I. Departmental Description

A. The values which provide the foundation for the Enhanced Learning Center’s mission are:
   - Student learning is at the heart of what we do;
   - Students learn best when they feel empowered to create and manage their own learning experiences; and
   - Successful students are interdependent and self-directed learners.

B. The vision of the E. L. C. is that every University of Arkansas student who needs or wants academic assistance will participate in the programs and services of the Center without hesitation or barrier.

C. The mission of the E. L. C. is to provide assistance to all University of Arkansas students in meeting their academic goal(s) here and beyond.

D. The FY07 Annual Goals were:
   1. Expand and improve a university-wide tutoring program.
   2. Expand and improve a university-wide supplemental instruction program.
   3. Increase the number of students graduating from the University within six years.
   5. Develop a university-wide response to students on academic warning.
   6. Collect and analyze student withdrawal patterns.
   7. Expand and develop a study-skills/academic support workshop series.
   8. Develop strategies to improve freshman retention.

E. The following simplified organizational chart is limited to the E. L. C. only and does not show the linkages within Student Affairs or between the E. L. C. and Academic Affairs.

II. Executive Summary

The E. L. C. developed a number of new collaborations during FY07 which resulted in improved programs and services for students. These included the “Get Ahead of the Class”
Workshop Series; the pilot of the Center’s first on-line tutoring program; the expansion of Supplemental Instruction; and the implementation of an electronic tracking system within the Center. As a result of these and other collaborative efforts, the Center continued to increase the number of students served with 4,264 students using one or more of the Center’s services.

Significant shifts in student usage of programs and services were evident this year. Student participation in Supplemental Instruction increased dramatically while participation in tutoring was reduced. Consequently, Supplemental Instruction became the largest program (duplicated and unduplicated headcount) offered by the Center.

III. Programs and Services – New Collaborations

A. An “Understanding and Avoiding Plagiarism” Workshop was developed and offered as a new component of the E. L. C. Get Ahead of the Class Workshop Series. The workshop was available to students at large as well as students under sanction. Collaborating Partners: Quality Writing Center, and the Office of Community Standards and Student Ethics.

B. An on-line tutoring pilot for American National Government was offered in the Spring Semester. Collaborating Partner: Dr. Janine Parry, Department of Political Science.

C. A “Test Anxiety” Workshop was developed and offered as a new component of the E. L. C. Get Ahead of the Class Workshop Series. The workshop was in response to student referrals from the Counseling Center. Collaborative Partners: The Counseling Center, and the Counselor-in-Residence Program.

D. A “micro-E. L. C.” was developed in the Mechanical Engineering Building for students in Mechanical Engineering. Collaborative Partner: Dr. Joseph Renecis, Department Head.

E. In support of the growing Supplemental Instruction (S. I.) Program, two rooms in Humphreys Hall were committed to S. I. use during the day. Collaborative Partner: University Housing.

F. A Peer Tutoring Program for Comp. I and Comp. II was designed and implemented during the Spring 07 Semester. Collaborating Partner: Quality Writing Center.

G. An electronic tracking software was installed for Spring Semester which allows for student sign-in and sign-out using their University of Arkansas I.D. card. Collaborative Partners: Tutor Trac and the Registrar’s Office.

H. A pilot “Gregson Late Night” study session was piloted during spring semester. Collaborative Partner: Mike Mayers, Gregson Program Coordinator.

I. The E. L. C. was a collaborative partner with the Delta Oral History Project. With the support of the E. L. C., the Project completed its first year of programming for high school students in the Arkansas Delta; worked with six high schools; and brought 95 students from those high schools on campus during the spring semester.

IV. Progress toward Planning Goals – Departmental Goals

During the regular planning process for FY07, two departmental goals were submitted for the E. L. C. They included the following:

**Goal A:** Develop a stronger marketing identity with new strategies and improved marketing materials.

**Goal B:** Offer academic workshops and information about the E. L. C. to 100% of all entering freshmen.
With the introduction of a new Director for the E. L. C., new goals were developed and included in the FY06 Annual Report. The two original planning goals originally submitted for FY07 were incorporated into these expanded goals and are discussed below.

With this Annual Report, the discussion of student participation reflects the collaboration between the E. L. C. and the J. William Fulbright College of Arts and Science to provide funding for the Quality Writing Center (QWC) through the creation of an E. L. C. Student Fee. In order to give a more accurate picture of the use of this Fee Income, the participation data from the QWC is included in these data as appropriate and will become the baseline for future year comparisons.

**Goal 1:** Establish and develop a University-wide peer tutoring program.

The E. L. C. tutoring program was originally established in the Fall 2003 Semester. With the exception of Fall 06, the program has shown growth each year over the previous year (Table 1A). The decline in Fall 06 Semester tutoring participation reflects a significant growth in Supplemental Instruction (+27.60%) with the subsequent movement of students from tutoring to S. I. and a loss of data during the first three weeks of the semester which occurred during the initial implementation of the Center’s new electronic tracking system.

Participation data from the QWC is added to the data in Table 1B. These amended data will be used as a baseline for future reports.

**Goal 2:** Establish and develop a University-wide Supplemental Instruction (S. I.) program.

Participation in the S. I. Program grew by 37.54% from FY06 to FY07. The number of students served also grew by 25%. A significant portion of this growth occurred in University Chemistry I and II.

The courses served by S. I. during FY07 included:
- Principles of Biology
- University Chemistry I & II
- Survey of Calculus

---

Goal 3: Develop and deliver programs to increase the number of students graduating from the University within six years of initial enrollment.

The development of a data collection system to monitor progress toward this goal is currently being researched and, if feasible, will be used to create one or more pilot programs in FY08. This goal is continued for FY08.

Goal 4: Develop a policy and procedures manual for the operation of the Center.

A preliminary manual was developed in FY06 and revamped in FY07. Internal policies and procedures have been created to improve response time and to provide replicable guidelines for on-going operations. While this initiative will continue to be improved and adapted to meet evolving need, this goal was not continued for FY08.

Goal 5: Establish a University-wide response to students on academic warning.

A number of potential partners are working on the design and potential implementation in FY08 of one or more responses to students who are placed on academic warning. This goal is continued for FY08.

Goal 6: Collect and analyze data on students withdrawing from the University.

With the Fall 06 Semester, the Exit and Withdrawal Report was published twice during the year on a semester basis. The Fall 06 and Spring 07 Exit and Withdrawal Reports provide not only insight into the academic and demographic backgrounds of those students who withdrew from the University but also their attitudes and feelings about their experience while enrolled, the factors that they believed led to their withdrawal, and their future plans. While this initiative will continue to be improved and adapted to meet evolving need, this goal was not continued for FY08.

Goal 7: Produce a series of study skills and academic success workshops.

In collaboration with the Quality Writing Center and other partners, a pilot of the “Get Ahead of the Class Workshop” Series was completed in Spring 07. Included were a variety of workshops including topics from reducing test anxiety to understanding and avoiding plagiarism. Three hundred and seventy (370) students attended these workshops. This goal is continued for FY08.

Goal 8: Develop and deliver programs designed to increase the retention of first-year students.

A Summer Gateway and Fall Passages program was designed for implementation in the Summer Session (SU-II) in FY08. This program was targeted at improving the continuation of Summer Program and Non-Degree admitted students. However, with a reduction in the admission of students who would have been eligible for the program, only a handful of students were available for the pilot. Additional program discussions are currently underway with multiple partners to address this and other at-risk populations in FY09. This goal is continued for FY08.
V. Progress toward Planning Goals – Divisional Strategic Goals

Divisional Goal: Enhance student learning

- E. L. C. Goal 1: Establish and develop a University-wide peer tutoring program. The collaborative tutoring programs of the E. L. C. and the Quality Writing Center are being used as a baseline for future comparisons of this program. During FY07, the peer tutoring program provided 7,196 tutoring sessions for students seeking academic assistance.
- E. L. C. Goal 2: Establish and develop a University-wide Supplemental Instruction program. The S. I. program increased its participation by 37.54% during FY07. The 2,204 students participating in the S. I. program attending 15,062 S. I. sessions. Through the collaborative initiative with the Chemistry Department to improve student success in University Chemistry I and II, the S. I. program became the largest of the E. L. C.’s programs in FY07.
- E. L. C. Goal 7: Produce a series of study skills and academic success workshops. In collaboration with the QWC and others, the “Get Ahead of the Class” Workshop Series was piloted in FY07. 370 students attended one or more of these workshops during the FY07 year.

Division Goal: Increase and responsibly manage resources

- E. L. C. Goal 4: Develop a policy and procedures manual for the operation of the Center. With the second reiteration of the E. L. C. policy and procedures manual, the Center has developed on-going processes designed to make the Center operation more efficient. Continued improvement of these policies and procedures will continue to improve the effective management of Center resources, improve the response time to student inquiries, and better serve student needs.
- E. L. C. Goal 6: Collect and analyze data on students withdrawing from the University. With the inclusion of academic and demographic information in the Exit and Withdrawal Report, additional information in now available for use by the departments and divisions within the University in developing programs designed to reduce student attrition.

Divisional Goal: Promote innovative programs and services.

- E. L. C. Goal 3: Develop and deliver programs to increase the number of students graduating from the University within six years of initial enrollment. This goal is continued for FY08.
- E. L. C. Goal 5: Establish a University-wide response to students on academic warning. This goal is continued for FY08.
- E. L. C. Goal 8: Develop and deliver programs designed to increase the retention of first-year students. A Summer Gateway and Fall Passages program was designed for implementation in the FY08 Summer Session II. However, with a reduction in the admission of students who would have been eligible for the program, only a handful of students were available for the pilot. Additional program discussions are currently underway with multiple partners to address this and other at-risk populations in FY09. This goal is continued for FY08.

VI. Progress toward Planning Goals – Institutional 2010 Priorities

Institutional Priority: Increasing the size and quality of the student body.

- E. L. C. Goal 1: Establish and develop a University-wide peer tutoring program. The collaborative tutoring programs of the E. L. C. and the Quality Writing Center are being used as
a baseline for future comparisons of this program. During FY07, the peer tutoring program provided 7,196 tutoring sessions for students seeking academic assistance.

- E. L. C. Goal 2: Establish and develop a University-wide Supplemental Instruction program. The S. I. program increased its participation by 37.54% during FY07. The 2,204 students participating in the S. I. program attending 15,062 S. I. sessions.

- E. L. C. Goal 7: Produce a series of study skills and academic success workshops. In collaboration with the QWC and others, the “Get Ahead of the Class” Workshop Series was piloted in FY07. 370 students attended one or more of these workshops during the FY07 year.

Institutional Priority: Enhancing diversity among our faculty, students, and staff.

- E. L. C. Goal 8: Develop and deliver programs designed to increase the retention of first-year students. A Summer Gateway and Fall Passages program was designed for implementation in the FY08 Summer Session II. However, with a reduction in the admission of students who would have been eligible for the program, only a handful of students were available for the pilot. Additional program discussions are currently underway with multiple partners to address this and other at-risk populations in FY09. This goal is continued for FY08.

VII. Challenges and Influences faced in 2006-2007

One of the primary challenges faced by the E. L. C. in FY07 was the identifying and hiring of the necessary professional staff to design and implement the programs of the Center. Once accomplished, the staff then began to address the second challenge: The development of the infrastructure (tracking systems, hardware and software, procedures, policies, and development of goals for program growth and improvement) required to support the growth and development of the Center’s programs and collaborative partnerships while continuing the primary programs which were already in place. While substantial progress has been made, continued improvement and growth will be an on-going challenge.

In addition to the internal challenges discussed above, one of the challenges faced by the Center in accomplishing its goals is created by the students the Center was designed to serve. Often the greatest inhibitor to the Center’s ability to help a student succeed is that student’s reluctance to seek help or his/her belief that he/she does not need help. Consequently, the E. L. C. has undertaken a “branding” campaign designed to attract students to the services available to help them. This campaign was begun in FY07 with the development of an E. L. C. “logo” by UA Productions, the analysis of the effectiveness of S. I. on student performance, and an “image” campaign which was used in the “Get Ahead of the Class” Workshop series. Obviously, this on-going challenge and the Center’s response to it will continue in future years.

VIII. Conclusions and Recommendations for 2007-2010

Based on this year of development and improvement initiatives, it is clear that the effectiveness of the E. L. C. in supporting both the Division’s Goals and the Institutional 2010 Priorities is dependent upon the development of effective and robust partnerships with divisions and departments throughout the University. While all of the Center’s goals are dependent on such collaborations, three of these goals can only be accomplished through the development of such collaborations: Develop and deliver programs to increase the number of students graduating from the University within six years of initial enrollment; establish a
University-wide response to students on academic warning; and develop and deliver programs
designed to increase the retention of first-year students.

The very nature of these goals is systemic and requires the collaboration of departments from
throughout the University. Consequently, each of these three goals is continued for FY08.
The role of the E. L. C. should continue to be that of an initiating partner in the development
of cross-departmental teams focusing on these improvement initiatives.