D. Excellent  E. Don't Know or Don't Use
3. Materials for recreational reading (periodicals, bestsellers, novels)
   A. Poor  B. Fair  C. Good  D. Excellent  E. Don't Know or Don't Use
4. Electronic resources (databases for research)
   A. Poor  B. Fair  C. Good  D. Excellent  E. Don't Know or Don't Use
5. Periodicals for research
   A. Poor  B. Fair  C. Good  D. Excellent  E. Don't Know or Don't Use
6. Non-print media (videos, CDs, DVDs, etc.)
   A. Poor  B. Fair  C. Good  D. Excellent  E. Don't Know or Don't Use
7. Library equipment (copiers, microfilm readers/printers, multimedia workstations)
   A. Poor  B. Fair  C. Good  D. Excellent  E. Don't Know or Don't Use
8. Library computing equipment (reference computers, laptops)
   A. Poor  B. Fair  C. Good  D. Excellent  E. Don't Know or Don't Use
9. Overall adequacy of library resources
   A. Poor  B. Fair  C. Good  D. Excellent  E. Don't Know or Don't Use

SERVICES
10. Adequacy of hours
    (Mon-Thurs: 7:30am-midnight, Fri: 7:30am-11pm, Sat: 9am-11pm, Sun: 2pm-midnight)
    A. Poor  B. Fair  C. Good  D. Excellent  E. Don't Know or Don't Use
11. Instruction provided in library classes about how to use library resources
    A. Poor  B. Fair  C. Good  D. Excellent  E. Don't Know or Don't Use
12. Help with research and reference questions
    A. Poor  B. Fair  C. Good  D. Excellent  E. Don't Know or Don't Use
13. Handling of reserve materials
    A. Poor  B. Fair  C. Good  D. Excellent  E. Don't Know or Don't Use
14. Usefulness and convenience of online library catalog (BraveCat)
    A. Poor  B. Fair  C. Good  D. Excellent  E. Don't Know or Don't Use
15. Checkout and overdue policies
    A. Poor  B. Fair  C. Good  D. Excellent  E. Don't Know or Don't Use
16. Help with checkouts and explanation of overdues
    A. Poor  B. Fair  C. Good  D. Excellent  E. Don't Know or Don't Use
A. Poor      B. Fair      C. Good      D. Excellent      E. Don't Know or Don't Use
17. Interlibrary loan
A. Poor      B. Fair      C. Good      D. Excellent      E. Don't Know or Don't Use
18. Help locating periodicals
A. Poor      B. Fair      C. Good      D. Excellent      E. Don't Know or Don't Use
19. Overall quality of library services
A. Poor      B. Fair      C. Good      D. Excellent      E. Don't Know or Don't Use

FACILITIES
20. Atmosphere for reading and studying
A. Poor      B. Fair      C. Good      D. Excellent      E. Don't Know or Don't Use
21. Comfort and amount of tables, seating, and study rooms
A. Poor      B. Fair      C. Good      D. Excellent      E. Don't Know or Don't Use
22. Library facilities as a whole
A. Poor      B. Fair      C. Good      D. Excellent      E. Don't Know or Don't Use

DEMOGRAPHICS
23. What is your primary status?
A. Student      B. Faculty      C. Staff      D. Community Patron      E. Other
24. If a student, what is your classification?
A. Freshman      B. Sophomore      C. Junior      D. Senior      E. Graduate
Student/Other
25. If a student, are you a ...
A. Residential Student      B. Commuter Student      C. Distance Education Student

COMMENTS
  Please provide additional comments below.
Division of Information Technology Survey
Spring 2012

Please rate the Division of Information Technology (DoIT) on each of the following items by selecting the rating that applies. Thank you for participating in this survey.

ADEQUACY OF RESOURCES
1. Availability of student computer labs
   A. Poor  B. Fair  C. Good  D. Excellent  E. Don't Know or Don't Use
2. Availability of software in student computer labs
   A. Poor  B. Fair  C. Good  D. Excellent  E. Don't Know or Don't Use
3. Availability of printers in student computer labs
   A. Poor  B. Fair  C. Good  D. Excellent  E. Don't Know or Don't Use
4. Availability of scanners in student computer labs
   A. Poor  B. Fair  C. Good  D. Excellent  E. Don't Know or Don't Use
5. Availability of computing resources in classrooms
   A. Poor  B. Fair  C. Good  D. Excellent  E. Don't Know or Don't Use
6. Availability of information on the DoIT WebPages
   A. Poor  B. Fair  C. Good  D. Excellent  E. Don't Know or Don't Use

SERVICES
7. Adequacy of assistance received through DoIT Helpdesk
   A. Poor  B. Fair  C. Good  D. Excellent  E. Don't Know or Don't Use
8. Adequacy of DoIT Help Desk hours
   - Walk-up, Email and Phone Service (DF Lowry 110):
     Monday-Friday 8 am – 5 pm
   - Email and Phone Service Only:
     Sunday 3 pm–midnight
     Monday-Thursday 5 pm-midnight
     Friday 5 pm-10:30 pm
     Saturday 9 am-10:30 pm
   A. Poor  B. Fair  C. Good  D. Excellent  E. Don't Know or Don't Use
9. Adequacy of DoIT helpdesk services
   A. Poor  B. Fair  C. Good  D. Excellent  E. Don't Know or Don't Use
10. Adequacy of help available in the Livermore Library student lab
    A. Poor  B. Fair  C. Good  D. Excellent  E. Don't Know or Don't Use
11. Adequacy of Blackboard Services
    A. Poor  B. Fair  C. Good  D. Excellent  E. Don't Know or Don't Use
12. Adequacy of ResNet Services
    A. Poor  B. Fair  C. Good  D. Excellent  E. Don't Know or Don't Use
13. Adequacy of BraveWeb Services
    A. Poor  B. Fair  C. Good  D. Excellent  E. Don't Know or Don't Use
14. Adequacy of Wireless Services for student housing
    A. Poor  B. Fair  C. Good  D. Excellent  E. Don't Know or Don't Use
15. Adequacy of Wireless Services in academic buildings and the University Center/Annex
    A. Poor  B. Fair  C. Good  D. Excellent  E. Don't Know or Don't Use
16. Adequacy of Network Services
    A. Poor  B. Fair  C. Good  D. Excellent  E. Don't Know or Don't Use
17. Use of Cisco NAC Agent (formerly known as Cisco Clean Access) services for ResNet
   A. Poor   B. Fair   C. Good   D. Excellent   E. Don't Know or Don't Use

FACILITIES
18. Atmosphere and comfort in University Center Computer Lab
   A. Poor   B. Fair   C. Good   D. Excellent   E. Don't Know or Don't Use
19. Atmosphere and comfort in Livermore Library Computer Lab
   A. Poor   B. Fair   C. Good   D. Excellent   E. Don't Know or Don't Use

DEMOGRAPHICS
20. What is your classification?
   A. Freshman   B. Sophomore   C. Junior   D. Senior   E. Graduate Student/Other
21. Are you...
   A. Residential   B. Commuter   C. Distance Education   D. Not a student
22. Do you own or have been provided a laptop computer?
   A. Yes   B. No
23. Did you know that students could request assistance with using software at the Library Computer Lab?
   A. Yes   B. No
24. Did you know that software workshops for students are offered by the Library Computer Lab staff?
   A. Yes   B. No
25. Do you feel informed about technology availability and related service offerings at UNCP?
   A. Yes   B. No
26. Recommend one change for improvement of student technology and related services?
   Answer:

COMMENTS
Please provide additional comments below:
THE CENTER FOR ACADEMIC EXCELLENCE SURVEY FOR STUDENTS
Spring 2012

Please rate the Center for Academic Excellence (CAE) on each of the following items by selecting the rating that applies. Thank you for participating in this survey.

EARLY ALERT (EA) PROGRAM

1. Have you ever had a referral through the EA Program?
   A. Yes          B. No

2. The phone call that you received from the EA team member regarding the referral was very helpful.
   A. Strongly disagree       B. Disagree       C. Not applicable       D. Agree
   E. Strongly agree

3. The email you received from the EA team member regarding the referral was very helpful.
   A. Strongly disagree       B. Disagree       C. Not applicable       D. Agree
   E. Strongly agree

4. Any additional communication from the EA team members regarding the referral was very helpful.
   A. Strongly disagree       B. Disagree       C. Not applicable       D. Agree
   E. Strongly agree

5. The programs or services recommended by the EA team were effective.
   A. Strongly disagree       B. Disagree       C. Not applicable       D. Agree
   E. Strongly agree

SUPPLEMENTAL INSTRUCTION

6. Have you ever been enrolled in a class that has been designated as Supplemental Instruction (SI) aided?
   A. Yes          B. No

7. When registering for classes, I often register for classes based on the class being identified as an SI assisted class?
   A. Strongly disagree       B. Disagree       C. Not applicable       D. Agree
   E. Strongly agree

8. Supplemental Instruction was promoted and publicized in and out of the classroom very effectively.
   A. Strongly disagree       B. Disagree       C. Not applicable       D. Agree
   E. Strongly agree

9. Has your instructor recommended that you attend one or more SI sessions?
   A. Yes          B. No          C. Not applicable
10. The SI sessions sponsored by the CAE were effective in regards to improvement with my understanding of the material.
   A. Strongly disagree  B. Disagree  C. Not applicable  D. Agree  E. Strongly agree

TUTORING

11. Have you ever attended a tutoring session sponsored by the CAE?
   A. Yes  B. No

12. The tutoring sessions sponsored by the CAE was promoted and publicized in and out of the classroom effective.
   A. Strongly disagree  B. Disagree  C. Not applicable  D. Agree  E. Strongly agree

13. Have any of your instructors recommended that you seek tutoring?
   A. Yes  B. No

14. The tutoring sessions sponsored by the CAE were effective in regards to improvement with my understanding of the material.
   A. Strongly disagree  B. Disagree  C. Not applicable  D. Agree  E. Strongly agree

15. The tutors utilized by CAE were knowledgeable in their course material.
   A. Strongly disagree  B. Disagree  C. Not applicable  D. Agree  E. Strongly agree

RESOURCE LEARNING LAB

16. Have you ever utilized the Resource Learning Lab in the CAE?
   A. Yes  B. No

17. The Resource Learning Lab located in the CAE was promoted and publicized effectively.
   A. Strongly disagree  B. Disagree  C. Not applicable  D. Agree  E. Strongly agree

18. Have any of your instructors recommended that you utilize the Resource Learning Lab located in the CAE?
   A. Yes  B. No

19. The Resource Learning Lab was effective in assisting you in meeting your objective(s).
   A. Strongly disagree  B. Disagree  C. Not applicable  D. Agree  E. Strongly agree

20. The software utilized in the Resource Learning Lab located in the CAE was user-friendly.
   A. Strongly agree  B. Disagree  C. Not applicable  D. Agree  E. Strongly agree
FRESHMAN SEMINAR (FRS 1000)

21. Have you ever been enrolled in FRS 1000 at UNCP?
   A. Yes  B. No

22. The FRS 1000 content provided you with the necessary skills to be successful at UNCP.
   A. Strongly disagree  B. Disagree  C. Not applicable  D. Agree  E. Strongly agree

23. The instructor provided you with the necessary skills to be successful at UNCP.
   A. Strongly disagree  B. Disagree  C. Not applicable  D. Agree  E. Strongly agree

24. The amount of discussion and involvement encouraged in FRS 1000 is more than in other UNCP first-year course that I have taken.
   A. Strongly disagree  B. Disagree  C. Not applicable  D. Agree  E. Strongly agree

25. It is likely that I will recommend my FRS 1000 instructor to future UNCP students.
   A. Strongly disagree  B. Disagree  C. Not applicable  D. Agree  E. Strongly agree