

Growth: The Journal of the Association for Christians in Student Development

Volume 9 | Number 9

Article 5

2010

An Assessment of Academic Support Service Needs

Christy M. Tanious
Azusa Pacific University

Follow this and additional works at: https://pillars.taylor.edu/acsd_growth



Part of the [Higher Education Commons](#)

Recommended Citation

Tanious, Christy M. (2010) "An Assessment of Academic Support Service Needs," *Growth: The Journal of the Association for Christians in Student Development*: Vol. 9 : No. 9 , Article 5.

Available at: https://pillars.taylor.edu/acsd_growth/vol9/iss9/5

This Article is brought to you for free and open access by Pillars at Taylor University. It has been accepted for inclusion in Growth: The Journal of the Association for Christians in Student Development by an authorized editor of Pillars at Taylor University. For more information, please contact pillars@taylor.edu.

An Assessment of Academic Support Service Needs

Christy M. Tanius

An Assessment of Academic Support Service Needs

Student success is a mutual goal of the student and the college to which one is admitted. However, many students struggle to succeed academically in the higher education environment. To address this issue, most colleges offer academic support (Dvorak, 2004). Such support takes different forms and is referred to by various names, including remedial education, developmental education, learning assistance programs, and academic support programs. These names reflect a diverse set of programs incorporating a large range of services intended to increase student success by addressing the learning needs of students.

Current academic support services

Private Christian College (PCC), the setting for this study, does not currently offer a comprehensive program of academic support services. While concerned faculty and staff members have created specific services directed towards meeting specific needs, such services are limited and disjointed. Existing academic support services include introductory English and math courses, advising, library services, and a writing center. Although they have implied purposes and goals, these services do not have written mission and purpose statements or outcomes.

PCC admissions standards require that entering students have a minimum high school grade point average of 2.0 and either an SAT score of 880 or an ACT score of 18. PCC also has a policy known as the “20 percent rule,” which allows for the acceptance of up to 20% of a pool of applicants who fall below these standards. These standards and the required testing provide the basis for placement in introductory or basic level courses or limitation on the number of courses in which students may enroll in their first semester. Such placements and limitations are intended to increase the skills or balance the demands on students who may be underprepared for the college setting.

Once enrolled, students are assigned advisors based on their major. Staff or faculty advising is encouraged but not required. Students then have access to several ongoing academic support services. The library offers research assistance and workshops intended to support students in their coursework. The writing center, which is directed by a faculty member and staffed by upper level students, is designed to improve the writing skills and abilities of students. This purpose is realized through provision of assistance to students for all aspects of writing, including organization, formatting, editing, and proofreading.

While these services are very valuable, a recent report generated in conjunction with an accreditation visit states that the services are “not sufficient to meet the needs of international students nor of those students who have been admitted into the College, but do not meet its entrance requirements” (Self study, 2006, p. 95). The report mentions centralizing academic support for struggling students, and later suggests that this center “become an institutional priority... to further facilitate helping students having difficulty with course work” (p. 99). Therefore, previous evaluation suggests

a need for expanded and additional services. This study will assess that need through interactions with faculty, staff, and students while considering best practices within higher education.

Literature Review

In their review of effective educational practices, Kuh, Kinzie, Schuh, Whitt, and associates (2005) identify a “supportive campus environment” as a critical condition for student success (p. 241). Specifically, they emphasize the importance of an “institutional emphasis on providing students the support they need for academic and social success” (p. 241). Academic success can be a subjective term (Garfield & Levi, 2004), but is most often understood and defined in relation to student grades (Pascarella & Terenzini, 2005). Thus, a clear relationship exists between institutional support and student academic success. Further, grades have been identified as the best predictor of persistence (Pascarella & Terenzini). Therefore, it is not surprising that most schools have incorporated forms of academic support services aimed at increasing student success for practical reasons such as retention and revenue (Garfield & Levi; Pascarella & Terenzini). In addition, many institutions recognize a moral responsibility to students who are admitted on a provisional basis and are thus at greater risk of failure (Garfield & Levi). Therefore, services and programs intended to facilitate student success are indicated for both practical and ethical reasons.

While strong reasons for academic support exist, the scope, implementation, organization, and location of such programs varies greatly. Certain schools focus solely on first-year students, while others offer services for all student levels (Garfield & Levi, 2004). Also, while some institutions provide specific or stand-alone services, others structure the services into organized and comprehensive systems (Damashek, 1999a; Perin, 2004). Finally, while some institutions offer remedial education or other services specifically designed to serve at-risk students, others provide services intended to benefit the entire student body (Damashek, 1999b; Dvorak, 2004). Different approaches may be appropriate for different institutions, but the results of research on such programs reflects a shift away from a sole focus on remedial education and towards more broad learning assistance programs (Damashek, 1999a).

As suggested above, academic support services are abundant and diverse. Common services include individual and small group tutoring (Dvorak, 2004; Garfield & Levi, 2004; Perin, 2004), workshops on subjects such as time management, note-taking, outlining, study skills, or exam preparation (Garfield & Levi; Perin), first-year experience programs or seminars (Garfield & Levi; Kuh et al., 2005), mentoring (Borden, Burton, Evenbeck & Williams, 1997; Dvorak; Kuh et al.), study groups (Dvorak; Garfield & Levi; Perin), labs for writing, math, or reading (Perin), computer-based learning (Damashek, 1999b; Perin), early alert interventions (Garfield & Levi; Kuh et al.), and traditional or developmental advising (Kuh et al.; Perin).

While various approaches exist, several underlying factors appear critical to any academic support initiative. In his discussion of theory and practice, Chung (2005) proposes a theoretical framework that he suggests “might aptly be called a ‘pedagogy of caring’” (p. 10). From this foundation of care, it is critical to develop mission and goal statements (Damashek, 1999b), to identify the services needed by students, and to provide the appropriate services in a timely and accessible manner (Kuh et al., 2005).

Although certain academic support services exist on the PCC campus, they are somewhat limited and disconnected from one another. This sentiment has been expressed by faculty and staff and is supported by one formal evaluation. It is also reinforced through a review of the literature, which provides a voluminous list of support services. A primary strength of the existing programs appears to lie in the dedicated and caring faculty and staff members who have initiated such services out of a desire to see students succeed and excel. Second, the services also meet niche needs. From discussions, observations, and the self-study, weaknesses appear related to the limited scope of services and a lack of coordination and centralization. The purpose of this study was to formally identify areas of strengths and weaknesses through an assessment of the need for expanded and additional services. It sought to answer the question, “What additional services are needed in order to support the academic success of PCC students?”

Research Design

A cross-sectional survey research design was used in order to best address the research question. Survey designs allow researchers to learn about and describe the attitudes, experiences, beliefs, opinions, or practices of a population or stakeholder (Creswell, 2005; Wholey, Hatry & Newcomer, 2004), and to “measure community needs of educational services” (Creswell, p. 356). Because the needs of a specific campus are being identified, capturing the beliefs and opinions of those directly invested and involved in student learning was critical.

Participants

The target population consisted of two groups chosen due to their “relevant knowledge or perceptions relevant to addressing the research question” (Wholey, Hatry & Newcomer, 2004, p. 259). The first was faculty and staff who had direct interaction with student preparedness or learning. This census sample consisted of all full-time faculty members, all adjunct faculty members who taught at least two courses within the current school year, the academic and associate academic deans, admissions staff members, the registrar, and full-time library staff. Of the 35 faculty and staff members who met the target criteria, 21 participated (providing an acceptable response rate of 60%). The second group was the student body, and consisted of all students. Only 36 of 230 students completed the survey, a response rate of 15.6%. The student response rate limits the strength of the findings of the student portion of the survey.

Materials

Information was gathered via two variations of a survey: one for faculty and staff (Appendix A) and one for students (Appendix B). Survey items emerged from a review of the academic support service literature as well as conversations with experts (experienced faculty). The majority of the survey consisted of Likert-type response format questions (1= very needed, 2= needed, 3= slightly needed, 4= not needed, and 5= not important), but also included fill-in and open-ended questions to elicit ideas that may be of particular interest to members of this institution and to gauge faculty, staff, and student perceptions of the priority of services (as suggested by Wholey, Hatry & Newcomer, 2004). Due to the small size of the samples, pretests or pilots were not feasible. Instead, the faculty/staff survey was reviewed by two educators and the student survey was reviewed by two students in order to gain feedback on the clarity and appropriateness of questions.

Data Gathering and Analysis

Data Gathering Process

Data was gathered via a web-based survey which was distributed towards the end of the spring semester. The original plan to conduct the survey in a face-to-face format was not feasible. Regarding the faculty and staff survey, certain faculty members (adjunct) were rarely on campus, so surveys would have had to be sent via postal mail, which often have limited return rates (Wholey, Hatry & Newcomer, 2004). Therefore, a web survey sent via electronic mail (e-mail) appeared to be the most effective and efficient means of distributing the faculty and staff survey. For the student body, the primary options were to distribute the survey via campus mail or e-mail. Because many students do not check their campus mailboxes, a web survey distributed via e-mail was used for students as well. Campus regulations required sending the survey link through a weekly electronic newsletter sent to all students weekly, and incorporating it into a larger survey of student services.

Limitations

A limitation to this study was the student response rate. Several factors may have contributed to the low rate. First, the survey was distributed later than planned, and was thus received by students at a very busy time in the semester. Second, the student academic support services assessment was incorporated into a larger student services survey. The combined survey was long, which, despite incentives, discouraged student participation. Finally, the survey was distributed through a weekly e-mail. A separate e-mail request may have elicited a greater number of responses as students are inconsistent about reading the weekly e-mail newsletter. The response rate indicates shortcomings in the data gathering processes, and limits the strength of the findings of the student portion of this survey.

Second, when transposing the survey from a word document into an electronic web survey, one item was entered incorrectly which resulted in the loss of data about one potential service. Finally, the survey included limited qualitative information. Therefore, in considering specific service implications, the quantitative faculty and staff information was given most consideration based on the stronger response rate, followed by the student quantitative data and qualitative data from all respondents.

Data Analysis and Results

The surveys were analyzed through the web-based survey program and through the use of additional statistical software (SPSS). These processes provided descriptive data including mean scores, frequencies, and standard deviation. A large number of academic success services were identified as needed or very needed (for full table, see Appendix C). While the faculty and staff group ranked almost every service as more strongly needed than did students, each group's average score identified all listed services as either slightly needed (3), needed (2), or very needed (1). Faculty responses, across all items, averaged 1.72, while the student response average was 2.16. Time management workshops, career counseling, and resume writing were identified as highly important by both faculty/staff and students (Table 1 on the next page).

Table 1.*Items ranked most important by faculty/staff and students*

Faculty/Staff		Students	
Item	Mean	Item	Mean
Study Skills	1.22	Resume Writing*	1.67
Time Management	1.22	Faculty Mentoring	1.69
Career Counseling*	1.28	Job Search Assistance	1.69
Resume Writing*	1.33	Career Counseling*	1.70
Tutoring	1.38	Time Management*	1.79
Career Planning*	1.39	Peer Mentoring	1.79

*Indicates an item ranked among the most important by both faculty/staff and students

At two points during the survey, faculty and staff were asked to list three academic services that they believed should be either expanded or added in order to help their students succeed. The first list was generated at the beginning of the survey. Once they had listed three needed academic support services, the participants were asked to rate an extensive list of services. After rating the list, they were asked to identify the three services from that list that they thought were the most critical for the academic success of PCC students. Thus, each respondent generated two lists, each comprised of three services. The items were then combined and sorted in order to identify those services that were named most frequently (Table 2). Career counseling, tutoring, and study skills were among the top five most frequent responses on both lists. In addition, English skills enhancement and writing services, which may be viewed as being highly related, were also identified in both lists.

Table 2.*Frequency of services identified as most important by faculty and staff*

Pre-list	Post-list
Writing Services (10)	Career Services (11)
Tutoring (7)	English Skills (8)
Career Services (4)	Study Skills (6)
Financial Services (4)	Tutoring (5)
Study Groups and Skills (3)	Orientation Course (5)

Finally, both the faculty/staff and the student versions of the survey asked for additional comments. The faculty/staff simply asked for “additional comments,” while the student questions were more specific. Students were asked about the biggest challenge to their academic efforts while at PCC, as well as what the institution could have done to help with the challenge. These comments were coded in order to identify any themes. While member checking was not possible due to the anonymous nature

of the survey, the researcher checked findings with two educators who participated in the survey. These individuals indicated that the coding was sufficiently supported, and neither educator suggested any changes.

The additional faculty and staff comments covered a wide range of topics. While the breadth of the question was not conducive to strong themes, several faculty members reiterated the need for a variety of services. In addition, several individuals emphasized the importance of both faculty and the institutional promotion of academic success and excellence, as well as any related services. While one respondent referred to students' lack of commitment "to doing their best work," another noted that low utilization of existing services may be due to faculty members' acceptance of sub-par work. A separate individual's response seemed to summarize these thoughts by stating, "I would like to see... faculty united in requiring, exemplifying, and supporting academic excellence throughout the entire institution."

While the student comments also covered a range of topics, certain themes emerged. The strongest theme was that of time management. Although stated differently, students identified this challenge as "falling behind in work," "managing my time," "balancing work and school," "turning in assignments on time," and simply "time." Other themes were related to the adjustment to the expectations of college, and a desire for additional spaces on campus conducive for studying. Interestingly, many students did not feel that PCC could or should do anything to help with their challenges. Out of the 19 responses to this question, seven students (37%) stated that there was nothing the college could have done. Rather, they instead determined that the challenge "was [their] own fault," that they "just need to learn to use [their] time better," or that correcting the problem was something that they "just have to do on [their] own."

Discussion

Higher education literature emphasizes the critical role of an institutional commitment to provide the support needed by students for their academic success (Kuh *et al.*, 2005). This emphasis meets mutual goals of both the school and the student, as such support is associated with increased student grades and persistence (Pascarella & Terenzini, 2005). While the importance of these goals and services is commonly accepted, implementation varies greatly. Therefore, this study sought to assess the need for additional services intended to support the academic success of the students at a small college. The study revealed several broad findings, as well as specific findings that lead to suggested recommendations.

Perhaps most strongly, the results speak to the extent and breadth of the need for academic support services. While informal conversations with faculty, staff, and students and one previous self-assessment suggested the need for increased academic support services, the scope and extent of the need were unidentified and undocumented. Therefore, while the primary intent of this study was to identify specific needs, it also provides information regarding the community's perception of the extent of the need and their perspective on the relationship between institutional culture and academic success.

Extent of Need

Faculty, staff, and students consistently indicated their belief in the need for expanded and additional academic support services. All groups were consistent in identifying every service as strongly needed, needed, or slightly needed. The faculty response averaged

between “very needed” and “needed” on 82% of the items. 36% of the student averages fell into these two categories. No response average fell into the “not needed” or “not important” category. Thus, while one might expect to see greater variation in the degree of need, the faculty, staff, and students were fairly consistent in their identification of the level of need.

Qualitative responses also identified a broad range of academic support needs. This may indicate that faculty, staff, and students perceive multiple challenges to student success, and thus believe many different services would be appropriate and beneficial for their campus. Such responses are consistent with academic support service literature which identifies a large range and diverse constellation of services (Damashek, 1999a; Kuh *et al.*, 2005; Perin, 2004). Also consistent with trends identified in academic support program literature, the results of this study suggest that the community favors broad learning assistance rather than a specific focus on remedial education (Damashek, 1999a).

Specifics of Need

Although many services were identified as needed, certain services emerged as the most needed at the current time. These services include time management assistance (identified by quantitative faculty responses and qualitative student responses), career services (identified by faculty and student quantitative responses), expanded writing assistance (identified by faculty and student quantitative responses), study skills assistance (faculty), tutoring (faculty), and mentoring (students).

Institutional culture

Kuh *et al.* (2005) emphasize the importance of an “institutional emphasis on providing students the support they need for academic... success” (p. 241). Several faculty members’ comments resonate with this sentiment, as they call for increased institutional commitment to academic success and excellence. Such comments are consistent with research suggesting the importance of making student success an institutional priority, as well as prioritizing academic excellence in the institution’s mission and values (Kuh *et al.*).

Faculty comments emphasize both the importance of solidarity in setting and requiring high standards of students, as well as an institutional commitment to providing ample student resources. These comments resonate with Baxter Magolda and King’s (2004) view on intellectual development, in which the interplay of challenge and support is critical. Kuh *et al.* (2005) also state the importance of “setting and holding students to standards that stretch them to perform at high levels” (p. 269). These comments, in conjunction with the literature, suggest the importance of a cultural shift towards one that places greater value on academic development, academic achievement, and student learning. Such a shift has the potential to support students’ learning and impact their success.

Recommendations

While on one hand this study identifies a rather overwhelming need, it also provides an unusual opportunity. The broad scope of the need suggests that implementation of nearly any academic support service would be welcomed and viewed as beneficial by the community. However, the results suggest certain areas that might be most beneficial.

Several practical considerations must be taken into account in planning for increased

academic support services, including financial challenges and personnel shortages. Given these challenges, most of the suggested options for improvement leverage existing services and personnel. However, given the extent of the need, it is recommended that additional services be prioritized and implemented as soon as funding or additional personnel is available.

1. Increase the institutional emphasis on academic excellence

- Simultaneously increase academic challenge and support. Because success and the related idea of intellectual development is associated with excelling in response to a challenge (Kuh et al.,2005; Baxter & Magolda, 2004), students may benefit from the development of specific college-wide academic standards and outcomes.
- Increase awareness and use of academic support services through increased marketing.

2. Coordinate and collaborate regarding academic support services

- Create a centralized location for coordination of academic support services:
 - Determine a name or title for the center that reflects a broad range of services.
 - Designate a person or office to coordinate campus services.
 - Create a mission statement, learning outcomes, and assessment measures.
- Include faculty in decisions regarding and delivery of services. Faculty plays a critical role in student success (Chung, 2005). While a strength of this institution is its dedicated faculty and staff members, students indicated a desire for increased faculty interaction in the form of faculty mentors. If a faculty mentor program is not viable at this time due to limited full-time faculty and heavy faculty loads, alternative efforts to increase faculty involvement could positively impact student success (such as involvement in orientation courses). Such efforts may meet specific needs while maximizing an existing strength.

3. Provide specific services identified by faculty and students as needed

- Incorporate time management and career planning into the orientation course curriculum.
- Begin expansion of writing center services to include services (such as tutoring and various workshops) that received high ratings and are relatively easy to incorporate.
- Incorporate assessment into these services to guide and inform future direction & growth.

4. Future recommendations to meet needs and to continue to demonstrate institutional commitment to academic excellence

- Create an academic enhancement center, including a physical location with sufficient space for individual tutoring, group tutoring, and study groups—thereby providing a needed service and communicating a commitment to and priority of student success.
- Hire a full-time, faculty-level director.

The consistent identification of extensive academic support needs by faculty, staff, and students is encouraging in that it identifies a community-wide recognition of need. It also suggests that these services should be an institutional priority. This suggestion is consistent with a review of the literature, which shows academic support services as prolific in and critical to higher education. Prioritization includes institutional commitment and specific interventions. While the suggested options listed above meet some of the most clearly identified needs, future recommendations would include, identification of a location conducive to delivery of multiple academic support services, and the hiring of a faculty-level full-time director of the academic support services. Such initiatives would continue to indicate an institutional commitment to academic excellence and student success and support the learning needs of students.

Christy M. Tanious of Azusa Pacific University currently serves as the Dean of Students at WBC/CBS

References

- Baxter Magolda, M. & King, P. M. (2004). Learning partnerships: Theory and models of practice to educate for self-authorship. Sterling, VA: Stylus Publishing.
- Borden, V. M., Burton, K. L., Evenbeck, S. E., & Williams, G. A. (1997). The impact of academic support programs on student performance and persistence. *Research Brief*, 4(4), 3-16.
- Chung, C. J. (2005). Theory, practice, and the future of developmental education. *Journal of Developmental Education*, 28(3), 2-10.
- Creswell, J. W. (2005). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research, 2nd ed.* New Jersey: Pearson Merrill Prentice Hall.
- Damashek, R. (1999a). Reflections on the future of developmental education, Part I. *Journal of Developmental Education*, 23(1), 18-23.
- Damashek, R. (1999b). Reflections on the future of developmental education, Part II. *Journal of Developmental Education*, 23(2), 18-22.
- Dvorak, J. (2004). Managing tutoring aspects of the learning assistance center. *Research for Educational Reform*, 9(4), 39-51.
- Garfield, L. Y. & Levi, K. K. (2004). Finding success in the “Cauldron of competition:” The effectiveness of academic support programs. *Brigham Young University Education & Law Journal*, 1, 1-50.
- Kuh, G. D., Kinzie, J., Schuh, J. H., Whitt, E. J., and associates (2005). *Student success in college: Creating conditions that matter.* San Francisco, CA: Jossey-Bass.
- Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students: A third decade of research (Vol. 2).* San Francisco, CA: Jossey-Bass.
- Perin, D. (2004). Remediation beyond developmental education: The use of learning assistance centers to increase academic preparedness in community colleges. *Community College Journal of Research & Practice*, 28(7), 559-582.
- Self-Study Prepared for the Middle States Commission on Higher Education (2006). Lanham, MD: Washington Bible College/Capital Bible Seminary.
- Sheridan, D. (2008). Course notes.
- Wholey, J. S., Hatry, H. P., & Newcomer, K. E. (2004). *Handbook of practical program evaluation, 2nd ed.* San Francisco: Jossey-Bass.

Appendix A

Private College (PCC) Academic Support Services Needs Assessment: Faculty/Staff Version

Please list three academic and support services that you think would help our students to succeed:

1. _____

2. _____

3. _____

On the right is a list of academic support services offered at various institutions in an effort to improve their students' success. Some of these services are currently in place at PCC while others aren't. Please consider the need for expansion of existing services and the need for the addition of new services.

Assessment of Academic Support Service Needs

Service	Level of Need				
	Very Needed	Needed	Slightly Needed	Not Needed	Not Important
Pre-college Services: Summer Programs which could include					
Orientation Course					
Math Skills Enhancement					
English Skills Enhancement					
Study Skills Enhancement					
Academic Counseling					
Career Guidance					
Services or Programs for students during their first semester or year					
Orientation Course					
Common Reading Project (entire incoming class reads one book, themes of which are then incorporated into curricular and cocurricular discussions)					
Math Skills Enhancement					
English Skills Enhancement					
Academic Counseling					
Personal Development (identification & development of personality types, strengths, gifts, etc.)					
Tutoring Services:					
Individual Tutoring					
Group Tutoring					
Course based tutoring or Supplemental Instruction					
Computer assisted tutoring					
Counseling & Guidance Services:					
Career Counseling					
Resume writing					
Job search assistance					
Short term personal counseling					
Mentor Services:					
Peer Mentors					
Faculty Mentors					
Workshop & Seminar Topics:					
Test Taking					
Study Skills					
Career Planning					
Time Management					
Note Taking					
Stress Management					
Academic Success Strategies					
GRE Preparation					
Personal Development					
Self-esteem					
Life Skills					

What three services from the list above do you believe are the most critical for our students:

1. _____

2. _____

3. _____

Please share any additional recommendations you have regarding academic support service needs for PCC students:

Name: _____

Thank you for your time and assistance.

Appendix B

Private Christian College (PCC) Academic Support Services Needs Assessment: Student Version

Thank you for agreeing to participate in this survey! The following questions will ask about the services that you think would help Private College (PCC) students succeed academically.

1. What has been the biggest challenge to your academic efforts while you have been a student at PCC?
2. What could PCC have done or what could PCC do to help with this challenge?

Below is a list of academic support services offered at various institutions in an effort to improve their students' success. Some of these services are currently in place at PCC while others aren't. Therefore, as you read the list, please consider the need for expansion of existing services and the need for the addition of new services.

3. First, please answer these questions while thinking about when you first started attending PCC and what services helped or could have helped your transition into college.

Assessment of Academic Support Service Needs

Service	Level of Need				
	Very Needed	Needed	Slightly Needed	Not Needed	Not Important
Pre-college Services: Summer Programs which could include					
Orientation Course					
Math Skills Enhancement					
English Skills Enhancement					
Study Skills Enhancement					
Academic Counseling					
Personal Development (identification & development of personality types, strengths, gifts, etc.)					
Services or Programs for students during their first semester or year					
Orientation Course					
Common Reading Project (entire incoming class reads one book, themes of which are then incorporated into curricular and cocurricular discussions)					
Math Skills Enhancement					
English Skills Enhancement					
Academic Counseling					
Personal Development (identification & development of personality types, strengths, gifts, etc.)					

4. Next, please identify the ongoing services that you think would be helpful.

Service	Level of Need				
	Very Needed	Needed	Slightly Needed	Not Needed	Not Important
Tutoring Services:					
Individual Tutoring					
Group Tutoring					
Course based tutoring or Supplemental Instruction					
Computer assisted tutoring					
Counseling & Guidance Services:					
Career Counseling					
Resume Writing					
Job Search Assistance					
Short Term Personal Counseling					
Mentor Services:					
Peer Mentors					
Faculty Mentors					
Workshop & Seminar Topics:					
Test Taking					
Study Skills					
Career Planning					
Time Management					
Note Taking					
Stress Management					
Academic Success Strategies					
GRE Preparation					
Personal Development					
Self-esteem					
Life Skills					

5. If you indicated that workshops and seminars are needed, please indicate the days and time during which you would most likely attend:

	Definitely	Probably	Maybe	Definitely Not
Weekdays (9AM - 5PM)				
Weekday evenings				
Saturdays				

6. Is there anything else you think we need to know about the academic support service needs of PCC students?

7. Optional: E-mail address: _____

Your e-mail address is optional. It will only be used for the random drawing for two \$10 Starbucks gift cards. Thank you for your time and assistance with this project.

Appendix C

Table 1

Faculty & student ratings of the need for academic support services, listed by faculty mean

Item	Faculty/Staff (N=21)		Student (N=36)	
	Mean*	St. Dev.	Mean*	St. Dev.
Study skills (WS**)	1.22	.428	2.16	.77
Time Management (WS)	1.22	.428	1.79	.78
Career Counseling (OG)	1.28	.575	1.7	.68
Resume Writing (OG)	1.33	.485	1.67	.65
Tutoring Services (FY)	1.33	.485		
Career Planning (WS)	1.39	.608	1.88	.71
Acad. Success Strategies (WS)	1.44	.511	2.25	.84
Faculty Mentors (OG)	1.44	.511	1.69	.86
Study Skills Enhancement (PC)	1.44	.786	2.41	1.04
English Skills Enhancement (FY)	1.47	.624	2.34	.90
English Skills Enhancement (PC)	1.47	.841	2.48	1.12
Orientation Course (FY)	1.5	.985	2.06	1.13
Academic Counseling (FY)	1.56	.511	1.84	.72
Job Search Assistance (OG)	1.56	.616	1.69	.64
Life Skills (WS)	1.56	.616	2.13	.92
Note Taking (WS)	1.56	.705	2.38	.94
Orientation Course (PC)	1.58	.838	2.28	1.08
Academic Counseling (PC)	1.67	.767	2.13	1.01
Peer Mentors (OG)	1.67	.686	1.79	.86
Stress Management (WS)	1.67	.767	2.03	.93
Brief Personal Counseling (OG)	1.72	.575	1.88	.78
Career Guidance (PC)	1.72	.895	1.97	1.06
Personal Development (FY)	1.72	.895	1.91	.93
Test Taking (WS)	1.72	.669	2.44	.88
Personal Development (WS)	1.83	1.04	2.13	.87
Supplemental Instruction (OG)	1.83	.515	2.15	.94
Group Tutoring (OG)	1.94	.639	2.09	.88
Computer Assisted Tutoring (OG)	2.12	.857	2.19	1.00
GRE Preparation (WS)	2.39	.502	2.15	.87
Self-esteem (WS)	2.44	1.15	2.31	1.09
Math Skills Enhancement (PC)	2.58	.902	2.71	1.13
Math Skills Enhancement (FY)	2.67	.84	2.66	.90
Common Reading Project (FY)	2.71	1.26	2.81	1.15
Individual Tutoring (OG)	NA		1.94	.84

*1=very needed, 2=needed, 3=slightly needed, 4=not needed, 5=not important

**PC=Pre-college services, FY=First year services, OG=Ongoing services, WS=Workshops/Seminars