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The Effects of Academic Support at Longwood

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Introduction

If the academic support needs of students are not being met, how can we expect them to succeed? More and more often, college students are withdrawing from classes, changing majors, transferring or even dropping out of school and this is largely due to lack of academic resources or simply the lack of awareness that these resources exist. Based on personal testimonies and survey data collected from students at Longwood, this issue is a campus-wide issue. Our goal is to make students more aware of the academic support resources on college so drop-out rates and to see that the number of students on academic probation are reduced. Longwood University could be a beacon of successful students if we find ways to better educate the student body on the resources that are available to them.

Based on this, as a group, we collected data from the student population on their knowledge of the academic support programs that are already in place. From this it was discovered that in general students were using only two systems because they had been required in their classes, and in other cases did not realize other more specific programs existed on campus. With this information we developed a intervention plan to help these programs get more attention and general understanding within the student population.

Methods

Conducted academic research to pool a list of common difficulties in academic support

Identified Longwood

Identifying Issues
Narrowed down our ideas to the most prominent issue at Longwood and started conducting research by releasing a survey to Longwood students

Spoke to stakeholders about common issues that students have faced based on our research and proposed interventions on how to improve these concerns

Gathering Data

Results

Class	GPA	Total	How Often Services Were Used			
			1-3 times	4-6 times	7 or more times	Never
Freshman	Above 3	1			0	1
3	Below 3	2	1		0	1
Sophomore	Above 3	5	2		1	2
5	Below 3	0				
Junior	Above 3	13	3	1	4	4
21	Below 3	9	4	4		1
Senior	Above 3	9	4	1	1	3
18	Below 3	9	6	3		
Past Senior	Above 3	1	1			
3	Below 3	2		2		
Graduate	Above 3	3	3			
3	Below 3	0				
			TOTAL = 24	TOTAL = 11	TOTAL = 6	TOTAL = 12
			45.28%	20.75%	11.32%	22.64%

Did you notice any changes to your academic performance after using these programs/resources?
54 responses

- my academic performance became worse
- my academic performance stayed the same
- my academic performance improved
- I have not used these resources/services

22.2% / 35.2% / 38.9%

Class	GPA	Total	Programs Used (multiple responses selected)							
			Writing Center	Tutoring	Testing Center	Disability Resources	Note Taker	Coaching Groups	All	None
Freshman	Above 3	1					1			
3	Below 3	2				1				1
Sophomore	Above 3	5	2	1				1		1
5	Below 3	0								
Junior	Above 3	13	5	5			1		1	3
21	Below 3	9	7	5	1	2	2			1
Senior	Above 3	9	6	2						2
18	Below 3	9	7	4	1	2				
Past Senior	Above 3	1		1						
3	Below 3	2	2	2		1				
Graduate	Above 3	3	2	2						
3	Below 3	0								
	Total		Total: 31	Total: 22	Total: 3	Total: 6	Total: 4	Total: 1	Total: 1	Total: 8
			40.79%	28.95%	3.95%	7.89%	5.26%	1.32%	1.32%	10.53%

Do you feel like information about these academic support services is widely available for Longwood students?"
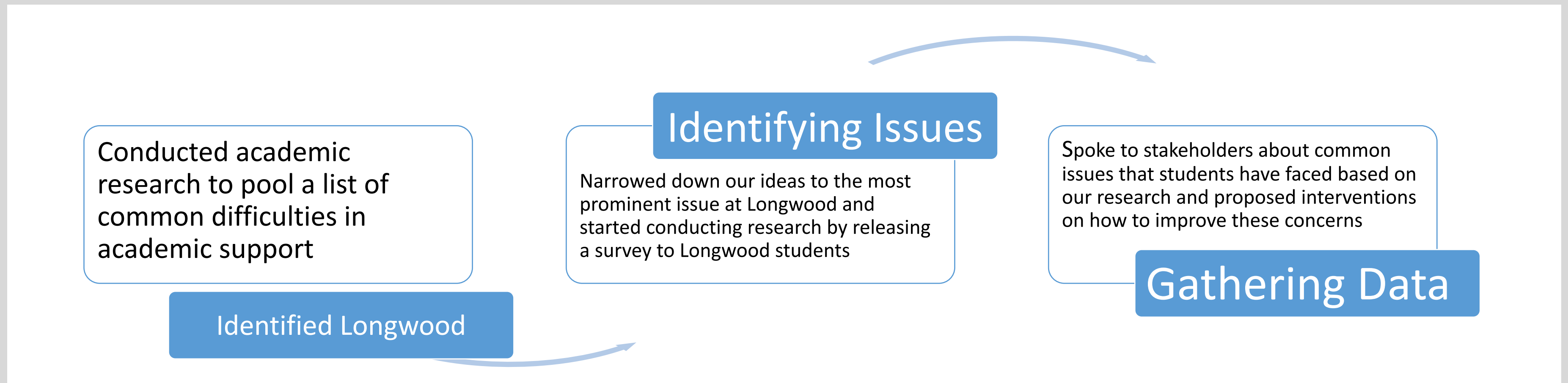54 responses

- Yes
- No

64.8% / 35.2%

Research Question

The goal of this research is to identify areas that can be strengthened in order to help students with learning difficulties adjust and thrive in college. This includes pre-existing programs; how successful they are; how available they are; and how they can be improved or expanded upon for the betterment of student success. In finding our results, we will use them to identify the main reason as to why these resources are or are not being used across campus.

Conclusions and Future Directions

Interventions:

1. Send out information on student groups and tutoring in the weekly email and RCL that way the students will have a direct link.
   a. Students will better understand which resources/services are available to them on campus.
   b. To increase the number of students who are utilizing these resources/services.
   c. To see a rise in academic performance among students after utilizing these resources/services on campus.
2. Create a basic information packet for staff to reference when helping or meeting with students.
   a. Staff better understand what programs are offered and a general overview of the programs.
   b. Easy access to programs will increase program traffic by 30%.
   c. Send packet to staff in order to include on their canvas pages and to have on hand.
3. Other school's initiate required remediation programs in order to allow students to learn how to access and utilize the resources around them ,similarly to how certain classes that are research or writing intensive bring in librarians to explore the resources that students will need to be able to use properly. This could be done to initiate foundation for further use of academic support resources.
   a. Students will be using programs from the start , allowing them to develop better work habits.
   b. Students will be more likely to use resources and know how to access them.
   c. Bringing in guest speakers to assist in understanding of programs and to spread the responsibility across staff.

References

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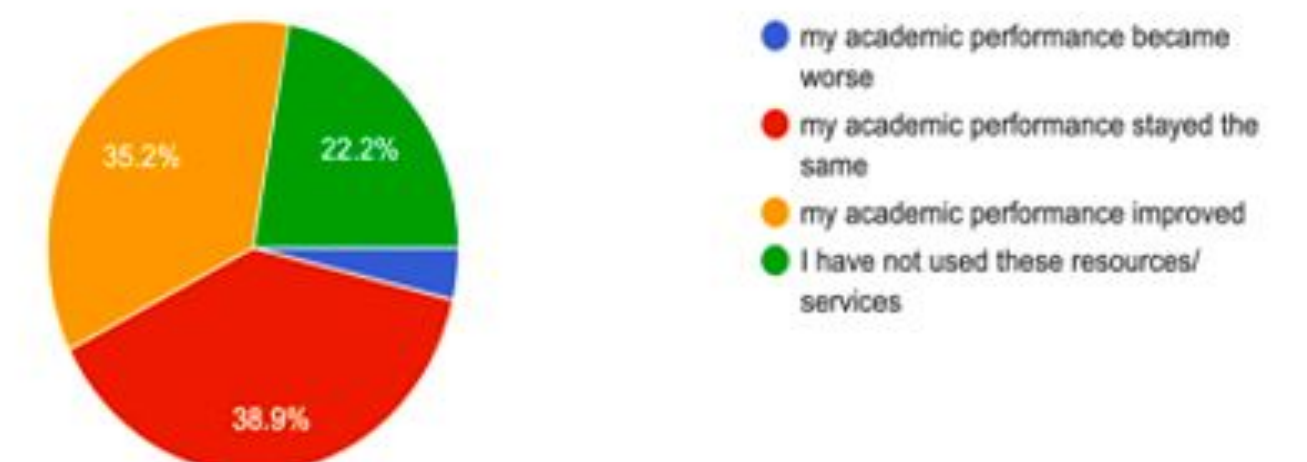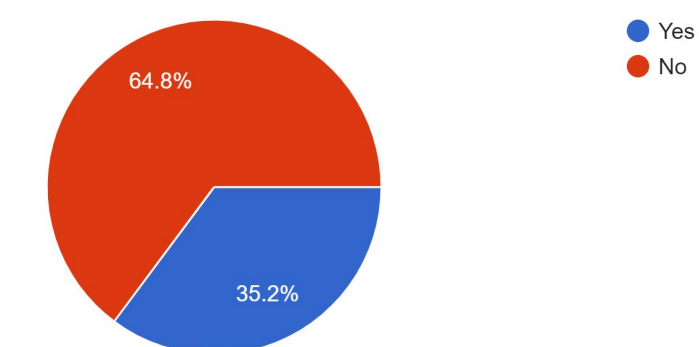
Acknowledgements