

# 2016-2017

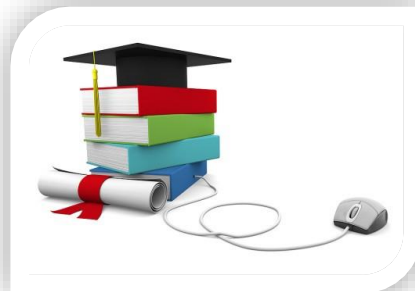


# ACADEMIC SUPPORT CENTER

Academic Support Center  
Academic Affairs  
WV Northern Community College  
304.214.8923 / [asc@wvncc.edu](mailto:asc@wvncc.edu)

## Purpose, Mission, and Goals

**Purpose:** The Academic Support Services team at WVNCC is housed by an Academic Support Center on each campus. The WVNCC Academic Support Center (ASC) takes a holistic approach to student support through personal and direct connections with students. The ASC understands that effective learning is complex, involving not only academic skill, but motivation, self-management and personal growth.



For this reason, Academic Support Services are embedded in the WVNCC experience for all new students through the First-Year Seminar program, transitional advising, mentoring and coaching relationships, and the same level of support is maintained throughout the WVNCC experience via tutoring, supplemental instruction, test preparation, FastTrack programs, comprehensive personal and mental health resources, accommodations, diversity initiatives and more.

**Mission:** To motivate and empower students to become successful and independent learners.

### Goals:

- I. Establish personalized, quality connections and provide individualized attention to students, faculty, and staff through consistent, deliberate, and organized outreach, communication, and follow-up.
- II. Emphasize accountability through data/feedback collection, analysis and application.
- III. Provide holistic support that is responsive to the diverse learning styles and changing needs of developing human beings, so they are better prepared to live and work in diverse, complex, and progressive socio-cultural landscapes.

In addition to departmental goals, ASC staff members establish annual goals as part of the institutional evaluation process. These individual goals support broader departmental goals as well as the institutional strategic plan.



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# Key Programs, Activities, and Services

## **Programs:**

1. Soft Skill/Mental Health Lunch'n'Learn Series  
(*No Stigma Attached*)
2. National Disability Employment Awareness  
Month Programming
3. First-Year Seminar (FYS)
4. Academic Alert/Kudos
5. OnTrack Newsletter/Support Blog/*remind* text alert
6. Project Graduation/Incomplete
7. FastTrack & Review/Retest
8. Classroom Workshop Series



## **Activities:**

9. Welcome Back Week Open House
10. StressLess Fest
11. Registration Campaigns
12. Tutor Appreciation Week

## **Services:**

13. ADA Accessibility Accommodations
14. Assistive Technology/Computer Lab
15. Tutoring
16. Advising
17. Proctoring
18. Support Coaching
19. Mental Health Assessment & Referral
20. Laptop/Calculator Loans



# Programs

## 1. Soft Skill/Mental Health Lunch'n'Learn Series (*No Stigma Attached*)

In response to West Virginia §18B-1B-7 stating:

*...each public and private institution of higher education must develop and implement a policy to advise students and staff on suicide prevention programs available on and off campus, including crisis intervention access and suicide prevention hotlines, mental health program access...incoming students must be provided with information about available depression and suicide prevention resources...*

and the Academic Support Center's goals to establish individualized attention and quality connections with students while promoting holistic, responsive support that encourages personal growth and development, the ASC is working to develop a robust plan to meet the mental health needs of students.

The 2016-2017 year initiated a "No Stigma Attached" themed Lunch'n'Learn Series featuring 8 topical workshops:

DATE	TOPIC	SPEAKER	ATTENDED
September 7	Suicide Prevention	<del>Jamie Pickens</del> → John Looney	26
October 11	Bi-Polar Disorder	Dr. Mike Marshall	44
November 10	Sexual Abuse	Virginia Loew-Shelhammer	39
December 6	Eating Disorder	Nancy Georges	26
January 25	PTSD-EMDR	Dr. Robin Muir	19
February 21	Substance Abuse	Northwood: Leonard Wellman	24
March 23	Depression	Amy Gamble	39
April 12	Anxiety	<del>Aileen Mansueto</del> → Kevin Serig	42
<b>TOTAL.....</b>			<b>259</b>

In addition to excellent attendance, feedback from attendees regarding the quality of the programming was also indicative of the need for mental health concerns to be addressed. Unfortunately, the assessment for the programs was not created and implemented until the end of the series, for the final program only (*Anxiety/Kevin Serig*); however, those results are below.

### LIKERT RESPONSE QUESTIONS RESULTS

How likely is it that you would recommend this program to a friend, classmate, or family member?	Promoters 73.33%	Passives 20.00%	Detractors 6.67%	
Overall, how would you rate this Lunch 'n' Learn program?	Excellent 73.33%	Very Good 20.00%	Good 6.67%	

<b>How helpful was the content presented at this program?</b>	Extremely Helpful 73.33%	Very Helpful 26.67%		
<b>How likely are you to attend an ASC Lunch 'n' Learn program again in the future?</b>	Extremely Likely 80.00%	Very Likely 20.00%		
<b>I learned new and valuable information.</b>	Strongly Agree 60%	Agree 40%		
<b>The topic complimented my coursework and college experience.</b>	Strongly Agree 50.00%	Agree 28.57%	Not Sure 14.29%	Strongly Disagree 7.14%
<b>The speaker was knowledgeable, organized, engaging and used appropriate methods.</b>	Strongly Agree 73.33%	Agree 26.67%		
<b>The audio-visual content enhanced the presentation.</b>	Strongly Agree 73.33%	Agree 20.00%	Not Sure 6.67%	

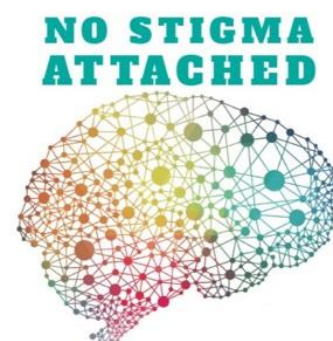
OPEN RESPONSE QUESTIONS	FEEDBACK
<b>What would you suggest to improve this program?</b>	Nothing <sup>3</sup>
	The entire program is excellent. I wouldn't change a thing
	I can't think of any improvements, I was only able to attend 2 of the series, but thought they were fantastic!
	Focus more on treatment and how people with Anxiety can get help.
	Perhaps have somebody edit the worded presentations to check for typographical errors and the like
	A handout bibliography
	more ice breakers or exercises that involve the group.
<b>What topics would you most like to learn about or discuss at an ASC Lunch 'n' Learn?</b>	just a variety, nothing specific at this time
	Tips to note taking, study skills
	Techniques of stress managing to prevent anxieties, or depression from progressing.
	Any topic to improve mental/physical/emotional health
	Stress and ways to cope with it.
	Depression, Obsessive Compulsive Disorder, Personality Disorders, Sexual Abuse/Assault
	How to avoid over diagnosing oneself and to resist the malady of over analysis

Bullying on campus. Discrimination on campus.  
Transphobia, homophobia and racism on campus.

36% RESPONSE RATE

## II. National Disability Employment Awareness Month Programming

A distinct but complimentary program in the “No Stigma Attached” series was the National Disability Employment Awareness Month workshop offered through the ActiveMinds (*a nonprofit organization that empowers students to speak openly about mental health*) Speaker’s Bureau. It was a record setting event for attendance at a daytime WVNCC program. Though the attendance number below is the smallest, it is important to keep in mind, the attendance for the one program in October must be considered with attendance from the No Stigma Attached Lunch’n’Learn series now being designed to support students’ holistic health throughout the year



ACADEMIC YEAR	PROGRAM	TOTAL ATTENDANCE	BUDGET
2016-2017 <b>OCTOBER 19</b>	Active Minds Speaker Kai Roberts <i>“Rapping the Movement”</i>	100 (+259 L&Ls) <b>359</b>	<b>\$6,887.62</b> Dept.
2015-2016 <b>OCTOBER 12-15</b>	<i>Valuing Diversity and Celebrating Abilities</i> Geri Jewell, dual performance 2 Workshops: <i>Current Trends in Mental Health</i> (Marshall) and <i>Stress Management Using Hypnosis</i> (Muir) 3 Stress Management Workshops – 1/campus (Serig)	<b>166</b>	<b>\$5,000</b> \$3,550 Grant \$1,655.61 Dept.
2014-2015 <b>OCTOBER 13-17</b>	Northwood Open House 2 Speakers (Railing & Marshall, Britt) WV Dept. of Rehab ( <i>3 campus</i> ) Geri Jewell Performance	<b>203</b>	<b>\$5785</b> \$4250 Grant \$1,235 Dept.

Almost 1/3 (31%) of on-campus WVNCC students participated in one or more *on campus* ASC programs to support holistic health and wellness during the 2016-2017 year.

Plans are in place for continuation of the “No Stigma Attached” Lunch’n’Learn Series on Mental Health, as well as programming for October’s National Disability Employment Awareness Month, for the 2017-2018 calendar year. Grant funding through the Diversity/Equity Grant has been requested to support the speaker planned for the coming year.

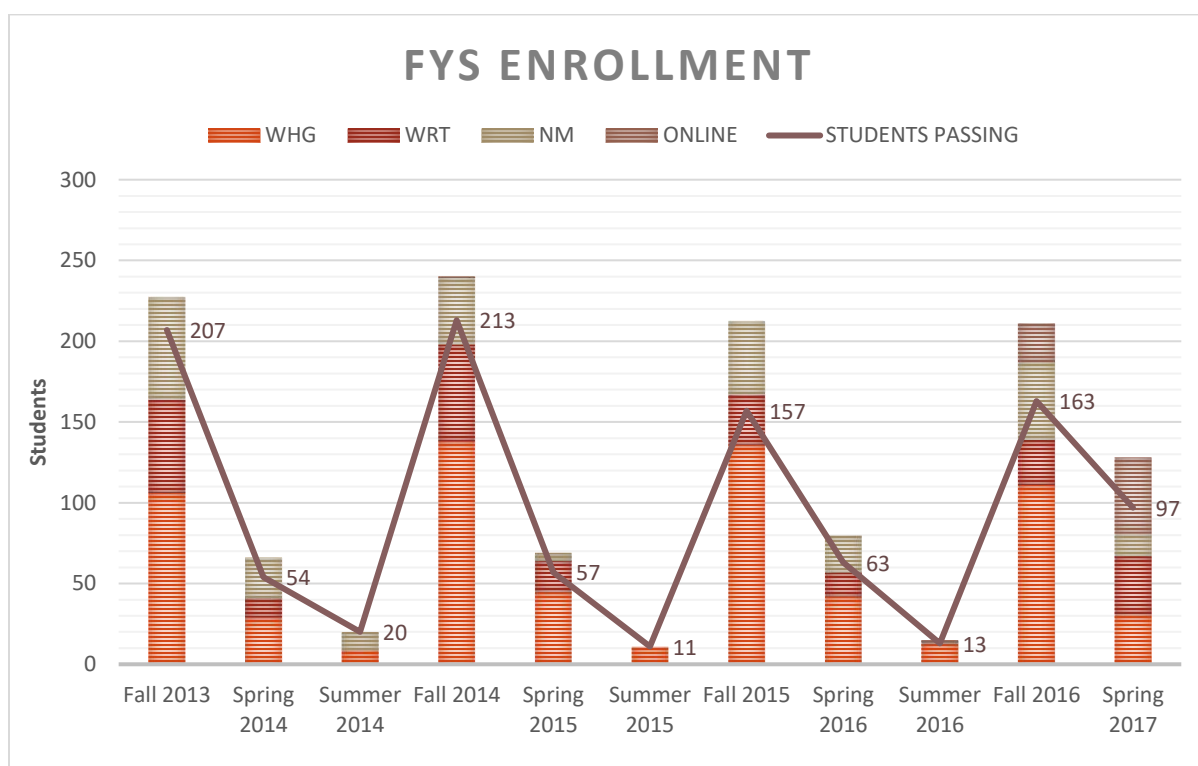
## III. First-Year Seminar (FYS)

The First-Year Seminar course was conceived in its current incarnation in fall 2013. It began as a 15-week course, required of all first-time freshmen for graduation, taught by an individual faculty/staff member. The creation of a developmental advising position under Title III provided for the creation of sections restricted to developmental education students who were instructed by the advisor.

Difficulties sustaining the 15 week format, ensuring consistency in course content, and incorporating Blackboard training led to revision in the course structure beginning in the fall of

2016. The course became a hybrid and work-shop based, with “experts” from various departments leading topical workshops and a journal component online through Blackboard. In addition, attendance/participation in an “elective event” (any college sponsored program or activity not otherwise required) was added as mandatory. The course has also migrated, primarily, to the ASC. With the exception of campus counselors in WRT and NM, ASC staff serve as mentors for FYS and coordinate workshop schedules, requirements etc. In the fall 2016 an entirely online section was added. Beginning in the fall 2017 semester, the FYS classroom will be flipped. All of the informational content will be presented online and the classroom portion will be condensed to 30 minute, interactive, workshops. The journal requirement morphed into the standard online course discussion board. The migration to Blackboard is designed to facilitate a more robust preparation for the online learning environment.

An FYS logo and webpage were created.



A summary of FYS evaluations is below:

	MEASURE	2015 - 2016 STRONGLY AGREE & AGREE	2016 - 2017 STRONGLY AGREE & AGREE
Workshops	The workshops provided a mixture of explanation and practice/activity.	74.72%	80.39%
	The workshops were effectively organized.	67.03%	77.45%
	The workshops usefully complemented each other.	61.11%	75.49%
	The workshop materials/resources	80%	78.21%



(pamphlets, handouts, etc.) were clear and useful.		
The workshops provided me with necessary information about WVNCC and what is required to be successful in college.	70%	82.17%
I actively participated in workshop discussions and activities.	80.22%	73.53%

**Mentors**

My mentor was accessible and available.	88.76%	85%
My mentor communicated regularly with me.	78.79%	80.8%
My mentor assisted me with my academic and/or other problems.	79.77%	81%
My mentor was able to lead me to the correct campus resource(s) to resolve a particular matter.	82.02%	81%
My mentor demonstrated a reasonable interest/concern towards me.	88.89%	79.79%
Overall, my mentor was an asset and a benefit to me.	86.67%	83%

RESPONSE RATES 2015-2016 WHG 71.9% / WRT 20.22% / NM 7.87%

RESPONSE RATES 2016-2017 WHG 59.80% / WRT 12.75% / NM 12.75% / DISTED

14.71%

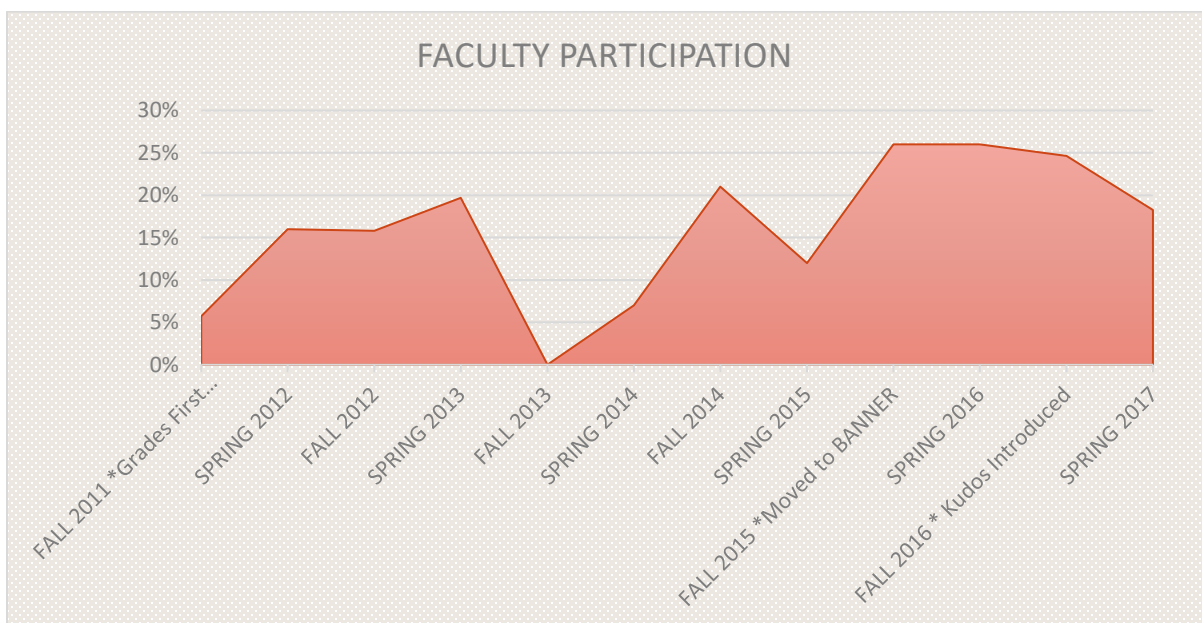
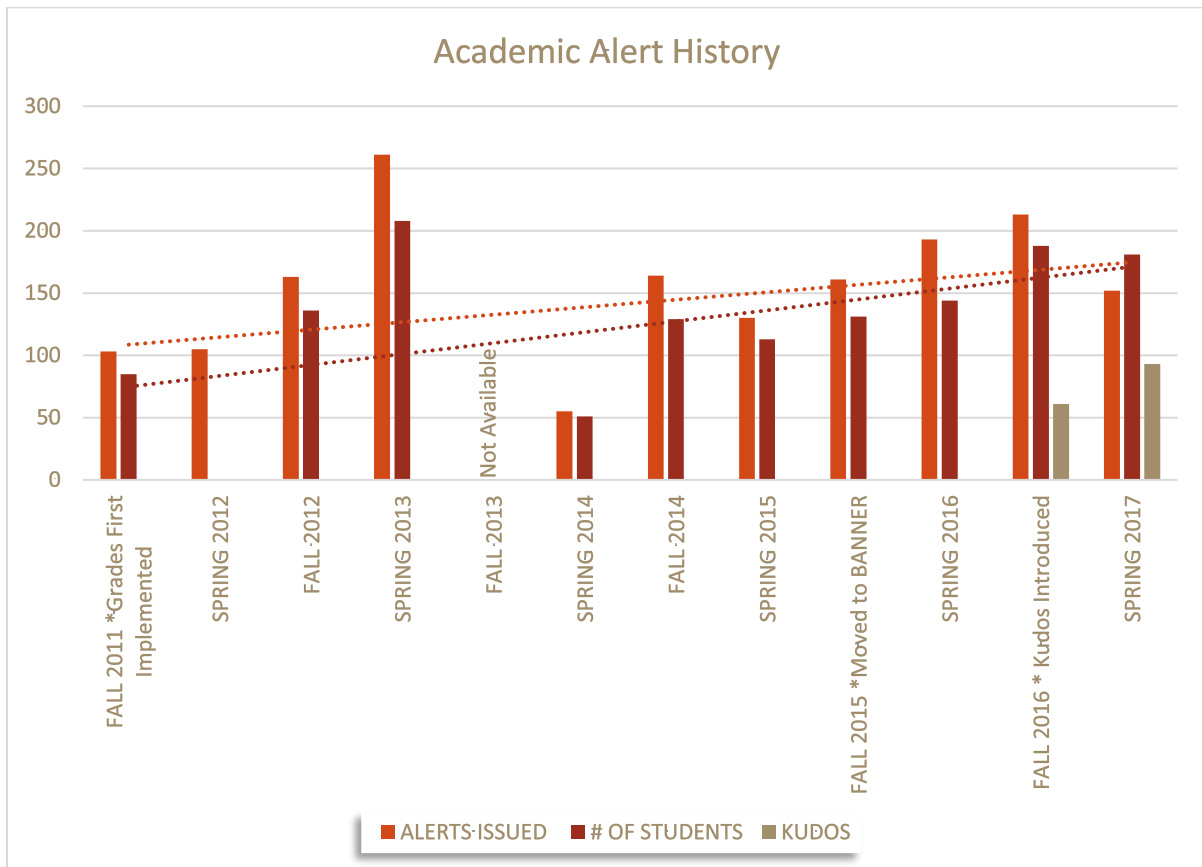
Data prior to the workshop based format is not accessible. In addition, there were many comments provided to open-ended questions. Several themes emerged that will inform the course going forward, these include:

1. Making lecture/information portions of workshop available online for viewing prior to in-class component.
2. Striving to make in-class portion of workshop more hands-on and interactive.
3. Aligning quiz questions more directly with workshop content.

**IV. Academic Alert/Kudos**

A “Kudos” system, allowing for positive, encouraging feedback, was added to the academic alert program. The migration of the academic alert program to BANNER continued to run smoothly in the 2017-2018 academic year, as evidenced in the following graph:

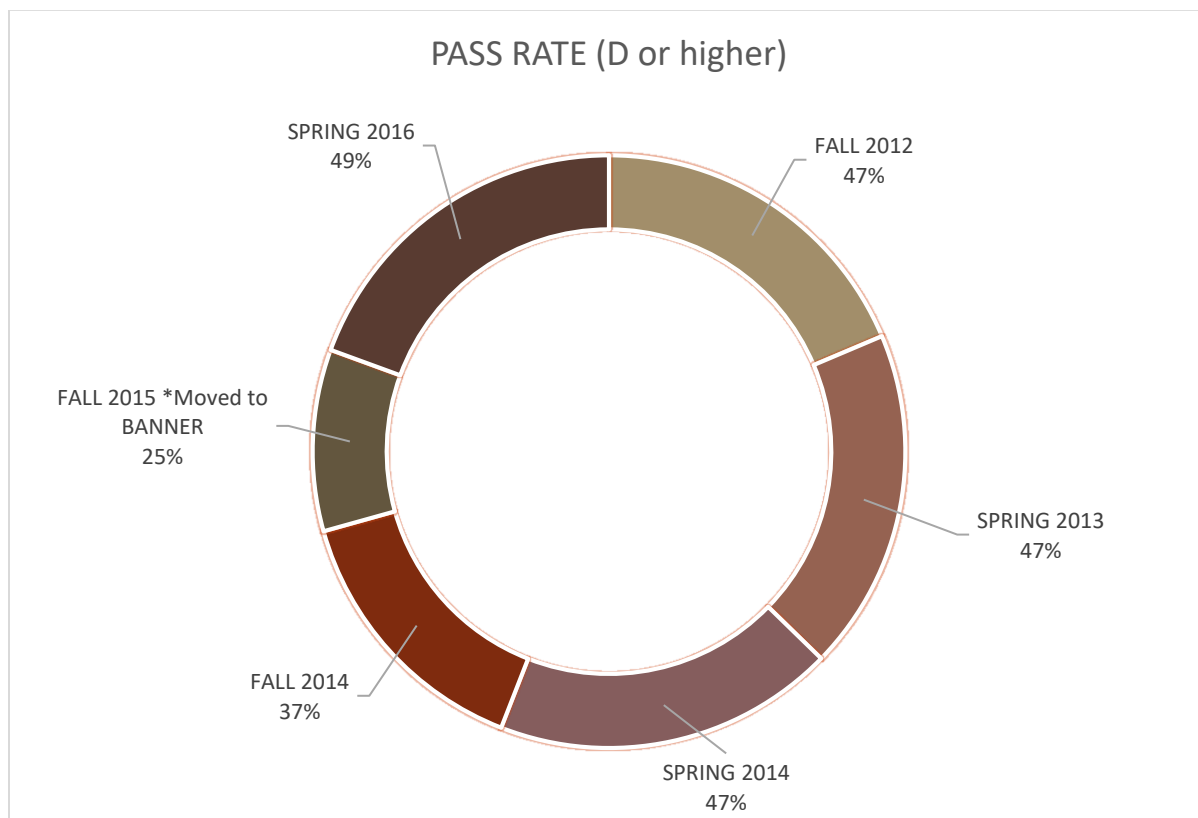




No data is available for the fall 2013 semester because the Director of Academic Support was on a leave of absence and then resigned. It was not filled until February of 2014, one month into the semester, which accounts for the significantly lower numbers during those times. During the spring

2013 semester, one new instructor issued 51 alerts, herself, contributing to the somewhat higher numbers during that time.

With regard to the effectiveness of the academic alert program, results are somewhat variable.



Alert campaigns in the spring do seem to yield better results, perhaps because there are more returning students in the spring.

## V. **OnTrack Newsletter/Support Blog/*remind* text alert**

The Academic Support Center continues to explore engaging, informative, and accessible communication strategies that promote programs and services, while supporting retention and success.

The OnTrack newsletter is published monthly during the academic year (8 issues), is disseminated electronically and in hard copy, and addresses topics and issues related to student success.

Written by the ASC and designed by Community Relations, the design was revised for the spring 2017 semester.



JAN 2017



FEB 2017

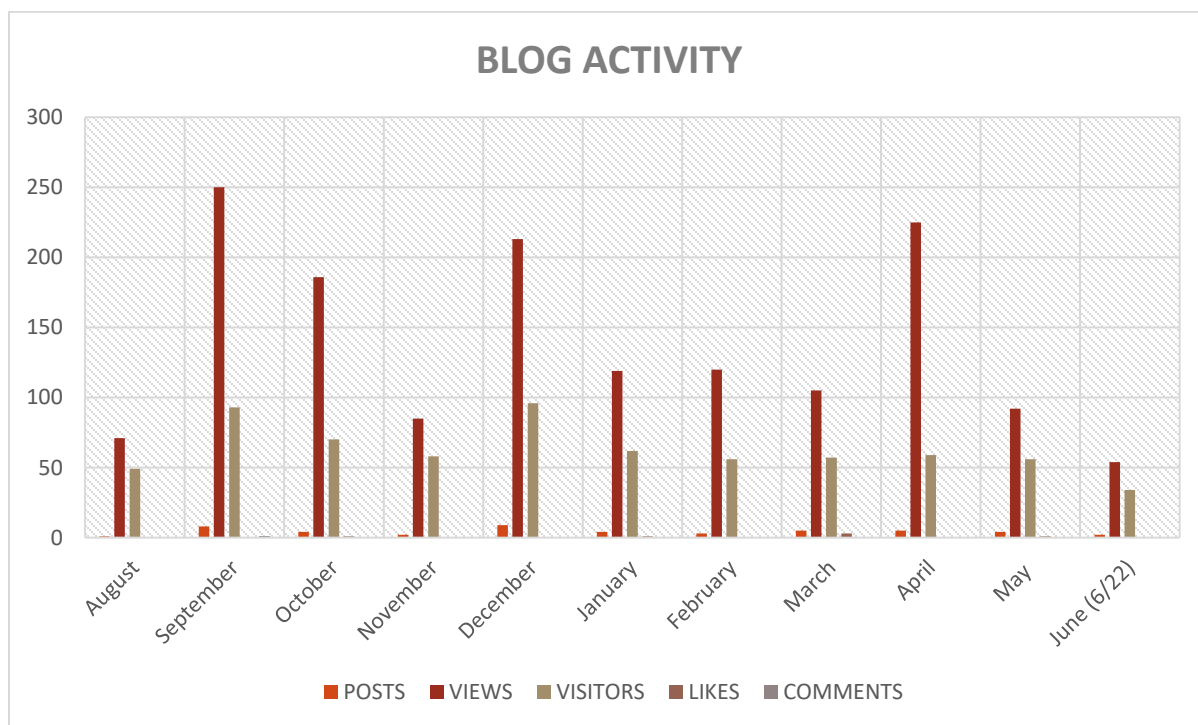


MARCH 2017

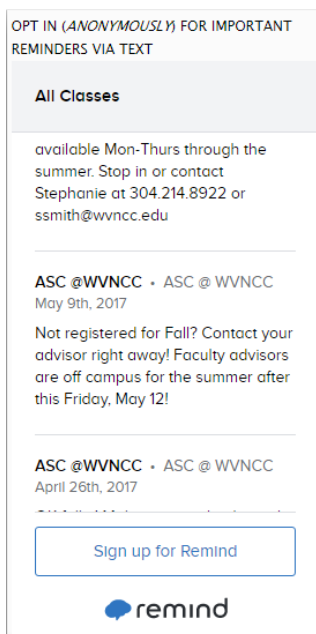


APRIL 2017

The ASC Blog, “where chickens in the know, know to go” celebrated its first full year of online journaling/conversation. Topics are wide ranging, and include personal, social, cultural, professional, and academic concerns of interest to the WVNCC community. The tone is informal and conversational. The blog has only 50 followers and there is no regular schedule for posts. As the following chart indicates, blog communication is largely one-way.



**TOTALS= Posts 47 . Views 1520 . Visits 690 . Likes 6 . Comments 1**



In January, an ASC opt-in text alert system, through *remind*, was established and was, by April, fully implemented. Text messages are sent once daily during the academic year and periodically during the summer to keep students abreast of events, deadlines and other important information. To date, there are 315 students in the system and 26 messages have been communicated. A specific participation goal is in place.

## VI. Project Graduation/Incomplete

Was conceived in 2011 to improve completion rates by targeting students who applied for graduation, but were unable to successfully complete for some reason. It was designed to be a coordinated effort between the Registrar, Records, Retention and IRIS [IR] Offices.

The project continues, but communication difficulties are hindering the programs success. Lists of students were provided by the Records Office in January 2015, November 2015 and June 2016. Currently, students

who apply for graduation but do not qualify, receive an automated email with information regarding the reason they are ineligible for graduation. The email refers the student to someone, though the referrals have been somewhat inconsistent.

Project Incomplete was proposed to work in a similar fashion – to conduct proactive outreach to students receiving incompletes to ensure they are aware of the incomplete and what is required to earn the course credit. This program, too, has been hindered by communication difficulties and information access.

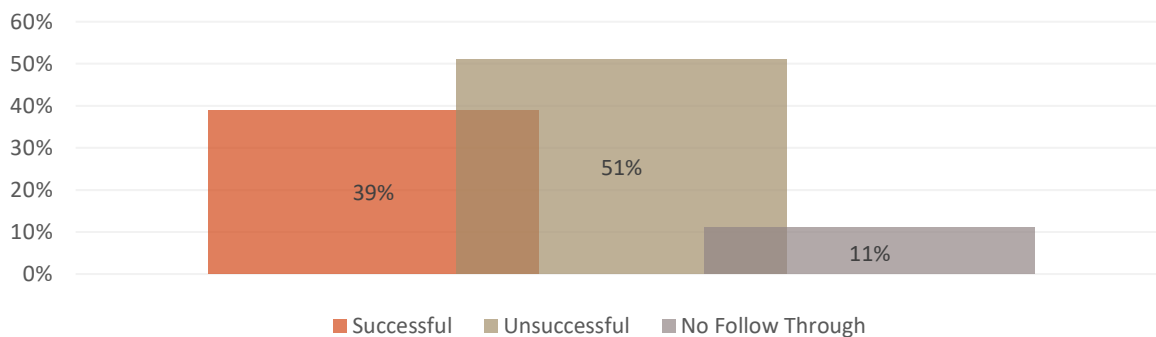
As a result, no substantive data is available for either of these programs. Both programs have promise, but require willingness of various departments to communicate and collaborate freely.

## VII. FastTrack/Review & Retest

Because this year marked the conclusion of the Title III Grant, planning for the transition away from “developmental education” led to the solidification of a robust Review & Retest option for students whose placement scores fall below the required cut. Paraprofessional staff were provided with training and resources to work students through “boot camp” style content review and test preparation.

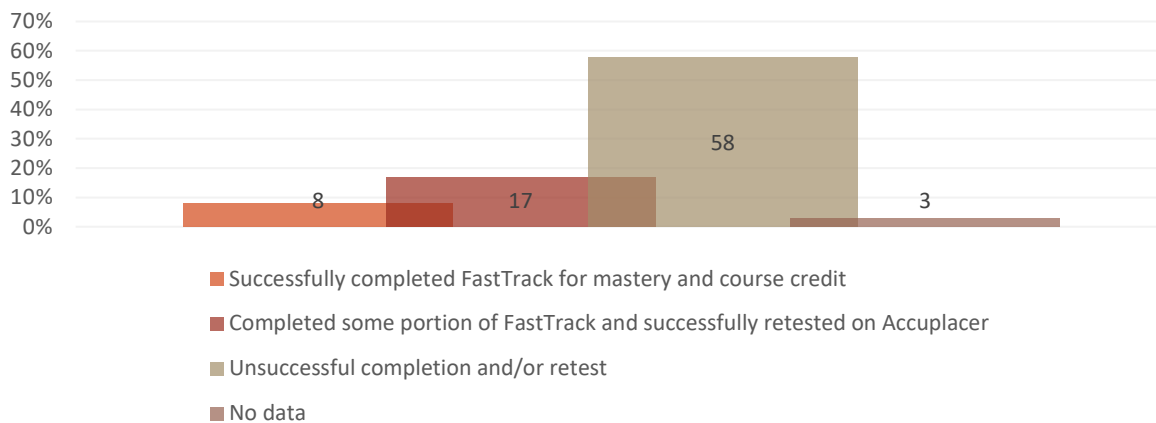
Review & Retest, along with the continuation of FastTrack, are administered through the ASC to assist students with preparation for college level coursework and timely degree progression. Results from both approaches, August 01, 2016 through June 23, 2017, are below.

### Review & Retest Math & ENG



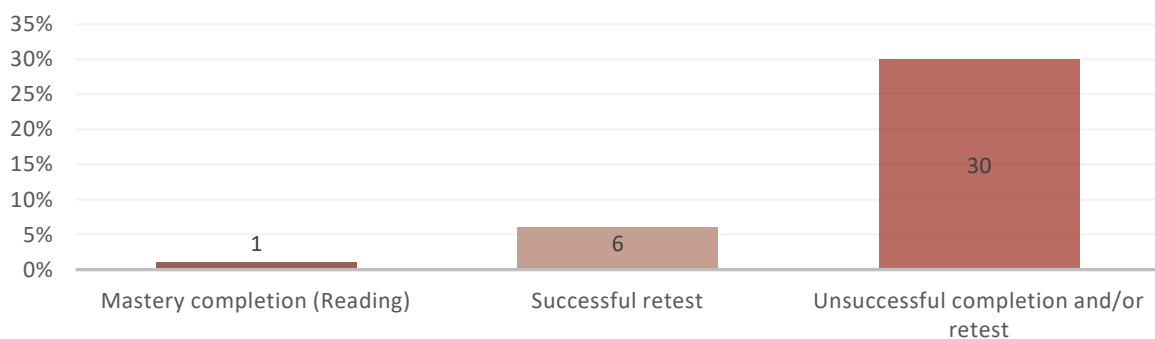
### ↑95 STUDENTS WHG ONLY

#### FastTrack Math



### ↑86 STUDENTS 3 CAMPUSES

#### FastTrack ENG



### ↑37 STUDENTS 3 CAMPUSES

## VIII. Classroom Workshop Series

The Academic Support Center continued to offer in-class workshops to support faculty and students. Topics vary, reflecting Northern specific services and more general, holistic concerns often absent from traditional content curriculums.

Four ASC staff provided 13 workshops for six different instructors on the Wheeling and Weirton campuses. The most popular workshop conducted was Stephanie Smith's *Tutoring Support @ Northern* workshop, followed by Kevin Serig's *Test Anxiety and Stress Management*.

Workshop information is provided to faculty via email, @ *Your Service* faculty newsletter, and through word-of-mouth.

## Activities

### IX. Welcome Back Week Open House

The ASC had its 3<sup>rd</sup> Annual Open House, in the fall semester, to welcome students and promote programs/services.

The Open House budget was \$442.84

#### StressLess Fest

## STRESS LESS FEST

WHEN  
**DEC 6, 7, 13 & 14**  
11am – 2pm

WHERE  
**Academic Support  
Center (ASC)**

FEATURING • Fun • Games • Creativity • Relaxation •  
Empathy • Food • Venting • Community • Repose

**THE TIME TO RELAX IS WHEN YOU  
DON'T HAVE THE TIME TO RELAX.**

**TUESDAY & WEDNESDAYS**

**DEC 6**  
**TRIM-OUR-TREE**  
**PAR-TYEE!** Cocoa, cookies & your creativity unleashed

**DEC 7**  
**AF SCHOOL**  
Crayons, play-doh wacky sacks, blocks puzzles, candy, toys & games

**DEC 13**  
**ZEN-DEF**  
Incense, mood lights, soothing sounds, pillows, puppets & granola

**DEC 14**  
**YOU'RE INVITED... TO OUR MARVELOUS MOCKTAIL PARTY**  
Restore your joie de vie with our virtuous restoratives: sparkling ciders, spritzers & snacks

**ASC OPEN HOUSE**

SEPT. 12 - OH MONDAY. MONDAY...MONDAY. FUN-DAY

SEPT. 13 - TAKE OUT TUESDAY

SEPT. 14 - WET'N'WILD WEDNESDAY

SEPT. 15 - THURSDAY: GAME DAY

STOP BY TO MEET THE  
**ASC GANG...**  
FOOD & FREEBIES ALL WEEK  
**ASC@WVNCC.EDU / 304.214.8923**

**ACADEMIC  
SUPPORT  
CENTER**

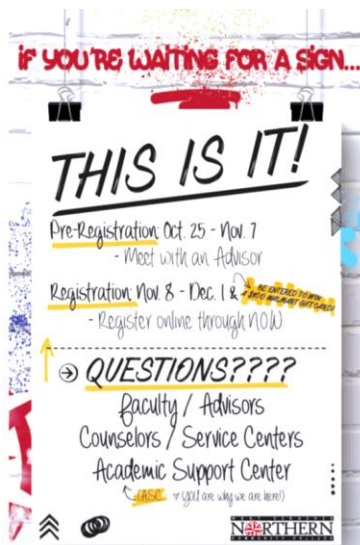
The ASC also held its 2<sup>nd</sup> Annual StressLess Fest, held during “dead week” (the week before finals), to support student health and wellness during this stressful time and remind students about ASC programs/services.

The budget for this event was \$750.14.

## X. Registration Campaigns

Every semester, the ASC coordinates campaigns to promote timely registration among current students. Beginning 2-3 weeks prior to the opening of computer systems for registration, a “pre” registration period is identified to promote advising appointments and planning. An attempt is made, through the campaign, to establish specific timeframes during which registration should be completed. Historically, timely registration by currently enrolled students has been low. Every campaign is designed around a theme and various methods of communication/outreach are used throughout the campaign, including:

- Email
- Posters/flyers
- Postcards (sent via USPS)
- LCD displays
- Faculty/staff buttons
- Class visits/hall roaming/handouts
- Unregistered advisee lists to faculty
- \$100 gift card giveaway
- Talking chicken standup
- Phone calls
- FYS workshops



FALL 2016



SPRING 2017



The following charts show registration campaign activity for the year.

#### *FALL 2016*

	<b>Nov 15</b>	<b>Nov 21</b>	<b>Jan 3</b>	
<b>PHONE</b>	814 calls	707 calls	418 calls	
	68% unregistered	59% unregistered	35% unregistered	
<b>LISTS TO ADVISORS</b>	<b>Nov 21</b>			
<b>EMAIL</b>	<b>Oct 26</b>	<b>Nov 2</b>	<b>Nov 15</b>	<b>Nov 28</b>
	50% read rate	39% read rate	36% read rate	35% read rate
<b>ON-CAMPUS</b>	<b>November 1</b>	<b>November 3</b>	<b>November 15</b>	
<b>USPS POSTCARD</b>	<b>November 7</b>			
<b>FYS</b>	<b>November 8-22</b>			

#### *SPRING 2017*

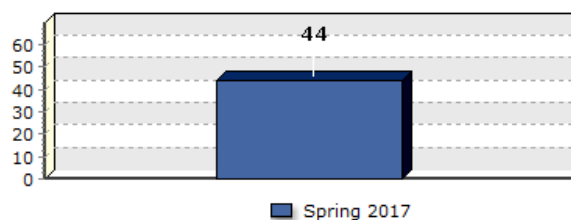
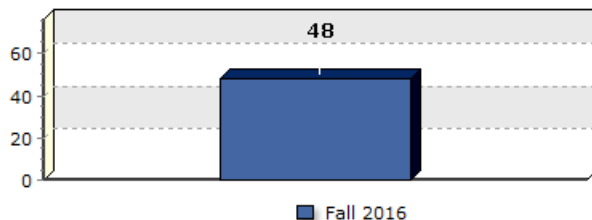
	<b>April 18</b>	<b>April 25</b>	<b>May 15</b>	
<b>PHONE</b>	698 calls	547 calls	210 calls <sup>1</sup>	
	65% unregistered	51% unregistered	35% unregistered	
<b>LISTS TO ADVISORS</b>	<b>April 26</b>			
	<b>March 28</b>	<b>April 17</b>	<b>May 1</b>	<b>May 8</b>
<b>EMAIL</b>	41% read rate	38% read rate	32% read rate	44% read rate
<b>ON-CAMPUS</b>	<b>April 12</b>	<b>April 13</b>	<b>April 19</b>	
<b>USPS POSTCARD</b>	<b>April 10</b>			
<b>FYS</b>	<b>April 11-28</b>			

BASED ON FTE / 3 CAMPUSES

## Services

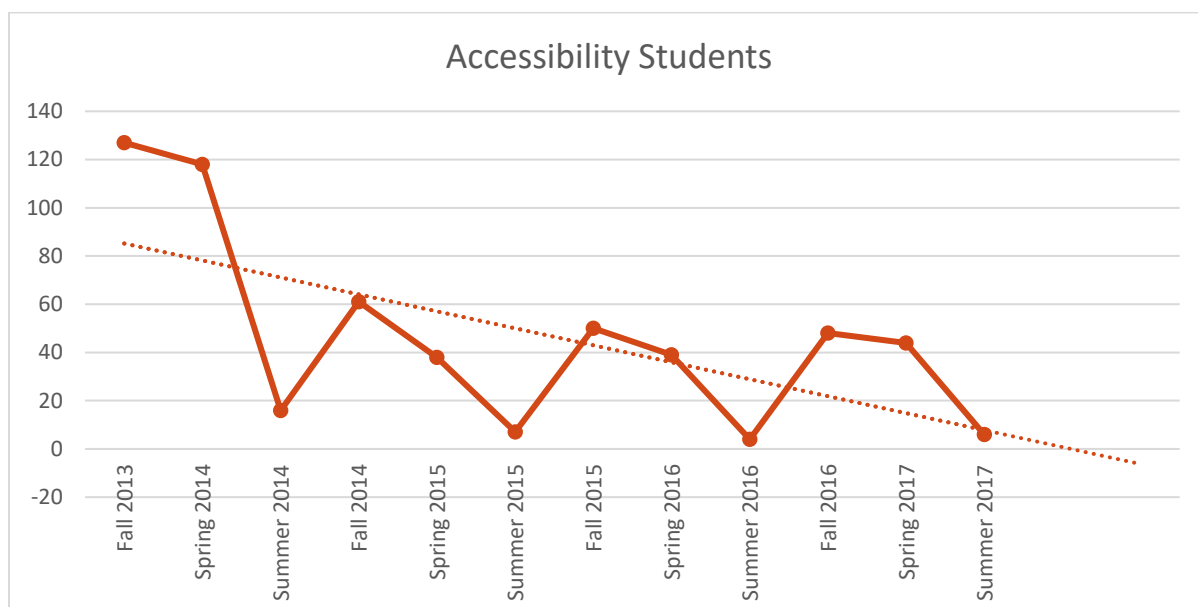
### XI. ADA Accessibility Accommodations

There were a total of 59 students registered with Accessibility Services during the 2016-2017 academic year, shown in the following charts by semester:

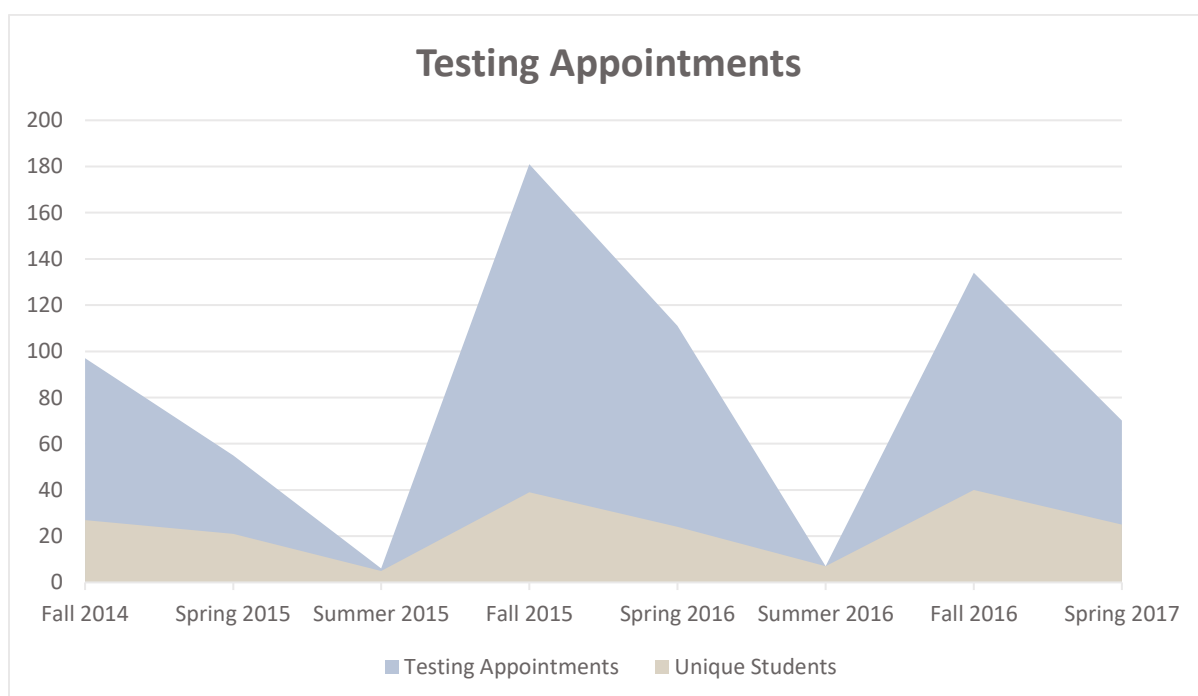


<sup>1</sup> WHG only

The number of students seeking accessibility services is declining:

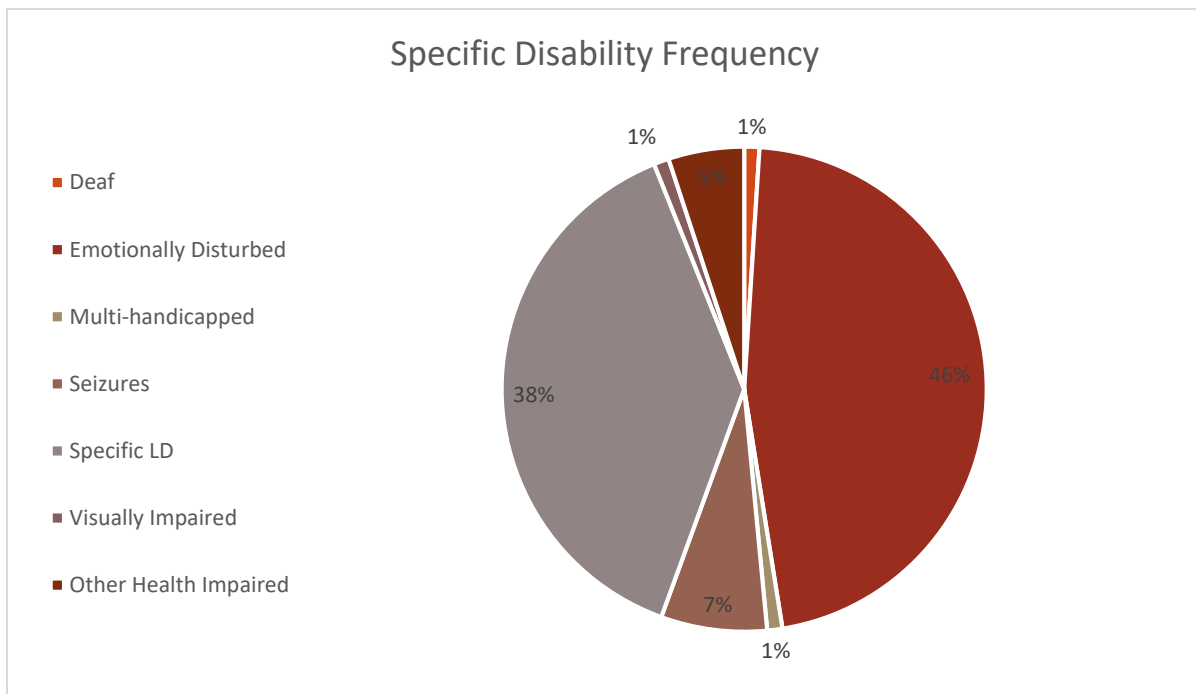
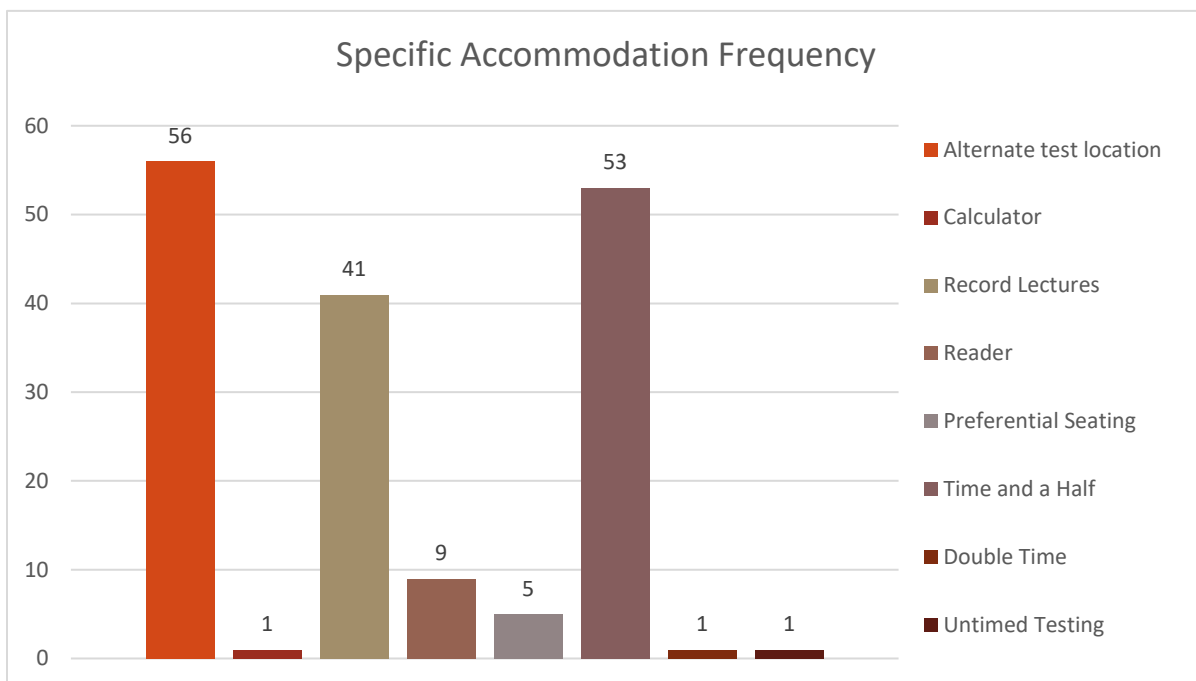


The Accessibility Office facilitated 204 testing appointments for 54 students (*semester-to-semester comparison below*). Intake appointments for new students seeking academic accommodation totaled 19, while semester 'check-ins' for continuation of services totaled 8.<sup>2</sup> The fall to spring retention rate for accessibility students was 85%.



The frequency of specific disabilities identified by the 59 students registered and receiving accessibility services were:

<sup>2</sup> Some intakes/check-ins were not logged.



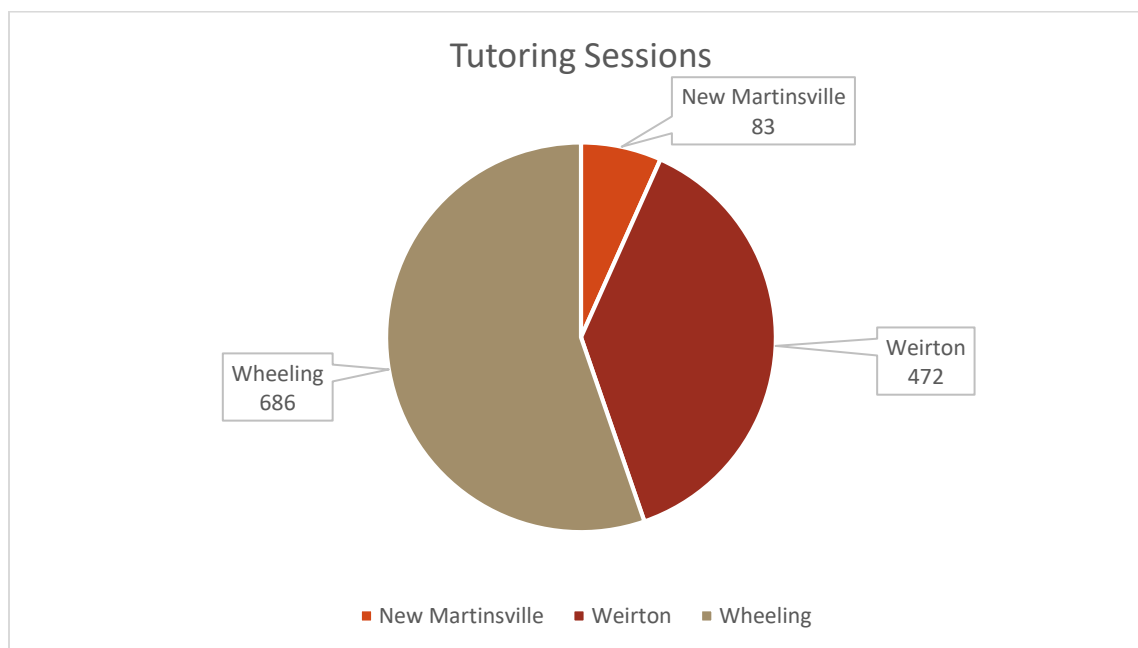
Thirty-six percent of accessibility students presented with more than one disability.

## **XII. Assistive Technology/Computer Lab**

A total of 65 students visited the ASC 144 times for general computer use, studying, and coursework.

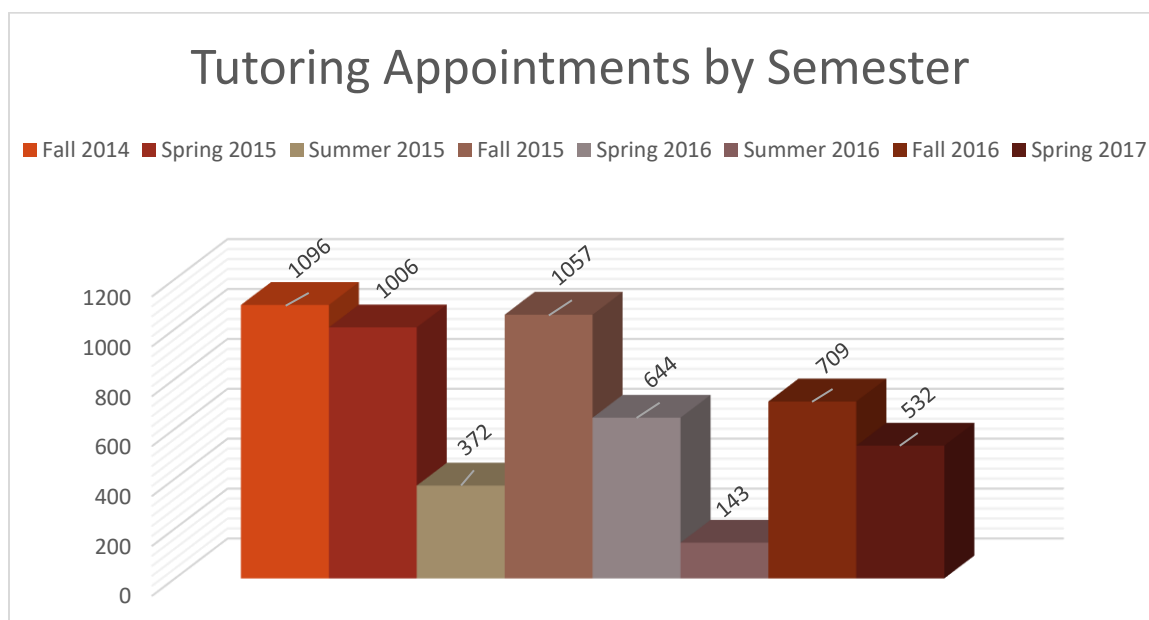
### XIII. Tutoring

Tutors completed 1241 sessions with 230 students.

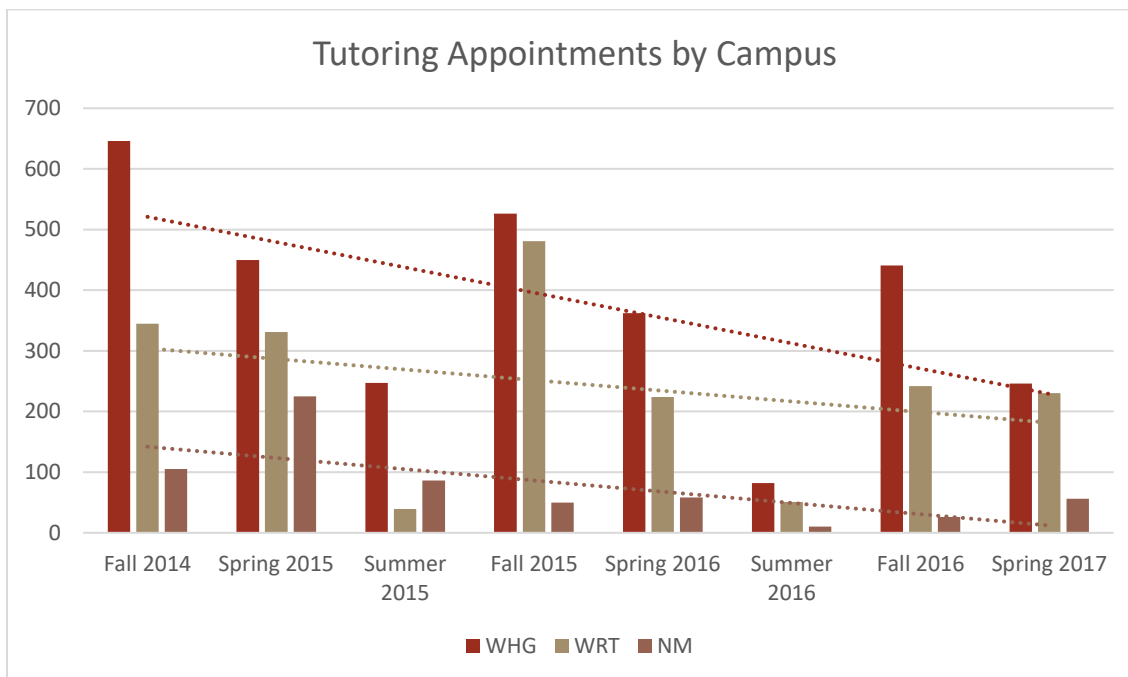


#### APPOINTMENTS BY CAMPUS

Wheeling employed 8 tutors, Weirton 10 tutors and New Martinsville 2, throughout the academic year. Overall, tutoring sessions are declining:



#### 3 CAMPUSES



Tutor Appreciation Week was celebrated October 3-7 with special mugs filled with treats, doughnuts/coffee and opportunities to leave a note of thanks and appreciation on a hallway display.

The Master Tutor Training Guidebook and corresponding activities in Blackboard continue to be required for all new tutors. In addition, multiple opportunities for professional training and development were provided, including: a campus-wide advising/retention workshop in November and Pearson Education webinars, on demand.

Brainfuse, WVNCC's online tutoring platform (state contract), continues to see consistent student use.

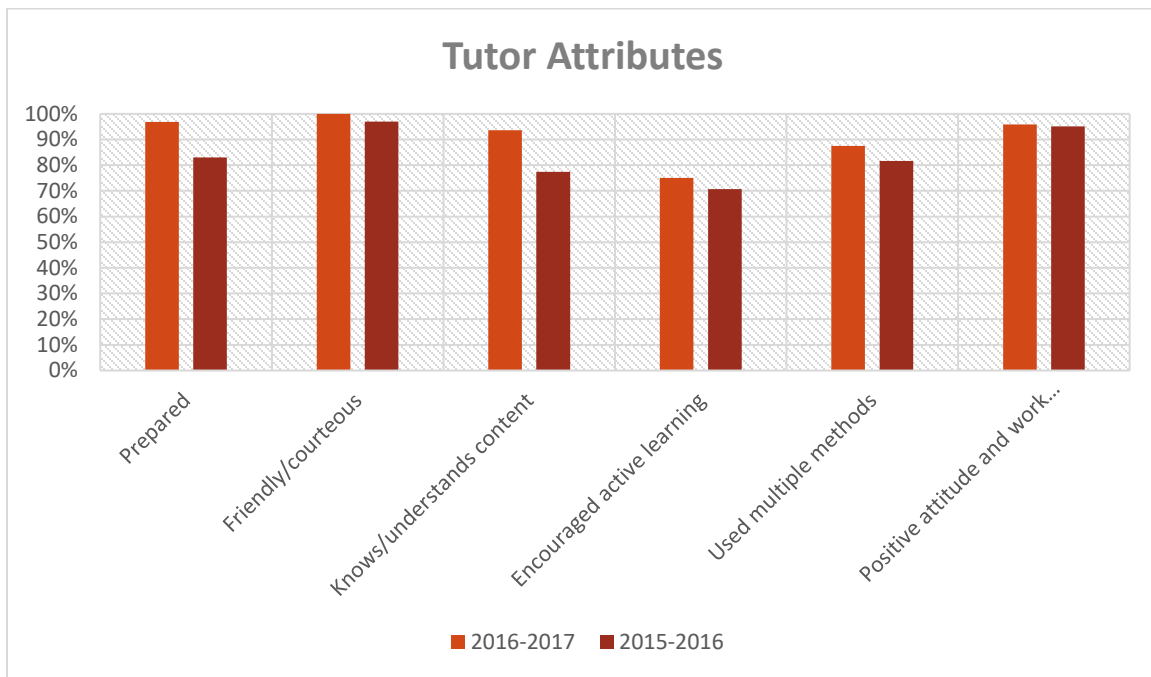
YEAR	SESSION COUNT	UNIQUE STUDENTS
<b>2013-2014</b>	880	193
<b>2014-2015</b>	617	110
<b>2015-2016</b>	417	115
<b>2016-2017</b>	729	131

Efforts to emphasize student feedback and evaluation continue.

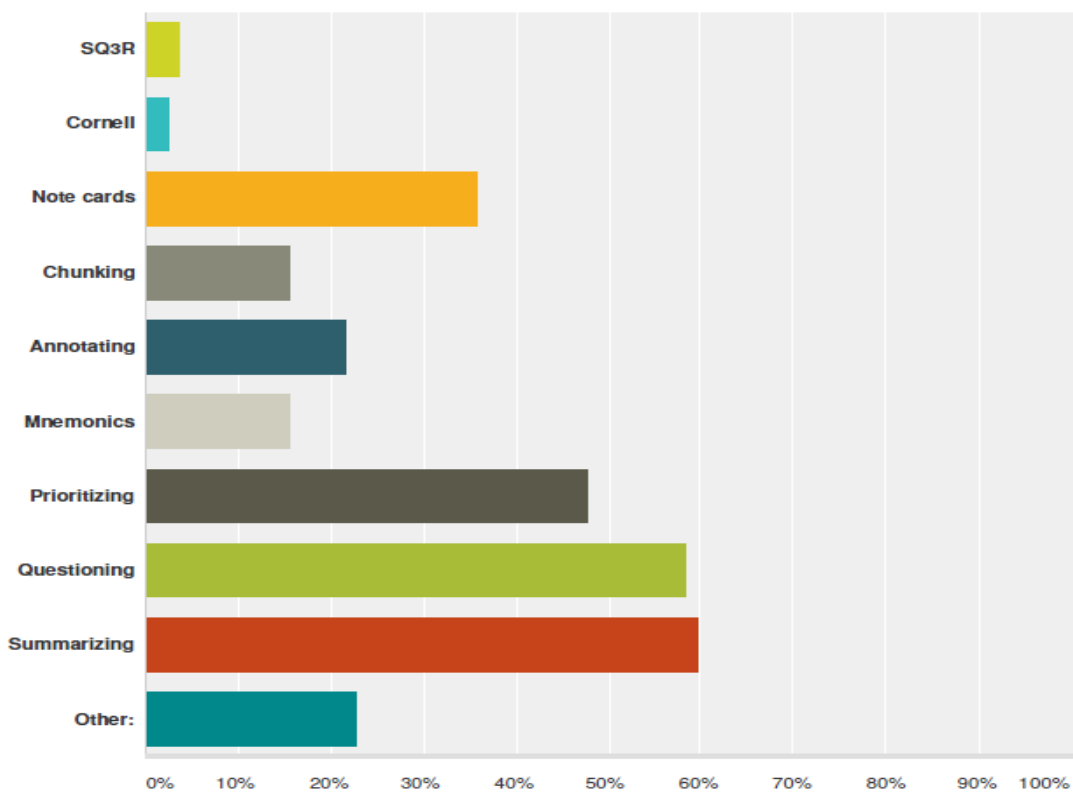
2016-2017		2015-2016	
<b>WHG</b>	59.4%	<b>WHG</b>	65.8%
<b>WRT</b>	32.3%	<b>WRT</b>	30.7%
<b>NM</b>	8.3%	<b>NM</b>	3.5%

RESPONSE RATES BY CAMPUS

Satisfaction with tutoring services has improved.



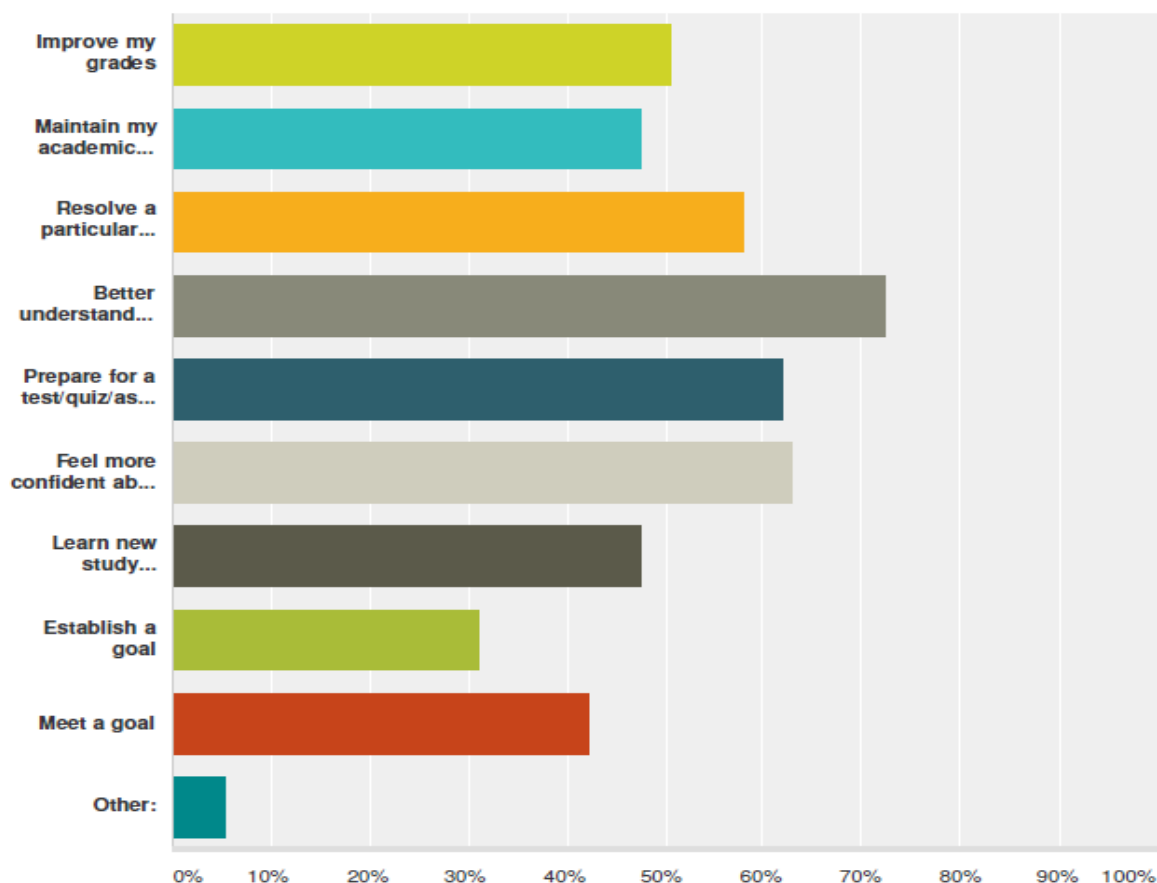
"ALWAYS" (HIGHEST) RANKING



STRATEGIES USED BY TUTORS



#### ASC HELPED ME TO...



#### XIV. Advising

Working with the Vice President of Academic Affairs, the ASC offered an “Intrusive Outreach + Appreciative Advising = Increased Retention & Student Success” workshop led by experts Joe Murray and Jess Tuck, Academic Impressions speakers and practitioners at Florida Atlantic University.

The workshop was presented on 2 days, November 17 and 18, to accommodate faculty and staff schedules. Support staff were invited to a 3-hour workshop on Thursday, November 17; the workshop was offered twice, once in the morning and again in the afternoon so all staff had an opportunity to attend without hindering office hours/services.

Advisors/faculty were invited to attend a 6-hour workshop on Friday, November 18.

Staff Participation	Faculty Participation	Budget
33	18	13,754.72 <sup>3</sup>

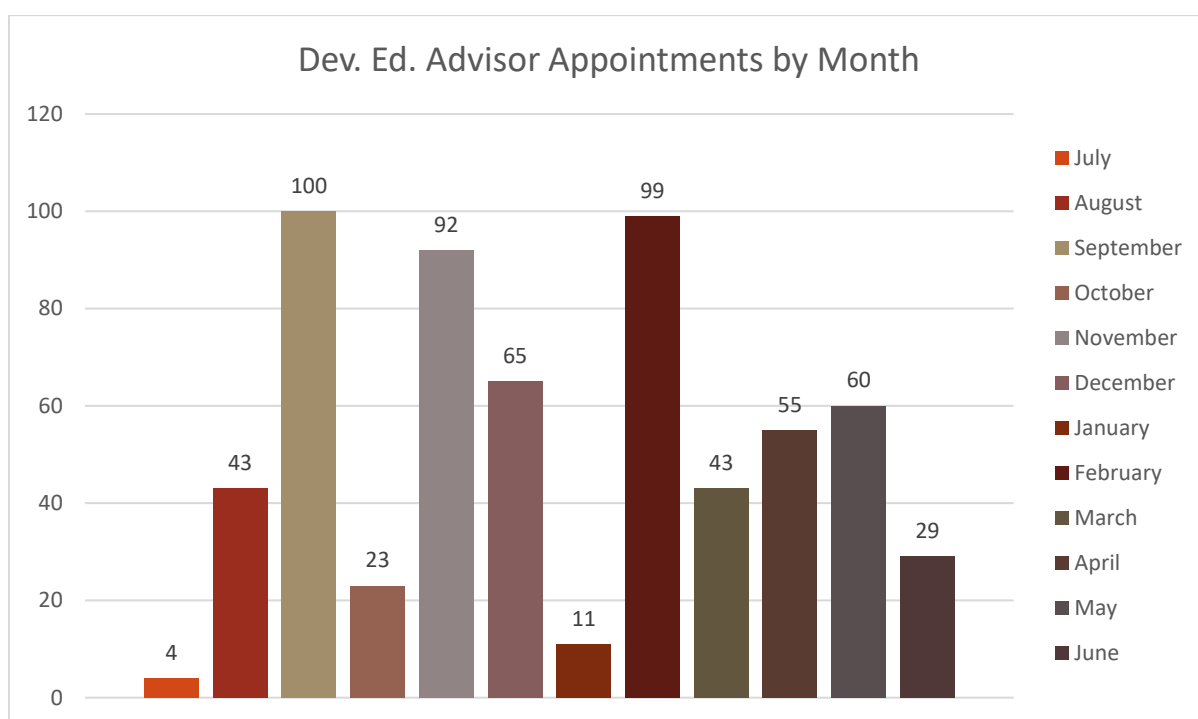
<sup>3</sup> Includes speaking fees, workshop materials, and luncheon both days

Because advising is often cited as integral to retention and has been identified as an area of concern for WVNC, the interim VPAA held several open forums on advising during the spring semester to seek feedback about the institution's advising structure.

This year marked the final for the "Developmental Advisor" position created/funded by Title III. The following chart reviews advising in the ASC:

Staff	Appointments
Kristi Aulick ( <i>Dev. Ed. Advisor thru June 30</i> )	624
Dennis Bills ( <i>NM</i> )	22
Kevin Serig	4
CJ Farnsworth ( <i>BOG Advisor</i> )	81

A glimpse of the Developmental Education Advisor's monthly appointment totals may shed light on advising needs/tendencies:



Almost half (47%) of advising appointments occurred during September, November, and February, nearly 1/3 (32%) in September and February alone. The Dev. Ed. Advisor saw 325 unique students throughout the year, meaning that almost half (48%) returned to see their advisor more than once during the year.

#### **XV. Proctoring**

ASC staff proctored 29 exams for 9 instructors, totaling 39.5 hours, in Wheeling and Weirton.

#### **XVI. Support Coaching/BTG Grant Activity**



The ASC continued to benefit from two BTG grant funded support coaches through March 30, 2017. Support coaches focused primarily on outreach to applicants, providing personalized assistance through the admissions and enrollment process. However, they also assisted with outreach to current students, supporting Academic Alert and Registration Campaigns, all designed to keep students engaged, on track, and enrolled.

SEMESTER	# TOTAL APPLICANT OUTREACH	#BTG STUDENT CASELOAD	# OF STUDENT APPOINTMENTS
<b>Fall 2016</b>	1356	145	88
<b>Spring 2017</b>	385	50	170
<b>Fall 2017</b> ( <i>thru March 30</i> )	323	24	53
<b>TOTALS</b>	<b>2064</b>	<b>219</b>	<b>311</b>

In addition to new applicants in BTG programs, the Support Coaches also reached out to 240 students who were classified as “currently enrolled” during the fall 2016 semester.

Shawna Littell	Cathy Moore
211 Student Appointments	94 Student Appointments
131 Unique Students	80 Unique Students

#### INDIVIDUAL SUPPORT COACH ACTIVITY

Additional BTG funded services included tutoring and supplemental instruction (SI).

#### Tutoring

SEMESTER	# BTG SESSIONS	#BTG STUDENTS	# OF BTG TUTORS
<b>Fall 2014</b>	668	124	25
<b>Spring 2015</b>	643	122	25
<b>Fall 2015</b>	791	193	N/A
<b>Spring 2016</b>	425	108	N/A
<b>Fall 2016</b>	541	129	18
<b>Spring 2017</b>	397	94	17
<b>TOTALS</b>	<b>3465</b>	<b>770</b>	<b>N/A</b>

#### 3 CAMPUS TOTALS

#### Supplemental Instruction

SEMESTER	COURSE(S)	# OF SESSIONS	# OF STUDENTS
<b>Fall 2014</b>	Tech Math I, II, III, IV	13	5
<b>Spring 2015</b>	Tech Math I, II, III, IV	10	4
<b>Fall 2015</b>	N/A	N/A	N/A
<b>Spring 2016</b>	N/A	N/A	N/A

<b>Fall 2016</b>	CIT (A+ Hardware, Access, IT Analysis, MS Apps, OP Systems) Dev. ENG Pumps/Piping Programmable Controllers I	167	31
<b>Spring 2017</b>	CIT (Excel, MS Apps, OP Systems, Visual Basic Prog) Ad. Manufacturing (Problem Solving & Teamwork)	203	25
<b>TOTALS</b>		<b>393</b>	<b>65</b>

### 3 CAMPUS TOTALS

## XVII. Mental Health Assessment & Referral

Alongside programming designed to provide education, awareness, and de-stigmatization regarding mental health topics, the ASC expanded efforts to support students with specific, individual mental health issues.

A \$3,000 Foundation Grant, "Improving Student Mental Health Improves Retention," allowing WVNCC students in need to access mental health services, when needed, without prohibitive costs continued and grew to include 4 additional providers serving all 3 campuses: Northwood Health Systems, Southeast Inc., Wellsprings, Park Valley Behavioral, and OVMC Hillcrest.

As well, after a year and a half of grant funding, some data is now available.

Referrals.....	54
Following Through.....	46 (85%)
Grant Funded.....	5
Required Short-Term Placement.....	4

Of the 54 students referred, 63% (34), are still enrolled or successfully completed.

An online mental health assessment, through Screening for Mental Health, Inc., was also added to the ASC Accessibility webpage and is available 24/7 to assist students with identification of mental health issues. Results included below:

<b>Screening Visits</b>	<b>196</b>
<b>Screening Completions</b>	117 (59.69%)

### RESULTS

<b>Depression</b>	38
<b>Generalized Anxiety</b>	42
<b>Posttraumatic Stress</b>	5
<b>Bipolar</b>	18
<b>Alcohol Misuse</b>	4
<b>Substance Abuse</b>	3
<b>Disordered Eating</b>	7



08/14/16 - 06/19/2017

Based on the 16-17 enrollment average (1133 students), approximately 10% of the student population identifies with a mental health concern, compared with only 4% who seek academic accommodations for a disability.

### XVIII. Laptop/Calculator Loans

The ASC continues a Laptop Loan program through the Accessibility Office. Fourteen computers have been purchased by the ASC and an additional 10 computers have been added through Foundation Grant Funds.

CAMPUS	TOTAL MACHINES	CURRENTLY ON LOAN	STUDENTS SERVED
Wheeling	16	10	17
Weirton	4	0	0
New Martinsville	4	2	2

The last 14 laptops purchased have been insured. Students expressing the need for a laptop to successfully complete semester coursework complete a 'contractual' agreement to borrow a machine for a specified period of time, the laptop is returned at the end of that period and is scanned/cleaned by IT and 'restocked' for loan.

The ASC also facilitates a calculator loan program through the Tutoring Coordinator. Ten students took advantage of the calculators available for use on fourteen occasions.

### SUMMARY

#### STAFF (permanent)

Aulick, Kristi	Developmental Education Advisor
Bills, Dennis	Tutoring/FastTrack Coordinator, New Martinsville
DeRosa, Larry ( <i>thru 2/10/17</i> )	Tutoring/FastTrack Coordinator, Weirton
Farnsworth, CJ	Director, Academic Student Support Services
Hores, Jacqui	Administrative Assistant
Serig, Kevin	Accessibility Counselor
Smith, Stephanie	Program Assistant
<b>TOTAL</b>	<b>7</b>

#### STAFF (temporary/part-time)

Blankenship, Sarah	Tutor/TA
Caruso, Vince	Tutor
Cooke, AJ	Tutor
Debnar, Doug	SI Leader
Gibson, Bill	Tutor
Glatz, Dave	Tutor
Greathouse, Cindi	Tutor
Hawthorne, Rachel	Tutor/TA
Highfield-Lyons, Casey	Tutor/TA
Holstein, Alice	Tutor

Howell, Amy	Tutor/TA
Irr, Victoria	Tutor
Littell, Shawna	Support Coach
Matyskiela, Kris	Tutor/SI Leader
Midcap, Townsend	Tutor
Moore, Cathy	Support Coach
Nesselroad, Nikki	Tutor
Newberry, Sue	Tutor
Pissos, Trina	Tutor/TA
Shutler, Mary	Tutor
Six, Emily	Tutor/TA
Smith, Mary	SI Leader
Sparks, Nina	Tutor
Wright, Candace	Tutor/TA
Zanieski, Steven	SI Leader
<b>TOTAL</b>	<b>25</b>

### BUDGET

Budget Line	OTPS Budget (projected)	OTPS Budget (actual)	Personnel Budget (projected)	Personnel Budget (actual)
3040 "Student Support Center"	10,200	11,018.44 (-818.44)	331,006.20	275,994.20 (+55,012)
3041 "Student Disabilities"	8,300	10,283.61 (-1983.61)	29,638.99 (Perkins)	131.88 (+29,507.11)
<b>TOTALS</b>	<b>18,500</b>	<b>21,302.05 (-2802.05)</b>	<b>360,645.19</b>	<b>276,126.08 (+84,519.11)</b>

<b>Tutoring Budget</b>	<b>\$60,000 (projected)</b>	<b>\$56,933.40 (actual)</b>
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ADDITIONAL FUNDING FOR TUTORING SERVICES CAME THROUGH TITLE III AND BTG, NOT INCLUDED IN THIS TABLE

### SERVICES



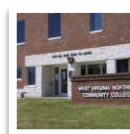
WHEELING

- Students Served 567 (57% of headcount)
- Appointments 3158



WEIRTON

- Students Served 162 (41% of headcount)
- Appointments 1172



NEW MARTINSVILLE

- Students Served 83 (22% of headcount)
- Appointments 224

# Discussion

## Programs:

### **1. Soft Skill/Mental Health Lunch'n'Learn Series (*No Stigma Attached*)**

The ASC believe that holistic support is vital to student success and identifies mental health and wellness programming and soft skill development as an integral part of any community college experience. We feel this is an area of student need that we are equipped and prepared to address. The impact of self-awareness, self-esteem and self-management can not be overlooked as keys to student retention and success.

Student engagement, measured through attendance and participation in these events, is part of the ASC Assessment Plan for the upcoming year/

### **2. National Disability Employment Awareness Month Programming**

Plans are being finalized for 2017-2018 programming. Funding is again being sought through the Diversity for Equity grant.

### **3. First-Year Seminar (FYS)**

This initiative for first-time, full-time college students continues to evolve. The informational content is being moved online for the upcoming academic year, shortening the in-class workshops to approximately 30 minutes each. This change should result in a more robust introduction to Blackboard.

However, mentors will have to be extra aware of providing a more personal-touch, hands-on approach throughout the semester.

Because it's one of the only structured, curriculum-based co-curricular programs, FYS is being targeted, heavily, as a means of assessment in co-curricular areas.

### **4. Academic Alert/Kudos**

The effectiveness of this program has not yet been solidified. When alerts are submitted thoughtfully, for students who have demonstrated some degree of commitment, results are positive. As well, the alert has to be padded with face-to-face dialogue between instructor, student and staff to maximize results.

Additionally, access to a standing alert/final grade report in ARGOS would be helpful to standardize data and reporting on this initiative.

### **5. OnTrack Newsletter/Support Blog/*remind* text alert**

The biggest challenge with these efforts is the constancy required for success...both in terms of posting, publishing and marketing to students. However, we are spreading our communication efforts out within the department...this sharing of responsibilities may help to establish the ASC as a primary point of contact for students.

## **6. Project Graduation/Incomplete**

These projects are not as successful as they might be due to communication difficulties between the ASC and the Records Office. As well, an established timeline for these efforts may help eliminate confusion. 'Project Incomplete' has not been officially "adopted."

## **7. FastTrack & Review/Retest**

Though Title III has expired, planning is in place to continue offering FastTrack with a few adaptations. Mastery completion is no longer accepted for course completion; all 4 FastTrack options require retesting and adequate cut scores.

The ASC is planning to enhance our Review & Retest option with test prep software through Longsdale Publishing. This software should help tutors focus remediation and provide consistent review and preparation. It will also allow students to see what specific questions are missed and why.

## **8. Classroom Workshop Series**

A revisit to our classroom workshops is warranted to see if there are gaps or niches we could better fill. As well, more deliberate promotion to faculty and adjuncts would be beneficial.

### **Activities:**

## **9. Welcome Back Week Open House**

Though this event is an expense, it continues to see increased traffic and does promote ASC awareness among new and returning students. Efforts will be made in the coming year to better track attendance.

## **10. StressLess Fest**

See above.

## **11. Registration Campaigns**

Discussion continues regarding the best way to reach students and communicate the importance of advising and timely registration. Going to students, where they are, seems like a key factor.

Campaigns have revealed the many reasons why students do not register within the time frames we prefer....HOLDS, financial difficulties, selective program admission etc. are all significant factors affecting registration numbers.

Always part of the discussion are registration deadlines.

## **12. Tutor Appreciation Week**

Always an important week in the ASC. Tutors are vital to our reach and success.



## **Services:**

### **13. ADA Accessibility Accommodations**

Numbers have steadily declined, perhaps due to a number of factors. The accessibility of technology as well as flexible faculty who work individually with students may make the need for academic accommodation less immediate.

### **14. Assistive Technology/Computer Lab**

The area previously considered the ASC “Assistive Technology Lab” continues to be renovated for best use of the space to meet student need. Use of Assistive Technology has been on existent for several years. The dedication of a space for this purpose is wasted. Technology is so accessible and individualized for personal use, institutional equipment is no longer sought or used.

The ASC would like to continue, however, offering a standard computer lab space where students can receive assistance with Blackboard, college software systems, and general computer assistance.

### **15. Tutoring**

The ASC is focused on making the tutoring program more efficient by maintaining a smaller, better qualified, more generalizable staff.

A tiered system for tutoring has been proposed, providing an opportunity for those with appropriate experience and education to assume additional responsibilities within the department (see “Support Coaching” below).

### **16. Advising**

WVNCC has adopted a limited “Advising Center” model in which all new students are advised by a ‘staff advisor’ before being transitioned to a faculty advisor in their program.

This is a limited model because there is no actual physical space dedicated to advising; as well, responsibilities are divided between two departments (ASC and Service Center); a small group of program faculty have indicated they do not wish their students to be advised by staff, rather they wish to meet with their students immediately.

Training is to be provided to all front-line staff regarding “onboarding/triage” to streamline the admissions/enrollment process and ensure a consistent experience for all new students.

### **17. Proctoring**

An effort will be made to streamline the proctor request process for efficiency and tracking purposes.

As well, an effort will be made to communicate with faculty regarding testing alternatives.



**18. Support Coaching**

An effort is being made to have “top tier” tutors assume some of the responsibilities previously held by Support Coaches. The level of outreach to applicants will not be maintained; instead, outreach to current students, specifically those “at-risk,” will be the focus.

It is our goal to have those tutors with these additional responsibilities work with a case load of students, regularly, throughout the semester.

**19. Mental Health Assessment & Referral**

Thanks to the efforts of the Accessibility Counselor, mental health services continue to expand. The ASC would like to offer limited, on-site, counseling services in the future.

**20. Laptop/Calculator Loans**

Also, thanks to the Accessibility Counselor, the laptop loan program continues to expand. The laptops are meant to bridge gaps between the beginning of a semester and students’ abilities to purchase their own technology.

Thus far, the laptops have been borrowed and returned as such.

