



ANNUAL REPORT 2017-2018

Academic Support Center (ASC)

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B & O 225/226



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ABOUT THE ACADEMIC SUPPORT CENTER (ASC)

Mission

To motivate and empower students to become successful and independent learners.

Values

Work Ethic & Tenacity

Communication & Interpersonal Development

Personal Growth & Responsibility

Life-Long Learning & Growth Mindset

Goals

- I. Provide interactive academic spaces to reinforce and extend student learning
 - II. Provide a variety of holistic and comprehensive support services and programs that enhance academic success, personal growth, retention, and graduation
 - III. Align programs and services with best practices in student learning theory and addressing diverse student learning needs
 - IV. Uphold scholarly integrity and academic honesty in all learning center programs and services
 - V. Maintain a staff of learning center professionals who are consistently connected to the field of learning centers in higher education and learning assistance
 - VI. To effectively brand and consistently promote the learning center virtually and on-campus
 - VII. Maintain a process of consistent and continual review and quality improvement in programs/services - including analysis of strengths, challenges, and appropriate corrective actions - annually
-

"It's not easy asking for help. I'm glad that I did...What I learned was that sometimes all you need is a little direction. I was given that direction. Thank you so much for having these wonderful people available to help."

Tracy (2017)

STAFF

Director, **CJ Farnsworth MEd, MFA**

Administrative Assist, **Robin Evans AS**

Advisor, **Kristi Aulick MA**

Tutoring Coordinator, **Stephanie Smith AS**

Lead Tutor WHG, **Kris Matyskiela**

Campus Coordinator WRT, **Ida Williams BS**

Accessibility Counselor, **Kevin Serig MSW, LGSW**

Campus Coordinator NM, **Dennis Bills MA, Med, PhD**

BUDGET SUMMARY

The ASC budget includes:

- 3040 - Covers most operational costs for all ASC programs and services
- 3041 - A budget line dedicated to Accessibility (aka disability) Services and is used for costs such as Disability Awareness Month programming, software and equipment as needed.

These institutional funds were supplemented by grant funding through Parlin, Perkins, and the WVNCC Foundation.

3040				3041			
Personnel	Budgeted \$331,006.20	Used \$275,994.28	\$55,011.92	Personnel	Budgeted \$29,638.99	Used \$131.88	\$29,507.11
OTPS	Budgeted \$10,200.00	Used \$11,046.19	-\$846.19	OTPS	Budgeted \$8,300.00	Used \$10,290.71	-\$1,990.71

GRANTS		
Parlin	\$13,949.98	2 Mobile Computer Labs
Perkins	?	?
Foundation	Mental Health Counseling \$3,000	Lap-Top Loan Program \$4,000

TUTORING	BUDGETED	USED	
Personnel	\$66,000	\$57,227.22	\$8,772.78

Recommendations

- Establish one ASC budget by combining 3040 and 3041 and maintaining the tutoring budget as one line in the ASC budget with supplemental grant funds as available.
- Better anticipate budgetary needs prior to the beginning of the fiscal year, so as not overspend.

PROGRAMS & SERVICES

I. Academic Alert/Kudos Program

The Academic Alert System is a proactive communication tool that allows instructors to voluntarily alert students regarding their progress. Alerts can be issued when an instructor has concerns about performance or to offer praise and encouragement. Academic alerts of concern allow appropriate supports to be identified and implemented early, while "kudos" provide positive reinforcement and motivation. Alerts of either kind generate an email message to the student, the student's advisor and the Director of Academic Support Services.

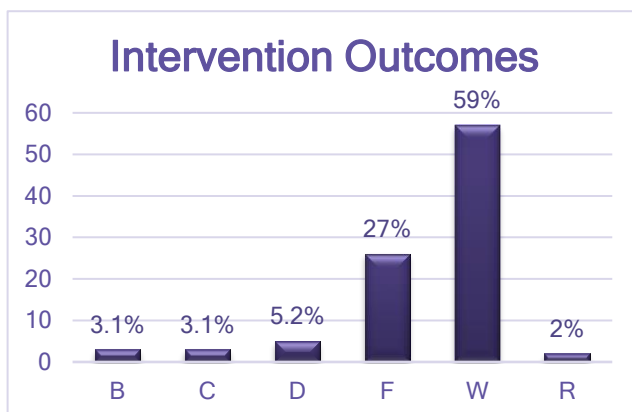
Alerts can be submitted anytime during the semester.

	# Alerts	# Kudos	# Faculty	# Students
FALL 2017	98	66	22	126
SPRING 2018	181	239	33	243

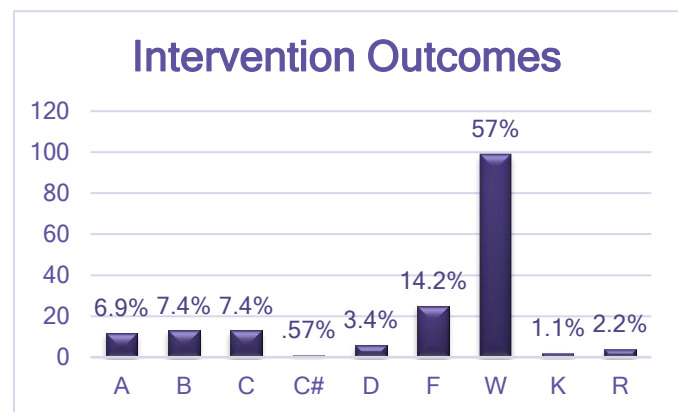
	# Alerts	# Kudos	# Faculty	# Students
FALL 2016	213	61	35	188
SPRING 2017	152	93	24	181

By campus, alert/kudos submissions correlated with campus size. Wheeling has the highest number of submissions and faculty participation¹ (348 submissions / 36 faculty), Weirton (120 submissions / 21 faculty), New Martinsville (72 submissions / 15 faculty), and Distance (44 submissions / 13 faculty).

Spring semester saw a dramatic increase, across the board, from both the spring 2017 and fall 2017 semesters. This may be the result of increased effort and administrative support working with faculty on this particular initiative. Narrative data regarding alert alert/kudos outreach is available.



Fall 2017 Alerts Outcomes



Spring 2018 Alert Outcomes

¹ Fall and spring combined

Both semesters saw the bulk of students alerted withdrawing from the class, a total of 58% of students for the academic year; adding to this the students who failed brings the total of unsuccessful students to more than $\frac{3}{4}$ or 79%, compared with less than $\frac{1}{5}$ or 17% passing with a 'C' or higher.

Unexpectedly, there were students receiving Kudos who were unsuccessful. In the fall semester, 3 students who were recognized for their performance either failed or withdrew from the course and in the spring this trend was even more prevalent with 21 students failing or withdrawing.

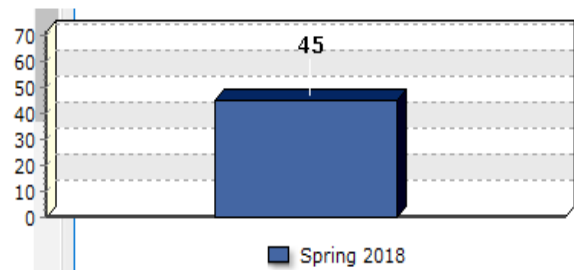
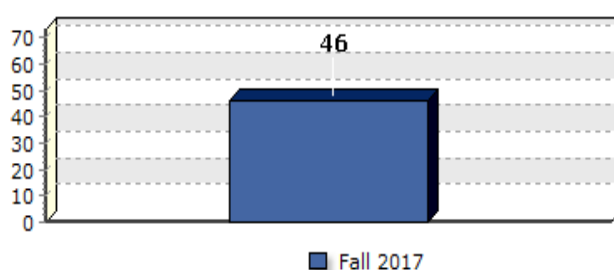
Recommendations:

- As a result of faculty feedback, revisions to the alert/kudos codes will be completed and take effect for the fall 2018 semester. Codes have been added to make alerts/kudos more specific.
- As a result of faculty feedback, efforts will be made to automate alerts for students who withdraw or are administratively withdrawn.
- As a result of faculty feedback regarding changes desired in the alert program, IR has requested consideration of an alternative process.
- As a result of faculty feedback, an online form has been created for the submission of alerts that allows faculty to member to provide specific explanation and description regarding the alert.
- Establish a better process for follow-up with instructors following alert outreach.

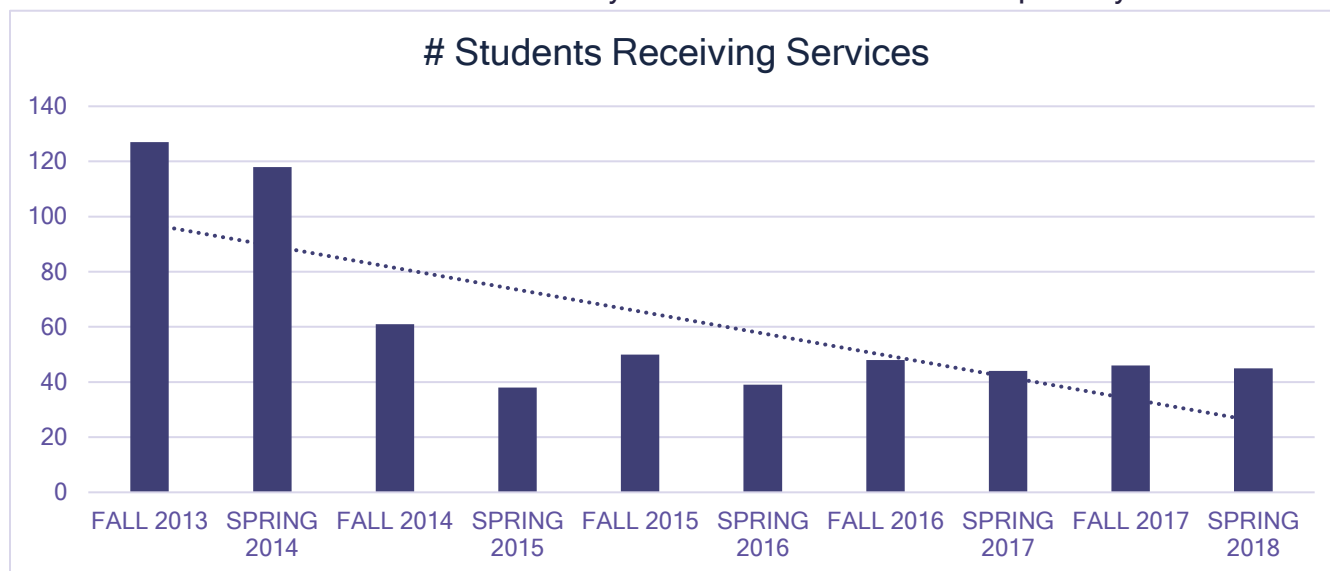
II. Accessibility

Beginning in the fall of 2017, ASC Coordinators on the Weirton and New Martinsville campuses added accessibility to their responsibilities. The relationship and availability of the accessibility contact on each campus is crucial for appropriate implementation of academic accommodation. It is expected this change will allow for more personalized/individualized service, improved relationships/communication, better follow-up/documentation that results in improved practice and process, as well as greater student success.

Students Receiving Accommodation



The number of students receiving services has decreased; however, the current number is a more realistic and accurate number evidenced by increased retention and success rates of these students. The number of accessibility students has stabilized the past 2 years.



Twenty-five intakes (registration of new students with accessibility services) were completed for the 2017-2018 academic year (NM=8, WRT=4, WHG=13), twelve in the fall and thirteen in the spring.

Distraction-free and extended time for testing continue to be the most common academic accommodation.

Test Sessions for Accommodation

SEMESTER	WHG	WRT	NM	TOTAL
Fall 2017	78	11	1	90
Spring 2018	84	12	14	110

As a result of accessibility counselors on the WRT and NM campuses, this represent a 100% increase in test sessions on those campuses and a 40% decrease in fall testing in WHG, 12% increase in spring testing in WHG. Overall, there was a 30% decrease in fall testing and a 47% increase in spring testing, while the number of students remained constant.

Recommendations:

- To streamline and improve processes by transitioning to electronic paperwork and documentation.
- Continue training and professional development of accessibility counselors to ensure consistent and best practice policies and procedures.
- Provide more comprehensive communication and follow-up with accessibility students.
- Continue providing information and professional development to faculty regarding accessibility/accommodations practices.

III. Advising

This academic year saw the implementation of the “Advising Center” concept at Northern. ASC Advisor, Kristi Aulick, was identified as one of the “Advising Center” staff, in addition to Ida Williams in WRT and Dennis Bills in NM. The WRT and NM ASC Coordinators were assuming advising responsibilities for the first time. Other “Advising Center” staff are housed in Student Services/Service Centers. However, the ASC assesses and documents its own advising staff as part of its departmental tracking and assessment effort.

<i>Campus</i>	<i>Appointments</i>	<i>Students</i>
<i>Wheeling</i>	124	92
<i>Weirton</i>	7	6
<i>New Martinsville</i>	26	22
<i>TOTALS</i>	157	120

Fall

<i>Campus</i>	<i>Appointments</i>	<i>Students</i>
<i>Wheeling</i>	94	69
<i>Weirton</i>	6	5
<i>New Martinsville</i>	29	23
<i>TOTALS</i>	129	97

Spring

Due to the elimination of the “Developmental Advisor” job description and the transition to the “Advising Center” model, these numbers represent a dramatic reduction (62% fall and 68% spring) from the previous year for the ASC advisor in Wheeling.

As a result of Service Center staffing changes and continued learning/experience for WRT and NM staff, It is expected ASC advisors on those campuses will continue to see more students for advising in the coming year.

Recommendations:

- Assess the quality of advising services provided.
- Continue working with Administration to refine the “Advising Center” model currently in place.

IV. Community Outreach

The ASC presented its 4th annual “No Stigma Attached” Lunch ‘n’ Learn Series focusing on mental health and holistic wellness. These programs (1/month) are open to the community and bring community members from local businesses and organizations on campus to speak on related issues.

PROGRAM	MONTH	ATTENDANCE	BUDGET
Suicide Prevention Tim Bowman OVMC/Hillcrest	September (13)	33	\$195.96

Domestic Violence Sexual Violence Trish Flanagan & Megan Palmer YWCA/SAHC	October (12)	30	\$171.90
College Bullying Lisa Musilli Harmony House	November (14)	40	\$319.22
Title IX Peggy Carmichael (WVNCC)	December (6)	24	\$368.15
Alcoholism/Addiction Oksana Thomas Park Valley Behavioral	January (18)	39	\$238.17
Stress/Heart Health Linda Shelek (WVNCC)	February (14)	54	\$430.90
Nat'l Disabilities Month Jill Konkle WVDRS	March (15)	14	\$151.39
Depression/Anxiety Kathy Herrington (WVNCC)	April (17)	36	\$303.50
TOTAL		270	

Assessment of Lunch 'n' Learn programs is favorable.

QUESTION	RESPONSE(S)		
How likely is it you would recommend an ASC Lunch 'n' Learn program to a friend, classmate, or colleague?	Promoters 79%	Passives 12.5%	Critics 4%
Overall, how would you rate this particular Lunch 'n' Learn program?	Excellent 67%	Fair 25%	Poor 8.3%
How relevant was this topic to you and your college experience?	Extremely 67%	A little 25%	Not at all 4%
How engaging were the speakers at this particular Lunch 'n' Learn?	Extremely 62.5%	A little 25%	Not at all 8.3%
How likely are you to attend an ASC program or event again?	Extremely 83.3%	Maybe 12.5%	Will not 4%
How appropriate was this topic for the audience and environment?	Extremely 100%	A little 0	Not at all 0
What topics would most interest you and/or do you think would be appropriate for future programs?	<ul style="list-style-type: none"> • The importance of a college education in today's economy and job market. • Stress, bullying/cyber bullying, how to write good scholarship essays, money management. • Exercise & diet for middle age and elderly 		

	<ul style="list-style-type: none"> • Stop smoking weight loss to a healthier you, Cancer early detection • Bullying would be a good topic. • More health issues • Autism awareness or something to do with mental illness. • Dealing with Anxiety How to recover from emotional abuse
What would have improved or strengthened this program?	<ul style="list-style-type: none"> • The speaker did an excellent job in her presentation. The use of visual aids really helped in capturing the attention of the audience. • Good speakers and better technology. • Good as was. Handouts encouraged others to question & to share. Great exchange Thanks • Proper audio and visual less technological issues • Nothing, it was very good • Could look at online registration • Nothing, she was great! • Better Audio from the Skype session • Having the technology working properly • The technology did not seem to be working for the NM campus (unsure about if anyone was listening in Weirton) and that must have been disappointing for them. The microphone also stopped working part-way in, though I'm not sure if the presenters knew that. • I would have liked more examples of people who successfully stood up to bullying on college campuses or in workplaces and organizations that were

	<p>were successful at changing or improving their culture.</p> <ul style="list-style-type: none"> • More examples of actual college bullying situations and how to handle them and/or prevent them • group interaction • Fix the technical issues so we can tune into the program. • This was a great topic because I just went through an experience, where I was victimized by bullying. • Please have speakers always use a microphone. • I always enjoy meeting new members of the community who are representing different organizations. Also, thanks for offering salad in addition to pizza!! I don't JUST go to these for the food, but I'll always express my appreciation for it when given the chance. • Thank you for your efforts on behalf of the students at WVNCC and the community. The speakers are good, and the lunch you provide is always delicious and appreciated. • I love going to these events! You learn something new every time.
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Summary based on Nov. & March Programs (total 24 participants)

In addition, a special program for National Disability Employment Awareness Month was presented in October. Former Steelers running back, Rocky Bleier shared some of the “hard lessons [he] learned early in his life that helped him overcome adversity and reach his goals...”. Forty-nine people attended the engagement on October 18 and the total budget was \$10,059.85; \$5,000 funded through the Diversity for Equity Grant.

Because WVNCC does not currently offer mental health counseling or provide mental health services through any Student Services or Academic Affairs department, a foundation grant, “Improving Student Mental Health Improves Retention,” continued for the 3rd year, expanding partnerships with additional service providers in Brooke, Ohio, and Wetzel Counties. The

continuation of these funds allows any WVNCC student to receive Mental Health Services when needed. The following chart shows the growth of these services.

Academic Year	Student Inquiries	Student Referrals	Grant-Funded	Service Providers
2015-2016	42	30	5	WHG-Northwood
2016-2017	54	40	4	WHG- Northwood, OVMC, Park Valley Behavioral ALL-Wellsprings, SouthEast Inc.
2017-2018	63	58	2	“ ”

Additional partners include:

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:

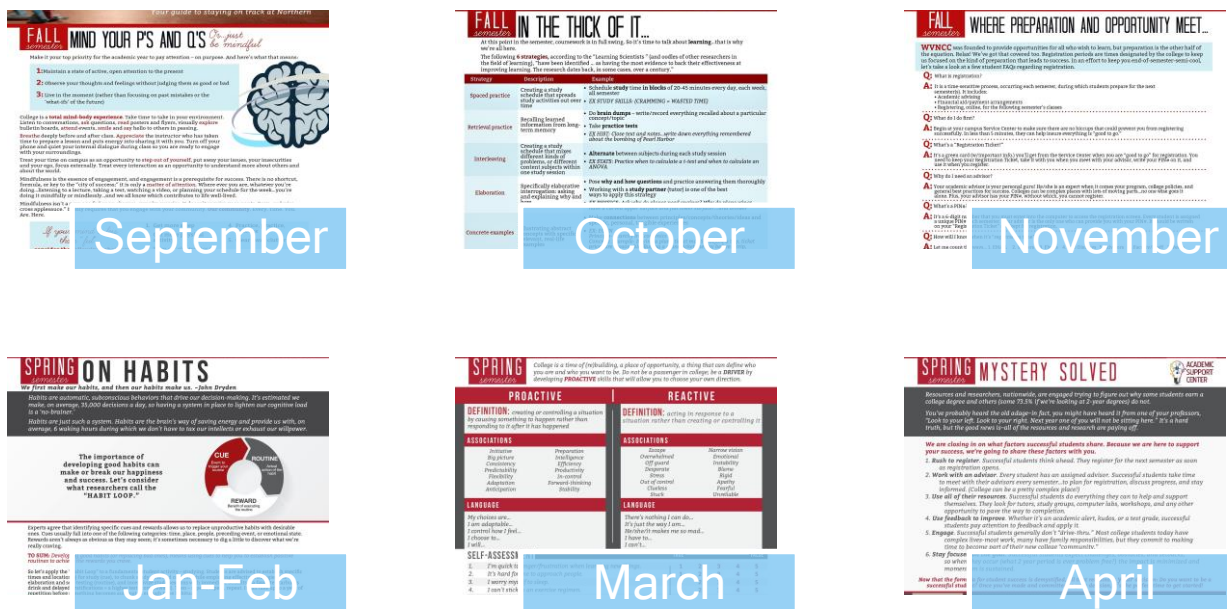
Screening Visits	42	Screening visits decreased by 79% and completions of the screening decreased by 100%.
Screening Completions	0	

Recommendations

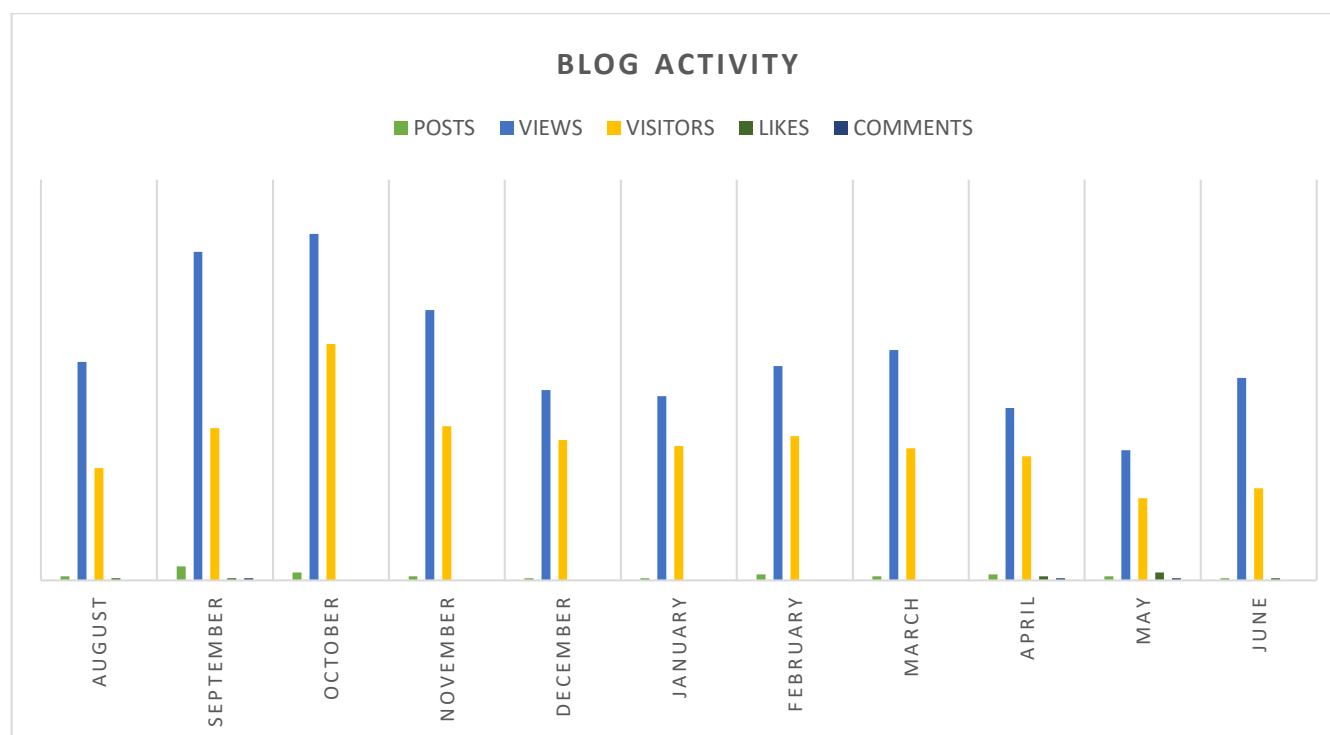
- As a result of consistent technological difficulties broadcasting L&L programs from Wheeling to other campuses, efforts will be made to present programs, in-person, on the Wheeling and Weirton campuses. NM staff indicate there is little interest in this particular program on the NM campus.
- Working microphone be made available to all L&L speakers.
- L&L topics focus on a broader spectrum of holistic health and wellness topics.
- Brief surveys be distributed, hard copy, at each L&L to improve response rates.
- WVNCC consider on-campus personal/mental health counseling.
- Assess the necessity of the mental health screening software.

V. Connectivity

The ASC continues to explore ways of staying connected to students. Student Services adopted a weekly student newsletter to which the ASC can contribute weekly updates. In addition, the ASC continues the “OnTrack” newsletter, disseminated 3-4 times during the fall and spring semesters.



The ASC Blog, with 59 followers (+9), also continued activity.



TOTALS: POSTS-28(↓40%) VIEWS-1242(↓18%) VISITORS-751(↑9%) LIKES-9(↑50%) COMMENTS-3(↑200%)

Due to staff turnover, the ASC's use of the *remind* text alert system was largely inactive for most of the academic year.

The ASC also offers several events to market and publicize locations, programs, services, and staff.

The ASC's 4th annual "Welcome Back" event was held September 5-7 with food, games, and giveaways from 10 a.m. - 2 p.m. each day. The 3rd annual "De-Stress Fest" was held December 4-6 with food, giveaways, and activities.

These events are designed to promote and market the ASC staff and resources, as well as to share information and build relationships with the WVNCC community.

Recommendations:

- Reestablish the remind text alert system.
- Look for ways to make 'OnTrack' better known/read.
- Focus events like *Welcome Back Week* and *DeStressFest* on engaging and informing/supporting students and coordinate these events with campus-wide initiatives

VI. Faculty Collaborations

The ASC offers in-class workshops on a variety of topics to supplement standard instruction or in other situations, as needed. Workshops conducted included:

Date	Workshop	Course	Presenter
10/17/2017	Critical Thinking & Linguistics	ENG w/C. Baker	Kris Matyskiela
10/24/2017	Critical Thinking & Linguistics	ENG w/C. Baker	Kris Matyskiela
1/25/2018	Tutoring/Brainfuse	ENG 097 w/C. Harbert	Ida Williams
2/2/2018	ADA in higher education	Faculty Senate Presentation	CJ Farnsworth
4/10/2018	Conquering Test Anxiety	RAD Misty Kahl	Kevin Serig
4/11/2018	Conquering Test Anxiety	RAD Misty Kahl	Kevin Serig

Proctoring is another service provided to faculty. A more streamlined process to manage proctoring requests electronically was implemented this year. The new online request form more clearly established expectations and necessary information for proctors and faculty.

SEMESTER	REQUESTS	FACULTY MEMBERS
FALL	21	10
SPRING	25	11

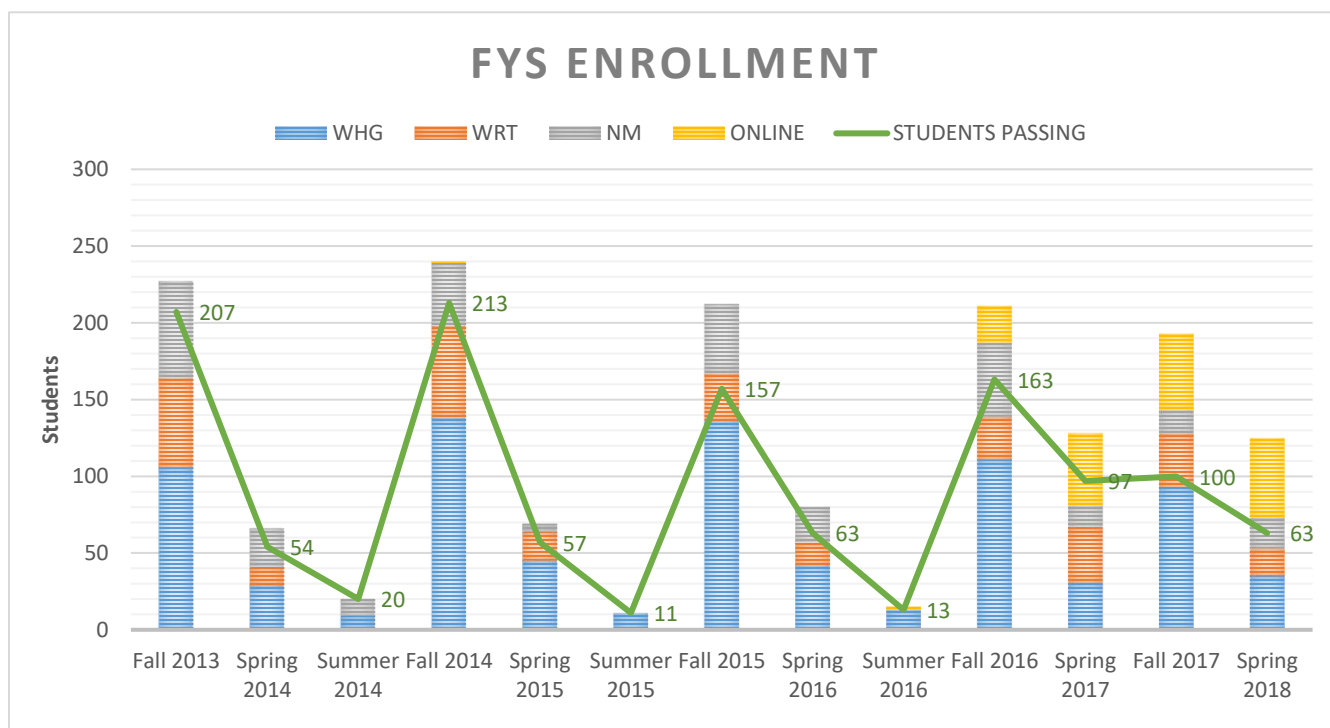
Recommendations:

- Improve consistency of proctor request form use
- Work with faculty to train for and develop an effective supplemental instruction program
- Develop and sustain *@ Your Service* newsletter for faculty

VIII. First-Year Seminar

FYS has settled into the ASC and the workshop/mentor based format. Hybrid and online sections are offered every semester. It has also become a focal point for ASC assessment (*please see attachments*). The average success rate since fall 2013 is 80%.

Semester	Success Rate	Retention Rate	Withdrawal Rate	Total Registered
Fall	51.8%	73.6%	26.4%	193
Spring	50.4%	84%	16%	125



Beginning in fall '18, FYS will be a default course in schedule builder for all first-time students; the expectation is course enrollment will increase and fewer students will miss the course during their first semester.

FYS provides the ASC with an opportunity to implement specific co-curricular assessment projects for the academic year (see assessment section). General guidance heading into the

fall '17 semester was to assess general education outcomes, so the FYS assessments focused on two general education outcomes.

Recommendations:

- The impact of peer mentors, joining hybrid sections in fall '18, be assessed with regard to impact on success/retention rates
- Assessment be refocused on FYS outcomes
- Because online course enrollment is growing, retention/success rates of online courses to hybrid sections are warranted

IX. Review & Retest Program

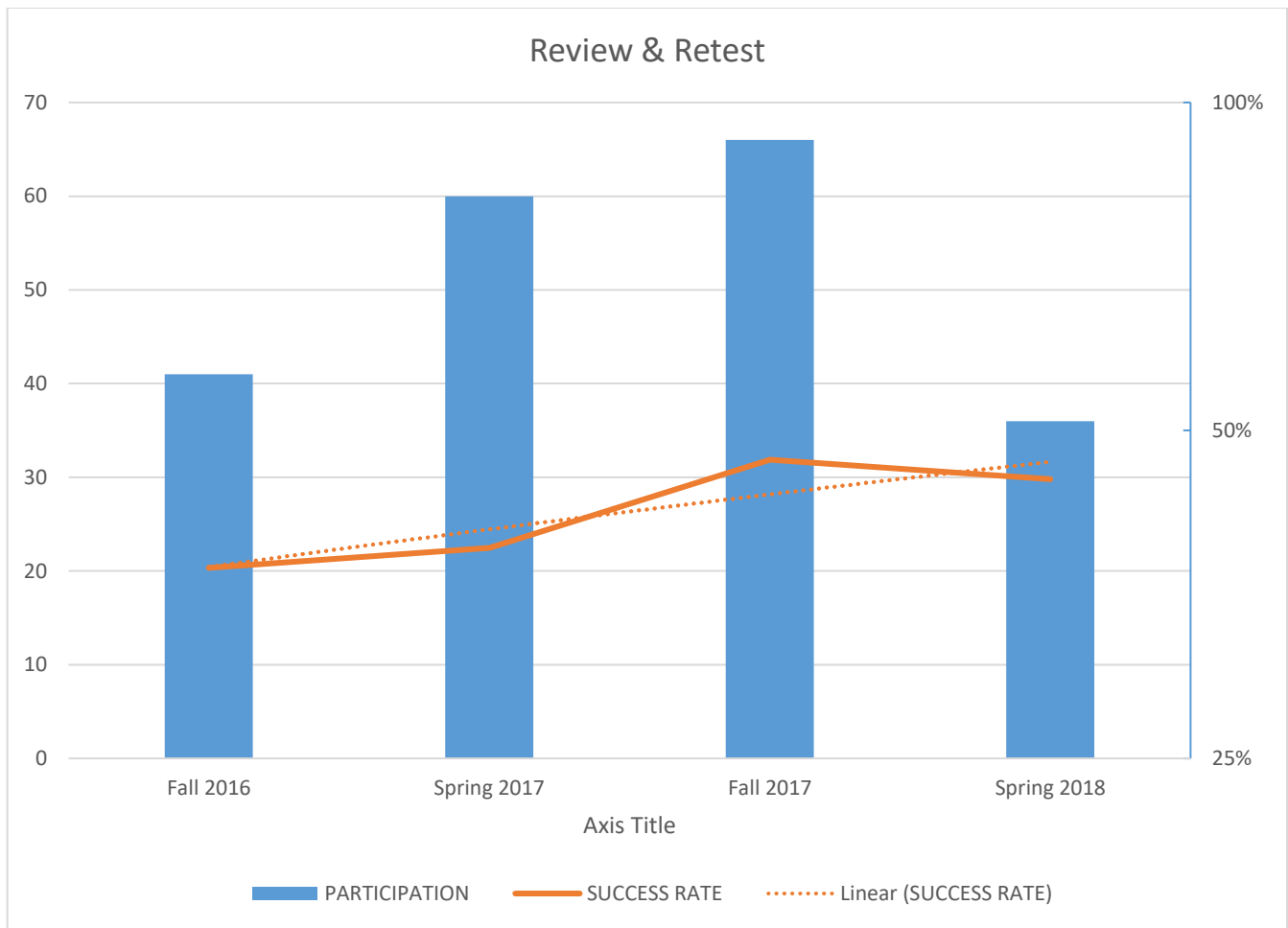
The Review & Retest Program is picking up momentum.

Review & Retest Fall 2017

CAMPUS	PARTICIPATION	SUCCESS RATE	TUTOR SUCCESS RATE
WRT	14%	60%	Ciera Parr 0%
			Mary Ward 100%
NM	5%	50%	Dennis Bills 50%
WHG	81%	45%	Mary Shutler 0%
			Kris Matyskiela 50%
			Trina Pissos 44%
TOTALS	66 Students	47%	

Review & Retest Spring 2018

CAMPUS	PARTICIPATION	SUCCESS RATE	TUTOR SUCCESS RATE
WRT	67%	64%	Ciera Parr 64%
			Mary Ward 50%
NM	7.50%	40%	Dennis Bills 50%
			Donna Early 0%
WHG	26%	23.50%	Kris Matyskiela 0%
			Mary Shutler 0%
			Trina Pissos 20%
TOTALS	36 Students	45.1%	



2016-2017 Piloted WHG Only

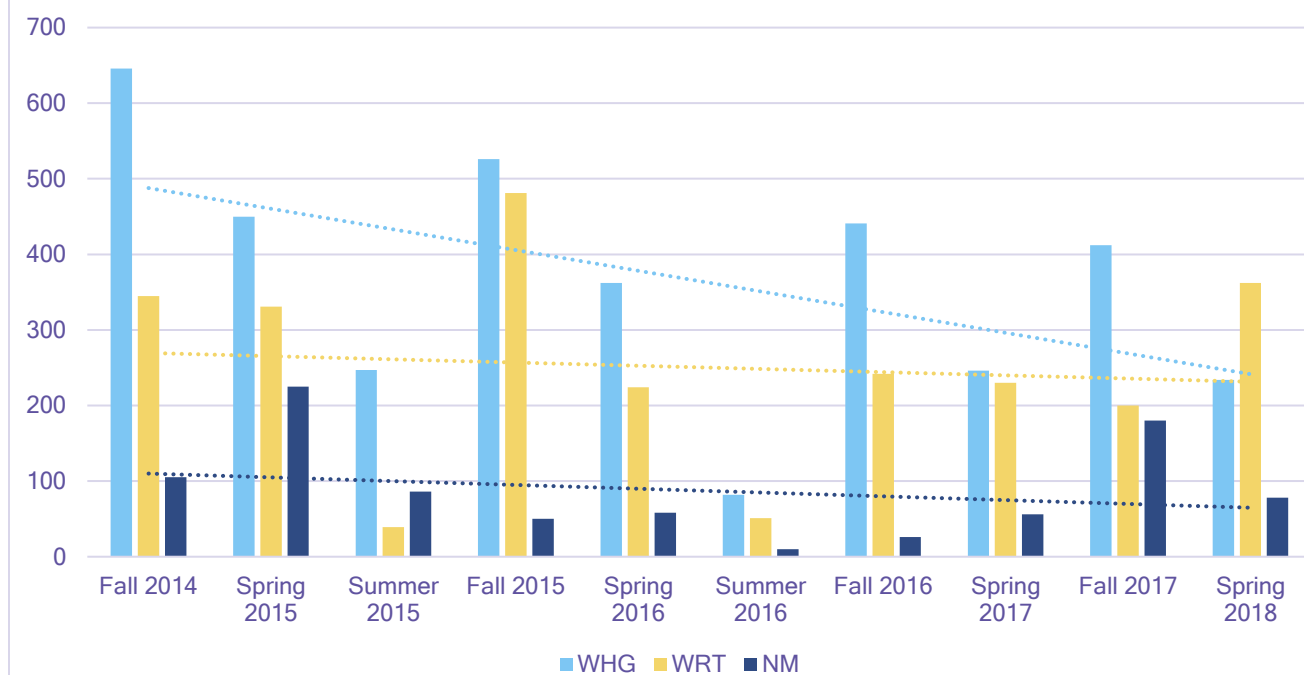
Recommendations:

- Now that the program is established, focus of assessment moving forward will be on specific results by campus and tutor to discern if some strategies are more effective than others
- “Success” be defined as the elimination of a stand-alone developmental course *or* course supplement

X. Tutoring

It may appear as though tutoring appointments are declining; however, it is important to remember we can now be more specific about the types of tutoring appointments conducted. The fall '17 and spring '18 appointments on the chart below do not include Review & Retest sessions, SI sessions, or group tutoring sessions. Previously, various types of tutoring sessions were not identified distinctly.

Tutoring Appointments by Campus



Fall 2017 Activity by Tutor

WHG	WRT	NM
Alice Holstein (.01%)	Casey Highfield (13.5%)	Dennis Bills (14%)
Dave Glatz (.078%)	Ciera Parr (45%)	Donna Early (.02%)
Jenna Drake (.034%)	Ciera Youschak (.02%)	Loretta Ortiz (82%)
Justin Castilow (0.24%)	Jacqueline Carbasno (.01%)	
Kris Matyskiela (48%)	Mary Smith (1%)	
Mary Shutler (25%)	Mary Ward (1%)	
Robert Cody (.07%)	Nikki Nesselroad (14.5%)	
Trina Pissos (.049%)		

Spring 2018 Activity by Tutor

WHG	WRT	NM
Dave Glatz (6.8%)	Casey Highfield (8.6%)	Dennis Bills (29%)
Heidi Napier (2.5%)	Casey Lyons (32%)	Kevin Stokes (18%)
Jenna Drake (4.2%)	Ciera Parr (18.6%)	Loretta Ortiz (52.5%)
Justin Castilow (4.7%)	Ciera Youschak (0.5%)	
Kris Matyskiela (43.1%)	Mary Ball (22%)	
Mary Shutler (18.3%)	Mary Ward (12.8%)	
Mary Smith (5.1%)	Tye Forster (5.2%)	
Trina Pissos (15%)		

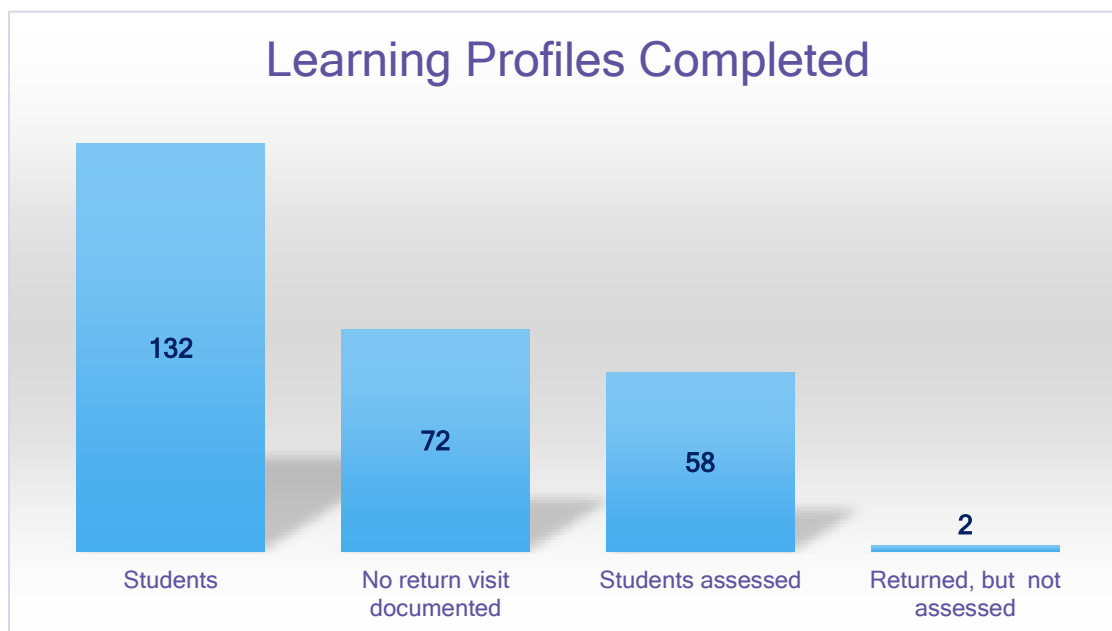
Supplemental Instruction

FALL 2017	WHG - 16 sessions	Alice Holstein (4) Math 101S Mary Shutler (1) Math 115S Kris Matyskiela (11) Eng 097
SPRING 2018	NM - 14 sessions WRT - 124 sessions WHG - 88 sessions	Dennis Bills (14) Math 101/101S Ciera Parr (62) Eng 101/101S; Math 210; CIT 117, 176 & 272; Art 150 Ciera Youschak (36) Art 150 Mary Ward (26) CIT 117 & 176 Jenna Drake (42) Kris Matyskiela (24) Mary Shutler (11) Mary Smith (11)

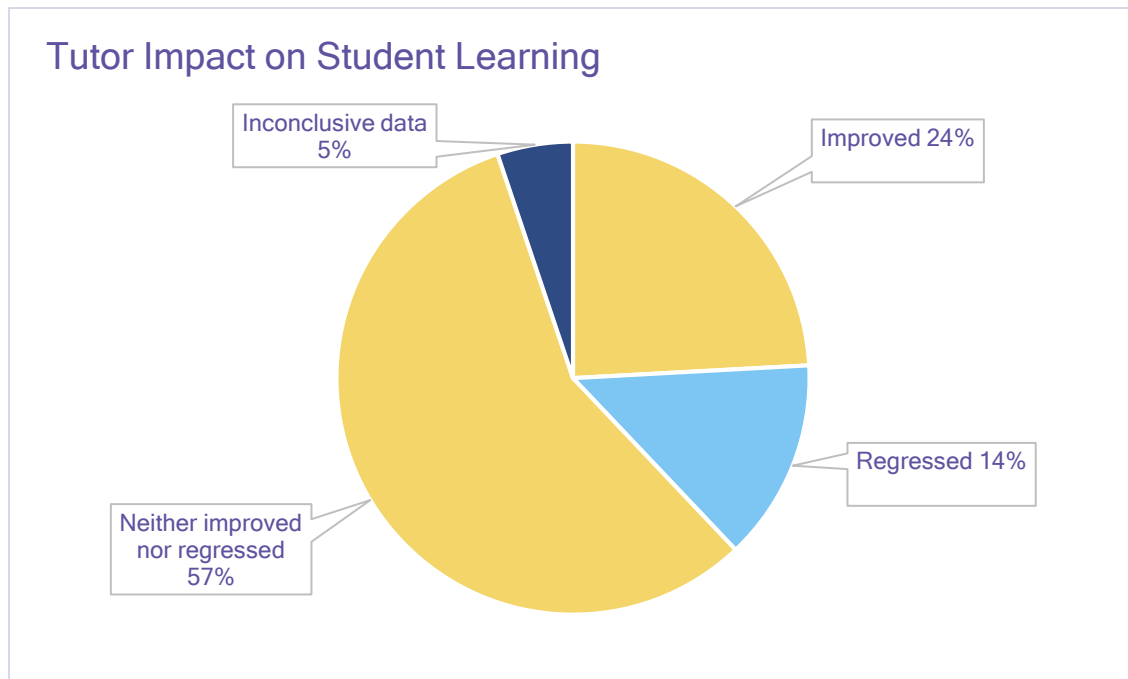
Learning Profiles

Learning profiles (*see attachments*) are designed to assess tutors' impact on, not only academic performance, but also student self-efficacy. Learning profiles are completed by tutors during the first session with a student and subsequently toward the end of the semester. So results by comparison are available only for those students who attend tutoring on a somewhat regular basis, for an extended period of time, during the semester.

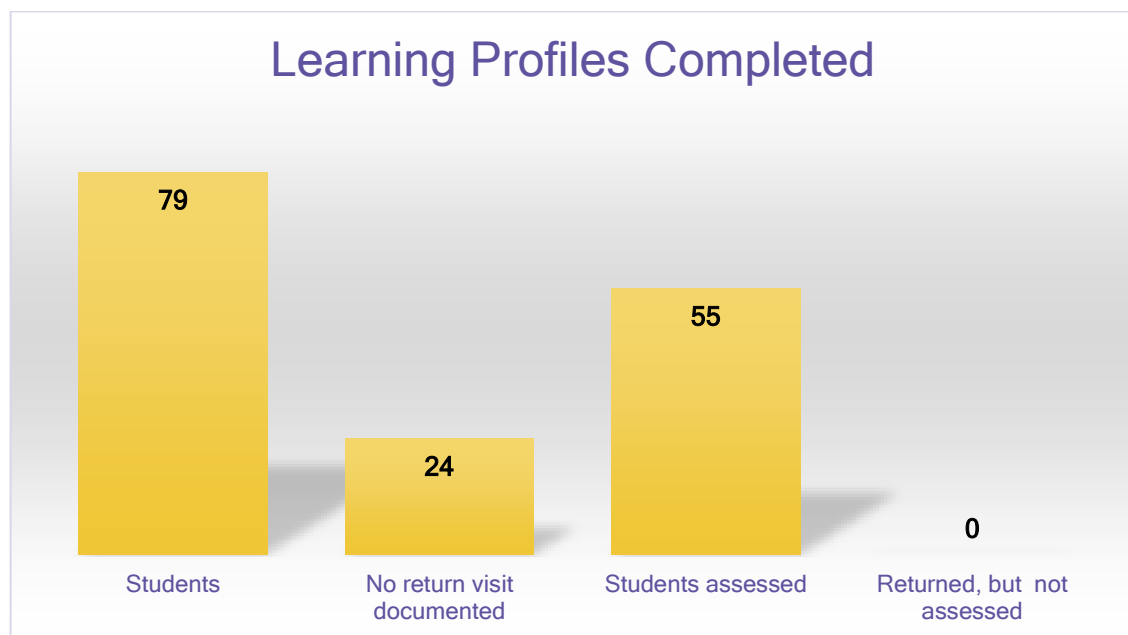
Fall 2017



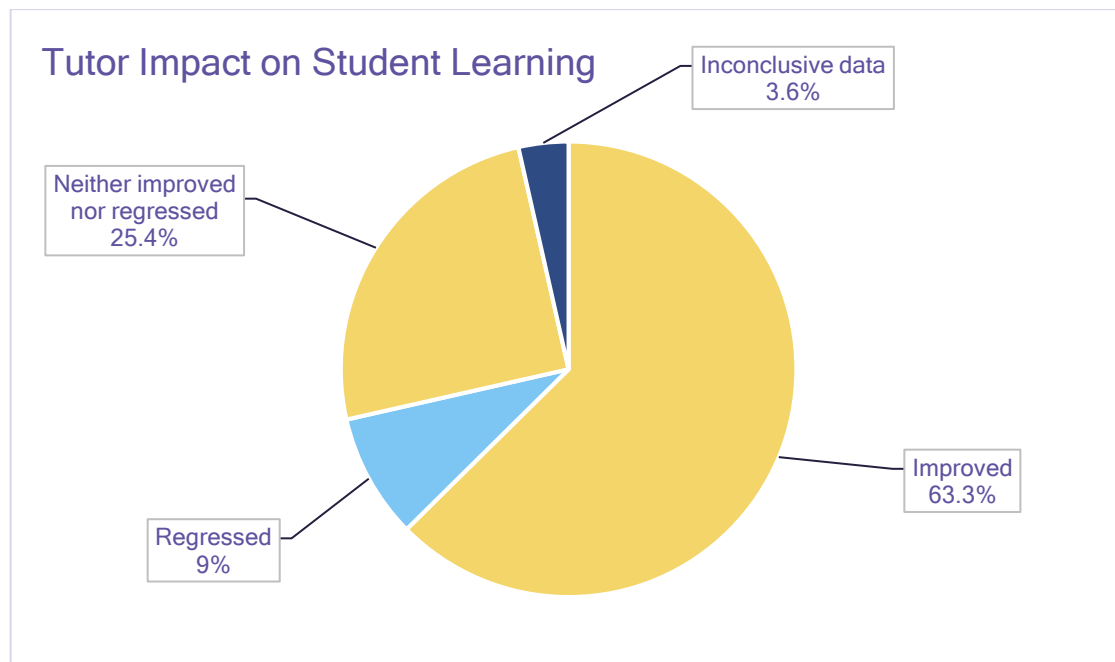
Fall 2017



Spring 2018



Spring 2018



Emphasis has also been placed on “embedding” tutors in courses for which they tutor to create familiarity between students-tutors and tutors-faculty. The following tutors “embedded” in the following courses:

Fall 2017

TUTOR	CAMPUS	COURSE	INSTRUCTOR
Kris Matyskiela	Wheeling	ENG 097	Baker
Casey Highfield	Weirton	BIO 114	Fulton
Ciera Parr	Weirton	CIT 255	Doolin

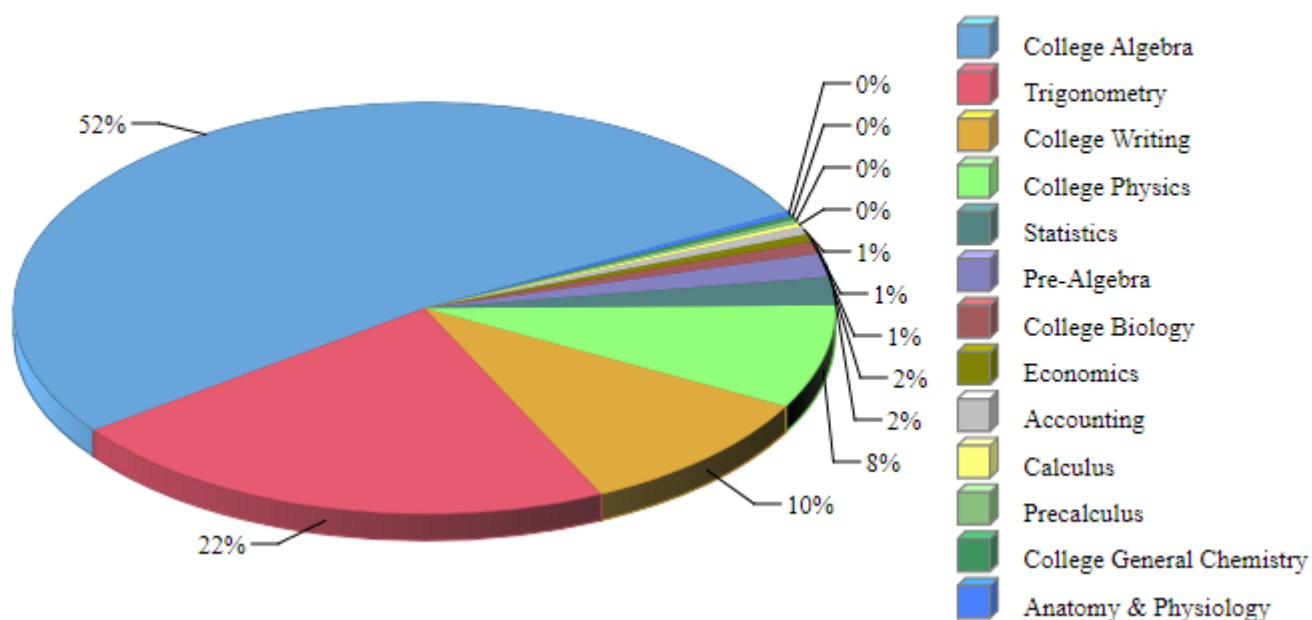
Spring 2018

TUTOR	CAMPUS	COURSE	INSTRUCTOR
Kris Matyskiela	Wheeling	ENG101	Baker
Mary Shutler	Wheeling	Math 210	Buchanan
Mary Smith	Wheeling	CIT 117	Beatty
Jenna Drake	Wheeling	PSYC 200	Herrington
Ciera Parr	Weirton	CIT 117, CIT 176, CIT 272, Math 210	Ryan, Stoffel Doolin, Buchanan
Ciera Youschak	Weirton	Eng. 101, Eng. 101 S	Winland
Mary Ward	Weirton	Art 150	Riley

Online tutoring through the state sponsored **Brainfuse** platform also saw significant student use.

Fall 2017 Summary	
Total Usage (LiveHelp, Writing Lab, Test Center Visits, and Database Usage)	5,229
Database Usage	4,779
LiveHelp, Writing Lab, and Tests Taken	450
LiveHelp Sessions	319
Average Length of Tutoring Session (minutes)	25
Test(s) Taken	9
Writing Lab	122
Unique Visits	1,199

Subjects Requested %



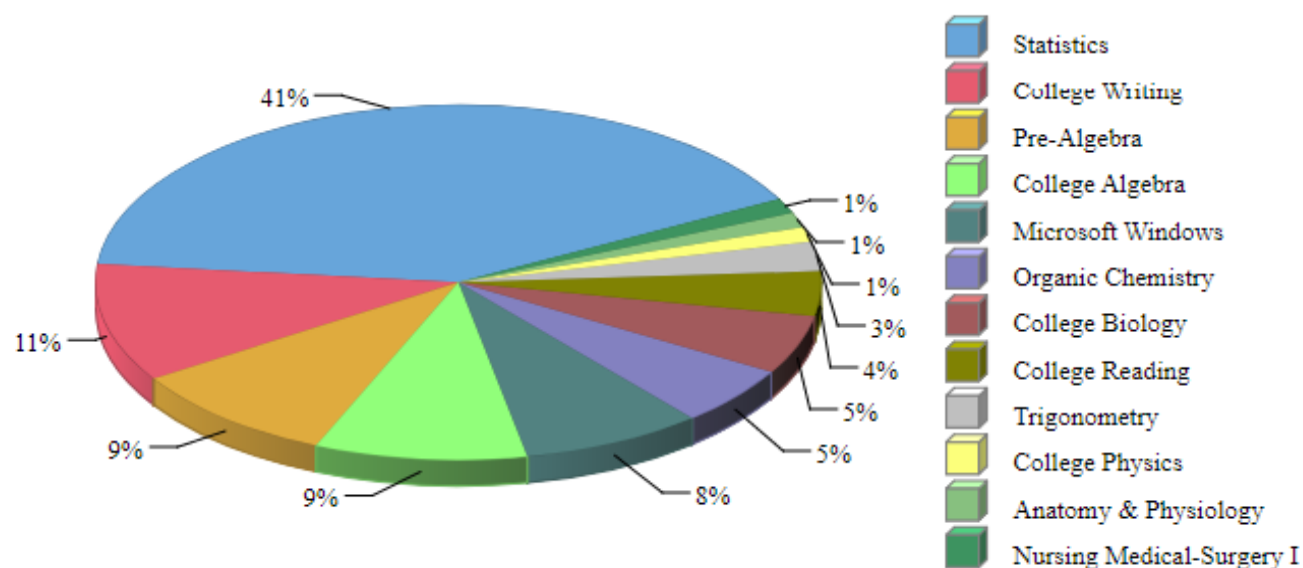
Services Selected



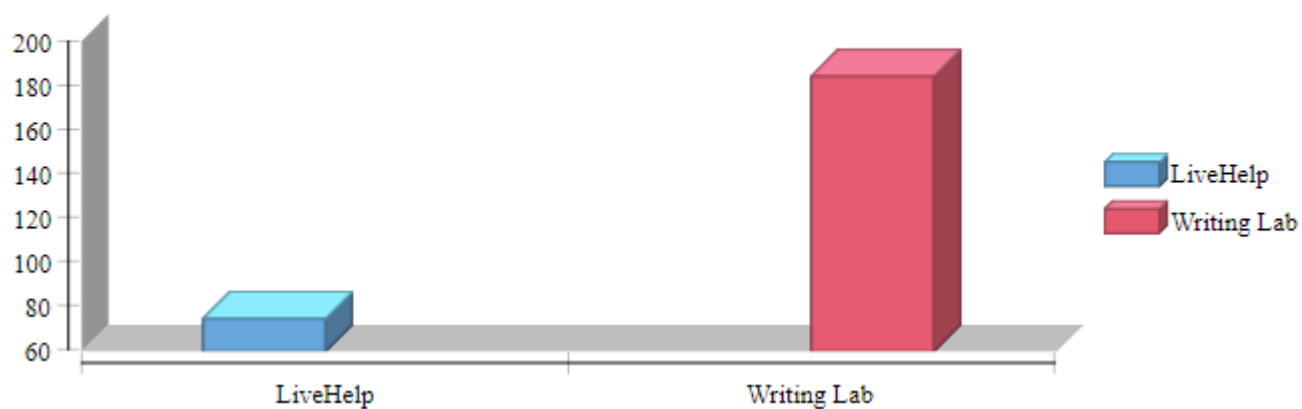
Spring 2018 Summary

Total Usage (LiveHelp, Writing Lab, Test Center Visits, and Database Usage)	5,236
Database Usage	4,953
LiveHelp, Writing Lab, and Tests Taken	283
LiveHelp Sessions	74
Average Length of Tutoring Session (minutes)	38
Test(s) Taken	25
Writing Lab	184
Unique Visits	944

Subjects Requested %



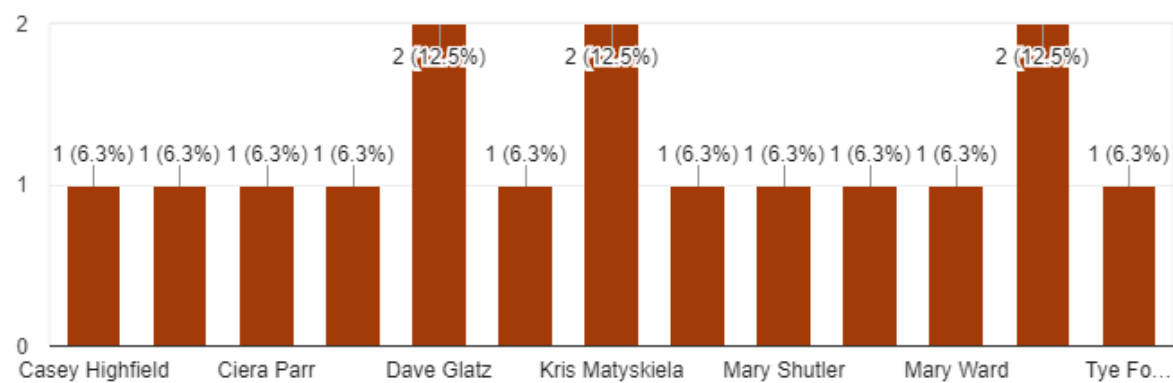
Services Selected



In addition, Tutoring Coordinators complete annual tutoring evaluations² that, this year, included observation, according to established ‘best practice’ criteria. Those results are below.

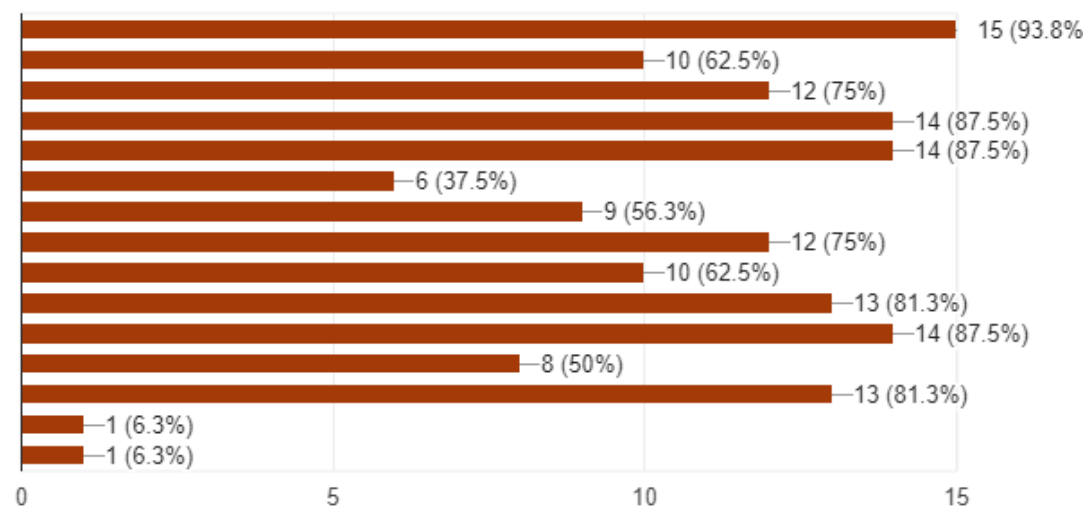
Tutor

16 responses



Tutoring Strategies Employed

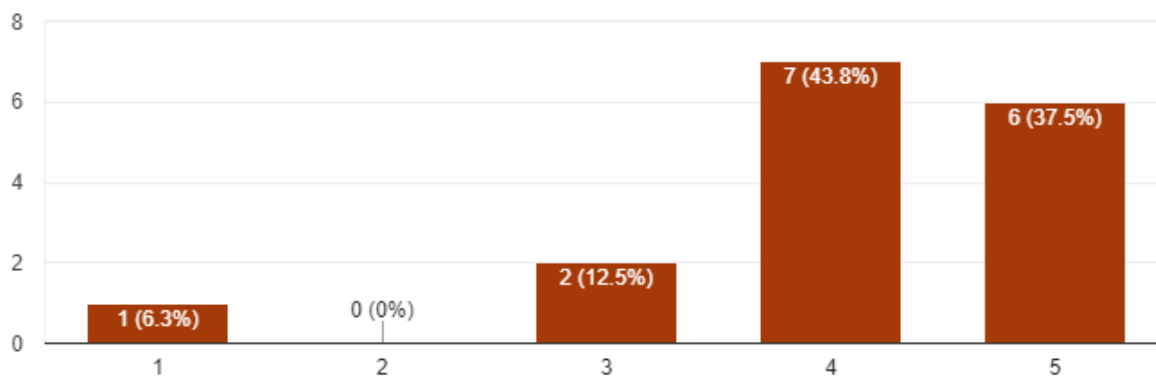
16 responses



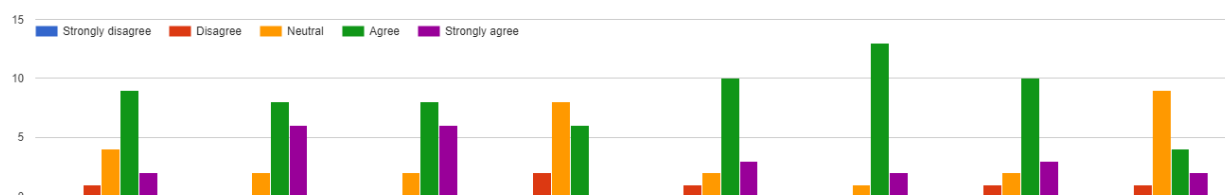
² NM did not participate.

Intro/Beginning the Session: appropriate introduction/greeting; completes diagnostic to assess student strengths...iate follow-up from previous sessions

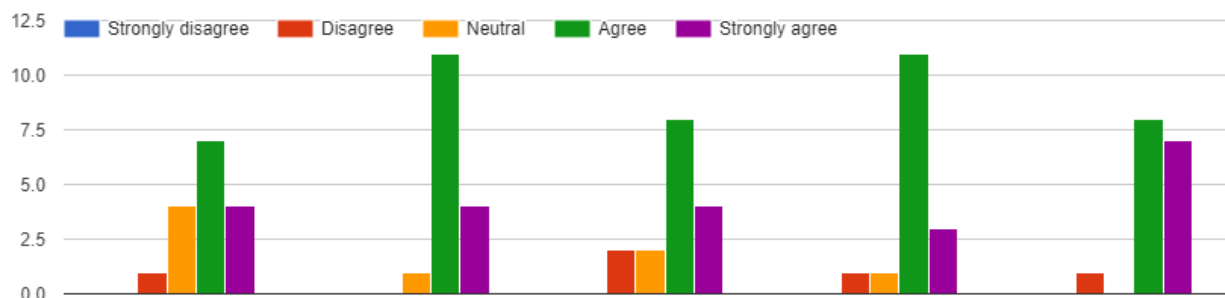
16 responses



During the Session



End of Session



Observation Comments

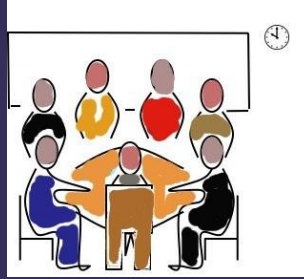
- John is a good student. He does not need prompted to engage in the sessions. Mary Smith does a good job explaining how the formulas are supposed to work and encourages John to think through the process to figure out how to create the formula.
- Tutor also provided tips to student to help organize her binder more efficiently student does not come prepared. She does not enjoy accounting and wants the tutor to cover material prior to receiving the lecture in the class. She does not engage in her session with the tutor and looks to him to lead the sessions.
- This was a very good session. Randy knew exactly what he wanted to work on and lead the session. Trina does an excellent job of employing all of the above study strategies. This session had an excellent flow of communication between tutor and student.
- Mary's upbeat & positive personality is contagious. The student appeared relaxed and confident after working with her.
- Ciera demonstrates patience and is great at keeping the student focus on task.
- Tye is a natural at making students feel comfortable and welcomed, which creates a very positive session.
- Casey is VERY organized. She is great at providing additional resources. She is also very thorough with her documentation.
- Casey does a great job at holding the student accountable. She is aware of what is needed for the class; therefore, she makes sure that the student is keeping up with the reading, etc.
- Ciera is very intelligent and sweet. However, she lacks confidence in her own ability. During this session (as well as others) she was not sure what the instructor was wanting in analyzing a poetry assignment for Composition 1. While I appreciate her willingness to seek out the instructor for confirmation on her own thoughts, it subtracted time from the actual tutoring session which should have been geared toward listening to the student's own interpretation of the assigned poem/ assignment. The session itself could have lead to Ciera connecting with the instructor later via e-mail or office visit to pursue clarification or further direction.
- Mary is very thorough with her tutoring and needs very minimal supervision, which is why she tutors in the evening to offer extended hours for the campus community.

Tutors are also required to complete a minimum of 3 hours of training/professional development each academic year. During the 2017-2018 year, all tutors on staff completed 3 hours or more engaged in any of the following:

Training/Development Opportunity	Hours
Master Tutor Guidebook	3
Tutor Training Course (Bb)	1
Lunch 'n' Learn Programs	1
All Staff Training Day	3

RECOMMENDATIONS:

- Student evaluations and feedback will again be gathered consistently due to position vacancies being filled.
- Learning profile assessment be reviewed and revised to better evaluate impact of tutoring on student success.
- Training provided for Supplemental Instruction program to begin "best practice" implementation.



Staff Professional Development

Professional development is vital to any learning center whose mission is to support the education, empowerment, and enrichment of students. Professional development of learning center staff ensures the vitality and integrity of learning center programs and services.

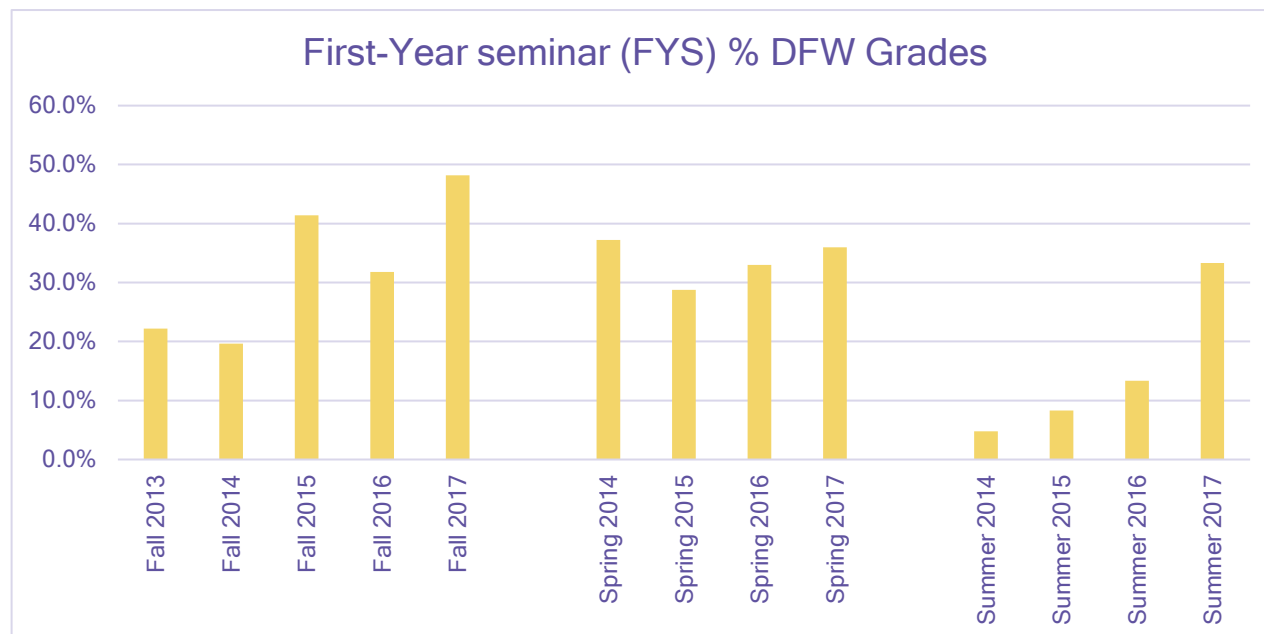
2017-2018 ASC Staff Professional Development

Staff Member	Development Activity
Kristi Aulick	NCLCA Webinar- Academic Team Coaching
Stephanie Smith	Quality Matters: Independent Applying the Quality Matters Rubric Next Generation Accuplacer Overview NCLCA Webinar- Academic Team Coaching Six Transition Traps That Secretly Ensnare Students Teach Me How To Study: 3 Practices Students Must activate for Effective Thinking and Learning
CJ Farnsworth	CCCSE Student Success Institute Next Generation Accuplacer Overview NCLCA Webinar- Academic Team Coaching

XI. Assessment



Because the First-Year Seminar is a pivotal ASC program, it is a keystone of ASC assessment. FYS provides an opportunity to reach more than ½ of the student population during their first semester at WVNCC. It also provides an opportunity to gather not only important data regarding students' preparedness for college, but a chance to measure the effectiveness of our preparation for students' success. As well, it provides a valuable window into the new student's onboarding and integration experience. The following assessment data derives from FYS.



**West Virginia Northern Community College
Co-curricular Assessment Project**

Academic Support Center (ASC) Mission Statement: To motivate and empower students to become successful and independent learners.

General Education Outcome: To communicate effectively in oral and written formats.

→**Student Learning Outcome I:** Interpret a topical discussion prompt and construct an appropriately detailed response according to the instructions provided.

→**Student Learning Outcome II:** Apply appropriate techniques to communicate with faculty advisor via WVNCC email.

Based on General Education Core Outcomes

Student Learning Outcome I: Interpret a topical discussion prompt and construct an appropriately detailed response according to the instructions provided.			
Assessment Activity	Assessment Method/tool	Benchmark	Timeline /Person Responsible
Discussion post (Blackboard)	Rubric	At least 75% of students who did not achieve fully exemplary (12 points) status on their discussion post the 2nd week of class will improve their score by 3 points or more by the tenth week of class	Fall 2017 Mentors=ASC Staff (rubric assessment) CJ (data compilation and report)

Student Learning Outcome II: Apply appropriate techniques to communicate with faculty advisor via WVNCC email.			
Assessment Activity	Assessment Method/tool	Benchmark	Timeline /Person Responsible
WVNCC Email (Outlook) Discussion post (Blackboard)	Rubric	75% of FYS students will complete this task at the level of proficient or strong	Fall 2017 Mentors=ASC Staff (rubric assessment) CJ (data compilation and report)

Assessment Analysis Plan

Student Learning Outcome	Measurement	Benchmark	Result	Recommendations
Interpret a topical discussion prompt and construct a response according to instructions provided.	Rubric	Not Met 75% of students not achieving an exemplary status for discussion on week 2 will improve their score by 3 points or more by the tenth discussion	Only 27% of students achieved exemplary status by the tenth week of class (compared to 15% during the 2 nd week) Nor was significant improvement reflected by the number of students moving from "Needs Improvement" to "Developing" to "Competent" If anything, the data presents a move in the opposite direction	<ul style="list-style-type: none"> The duration of in-class time has been increased to 50 minutes; this will allow students to complete the first discussion post in-class where the staff, and a student mentor, will be able to assist and ensure students understand the requirements, expectations, and how to use the CMS. The requirements for discussion posts have been revised to be more student-centered, focusing more on true discussion and collaboration than writing mechanics. Mentors will be retrained to ensure they are accurately completing rubrics for all students. <i>(Please see further discussion below.)</i>
Student Learning Outcome	Measurement	Benchmark	Result	Recommendations
Apply appropriate techniques to communicate with faculty advisor via WVNCC email.	Rubric	Not Met 75% of FYS students will complete this task at the level of proficient or strong	An average of only 38.7% of students enrolled in FYS completed this assignment at all. There was not one section (of 8) in which even 75% of the class completed this assignment. However, among those who did complete the assignment, an average of 80% achieved a proficient or strong rating, with 5 of 8 sections achieving 100% achievement among those who completed the assignment.	<ul style="list-style-type: none"> The duration of in-class time has been increased to 50 minutes; this will allow mentors to answer questions and provide examples in-class. The prompt has been reworded so that students understand they should complete this assignment regardless of whether they have already registered for the next semester. Mentors will be retrained to ensure they are accurately completing rubrics for all students. <i>(Please see further discussion below.)</i>

Discussion

1. This is the initial assessment of this kind for us. The benchmarks chosen were somewhat arbitrary as no prior data of this kind existed. This learning curve extends to the particular focus of the Student Learning Outcomes. Intuitively, we know that what we do in FYS is helping students to achieve the General Education Outcome identified, but finding the right application and measurement will be easier now that we understand what our data will look like and what gaps we may encounter trying to collect it.
2. In addition to the specific data collected for the two identified Student Learning Outcomes, this assessment project generated a great deal of additional data that is leading to additional recommendations and adaptations to our course. I'd like to address those here.
3. Retention and success rates in FYS have declined somewhat over the past 3-4 years and there are several corresponding factors. (1) Orientation to and preparation in the CMS, Blackboard has been added and continues to become more robust. However, discovering the most appropriate way to communicate and introduce the "hybrid" course format is something we continue to improve. (2) The course format has been adapted in other ways, moving to a 10-week, workshop-based, mentor led course has also resulted in trial and error. The theory and practice are sound and the data and student feedback (only recently accessible) continue to inform the course evolution.
4. Changes that will be piloted in the spring 2018 semester, as a result of data and student feedback, include: a 50-minute in-class session running consecutively for 10 weeks; an in-class orientation to Blackboard during the first week, as well as an online module during the first week dedicated only to developing Blackboard comfort and proficiency; better communication during advising and registration regarding the "hybrid" course format; additional mentor training regarding Blackboard use, specifically, completion and submission of rubrics in the course management system; revisions to module content that brings "assignments" and activities back to the in-class session; revisions to the discussion expectations and requirements that are more student-centered and focused on engagement.
5. Changes being recommended for the fall 2018 semester include incorporating peer mentors into each section of FYS, in addition to creating "FYS communities" by grouping students according to demographic information and/or major selection.
6. Finally, the data for this first assessment project is somewhat skewed because of last minute staffing and some misunderstanding of how to use the rubric feature in Blackboard. For instance, one mentor (with 2 sections) did not evaluate students using the rubric *at all* during week 10.
7. Our goal, in future semesters, will be to see an overall success rate of 75% (currently 51.8%).

FALL FYS Student Evaluation Results³

Q1. Please select your campus:

Answer Choices	Responses	
Wheeling Campus	70.75%	104
Weirton Campus	13.61%	20
New Martinsville Campus	9.52%	14
Distance Education Campus	6.12%	9
Answered	147	
Skipped	3	

Q2. Which West Virginia Northern Community College (WVNCC) Campus do you take courses on?

Answer Choices	Responses	
Wheeling Campus	67.33%	101
Weirton Campus	12.67%	19
New Martinsville Campus	9.33%	14
Distance Education Campus	10.67%	16
Answered	150	
Skipped	0	

Q3. The workshops provided a mixture of explanation and practice/activity.

Answer Choices	Responses	
Strongly Disagree	1.33%	2
Disagree	3.33%	5
Neutral	18.00%	27
Agree	44.00%	66
Strongly Agree	33.33%	50
Answered	150	
Skipped	0	

Q4. The workshops were effectively organized.

Answer Choices	Responses	
Strongly Disagree	1.33%	2
Disagree	6.00%	9
Neutral	15.33%	23
Agree	40.00%	60
Strongly Agree	37.33%	56
Answered	150	
Skipped	0	

Q5. The workshops usefully complemented each other.

Answer Choices	Responses	
Strongly Disagree	1.34%	2
Disagree	4.70%	7
Neutral	16.78%	25
Agree	44.30%	66
Strongly Agree	32.89%	49
Answered	149	
Skipped	1	

Q6. The workshop materials/resources (pamphlets, handouts, etc.) were clear and useful.

Answer Choices	Responses	
Strongly Disagree	1.34%	2
Disagree	2.68%	4
Neutral	20.81%	31
Agree	38.93%	58
Strongly Agree	36.24%	54
Answered	149	
Skipped	1	

³ Data provided by IR

Q7. The workshops provided me with necessary information about WVNCC and what is required to be successful in college.

Answer Choices	Responses
Strongly Disagree	1.34% 2
Disagree	3.36% 5
Neutral	14.77% 22
Agree	40.94% 61
Strongly Agree	39.60% 59
Answered	149
Skipped	1

Q8. I actively participated in workshop discussions and activities.

Answer Choices	Responses
Strongly Disagree	0.67% 1
Disagree	2.00% 3
Neutral	24.00% 36
Agree	36.67% 55
Strongly Agree	36.67% 55
Answered	150
Skipped	0

Q9-11 See comment section below

Q12. My mentor was accessible and available.

Answer Choices	Responses
Strongly Disagree	2.05% 3
Disagree	1.37% 2
Neutral	9.59% 14
Agree	34.93% 51
Strongly Agree	52.05% 76
Answered	146
Skipped	4

Q13. My mentor communicated regularly with me.

Answer Choices	Responses
Strongly Disagree	1.38% 2
Disagree	2.07% 3
Neutral	13.10% 19
Agree	47.59% 59
Strongly Agree	35.86% 52
Answered	145
Skipped	5

Q14. My mentor assisted me with my academic and/or other problems.

Answer Choices	Responses
Strongly Disagree	2.05% 3
Disagree	2.05% 3
Neutral	16.44% 24
Agree	41.78% 61
Strongly Agree	37.67% 55
Answered	146
Skipped	4

Q15. My mentor was able to lead me to the correct campus resource(s) to resolve a particular matter.

Answer Choices	Responses
Strongly Disagree	1.37% 2
Disagree	2.05% 3
Neutral	13.70% 20
Agree	41.78% 61
Strongly Agree	41.10% 60
Answered	146
Skipped	4

Q16. My mentor demonstrated a reasonable interest/concern towards me.

Answer Choices	Responses
Strongly Disagree	2.07% 3
Disagree	2.07% 3
Neutral	14.48% 21
Agree	37.93% 55
Strongly Agree	43.45% 63
Answered	145
Skipped	5

Q17. Overall, my mentor was an asset and a benefit to me.

Answer Choices	Responses
Strongly Disagree	1.37% 2
Disagree	1.37% 2
Neutral	14.38% 21
Agree	34.25% 50
Strongly Agree	48.63% 71
Answered	146
Skipped	4

Q9. Please identify what you consider strengths of the workshops (generally or individually).

- I liked getting to meet people from different departments of the school.
- I am glad that we had enough time to complete the assignments.
- Nothing at all.
- I think that the workshops provided us with useful information about the way college works and how to pass successfully.
- The workshops involved actual discussions between peers.
- The strengths of the workshops were they gave you a lot of information about things we should know about college.
- They were somewhat organized.
- They were sometimes hard to understand.

- The workshops are very helpful with providing information on how to navigate blackboard
- I think one good thing was it somewhat teach students how to work blackboard.
- I enjoyed the discussion posts.
- the guest speakers
- Allows you to learn a lot.
- having people talk
- class meetings
- Helped you understand financial aid
- The amount of details in each workshop.
- I think that the worksheets and videos are very helpful, I can definitely say Im leaving with knowledge that i didnt have before hand.
- The overall workshops are excellent using in class activities and online modules.

- The online modules were honestly a pain. I haven't really done at all because they confuse me. The in class
- assignments were much easier to do. So the strengths would be the in class assignments.
- it provided information on how to be successful in a college environment
- They made you actually put some work in and think.
- The fact that everything was organized well.
- We talked as a class instead of just sitting and listening to the instructor or speaker.
- The workshops discussion post where nice to see what everyone else said about the topic.
- Providing information to be successful.
- Gives you a lot of useful information
- i think the strengths of he workshop were to help people understand how the workshop were.
- I think the modules are the strengths. They were what we got most our information from because we could look
- back on them if we happened to second guess ourselves. It was more effective than the lecture
- The workshop effectively introduces a new college student to college life and sets them up to be successful.
- They showed me how to get connected with people at the college like contacting an adviser or attending an event.
- Organization and basic life skills
- Helpful when learning about the portal.
- online
- Easy to use.
- How there is help always offered to you know matter what.
- It has a lot of information to cover.
- Being able to do the discussion board with others.
- I think the strengths were definitely the pamphlets and visuals.
- Helps students study
- Showing off the best features of the campus.
- The source of accurate information about college
- That if you have any questions at any time someone is always there to help,
- It gave step by step instructions that were very detailed and are well understood.
- I think it was very well handled
- I identify the strengths of the workshops making everyone actually realize what is happening and where things are.
- The videos
- the discussions
- schedule times were convient
- I love the hands on experiences that made me learn because I had to search for the answers or watch videos to learn.
- Exercises, videos, and articles
- Not sure
- They give very useful information
- The strengths of the workshops I think are being able to get to know other people and learn more about the topic when taking the quizzes.
- What I consider to be the strengths of the workshops are the discussion boards we have.
- I believe the workshops helped with understanding things that are expected at WVNCC. Everyone explained
- their topics very nicely and were helpul. They provided information that is useful in the success and
- understanding at WVNCC.
- The strengths of the workshop were how active the presenters were with the information and how they
- connected with the class. Another was how communication was easy to access.
- The content was helpful to understand the prodecures to be successful in college. The instructor answered
- every email in a quick proper manner which helped a lot.
- The strengths are definitely having a lot of information in each section, or workshop, and having a specific
- deadline for each, not just a pick and choose when to finish it. Another strength is having those discussions at
- the end of each, because you can discuss what you have learned and read what others have too.
- I think this is a great class for young adults to make them focus more on all that it takes to be a great student and to assess themselves.
- It helped me grow as a student.
- A strength would be that it helped get you oriented with blackboard, campus, and activities.
- They are informative and encouraging.
- The way that they break down the basics so you can understand the subject completely.
- They are so easy to access.
- Their organization
- Helped me with my study habits.
- All in all, the workshops informed me about things that I didn't realize would help me in college.
- Good advice.
- the instructor is very informative and helpful to his students
- the workshops get your mind warmed up for school.
- Can't answer this cause there wasn't many workshops
- the strengths in this workshop was the fact everything was explained to me
- Every workshop was very helpful
- I consider the strengths to be more explain and it just put out there.
- Very informative and were all things that every student should be aware of and work on

- There were a lot of helpful tips when it comes to studying techniques that I have already applied and are helpful.
- More workshops that make students come closer to each other.
- The best strength of the workshops for me was the teachers showing us where to go on the screen in class and
- making sure we all had it complete and knew where we were going and what we were doing.
- They focus on the more common challenges of college.
- I think the strengths are that the speakers were directly connected to whatever that workshop was about so they knew more about it.
- Always doing hands on activities with the computer.
- the workshops were explained very well
- The wide range of information on resources available to students
- I would consider the discussion posts as strengths because they gave everyone a chance to connect with what
- they've learned and how they feel after doing the class work.
- The best part of the workshops were the informational, yet fun, YouTube videos. Instead of watching boring
- lengthy videos, these specific videos were eye-catching, and truly appealed to me. (ie: Thomas Frank's channel
- on YouTube)
- I liked the information that was given will continue to help me through the 2 years I will be here. it gave me
- direction. this should be requirement the first term
- The workshops gave me the opportunity to speak with my teachers and get clarity when I couldn't make it to the
- campus. It also made it easier when I didn't remember where all the parking lots were at the beginning of the
- semester.
- Shows you a little bit of everything
- Not afraid to speak publicly.
- Whenever the person teaching the workshop, they are the ones who explain the most.
- Clear explanations for the work.
- I liked all the information that was giving. I learned how to find things better on blackboard, take better notes, study tips and stress helpers.
- Organization
- Worksheets.
- They were all enjoyable to be involved in and gave helpful information.
- good teachers/presenters
- they somewhat helped
- The informative videos.
- The classes that we went through was very informational and I learned some things in them.
- how they help
- NA
- It was very well taught
- I found the student portal information to be very helpful. Other than that, I know how to study and manage my time.
- helped new students who were entering college their first year
- Class participation.
- management
- It showed me a lot of things I did not know. I helped me especially with the student portal and I know more about
- it now and everything the student portal has.
- There were no weaknesses, in my opinion, and although there was a few more assignments a week than my
- other classes, they were usually easy to work with and provided all the information I needed.
- I believe they give you good information. I did not know a lot on blackboard. I had trouble finding things I needed
- and I do online classes and on campus. So I needed to be able to get through blackboard. Also I good good study
- tips and note taking tips to use. I also
- I believe that the strengths of the workshops are on how things are run and managed at WVNCC. The
- workshops mostly described on how to study better in college and how to understand all there is about college
- life.
- There was a lot of helpful tools on the Northern Website available to us students, that I had no idea about, and
- that were extremely helpful, and I wouldn't have known about them if it weren't for this class.
- I thought the strongest part was the activities we completed with each other in certain workshops where we got
- to meet others and interact with classmates we may have never met before.
- I suggest that our class times should be more important than meetings. So I feel as if we have class a meeting
- should not be made at the time. Also I feel as if we need more help with journals, not just activities.
- It showed me a lot of things I did not know. I helped me especially with the student portal and I know more about
- it now and everything the student portal has.
- involvement from the whole class, energy of teacher or presenter, making it interesting and fun
- everything was great and simple
- They helped me learn about the different things I need to know to succeed.
- The strengths would be that they gave us information about what was going on in the campus to make us try
- and be a part of the student environment.
- Doing the workshop on time. Giving the best evaluated correct to the best of your ability with the information

- provides and instructions. My individual strengths would have to be reading everything fully a couple times.
- Writing all questions down with assignments with my notes along the way. Taking all information in. Doing my
- best to follow directions with still learning the black board.
- I don't know
- I consider my strength Individually.
- The instructors carefully explaining exactly what to do and what everything means.

- I think that if a student had a question then it would be effectively answered.
- Generally, life experience and individually, strategies learning
- Taking a quiz after watching, viewing content, this exercise is affect because the material is fresh in your mind. In general.
- General strength is effort being prepared to best that one can. Individually trying my hardest, attentiveness, attendance, reading AI materials.
- Being involved, individually. General , doing your best.

Q10. Please identify area(s) where you think the workshops could be improved (generally or individually).

- I felt like I was constantly falling behind, I wish it wasn't a hybrid course.
- sometimes not correct such as when we got told we needed to pay for financial aid when we really needed to
- pay for loans. It threw everybody off for a week.
- I generally think a class like this should not be so time consuming when their are classes that we should be
- spending more time focused on because they actually pertain to our future degrees.
- Everything
- I do not think that this class should have to meet because it is mostly all done online.
- The workshops could be more in depth.
- Some of the worksheets weren't very clear on what you were supposed to do.
- They need to be easier to complete such as being able to type on the paper instead of doing a bunch of extra work.
- The worksheets
- Not having to convert files or attach files that students dont know how to.
- I strongly disliked the videos that we had to watch and take quiz's on.
- I actually had more work in this class than my other courses. I feel like it might be a bit too much.
- they could be a little more organized
- If they were better explained.
- less online discussions/assignments. videos don't load all the time and its overall not worth it.
- Most people aren't great with computers, so maybe make them a little more accessible.
- Nothing in particular, just less online modules and more in class work.
- If I could change anything about the program, I would have had the module on stress management as one of the first modules.
- Not really sure
- none
- The assignments being easier to turn in.
- There is a lot of work that comes with this class that takes a good amount of time to do
- N/A
- by giving out more handouts.
- We should go though workshops before doing the online modules. That would help a lot with the modules.

- This class has the most work and it's hard to get it all done with serveral other classes.
- Less online worksheets
- I don't think anything needs improved.
- no videos
- N/A
- know where that I have seen
- some seemed unnecessary. If it's just me that thinks that I don't know but I feel this course was kind of pointless
- and just added to my work load.
- I think during the in class portion could be more fun, add in more activities. Also maybe find a way to expand on
- the topic which is being discussed.
- The online modules are pointless and drag on for hours and have no relevance to the inclass lectures. The
- inclass lectures are about 1-2 weeks ahead of the online module and so a lot of the information is lost before
- doing the assignment. Being here in the class feels pointless as like I said it has no relevance to the online
- modules and does not do anything other than provide attendance. This class could EASILY be an online only
- class.
- Not really sure
- I think the workshop could improve on not doing the Online modules. I personally disliked the online modules .
- Especially, the quizzes. I found them to be difficult and not useful to me
- None
- The assignments being easier to turn in.
- There is a lot of work that comes with this class that takes a good amount of time to do
- N/A
- by giving out more handouts.
- We should go though workshops before doing the online modules. That would help a lot with the modules.
- Workshops I believe need to be a little longer. Not that anyone wants to be her longer but I feel like the
- information that needed to be covered didn't get covered as in-detail as it could be. I think even just a half hour

- longer would provide the time to go over information needed.
- In a general sense, the improvement could be in the activity portion where the workshop could have more
- activities than talking to include the class and let the instructor know they have a grasp on the concept.
- This class has the most work and it's hard to get it all done with several other classes.
- Less online worksheets
- I don't think anything needs improved.
- no videos
- N/A
- know where that I have seen
- I think it can explain more on how to get around in this course online. Or have at least one class explaining it.
- Them letting me know this was a hybrid class. I had no clue
- The organization.
- Being straight forward, Less bouncing around from page to page
- Sometimes information is difficult to find online.
- None
- I don't think anything needs to be improved.
- none
- Personality I like it how it is now
- Areas I think could be improved in the workshops are the spacing in the word documents.
- The DP questions. Some where hard to understand.
- We could have had less work because people don't have time to sit 2 and 3 hrs a night on homework
- more allowed time
- I honestly believe that this class is great. There isn't anything I would improve.
- No improvements needed
- No improvements needed
- Not sure
- There are no real time limits to anything; late work does not count for much against you.
- I don't think it needs any improving, the workshops are great how they are.
- I think there is nothing wrong with the workshops, doesn't need improved.
- Individually I really don't think there's much to say about that.
- I honestly enjoyed each workshop I don't really have any thoughts for areas of improvement.
- None
- The way they work with each other, it is very odd to keep track of which one is which.
- The NOW is a little confusing.
- I think they don't need improved
- I think there should be more class times available for this especially since some people just don't do too well in
- online courses. I'm one of those people who do better in an actual classroom setting than an online class, but I
- had to take it online due to my schedule. I noticed that the classes for orientation worked around almost every
- different type of program, except the culinary program. No matter which class I would have liked to take, it
- would have interfered with a culinary class and that is a problem those in culinary.
- It would be helpful if they would go over things like financial aid and things of that nature for students who have
- never experienced all the things required in a college.
- Majority of the topics were tailored to early 20s, living at home, college kids. It wasn't very useful and didn't
- really pertain to adults with jobs and families. Personally, I don't need educated on time management,
- organization, and respectfulness. I need to know how to balance work, school, internship, kids, marriage, and household.
- I honestly enjoyed each workshop I don't really have any thoughts for areas of improvement.
- None
- The way they work with each other, it is very odd to keep track of which one is which.
- The NOW is a little confusing.
- I think they don't need improved
- I thought it was okay as is.
- I thought the workshops were fine as is.
- I don't have any improvements to suggest.
- This should not be a required class. I should not have had to pay for something that was busy work and took away from my REAL courses.
- na
- would meet more than one day a week
- Clearer instructions on how to first access the course.
- Have more workshops
- the workshop does not need any improvement
- no improvement
- Explain more give details
- I think the workshops are fine the way they are.
- I don't think we need to print out as many things as they want us to for the workshops.
- Covering more about the workshop, like if we do one of these bad habits, how to control it more
- more one on one time
- Nothing
- More hands on to keep attention of students better
- The way we have to do the papers
- Lighter workload considering the fact that we have many other classes.
- A large amount of busy work
- I think the workshops are good some of the videos maybe could be different but that is it.
- To be more active, just not on the computer the whole time.
- Lectures

- Some workshops could be a bit more organized in how they're presented, but overall they were good and useful.
- I do not think that there are any areas where the course should be improved. All of the workshops provided various and helpful information.
- more activity
- I really think that the instructor did an excellent job selecting articles or resources to work through. Each week,
- the material went with the assignments and I never had to ask a question.
- One thing I was not a fan of was the fill in the blank sections on quizzes. sometimes it was hard to figure out
- how things were supposed to be phrased in order for it to take it as a correct answer.
- The only thing I can see that would make more sense is the classwork we do should all be done online and
- printed out so we can't lose our work and miss out on points in our portfolio.
- don't think we need to print out as many things as they want us to for the workshops.
- Doing more things together and showing more than what they had planned especially not going over a lot of
- things we could have done more hands on perspectives.
- Covering more about the workshop, like if we do one of these bad habits, how to control it more
- more one on one time
- Nothing
- More hands on to keep attention of students better
- The way we have to do the papers
- Lighter workload considering the fact that we have many other classes.
- A large amount of busy work
- I think the workshops are good some of the videos maybe could be different but that is it.
- To be more active, just not on the computer the whole time.
- Lectures
- Some workshops could be a bit more organized in how they're presented, but overall they were good and useful.
- I do not think that there are any areas where the course should be improved. All of the workshops provided various and helpful information.
- more activity
- I'm not one for participating in class/group activities, especially in college when we all have different goals and
- curriculum, I didn't like that aspect of it although that was in only one of the workshops. We did activities in every
- one of them but the majority of them were independent which was nice.
- the workshops were all scattered and did not mesh together good
- Some of the classes were very boring and did not have very many hands on stuff.
- More interactive.
- We don't need to meet every week in the beginning of the semester.
- None
- NA
- I think that more workshops should have group activities so that they are more interactive and get more people to pay attention.
- nothing
- Everything worked well.
- personal branding
- none
- I really enjoyed this class I don't know exactly what I would have wanted to change. It was pretty entertaining to
- see everything and get a better understanding of everything.
- Keep doing what they're doing
- nothing needs to be improved
- The workshops could have been more developed and been more connected to each other and not so scattered.
- It is just all random and none of it seem to make sense
- If the room 406 was opened on time so class wasn't late, that would be awesome.
- The workshops could be improved generally in the course work activities.
- A tutoring workshop would be good
- I think that these workshops are something that could be completely online based.
- Individually, I think some of the instructions are a bit confusing. Maybe different approach.
- Keeping up with all due dates, be ahead so I don't stress to complete the assignments and activities along the
- way. Follow instructions especially with what is supposed to go into the thread subjects. Also keeping up with
- discussions in a timely manner so they are not late... Don't outline the material too much, get it down to the task
- at hand.
- Generally the workshops could have more instructions. Individually the workshops could have less tabs so there isn't any confusion.
- Be more specific, have tabs where you can go back but still be on same page to answer your Questions

Q11. What advice would you give to another student who will be taking this course?

- Do your work and pay attention because it can really throw you off at the same time. Also, ask questions. You
- could have gone all year thinking you had to pay for financial aid.

- I would tell another student that is taking this class that its not hard but is extremely time consuming and will
- take up a bunch of study time so they should schedule this class with classes that do not require a huge amount
- of study time. For example this class should not be scheduled with Anatomy because that class which is more
- important needs more time but you cant get a degree without this orientation class either.
- Be sure to take notes, and ask questions if you have any. These are actually important tips which you will need
- to know upon going further into your college education.
- CHECK BLACKBOARD DAILY. Get your assignments done before they're due so you don't forget because no
- one is going to be reminding you.
- Do not take it. It is the dumbest class, and a huge waste of time.
- I would tell a new student to make sure he or she makes sure to get their work done on time.
- All students should make sure they are self disciplined enough to take an online course.
- To make sure you follow all the directions and to not wait until the last minute.
- Keep up with it and do not slack.
- take it serious and pay attention.
- Make sure yo do all you assignments so you do not fail this class.
- I would say just make sure you keep in touch with the mentor and do not hesitate to ask for help.
- Better have time to do the work.
- to not get behind, do the assignments, know how to use blackboard and ask questions
- Do not get behind. Turn everything in on time.
- take the in class/online one. I did not understand a single thing in the online only course and ended up switching over.
- pay attention to the videos if they load
- actually do your homework
- Please follow all instructional videos on how to learn blackboard.
- Show up for class, do the assignments.
- If you need help, do not hesitate to get help because putting yourself behind will be stressful and will make your life hectic.
- Don't get behind stay on top of your work.
- Do your best and don't forget to ask questions.
- Do not bother showing up to class, it is pointless.
- Do the work and do not put it off and you will pass.
- Do not take it at 9:30a.m.
- Make sure you come to class and do your online work when you are supposed to
- Let this class help.
- do all your class work that given to you
- Attend every class and keep up on every module.
- I would give them the advice to actually listen to what is being told to them because it will be useful throughout their years in school.
- Just keep up on your homework.
- Just come to class and listen to what you are presented with because it really does help.
- "Good Luck."
- read carefully
- Do all of your work.
- Just to log on everyday to see what is do
- To make sure you have the experience of an online course.
- Keep up with the work and consider the help they offer
- Read everything!!!! I mean everything. Don't wait until last moment.
- Read everything carefully and ahead of time
- Read everything carefully.
- Check your email
- As long as you take notes and read everything then you should be fine.
- READ VERY CAREFULLY
- Take your time get to know the teacher. and always work hard give it your best.
- My advice would be to print out your papers, fill them in, then type it in on Word.
- Check emails regularly
- make sure you are self driven
- take advantage of the tools that are given to you to help you
- To keep up with your work and to not get behind.
- Take your time and pay attention to the material it will help in the long run.
- Turn your assignments in on time.
- Keep at it
- To make sure you come to every class and be on time and to always check to make sure you have all your work done.
- Attend the workshops; they're very useful.
- Advice I would give them is to make sure you come to every class and do your work that is assigned to you.
- Some advice I would give is to just go to the workshops and do the work online as necessary. Many people
- probably brush it off but it needs to be done.
- For the most part it is a simple class and easy to do. Unfortunately, the scheduling is a bit difficult. If you work
- while going to school it might be hard to do an extracurricular activity.
- It is a good course to familiarize young new students with all aspects of attending college and what they need to do.
- Make sure you pay attention to the videos.
- Majority is common sense.
- All of the material is beneficial for you as a student so take everything into consideration.
- Take it as soon as you can! And make sure you take lots of notes.
- Don't panic, and ask the instructors for help if you need it.

- Stay on top of things, do not fall behind.
- Check your email
- Sometimes it was a little time consuming but the information was well worth it.
- The lessons you learn within this course will be useful for your future, so pay attention.
- Get through it.
- if you just need to talk dennis is a great listener. give him a chance and he is full of helpful information
- Get this class out of the way before your second semester.
- It's boring an hour of time that you could be studying or working on more important college work
- it would benefit them if they are taking online courses it is explained to them thoroughly
- That it is very helpful and the teachers are amazing.
- Try not to do it online because it's very difficult
- Make sure to always check your emails and keep up with each weeks assignments
- Just try to keep up to date on your work. Don't procrastinate.
- I have no advice except to participate.
- Take this class seriously it truly helps you understand things.
- Take if you need a credit but other than that that course is easy if you participate.
- Make sure you show up to the workshops.
- Don't wait to start doing work.
- pay attention
- Pay attention
- Make sure your n class all classes..
- It provides a lot of information about the school
- enjoy this class every thing you need to know from this point forward you will learn here as far as education
- decisions or financial decisions are here all you have to do is ask. There is no dumb question
- To take your time. Most of this may seem like common sense and you could do it in your head but you still have
- to pay attention to the videos and notes just like you would in class.
- Advice I would give to a student taking this course is to do the organization part of what the class taught us in
- detail, and make it a part of your every day schedule.
- I would say to take extra time to fully take in and process the information instead of skimming. You learn more
- and hold on to that information longer if you take a little more time to understand it.
- It gets a little boring
- Be prepared. Go to all the workshops. Don't lack and do the elective event
- Making sure that you actually do the work.
- Get creative!
- if you take it in person its a lot less work, but if you do it online you only have to go to one elective event- pick your poison
- Make sure you actually pay attention. These workshops help. They give good advice and you'll learn how to work black board better.
- Always do your journal entries on time!
- Listen and you will find the answers
- Pay attention in these workshops to not only pass the class, but because they give helpful life skills.
- Have an open mind, even though it is boring it may be useful.
- try to come to all of them if you can because you never know what you'll be learning.
- None.
- Just get through it, its not that bad.
- to be a part of the different activities it helps you to relax
- to attend all the workshops and get the elective event done soon
- pay attention, and participate. this class will benefit if you actively participate and ask questions
- Pay attention in this course because you will actually learn a lot of helpful information.
- Make sure to go to class and complete all necessary assignments and journal entries for the course.
- Follow directions and you will pass this course.
- Don't forget about the journals.
- pay attention and attend the workshops
- Make sure you do your journals on time.
- Read and watch all material more than once
- always show up
- It helps you with skills and planning that involve your every day life. So worth taking!!!
- advise id give is, these workshops are extremely helpful for your first year of college. they answer all the
- questions you wanna know about anything, and you learn a lot that most people don't know about there first
- year
- It is a good course to take but you have to stay up on your work otherwise there will be consequences that you
- will have to take because you did not stay up on your work.
- To pay attention when the guest speakers come in to the classroom, follow along with what they are showing
- you because it all benefits you in the end.
- Do not miss any of the classes. Each class we have you learn something very useful. Make sure when the
- teacher gives you an assignment to do it because you don't have much work to do in this class. Lastly, the
- journals. The journals are a neat way to express your feelings. Although the teacher is reading it which means
- its not personal journals, it is still nice to have someone to listen and give back their thoughts.
- Good Luck

- Go to the class and give the most attention you can give. Attending the class is the most important part.
- I would tell them how useful and helpful this course is.
- Focus mainly on the Journal aspect. You really do get back what you put into it.
- Give it your best
- My advice would be read all content, and explain how you feel in detail.
- My advice to another student is to take your time, make sure you have read and done the complete steps.
- To make sure that all the paperwork is the folder and to do it that day so that way they don't have to scramble to
- get it done or to find it at the end of the semester. Also to keep up with the course catalog they are under.
- My advice to another student who will be taking this online seminar class would be sure you have an extra time
- to complete their assignment.
- My advice to following students taking this course, don't over analyze the questions. Read carefully through all
- material it's not hard to miss important things that you didn't even know was there. Go with what you know in
- other words use your ability to comprehend with common sense too.
- My advice to someone taking online course is be patient, not everything is learned in one day. But, don't forget
- to log on everyday to see if you have an email, test or assignments that are due. Don't be afraid to ask
- questions. Follow your instincts.

SPRING FYS Student Evaluation Results⁴

Q1. Please select your campus:

Answer Choices	Responses	
Wheeling Campus	52.05%	38
Weirton Campus	16.44%	12
New Martinsville Campus	15.07%	11
Distance Education Campus	16.44%	12
Answered 73 Skipped 0		

Q2. Which West Virginia Northern Community College (WVNCC) Campus do you take courses on?

Answer Choices	Responses	
Wheeling Campus	17.81%	13
Weirton Campus	16.44%	12
New Martinsville Campus	50.68%	37
Distance Education Campus	15.07%	11
Answered 73 Skipped 0		

Q3. The workshops provided a mixture of explanation and practice/activity.

Answer Choices	Responses	
Strongly Disagree	2.74%	2
Disagree	0.00%	0
Neutral	9.59%	7
Agree	52.05%	38
Strongly Agree	35.62%	26
Answered 73 Skipped 0		

Q4. The workshops were effectively organized.

Answer Choices	Responses	
Strongly Disagree	1.39%	1
Disagree	1.39%	1
Neutral	9.72%	7
Agree	51.39%	37
Strongly Agree	36.11%	26
Answered 72 Skipped 1		

Q5. The workshops usefully complemented each other.

Answer Choices	Responses	
Strongly Disagree	2.74%	2
Disagree	1.37%	1
Neutral	13.70%	10
Agree	52.05%	38
Strongly Agree	30.14%	22
Answered 73 Skipped 0		

Q6. The workshop materials/resources (pamphlets, handouts, etc.) were clear and useful.

Answer Choices	Responses	
Strongly Disagree	2.74%	2
Disagree	1.37%	1
Neutral	12.33%	9
Agree	52.05%	38
Strongly Agree	31.51%	23
Answered 73 Skipped 0		

⁴ Data provided by IR/Comments copied exactly as written

Q7. The workshops provided me with necessary information about WVNCC and what is required to be successful in college.

Answer Choices	Responses	
Strongly Disagree	2.82%	2
Disagree	1.41%	1
Neutral	8.45%	6
Agree	49.30%	35
Strongly Agree	38.03%	27
		Answered 71
		Skipped 2

Q8. I actively participated in workshop discussions and activities.

Answer Choices	Responses	
Strongly Disagree	1.37%	1
Disagree	0.00%	0
Neutral	21.92%	16
Agree	46.58%	34
Strongly Agree	30.14%	22
		Answered 73
		Skipped 0

Questions 9-11 See comments section below

Q12. My mentor was accessible and available.

Answer Choices	Responses	
Strongly Disagree	1.39%	1
Disagree	1.39%	1
Neutral	6.94%	5
Agree	36.115%	26
Strongly Agree	54.17%	39
		Answered 72
		Skipped 1

Q13. My mentor communicated regularly with me.

Answer Choices	Responses	
Strongly Disagree	0.00%	0
Disagree	2.74%	2
Neutral	10.96%	8
Agree	47.95%	35
Strongly Agree	38.36%	28
		Answered 73
		Skipped 0

Q14. My mentor assisted me with my academic and/or other problems.

Answer Choices	Responses	
Strongly Disagree	0.00%	0
Disagree	2.78%	2
Neutral	13.89%	10
Agree	40.28%	29
Strongly Agree	43.06%	31
		Answered 72
		Skipped 1

15. My mentor was able to lead me to the correct campus resource(s) to resolve a particular matter.

Answer Choices	Responses	
Strongly Disagree	0.00%	0
Disagree	0.00%	0
Neutral	19.18%	14
Agree	39.73%	29
Strongly Agree	41.10%	30
		Answered 73
		Skipped 0

Q16. My mentor demonstrated a reasonable interest/concern towards me.

Answer Choices	Responses	
Strongly Disagree	0.00%	0
Disagree	1.37%	1
Neutral	13.70%	10
Agree	49.32%	36
Strongly Agree	35.62%	26
		Answered 73
		Skipped 0

Q17. Overall, my mentor was an asset and a benefit to me.

Answer Choices	Responses	
Strongly Disagree	0.00%	0
Disagree	1.37%	1
Neutral	10.96%	8
Agree	42.47%	31
Strongly Agree	45.21%	33
		Answered 73
		Skipped 0

Q9. Please identify what you consider strengths of the workshops (generally or individually).

- I liked getting to meet people from different departments of the school.
- I am glad that we had enough time to complete the assignments.
- Nothing at all.
- I think that the workshops provided us with useful information about the way college works and how to pass successfully.
- The workshops involved actual discussions between peers.
- The strengths of the workshops were they gave you a lot of information about things we should know about college.
- They were somewhat organized.
- They were sometimes hard to understand.
- The workshops are very helpful with providing information on how to navigate blackboard
- I think one good thing was it somewhat teach students how to work blackboard.
- I enjoyed the discussion posts.

- the guest speakers
- Allows you to learn a lot.
- having people talk
- class meetings
- Helped you understand financial aid
- The amount of details in each workshop.
- I think that the worksheets and videos are very helpful, I can definitely say I'm leaving with knowledge that I didn't have before hand.
- The overall workshops are excellent using in class activities and online modules.
- The online modules were honestly a pain. I haven't really done at all because they confuse me. The in class
- assignments were much easier to do. So the strengths would be the in class assignments.
- it provided information on how to be successful in a college environment
- They made you actually put some work in and think.
- The fact that everything was organized well.
- We talked as a class instead of just sitting and listening to the instructor or speaker.
- The workshops discussion post where nice to see what everyone else said about the topic.
- Providing information to be successful.
- Gives you a lot of useful information
- I think the strengths of the workshop were to help people understand how the workshop were.
- I think the modules are the strengths. They were what we got most our information from because we could look
- back on them if we happened to second guess ourselves. It was more effective than the lecture
- The workshop effectively introduces a new college student to college life and sets them up to be successful.
- They showed me how to get connected with people at the college like contacting an adviser or attending an event.
- Organization and basic life skills
- Helpful when learning about the portal.
- online
- Easy to use.
- How there is help always offered to you know matter what.
- It has a lot of information to cover.
- Being able to do the discussion board with others.
- I think the strengths were definitely the pamphlets and visuals.
- Helps students study
- Showing off the best features of the campus.
- The source of accurate information about college

- That if you have any questions at any time someone is always there to help,
- It gave step by step instructions that were very detailed and are well understood.
- I think it was very well handled
- I identify the strengths of the workshops making everyone actually realize what is happening and where things are.
- The videos
- the discussions
- schedule times were convenient
- I love the hands on experiences that made me learn because I had to search for the answers or watch videos to learn.
- Exercises, videos, and articles
- Not sure
- They give very useful information
- The strengths of the workshops I think are being able to get to know other people and learn more about the topic when taking the quizzes.
- What I consider to be the strengths of the workshops are the discussion boards we have.
- I believe the workshops helped with understanding things that are expected at WVNCC. Everyone explained
- their topics very nicely and were helpful. They provided information that is useful in the success and
- understanding at WVNCC.
- The strengths of the workshop were how active the presenters were with the information and how they
- connected with the class. Another was how communication was easy to access.
- The content was helpful to understand the procedures to be successful in college. The instructor answered
- every email in a quick proper manner which helped a lot.
- The strengths are definitely having a lot of information in each section, or workshop, and having a specific
- deadline for each, not just a pick and choose when to finish it. Another strength is having those discussions at
- the end of each, because you can discuss what you have learned and read what others have too.
- I think this is a great class for young adults to make them focus more on all that it takes to be a great student and to assess themselves.
- It helped me grow as a student.
- A strength would be that it helped get you oriented with blackboard, campus, and activities.
- They are informative and encouraging.
- The way that they break down the basics so you can understand the subject completely.

- They are so easy to access.
- Their organization
- Helped me with my study habits.
- All in all, the workshops informed me about things that I didn't realize would help me in college.
- Good advice.
- the instructor is very informative and helpful to his students
- the workshops get your mind warmed up for school.
- Can't answer this cause there wasn't many workshops
- the strengths in this workshop was the fact everything was explained to me
- Every workshop was very helpful
- I consider the strengths to be more explain and it just put out there.
- Very informative and were all things that every student should be aware of and work on
- There were a lot of helpful tips when is comes to studying techniques that I have already applied and are helpful.
- More workshops that make students come closer to each other.
- The best strength of the workshops for me was the teachers showing us where to go on the screen in class and
- making sure we all had it complete and knew where we were going and what we were doing.
- They focus on the more common challenges of college.
- I think the strengths are that the speakers were directly connected to whatever that workshop was about so they knew more about it.
- Always doing hands on activities with the computer.
- the workshops were explained very well
- The wide range of information on resources available to students
- I would consider the discussion posts as strengths because they gave everyone a chance to connect with what
- they've learned and how they feel after doing the class work.
- The best part of the workshops were the informational, yet fun, YouTube videos. Instead of watching boring
- lengthy videos, these specific videos were eye-catching, and truly appealed to me. (ie: Thomas Frank's channel
- on YouTube)
- i liked the information that was given will continue to help me through the 2 years i will be here. it gave me
- direction. this should be requirment the first term
- The workshops gave me the opportunity to speak with my teachers and get clarity when I couldn't make it to the
- campus. It also made it easier when I didn't remember where all the parking lots were at the beginning of the
- semester.
- Shows you a little bit of everything
- Not afraid to speak publicly.
- Whenever the person teaching the workshop, they are the ones who explain the most.
- Clear explanations for the work.
- I liked all the information that was giving. I learned how to find things better on blackboard, take better notes, study tips and stress helpers.
- Organization
- Worksheets.
- They were all enjoyable to be involved in and gave helpful information.
- good teachers/presenters
- they somewhat helped
- The informative videos.
- The classes that we went through was very informational and i learned some things in them.
- how they help
- NA
- It was very well taught
- I found the student portal information to be very helpful. Other than that, I know how to study and manage my time.
- helped new students who were entering college their first year
- Class participation.
- management
- It showed me a lot of things I did not know. I helped me especially with the student portal and I know more about
- it now and everything the student portal has.
- There were no weaknesses, in my opinion, and although there was a few more assignments a week than my
- other classes, they were usually easy to work with and provided all the information I needed.
- I believe they give you good information. I did not know a lot on blackboard. I had trouble finding things I needed
- and I do online classes and on campus. So I needed to be able to get threw blackboard. Also I good good study
- tips and note taking tips to use. I also
- I believe that the strengths of the workshops are on how things are run and managed at WVNCC. The
- workshops mostly described on how to study better in college and how to understand all there is about college life.

- There was a lot of helpful tools on the Northern Website available to us students, that I had no idea about, and
- that were extremely helpful, and I wouldn't have known about them if it weren't for this class.
- I thought the strongest part was the activities we completed with each other in certain workshops where we got
- to meet others and interact with classmates we may have never met before.
- I suggest that our class times should be more important than meetings. So I feel as if we have class a meeting
- should not be made at the time. Also I feel as if we need more help with journals, not just activities.
- It showed me a lot of things I did not know. I helped me especially with the student portal and I know more about
- it now and everything the student portal has.
- involvement from the whole class, energy of teacher or presenter, making it interesting and fun
- everything was great and simple
- They helped me learn about the different things I need to know to succeed.
- The strengths would be that they gave us information about what was going on in the campus to make us try

- and be a part of the student environment.
- Doing the workshop on time. Giving the best evaluated correct to the best of your ability with the information
- provides and instructions. My individual strengths would have to be reading everything fully a couple times.
- Writing all questions down with assignments with my notes along the way. Taking all information in. Doing my
- best to follow directions with still learning the black board.
- I don't know
- I consider my strength Individually.
- The instructors carefully explaining exactly what to do and what everything means.
- I think that if a student had a question then it would be effectively answered.
- Generally, life experience and individually, strategies learning
- Taking a quiz after watching, viewing content, this exercise is affect because the material is fresh in your mind. In general.
- General strength is effort being prepared to best that one can. Individually trying my hardest, attentiveness, attendance, reading AI materials.
- Being involved, individually. General , doing your best.

Q10. Please identify area(s) where you think the workshops could be improved (generally or individually).

- I felt like I was constantly falling behind, I wish it wasn't a hybrid course.
- sometimes not correct such as when we got told we needed to pay for financial aid when we really needed to
- pay for loans. It threw everybody off for a week.
- I generally think a class like this should not be so time consuming when their are classes that we should be
- spending more time focused on because they actually pertain to our future degrees.
- Everything
- I do not think that this class should have to meet because it is mostly all done online.
- The workshops could be more in depth.
- Some of the worksheets weren't very clear on what you were supposed to do.
- They need to be easier to complete such as being able to type on the paper instead of doing a bunch of extra work.
- The worksheets
- Not having to convert files or attach files that students dont know how to.
- I strongly disliked the videos that we had to watch and take quiz's on.

- I actually had more work in this class than my other courses. I feel like it might be a bit too much.
- they could be a little more organized
- If they were better explained.
- less online discussions/assignments. videos don't load all the time and its overall not worth it.
- Most people aren't great with computers, so maybe make them a little more accessible.
- Nothing in particular, just less online modules and more in class work.
- If I could change anything about the program, I would have had the module on stress management as one of the first modules.
- Not really sure
- none
- The assignments being easier to turn in.
- There is a lot of work that comes with this class that takes a good amount of time to do
- N/A
- by giving out more handouts.
- We should go though workshops before doing the online modules. That would help a lot with the modules.
- This class has the most work and it's hard to get it all done with serveral other classes.

- Less online worksheets
- I don't think anything needs improved.
- no videos
- N/A
- know where that I have seen some seemed unnecessary. If it's just me that thinks that I don't know but I feel this course was kind of pointless
- and just added to my work load.
- I think during the in class portion could be more fun, add in more activities. Also maybe find a way to expand on
- the topic which is being discussed.
- The online modules are pointless and drag on for hours and have no relevance to the inclass lectures. The
- inclass lectures are about 1-2 weeks ahead of the online module and so a lot of the information is lost before
- doing the assignment. Being here in the class feels pointless as like I said it has no relevance to the online
- modules and does not do anything other than provide attendance. This class could EASILY be an online only
- class.
- Not really sure
- I think the workshop could improve on not doing the Online modules. I personally disliked the online modules .
- Especially, the quizzes. I found them to be difficult and not useful to me
- None
- The assignments being easier to turn in.
- There is a lot of work that comes with this class that takes a good amount of time to do
- N/A
- by giving out more handouts.
- We should go though workshops before doing the online modules. That would help a lot with the modules.
- Workshops I believe need to be a little longer. Not that anyone wants to be her longer but I feel like the
- information that needed to be covered didn't get covered as in-detail as it could be. I think even just a half hour
- longer would provide the time to go over information needed.
- In a general sense, the improvement could be in the activity portion where the workshop could have more
- activities than talking to include the class and let the instructor know they have a grasp on the concept.
- This class has the most work and it's hard to get it all done with several other classes.
- Less online worksheets
- I don't think anything needs improved.
- no videos
- I think it can explain more on how to get around in this course online. Or have at least one class explaining it.
- Them letting me know this was a hybrid class. I had no clue
- The organization.
- Being straight forward, Less bouncing around from page to page
- Sometimes information is difficult to find online.
- None
- I don't think anything needs to be improved.
- none
- Personalty I like it how it is now
- Areas I think could be improved in the workshops are the spacing in the word documents.
- The DP questions. Some where hard to understand.
- We could have had less work because people dont have time to sit 2 and 3 hrs a night on homework
- more allowed time
- I honestly believe that this class is great. There isn't anything I would improve.
- No improvements needed
- No improvements needed
- Not sure
- There are no real time limits to anything; late work does not count for much against you.
- I don't think it needs any improving, the workshops are great how they are.
- I think there is nothing wrong with the workshops, doesn't need improved.
- Individually I really don't think there's much to say about that.
- I honestly enjoyed each workshop I don't really have any thoughts for areas of improvement.
- None
- The way they work with each other, it is very odd to keep track of which one is which.
- The NOW is a little confusing.
- I think they don't need improved
- I think there should be more class times available for this especially since some people just don't do too well in
- online courses. I'm one of those people who do better in an actual classroom setting than an online class, but I
- had to take it online due to my schedule. I noticed that the classes for orientation worked around almost every
- different type of program, except the culinary program. No matter which class I would have liked to take, it
- would have interfered with a culinary class and that is a problem those in culinary.

- It would be helpful if they would go over things like financial aid and things of that nature for students who have
- never experienced all the things required in a college.
- Majority of the topics were tailored to early 20s, living at home, college kids. It wasn't very useful and didn't
- really pertain to adults with jobs and families. Personally, I don't need educated on time management,
- organization, and respectfulness. I need to know how to balance work, school, internship, kids, marriage, and household.
- I honestly enjoyed each workshop I don't really have any thoughts for areas of improvement.
- None
- The way they work with each other, it is very odd to keep track of which one is which.
- The NOW is a little confusing.
- I think they don't need improved
- I thought it was okay as is.
- I thought the workshops were fine as is.
- I don't have any improvements to suggest.
- This should not be a required class. I should not have had to pay for something that was busy work and took away from my REAL courses.
- na
- would meet more than one day a week
- Clearer instructions on how to first access the course.
- Have more workshops
- the workshop does not need any improvement
- no improvement
- Explain more give details
- I think the workshops are fine the way they are.
- I don't think we need to print out as many things as they want us to for the workshops.
- Covering more about the workshop, like if we do one of these bad habits, how to control it more
- more one on one time
- Nothing
- More hands on to keep attention of students better
- The way we have to do the papers
- Lighter workload considering the fact that we have many other classes.
- A large amount of busy work
- I think the workshops are good some of the videos maybe could be different but that is it.
- To be more active, just not on the computer the whole time.
- Lectures
- Some workshops could be a bit more organized in how they're presented, but overall they were good and useful.
- I do not think that there are any areas where the course should be improved. All of the workshops provided various and helpful information.
- more activity
- I really think that the instructor did an excellent job selecting articles or resources to work through. Each week,
- the material went with the assignments and I never had to ask a question.
- One thing I was not a fan of was the fill in the blank sections on quizzes. sometimes it was hard to figure out
- how things were supposed to be phrased in order for it to take it as a correct answer.
- The only thing I can see that would make more sense is the classwork we do should all be done online and
- printed out so we can't lose our work and miss out on points in our portfolio.
- don't think we need to print out as many things as they want us to for the workshops.
- Doing more things together and showing more than what they had planned especially not going over a lot of
- things we could have done more hands on perspectives.
- Covering more about the workshop, like if we do one of these bad habits, how to control it more
- more one on one time
- Nothing
- More hands on to keep attention of students better
- The way we have to do the papers
- Lighter workload considering the fact that we have many other classes.
- A large amount of busy work
- I think the workshops are good some of the videos maybe could be different but that is it.
- To be more active, just not on the computer the whole time.
- Lectures
- Some workshops could be a bit more organized in how they're presented, but overall they were good and useful.
- I do not think that there are any areas where the course should be improved. All of the workshops provided various and helpful information.
- more activity
- I'm not one for participating in class/group activities, especially in college when we all have different goals and
- curriculum, I didn't like that aspect of it although that was in only one of the workshops. We did activities in every

- one of them but the majority of them were independent which was nice.
- the workshops were all scattered and did not mesh together good
- Some of the classes were very boring and did not have very many hands on stuff.
- More interactive.
- We don't need to meet every week in the beginning of the semester.
- None
- NA
- I think that more workshops should have group activities so that they are more interactive and get more people to pay attention.
- nothing
- Everything worked well.
- personal branding
- none
- I really enjoyed this class I don't know exactly what I would have wanted to change. It was pretty entertaining to see everything and get a better understanding of everything.
- Keep doing what they're doing
- nothing needs to be improved
- The workshops could have been more developed and been more connected to each other and not so scattered.

- It is just all random and none of it seem to make sense
- If the room 406 was opened on time so class wasn't late, that would be awesome.
- The workshops could be improved generally in the course work activities.
- A tutoring workshop would be good
- I think that these workshops are something that could be completely online based.
- Individually, I think some of the instructions are a bit confusing. Maybe different approach.
- Keeping up with all due dates, be ahead so I don't stress to complete the assignments and activities along the way. Follow instructions especially with what is supposed to go into the thread subjects. Also keeping up with discussions in a timely manner so they are not late... Don't outline the material too much, get it down to the task at hand.
- Generally the workshops could have more instructions. Individually the workshops could have less tabs so there isn't any confusion.
- Be more specific, have tab where you can go back but still be on same page to answer your Questions

Q11. What advice would you give to another student who will be taking this course?

- Do your work and pay attention because it can really throw you off at the same time. Also, ask questions. You
- could have gone all year thinking you had to pay for financial aid.
- I would tell another student that is taking this class that it's not hard but is extremely time consuming and will
- take up a bunch of study time so they should schedule this class with classes that do not require a huge amount
- of study time. For example this class should not be scheduled with Anatomy because that class which is more
- important needs more time but you can't get a degree without this orientation class either.
- Be sure to take notes, and ask questions if you have any. These are actually important tips which you will need
- to know upon going further into your college education.
- CHECK BLACKBOARD DAILY. Get your assignments done before they're due so you don't forget because no
- one is going to be reminding you.

- Do not take it. It is the dumbest class, and a huge waste of time.
- I would tell a new student to make sure he or she makes sure to get their work done on time.
- All students should make sure they are self-disciplined enough to take an online course.
- To make sure you follow all the directions and to not wait until the last minute.
- Keep up with it and do not slack.
- take it serious and pay attention.
- Make sure you do all your assignments so you do not fail this class.
- I would say just make sure you keep in touch with the mentor and do not hesitate to ask for help.
- Better have time to do the work.
- to not get behind, do the assignments, know how to use blackboard and ask questions
- Do not get behind. Turn everything in on time.
- take the in class/online one. I did not understand a single thing in the online only course and ended up switching over.
- pay attention to the videos if they load
- actually do your homework

- Please follow all instructional videos on how to learn blackboard.
- Show up for class, do the assignments.
- If you need help, do not hesitate to get help because putting yourself behind will be stressful and will make your life hectic.
- Don't get behind stay on top of your work.
- Do your best and don't forget to ask questions.
- Do not bother showing up to class, it is pointless.
- Do the work and do not put it off and you will pass.
- Do not take it at 9:30a.m.
- Make sure you come to class and do your online work when you are supposed to
- Let this class help.
- do all your class work that given to you
- Attend every class and keep up on every module.
- I would give them the advice to actually listen to what is being told to them because it will be useful throughout their years in school.
- Just keep up on your homework.
- Just come to class and listen to what you are presented with because it really does help.
- "Good Luck."
- read carefully
- Do all of your work.
- Just to log on everyday to see what is do
- To make sure you have the experience of an online course.
- Keep up with the work and consider the help they offer
- Read everything!!!! I mean everything. Don't wait until last moment.
- Read everything carefully and ahead of time
- Read everything carefully.
- Check your email
- As long as you take notes and read everything then you should be fine.
- READ VERY CAREFULLY
- Take your time get to know the teacher. and always work hard give it your best.
- My advice would be to print out your papers, fill them in, then type it in on Word.
- Check emails regularly
- make sure you are self driven
- take advantage of the tools that are given to you to help you
- To keep up with your work and to not get behind.
- Take your time and pay attention to the material it will help in the long run.
- Turn your assignments in on time.
- Keep at it
- To make sure you come to every class and be on time and to always check to make sure you have all your work done.
- Attend the workshops; they're very useful.
- Advice I would give them is to make sure you come to every class and do your work that is assigned to you.
- Some advice I would give is to just go to the workshops and do the work online as necessary. Many people
- probably brush it off but it needs to be done.
- For the most part it is a simple class and easy to do. Unfortunately, the scheduling is a bit difficult. If you work
- while going to school it might be hard to do an extracurricular activity.
- It is a good course to familiarize young new students with all aspects of attending college and what they need to do.
- Make sure you pay attention to the videos.
- Majority is common sense.
- All of the material is beneficial for you as a student so take everything into consideration.
- Take it as soon as you can! And make sure you take lots of notes.
- Don't panic, and ask the instructors for help if you need it.
- Stay on top of things, do not fall behind.
- Check your email
- Sometimes it was a little time consuming but the information was well worth it.
- The lessons you learn within this course will be useful for your future, so pay attention.
- Get through it.
- if you just need to talk dennis is a great listener. give him a chance and he is full of helpful information
- Get this class out of the way before your second semester.
- It's boring an hour of time that you could be studying or working on more important college work
- it would benefit them if they are taking online courses it is explained to them thoroughly
- That it is very helpful and the teachers are amazing.
- Try not to do it online because it's very difficult
- Make sure to always check your emails and keep up with each weeks assignments
- Just try to keep up to date on your work. Don't procrastinate.
- I have no advice except to participate.
- Take this class seriously it truly helps you understand things.
- Take if you need a credit but other than that that course is easy if you participate.
- Make sure you show up to the workshops.
- Don't wait to start doing work.

- pay attention
- Pay attention
- Make sure your n class all classes..
- It provides a lot of information about the school
- enjoy this class every thing you need to know from this point forward you will learn here as far as education
- decisions or financial decisions are here all you have to do is ask. There is no dumb question
- To take your time. Most of this may seem like common sense and you could do it in your head but you still have
- to pay attention to the videos and notes just like you would in class.
- Advice I would give to a student taking this course is to do the organization part of what the class taught us in
- detail, and make it a part of your every day schedule.
- I would say to take extra time to fully take in and process the information instead of skimming. You learn more
- and hold on to that information longer if you take a little more time to understand it.
- It gets a little boring
- Be prepared. Go to all the workshops. Don't lack and do the elective event
- Making sure that you actually do the work.
- Get creative!
- if you take it in person its a lot less work, but if you do it online you only have to go to one elective event- pick your poison
- Make sure you actually pay attention. These workshops help. They give good advice and you'll learn how to work black board better.
- Always do your journal entries on time!
- Listen and you will find the answers
- Pay attention in these workshops to not only pass the class, but because they give helpful life skills.
- Have an open mind, even though it is boring it may be useful.
- try to come to all of them if you can because you never know what you'll be learning.
- None.
- Just get through it, its not that bad.
- to be a part of the different actives it helps you to relax
- to attend all the workshops and get the elective event done soon
- pay attention, and participate. this class will benefit if you actively participate and ask questions
- Pay attention in this course because you will actually learn a lot of helpful information.
- Make sure to go to class and complete all necessary assignments and journal entries for the course.
- Follow directions and you will pass this course.
- Don't forget about the journals.
- pay attention and attend the workshops
- Make sure you do your journals on time.
- Read and watch all material more than once
- always show up
- It helps you with skills and planning that involve your every day life. So worth taking!!!
- advise id give is, these workshops are extremely helpful for your first year of college. they answer all the
- questions you wanna know about anything, and you learn a lot that most people don't know about there first
- year
- It is a good course to take but you have to stay up on your work otherwise there will be consequences that you
- will have to take because you did not stay up on your work.
- To pay attention when the guest speakers come in to the classroom, follow along with what they are showing
- you because it all benefits you in the end.
- Do not miss any of the classes. Each class we have you learn something very useful. Make sure when the
- teacher gives you an assignment to do it because you don't have much work to do in this class. Lastly, the
- journals. The journals are a neat way to express your feelings. Although the teacher is reading it which means
- its not personal journals, it is still nice to have someone to listen and give back their thoughts.
- Good Luck
- Go to the class and give the most attention you can give. Attending the class is the most important part.
- I would tell them how useful and helpful this course is.
- Focus mainly on the Journal aspect. You really do get back what you put into it.
- Give it you best
- My advice would be real all content , and explain how you feel in detail.
- My advice to another student is to take your time, make sure u have read and done the complete steps.
- To make sure that all the paperwork is the folder and to do it that day so that way they don't have to scramble to
- get it done or to find it at the end of the semester. Also to keep up with the course catalog they are under.
- My advice to another student who will be taking this online seminar class would be sure you have an extra time

- to complete their assignment.
- My advice to following students taking this course, don't over analyze the questions. Read carefully through all
- material its not hard to miss important things that you didn't even know was there. Go with what you know in
- other words use your ability to comprehend with common since too.

- My advice to someone taking online course is be patient, not everything is learned in one day. But, don't forget
- to log on everyday to see if you have an email, test or assignments that are due. Don't be afraid to ask
- questions. Follow your instincts.

Q18. Comments

- Thanks for helping me
- Ida is a wonderful tutor, a great asset to the Weirton Campus
- The coursework was easy to do, but not having a computer or any other sorts of way to do work
- was a problem.
- This class is easy but very informative.
- This class is easy but very informative!
- This class benefited me greatly.
- This is a great course to take when you first start colege and is very beneficial to the rest of your
- college career. I had a great time seeing how everyone else did things similar or way different then
- I did.
- I was encouraged and supported by Christy throughout the course. I do well academically, but the
- support and encouragement, especially around my stress levels and tech problems were great andmade a real difference, not

- an easy level of support to convey in an online course. Thank you!
- my mentor is very helpful and works well with me
- my instructor was a amazing teacher helped me understand so much and would help me with
- some question i had
- Thank you for helping me prepare for college
- Bless you
- great mentor. friendly. approachable
- Wonderful instructor and was very helpful
- My instructor was awesome
- New to college former Military made this simple like third grade reading no disrespect this helped
- me transition into college pretty easy because of this class.
- Very friendly, helpful and informative
- I don't have any

Additional Academic Alert Assessment

- Spoke w/ 09/12 ihw - He will be withdrawing due to getting a new job that requires CDL Training. He will be contacting Kelly in FA.
- UPDATE: Haley replied to confirm her decision was to drop the course for
- Spring and pick up in Summer (K. AUlick) Student withdrew from PSYC 105 and was working with Kevin to add a different class/section. (Weds 01/24?) I assisted with looking the courses up, and getting 'late registration' card if she didn't add a 'late-start' class (she did drop PSYC, do not think she's added replacement; will follow-up) K Aulick
- Talked to Tyler, expressed confusion about Blackboard...advised him to stop in to ASC asap to work with someone...he agreed...I will look for him in the next day or two (cjf)
- UPDATE: Sadarius has been by the office, says he's on track; emailed for information regarding remaining courses to graduate.

- Provided copy of Navigator and outlined couple of options to graduate in Dec. 2018, if enrolled in Summer courses. (K. Aulick) Emailed Sadarius to check in (seems to respond to email better - comes by the office during lunch when I email; will follow-up with a call if I don't see him today or tomorrow) KAulick
- Spoke to Danielle...she'd stopped in previously and I gave her a Blackboard 'how-to'...she said she is going to get caught up by Sept. 25 dealine...I advised she stop back in if she needed additional assistance with Blackboard (cjf)
- L.M. 01/29/2018 at 10:00 am. Messaged left indicated that an alret was received due to missing assignments and class. The Weirton ASC would like to provide support to help him get back on track. Encouraged to return call at earliest convenience. IW
- Spoke to Skylar...he works midnight and has fallen behind...happened last semester

too...but he expressed determination not to let it happen again this semester...he is "off" on weekends so plans to get caught up this weekend and use his weekends going forward...also shared he has also fallen behind in ENG because he's waiting on books for Amazon...also said he was glad I called because he can never get hold of anyone @ Northern on the phone...it took him a month to get Lisa Soly on the phone...(cjf)

- Meagan is in my ORNT 090; she emailed to notify me she's out-of-state with her mother (recent cancer diagnosis); emailed her regarding my class and this alert; also notified her we don't have working phone number for her (K. Aulick) Wrong number.
- Spoke with Ashley...she, too, was glad I called...she just got back into town and has been AW'ed from her other 3 classes...was in S. Owen's office when I called getting readmitted to her other classes...she has a "friend" lined up to help her get acquainted with Blackboard and plans to get caught up this weekend...Fridays are good days for her...since she doesn't have classes and her kids are at school...I advised she check her courses at the beginning of each week in addition to using her time on Fridays...also advised she come into ASC if she needed additional help w/Blackboard. (cjf)
- Trovonte is in my ORNT 090 class, was in attendance this week (02/06); he did register late, I am aware of some health issues (a surgery - i think 'outpatient'); emailed him to check in with ENG 101 alert. Has been behind in ORNT 090 as well, some effort to start catching up (K. Aulick). VM box not set up. 02/06/18 ss (4/18) Call from Trovonte about dropping classes - still working with him
- Met w/Sarah in the ASC - she was unfamiliar with Blackboard, so I oriented her and she is going to get caught up and has already contacted the instructor, as did I (cjf) Early Entrance student (she's a Presidential scholar who is heading off to an Ivy League school about now...)
- spoke with a woman at 304-280-4519. She claimed she thinks Mr Luft is in jail.
- Katrina did get email, planning to schedule an appt. w/instructor (online) tomorrow...asked that she call/email me back to follow-up after conversation with instructor (cjf)
- Spoke to Hollie, re: would like to refer. She claims she has been in all classes and has had no problems with classes.

- spoke to Megan. She reported having one poor test in this class. She was made aware of the tutoring center.
- 2/12/18: Left VM/km (KM sent student an email as well).UPDATE: Student replied to my email and was happy I contacted him. I responded and asked him to stop by ASC to see me.2/19/2017: second attempt to contact student.
- VM (cjf) / Spoke with instructor to indicate reason for referral - instructor indicated struggling in Med. Terms abd BB. Also recommended that student could use help with overall study skills.
- Left VM for Student 09/28/2017 (IW)
- 2/12/18: Spoke to Jerrad and he was not aware that Leland has issued an academic alert. He did tell me that he has been sick the past few weeks and missed a few classes. He plans to touch base with his instructor in class on Tuesday./SS
- Kathryn is totally withdrawing this semester...her daughter is in children's hospital so she has been preoccupied with that and had already missed some class prior to this time...she feels she's missed too much to recover this semester. She reports having spoken with a FA Counselor ("red hair") who informed her she may end up owing some \$ out of pocket once all FA clears. She was told to wait about 30 days and check back to find out what that amount was going to be. I asked if we could call her in November to check on her status and see if we could schedule a meeting to get her ready to pick up in the spring semester...she said that "would be great." (cjf)
- 2/12/18; Met student in my office. Says he is having tech problems. Says he submitted stuff "but would not submit." We discussed his need to catch up, try again, use different browser, and if necessary do from a station here at the college where he can ask for assistance at the moment the problem is happening. (DBills) Update: Came in 2/13/2018 to say that he double checked and cannot see where he is behind on anything. I told him to contact CJ.... (discussed w/student)→earned only 5 out of 10 points on multiple assignments. I don't see full credit for many of the assignments submitted. To improve your grade, please pay attention to feedback you've received. As well, revisit requirements for discussions and remember that quizzes can be taken up to 3 times in an effort to improve quiz grades. If you'd like to work with someone on improving quality, the ASC would be happy to work through

a few assignments with you and assess how you are approaching quizzes etc. (cjf)

- Amber is having issues getting to class due to a schedule conflict (i.e. work). She mentioned something about moving, but I wasn't clear if she is moving or her job is moving. In any case, she mentioned that a real problem is her lack of a web-cam (she has no internet). Something about a "blue button". I wasn't sure how to close the conversation, so I assured her that we didn't want her to have to drop the class and that we would talk to the instructor about working this out.
- 2/12/18-student has been unable to access any of her classes in Bb. She has spoken to Matt Starkey, Chana Baker and Jennifer Kriechbaum and told me that nobody has been able to help her. I told her that I would reach out to Matt and CJ and call her back./SS
- Spoke to student, he dropped class after speaking with advisor (Kristi A.) cjf
- 2/16/18: Student stopped in to make an appointment with a tutor today. He told me that he has fallen behind due to illness and has had transportation issues. He has worked out his transportation issues and plans to get back on track. I have him scheduled to begin working with Trina next week. (SS)
- Checked in w/Cameron in class 9/28 (cj) 02/19; db; Evan says the course has no assignments or content except for one discussion which he knows he did not do. I asked if he could stop by and let me look over the course with him. Will clarify what he is missing if anything. He will stop by my office sometime today.
- Student was AW from all classes 10/10 (ss)
- 2/16/18: Left VM for Shalee. I have been in contact with her regarding early alerts earlier this week and a problem that she was having gaining access to her courses in Bb. (SS)
- 1/10 Says she has found someone to help her with medical terminology and does not think she needs any assistance. will com by if need be. DB
- 2/16/18:Kelsey has begun working full-time and plans to drop her classes.(SS)
- Student is aware that she missed a test, but is under the impression that she is current with all other assignments. I suggested that she touch base with her instructor to make sure. 10/10 (ss)
- 2/16/18: Having a rough few weeks. He has lost his course access code and needs to purchase a new code. Ian tells me that he has spoken to Jennifer.
- He plans to stop in and schedule some appointments to work with a tutor. (SS) Update: Ian failed to show for his appointment with a math tutor on both 2/14 and 2/19/18. (SS)
- Kierstin's case worker returned the call and told me that Kierstin has been officially discharged from the facility and that the student was well aware that she needs to officially withdrawl from the college. 10/18 (sms)
- 2/16/18: Kris Matyskiela has been in contact with Mr. Lovell. Kristi Aulick has also been in contact regarding his Welding course. He responds well to emails from K. Matyskiela. She will reach out and touch base with him again.
- (SS)2/19/2018: second attempt to reach out to student. Left VM. km
- Already in contact with Student regarding absences and personal situation.
- Met directly with him on 10/04. He is currently working with ASC Tutors for support. 10/10 (iw)
- Update: Kris spoke to Amber today, 2/22/18 and Amber has already spoken to Kristi & Kevin and plans to speak to Jennifer as well. 2/16/18: No phone number listed. She comes in to work with K. Matyskiela weekly. We will email and touch base with her. (SS)
- Spoke with Hailey - she was driving at the time. Offered for her to stop in to the ASC Weirton the next time on campus to schedule an appointment to work with Health Science Tutors. 10/10 9iw)
- Was not aware of the alert, thinks he has submitted all assignments, had missed a class, believes he is doing pretty well in the course; advised him to make contact w/instructor asap to follow up on the alert and contact tutoring ctr for additional help if needed. (02/16/18 KFA)
- Spoke to Taylor and got her set up to begin working with Kris next week. She is having difficulty with the content as well as Blackboard. 10/10 (ss)
- Spoke to Summer. She recently had a bout with pneumonia and the flu. She feels she is on track and will take care of missed work. KAS 2-16-18
- Spoke to Ashley and she has been withdrawn from the course. Her instructor advised her to re-take the course in the Spring 10/9 (ss)
- UPDATE 03/14/18 Cameron has been AW'd from all courses as of 03/06; did not show up for scheduled appointment to discuss withdrawal process; did not respond to additional calls/email after missed appt. (K. Aulick)Student

says he wants to totally withdraw - so needs a conversation about why and how to do it properly if this is his decision. Kristi, will you take this one? 02/21

- left vm (KFA) UPDATE 02/22/18
Spoke to Cameron; he does intend to withdraw from classes; will meet with me Friday morning to discuss the process, financial aid implications/information etc. At that time, i'll get more details regarding reason for w/d and plans to return (KFA)
- Spoke to Agnes - she is in the process of getting caught up in the class. Doesn't feel she needs any direct help/Tutoring at the moment. I reminder her that the ASC is located in Room 107 and we would me more than happy to provide support if she wants it. 10/17 (iw)
- Jasmine is in ORNT 090 and called me when she received the email alert. Explained what it is and said she should contact instructor asap to clarify exactly where she stands and what she needs to do going forward. (02/21/18 KFA)
- Spoke to Christopher - He is aware of the misses. Already taking the steps to get caught up. I just reminder him to communicate directly with instructor and that if further support is needed that the ASC is located in Room 107. 10/17(iw)
- 02/20; db; VM; 2/23; db; Called back. He is actually out of the Weirton Campus. He will contact Weirton Campus if he needs help with online courses.
- Spoke to student and she is going to withdrawl from class. She has too much going on outside of school 10/19 (ss)
- 2/21/18- Number listed is for Verizon payment center (SS) 02/22/18 - Meagan is in my ORNT 090; I'm aware of family illness, out-of-state; haven't heard from her in awhile; don't know if she's still out of state; have reached out to her via email (02/21 was most recent msg) for updates and to discuss options. (KFA)
- Reached Ashley, she will be emailing Owen tonight. She is trying to find time to get an appointment with them. She will be calling ASC to schedule an appointment with an accounting tutor. (jd)
- left vm, but it was not Trovonte's name on the outgoing msg; asked for return call either from Trovonte or to let us know if we have the wrong number. Reached out via email following vm to advise Trovonte of 2nd alert in ENG, is in jeopardy of being AW'd. (02/23/18 KFA) Student stopped in...for snack...I talked with him about alerts, Kristi trying to

contact him...I did get updated phone # (girlfriend's phone)...student says he has appt. with tutor to get caught up in ENG and appt. with Kevin on Tues.

March 6... UPDATE: Trovonte was AW'd from ENG class; has not met with Kevin to date; has attended ORNT 090, still behind in coursework (K Aulick 03/29/18).

- Olivia is going to withdraw from her classes, the books were too expensive for her and she could not do the homework assignments. Told her to check with financial aid in the future and see what they could do for her. She is withdrawing because she is also going through therapy and cannot handle the stress. (jd)
- 2/27/18-Missed two discussion assignments because she could not figure out how to post. She also told me that she has been subitting her other work by the due dates. (SS)
- Spoke with her. She will try to attend more often in future
- 2/27/18- Kylie has been in contact with instructor. She is new to online courses and was not exactly sure how to navigate Bb which resulted in a few missed assignments. I talked to Kylie about Skype tutoring sessions with Jenna for both Bb and course content. She took my contact informaiton and said that she would follow up with me. (SS)
- 10/31 Spoke with his mom; left basic message to have him call me back. His mom (on her own) indicated that she is aware that he is struggling in math and that she has already encouraged him to get tutoring. I told her where we are located and that we are here to help. She also indicated that her son expressed concerned because his 'Math Code' didn't work. I encouraged her to have him stop in so that we can figure out waht is wrong (iw)
- 03/01/2018 - L.M both numbers (IW) Follow-up - Lisa Soly called and had Abigail in her office. We are trying to get Abigail in for tutoring. Abilgal will be calling IW back with her schedule to set something up for next week.
- She could not afford the class, and withdrew
- 03/01/2018 - She is aware and already has communicated with the instructor. She is the process of catching up. I reminded her that the ASC is available if she needs any help. (IW)
- She does have a lot on her plate with personal concerns, but she is in the process of recieving couesling support. I just reminder her that we are here if she needs us. (iw)
- 03/01/18 UPDATE: Ashley returned my call; had technical difficulty at

beginning of semester (course disappeared from Black Board, then reappeared; lost assignments but was able to resubmit with no penalty), but also has difficulty with online course in general, remembering to do online work etc. Recommended developing set times to do coursework on a regular schedule, as if it were a traditional format class, suggested working on campus in ASC/library at those set times, also offered mtg with ASC staff to help develop such a schedule. Ashley asked about ENG tutor recommended by C. Baker; recognized Kris's name. Plans to come by Tutoring ctr Monday to schedule an appt with Kris. (KA)

- 10/31 Left a VM (iw) 10/31 - Devin returned call. Said he received an e-mail that the class was being postponed. He said that the e-mail didn't come from E. Six. I asked if he could forward both me and E.Six that e-mail if he still had it. I told him that as far as I know the class is still meeting that he should come to class on Thursday to talk with E.Six and show that e-mail that he said was sent to him. I also reminded him that the ASC is available to help him. (iw)
- Spoke with Cameron last week, following alert from C. Baker; indicated he intends to withdraw from all courses; scheduled to meet with me Friday morning (02/23) to discuss process/possible impacts; did not show, has not responded to follow-up attempt to reschedule Called again 03/01, left vm indicating importance of going through the withdrawal process, likely will need to repay portion of financial aid awarded, provided Fin Aid phone numbers, asked him to return my call to work out withdrawing. (K. Aulick 03/01/18)
- Already in contact with Student regarding absences and personal situation.(iw)
- 3/1/18-Student plans to make contact with Joyce and let her know why he has missed a few classes. (SS)
- She's dropping all her classes and will try to come back at a later time. She doesn't have a home, car, etc currently. (jd)
- db; 3/14/2018; Ina and I discussed. Ariel made it known to Ina that she was dropping out of all classes. This appears to be an oversight in that she has not yet dropped it. Ina has been in touch with her. The online class is not working out. She plans to enroll again at Wheeling in the classroom
- Db; 3/14/2018 Ina and I discussed. Since this and four others appear to be all from the same class with the same instructor, I will discuss with instructor on Tuesday 3/20. Discussed with program director on 3/20. He wants to

speak with the instructor on 3/21 before discussing with the students in order to see what portion of this is an instruction-side problem.

- Spoke w/Shannon. Resulting email and appt.:
- Hello Faculty-
This email follows up on an academic alert submitted, by Professor Ryan, for the student identified above, who is/was enrolled in one of your online courses. During our conversation about the academic alert, Shannon indicated that she has experienced personal difficulties during the last three weeks, including losing her internet connection, that have resulted in delayed progress. She expressed, however, that she very much wants to get back on track and work toward degree completion. She is scheduled to meet with ASC Advisor, Kristi Aulick, on Monday to develop a plan to get back on track. Any information you can share about her standing in your class and best course of action, at this point, will be very helpful for this meeting. If you wish to join the meeting, in person or over the phone, please let Kristi (Cc'ed) know.(cjf)
- 03/14/2018 - Spoke with Karlee. She is aware of the AW and has already spoken with Ms. Britt about the options of taking in the summer. She had a lot of personal challenges that interfered with this semester. (IW)
- 03/14/2018 - Spoke with Brianna (used 0256#). She had a rough couple weeks, but overall feels that she is back on track. She also has communicated with her instructor and knows that she can get support through the Big Blue Button and also ASC. (IW)
- 3/12/18- I spoke to Tami and she is aware of the Academic alert. She is struggling to keep up with her class since she is working two jobs. Last October she suffered a stroke and is still dealing with some of the effects that has had on her memory. I offered to get her scheduled to work with a tutor, but her schedule just does not allow at this time. (SS)
- 3/12/18- Spoke to Callen and he is planning to get caught up on his late assignments this week. I suggested setting up some tutoring appointments with either Justin or Mary Smith. He will stop in next week to schedule a few appointments. (SS)
- 03/13/2018 - Spoke with Zach. He admitted that he missed a couple classes (Car problems), but has since made up the work and should now be caught up.

- I encouraged him to touch base directly with Mr. Lantz when he gets back from Spring Break (Zach was in Florida at the time of my call). (IW)
- 3/21 Spoke w/student's father - student was kicked out of his home because he is making poor choices, taking life in wrong direction..."his head is squarely up his ass." He will be "impossible to get a hold of" - father shut of his phone and doesn't know where he is. Attended class, maybe twice... father is going to donate his unopened textbooks to ASC for tutors and other students to use. Father said student "received PELL and never should have based on household income..." (cjf)
 - 03/21/18 was not aware of alert, is aware that she's gotten behind and is working to catch up; main issue is remembering to do work for online course, not struggling with course content. Advised her to email instructor to make sure they are on same page with what is needed; offered ASC facilities for structured time to get online, do coursework while she's on campus for other courses. (K. Aulick)
 - 3/12/18-she missed a test and has been in contact with instructor. Joyce has arranged for her to take the make-up test next week. (SS)
 - 03/13/2018 - Spoke with. She is using the break to get caught up. (IW)
 - 03/21/18 aware of being behind on assignments, said she is using Spring Break to catch up; suggested she email the instructor to let him know she is aware of the concern and her plan to catch up. (K. Aulick)
 - 03/14/2018 - Spoke with Chelsea. There was a confusion regarding the start date for her class. She is basically behind on just the first week materials. She has tried to contact instructor, but e-mail keeps coming back undeliverable. She was using the e-mail provided on the syllabus which has the instructor using @adjunct.wvncc.edu. told her to reforward her e-mail to sbrown@wvncc.edu instead. If she continues to have problems, she will be reaching out to me directly. I provided her with my number. Besides missing the first week of materials, she feels that she is doing well in the class. (IW)
 - db; 3/22/2018 Based on ongoing contact with this student and parent, I can say that the student will be withdrawing from this class in April. The instructor has been informed.
 - 03/14/2018 - Spoke with Sierra. She admitted that she had some personal issues that has caused her to become neglectful over the last two weeks.
 - She is working toward getting caught up now. I told her that sometimes it is helpful to communicate directly with an instructor when there are personal challenges that perhaps they could help and I also reiterated that the ASC is available if she needs help with the subject matter. (IW)
 - 03/13/2018 - Spoke with Katie. She admits that she has fallen behind. We set tutoring appointments to work with Tye. (IW)
 - 3/12/18-I spoke to Dora and she tells me that she is current with assignments. She has missed a total of 7 classes for medical reasons. She is trying to work with the instructor so that she does not get an AW. (SS)
 - 3/20/2018; db; Patrick has demonstrated patterns of missing more and more classes as the semester rolls on. This is consistent with previous semesters.
 - 3/21 Reached student - he made decision to withdraw, said he let instructor know some time ago. Wants to totally withdraw...scheduled appt. with Kristi to ensure it's done correctly & to document (cjf) UPDATE: Did not show for appt on 03/27; aware that getting to campus is one of the difficulties he faced this semester; reached out via email on afternoon of 03/27 offering to work via phone and/or email. He has been AW'd from all courses, will have HOLD on record and owe balance to college. No reply to date (K. Aulick 03/29/18)
 - db; 3/26; called LM; Discussed with teacher. Student was absent from class for a while due to a death in the family. however, the student has since caught back up and is on track. Sent a followup email to her telling her she could ignore my call.
 - 03/21/18 was aware of the absences, had already planned to talk with instructor at next Monday's class; saw the email yesterday and is now reaching out via email, in advance of Monday's class. Said absence earlier in semester was planned in advance and he'd notified instructor about it.
 - Recently had additional unexpected absence, but as stated, already had plan in place to follow-up and discuss at class meeting; prefers in-person contact. (K. Aulick)
 - 3/21 Spoke with student...he's working a lot, travelling more, and greater distances, than he thought he would be so he has missed this class more than anticipated...he said he is doing well in his other classes because they

meet "only once a week" ...encouraged this student to talk with instructor and advisor ASAP to discuss AW and any implications for degree progress.

Student said he has already spoken with FA. (cjf) Discussed this with the program director last week who then talked with the teacher. Reported back to me that the student was withdrawn by the teacher due to missed assignments and excessive absences. He is aware of the withdrawal. Both the teacher and the program director discussed it with him.

- 03/26/2018 - Spoke with Eric. He was unaware that he had been AW'd. He admitted that he was struggling with the class, since this was his first time taking an online class. He didn't know how to complete the discussions online. I recommended that he contact Scott Owen directly to see if he could possibly be reinstated back into the class as well as inquire what is needed to be successful if reinstated. I also told him that the ASC is available to help him navigate Black Board. I told him where we were located and encouraged him to come in to see me, especially after he connects with Mr. Owen. (IW)
- 03/26/2018 - Spoke with Vincent. He indicated that he has missed classes, but has sent e-mail to Mrs. Ryan regarding the Absences. I told him that I have tutor available to help with CIT 117 that is he needs help with getting caught up, we can help. I provided him with my number and also told him where the ASC is located. (IW)
- Student - who is also doing poorly in my FYS contacted me 4/2 (below). I'm trying to schedule appt. w/student to figure out what happening and options, at this point. (cjf)
Hello, I would just like to apologize for my performance for the large part of this semester and I'm working hard to get what needs to be done, I feel overwhelmed with all sorts of work I need to turn in lol. Would there be anyway I could turn late in work for you and also what am I missing that hasn't been turned in? And last question what can I do for extra credit and how do I go about turning those in? I'm sorry for being so late minute, have a great day!
- 04/06/2018 - Spoke with Jason. He is coping with personal concerns/challenges. I told him that we have tutors available to review his flashcards with him. I also reminded him that we had tutoring appointments scheduled for him to meet with Tutor: C.H. that he failed to attend. He mentioned that sometimes it is hard getting to come in due to his work

schedule and clinical rotation. He will be starting at OV Hospital next week. I mentioned that if it is hard to come to Weirton for tutoring support especially in A&P II (he disclosed that he is also struggling with that class), that he could look to connect with a tutor from the Wheeling ASC. I provided him with location and contact information for the Wheeling ASC. (IW)

- 4/6/18- I spoke to student and she told me that her daughter had been sick and that she missed a speech. She also told me that she has the opportunity to make up her speech later this month. I encouraged her to touch base with her instructor to make sure she is caught up on everything else.
- Has been AW'd
- Has been AW'd
- 07/12/2018 Elaine was expecting our call, as she had already spoken with J. Britt and worked everything out (K. Aulick)
- Has been AW'd (IW)
- Has been AW'd
- Has been AW's (IW)