



2021-2022
ANNUAL REPORT

University Academic Support Centers

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University Academic Support Centers provides a variety of academic support programs designed to support learning for all KU students.

KU Academic Success
academicsuccess.ku.edu

“I truly didn’t know what to expect going into this but wow I was shocked. The consultant did such an amazing job walking me through my paper and adjusting it slightly while also teaching me some tips and tricks. She was absolutely amazing! I would recommend the Writing Center to anyone.”

Undergraduate Student



STUDENT-CENTERED OFFERINGS

KU Writing Center

Provides writing support to undergraduate and graduate students enrolled at the KU Lawrence and Edwards campuses.

Student Access Center

Supports students with disabilities by facilitating accommodations that remove barriers to academic success.

Academic Learning Center

Provides students with tutoring services, Supplemental Instruction (SI), academic consultations, and workshops.

Academic Retention and Engagement Center

Supports diverse student populations through educational and innovative opportunities.

Native American Initiatives

Coordinates resources, support and programming for undergraduate and graduate Native American Students.

The KU Writing Center (KUWC) is a unit within UASC that provides writing support to undergraduate and graduate students enrolled at the KU Lawrence and Edwards campuses. The KUWC staff includes the Sr. Associate Director (Dr. Brianna Hyslop); Associate Director (Jennifer Rupp – position filled June 2022); Assistant Director, Graduate Writing and Support (Dr. Samantha Demmerle) and averages around 12 Undergraduate Writing Consultants, 8 Graduate Writing Consultants, 10 Office Assistants, and 3 Graduate Student Coordinators (student hourly) each semester.

Many KU graduate and undergraduate students take advantage of multiple programs we offer, while others only participate in one of our areas of support. In academic year 2021-2022, the KUWC supported approximately 1,900 unique students, or 7.8% of KULC students, through one-on-one writing consultations, in-class workshops, and our graduate writing programs. In total, we supported students at **3,944** different points of engagement.

Highlights

- Consulted with 15% more students than 2020-2021.
- Held 57 workshops with a 78% increase in student interactions over 2020-2021.
- Offered more online graduate writing groups with increased group sizes.



“I'm struggling with a little bit of writer's block, and a lot of Covid recovery brain fog. Her suggestions were very helpful and enabled me to push through and be able to organize my thoughts and my brainstormed list. Awesome!”

KU Undergraduate Student

Programs at a Glance

Writing Consultations

The KU Writing Center fully returned to in-person consultations in addition to expanded online writing consultations (videoconference and eTutoring) in AY 2021 – 2022, providing 2,976 writing consultations to 1,209 unique KU students. We had a total of 2,397 occupied consulting hours, or 100 full days of student support.

Table 1: Writing Consultation Totals by Semester, 2021-2022

	Fall 2021	Spring 2022	Summer 2022
Writing Consultations	1,634	1,184	158
Individual Writers	771	551	70

Data Source: WOnline

Table 2: Writing Consultation Totals 3 Year Comparison

	2019-2020	2020-2021	2021-2022
Writing Consultations	3,480	3,225	2,976
Individual Writers	1,557	1,056	1,209

Data Source: WOnline

86%

of respondents
rated their session
“Very Helpful,”
a 1% increase from
2020-2021

97%

of respondents
would recommend
the Writing Center
to a friend or
colleague

“I felt as though my final draft had come to a point where I could no longer find ways to revise it on my own. Getting an outsider's perspective, especially one knowledgeable about writing, was incredibly useful. She gave general comments that will help me write papers in the future while also helping



Workshops

The KUWC provided 56 workshops and 1 class visit with approximately 1,324 student interactions. We worked with at least 604 unique KU Students within their courses, and many more through workshops organized by campus departments and organizations where student IDs were not collected. KUWC Workshops and class visits were facilitated by experienced Writing Consultants, and the program was led by a Graduate Workshops Coordinator (a student hourly position). Workshops were provided in person (39), synchronously online (11), and asynchronously online (7).



Figure 1: Workshops Requested by Topic, 2021-2022

Professional Development

Consultants participated in professional development in multiple ways during 2021-2022:

- Bi-weekly Consultant Development Groups
- Feedback via observations
- Mid-semester check-ins
- Self-paced training through Blackboard modules and readings

Table 3: KUWC Staff, 2021 – 2022

	Fall 2021	Spring 2022
Undergraduate Consultant	15	17
Graduate Consultants	5	7
Total Staff	20	24

In Fall 2021, 90% of consultants who completed the new consultant training found it “very” or “extremely” effective. Similarly, most of all surveyed consultants agreed that ongoing professional development, such as Consultant Development Groups, observations, and a mid-semester training, was effective in supporting consultant needs. 90% of consultants reported that ongoing efforts were “very” or “extremely effective.”

Graduate Writing Programs

The goal of graduate writing support programs at the KUWC is to provide sustained support for graduate student writing beyond one-on-one writing consultations. The KU Writing Center's programs to support graduate student writing are overseen by the Assistant Director, Graduate Writing and Support.

Accountability Writing Groups

In 2021-2022, we provided 18 Accountability Writing Groups for 150 unique graduate student participants. 30 graduate students participated in more than one semester. Due to the increased popularity of the service, we were unable to place all interested students in groups with placement rates of 66% in Fall 2021, 57% in Spring 2022, and 63% in Summer 2022. We will increase the number of groups in the future to accommodate more graduate students.

Table 4: Graduate Student Participants in Writing Groups & Applicants

	Fall 2021	Spring 2022	Summer 2022
Number of groups	6	6	6
Total Registrations	69	126	108
Total Placements	46	72	69
Total Withdrawals	13	11	11

Data Source: Writing Group Registration Forms

Graduate Writing Coaching

These coaching appointments occur with the Assistant Director covering the transition to graduate level writing, the thesis/dissertation writing process, writing academic journal articles, etc. In 2021-2022, the Assistant Director held a total of 126 appointments with 57 unique students.

Graduate Research/Write-Ins

The Graduate Research/Write-ins resumed in Spring 2022, and we held two Write-ins. The Write-ins are time and space for graduate students to focus on their projects. We experimented with different structures that semester. Ultimately 126 students attended Write-ins over the course of the Spring semester. 49 attended in-person in Watson Library, and 77 attended online.

Thesis/Dissertation Accelerator

The Thesis/Dissertation Accelerator (TDA) resumed in the 2021-2022 academic year, and we hosted two TDAs: January 10-13 and May 23-26. This program is a 4-day, intensive writing workshop for graduate students looking to make substantial progress on their thesis or dissertation. We offer workshops designed to deconstruct long-form writing projects, and consultations with both research librarians and writing consultants. The cap for participation is 30 students, and we had a waiting list each time.

The Academic Learning Center (ALC) is the unit within UASC that provides students with Tutoring Services, Supplemental Instruction (SI), Academic Consultations, and Workshops. The ALC staff includes the Associate Director (Kristin Scott); the Assistant Director, Supplemental Instruction (Andrea Dreyer-Isaacson); and the Assistant Director, Tutoring Services (Adam Hampton). In AY 2020-2021, the ALC served 785 unique KU students through SI and Tutoring, or 4.2% of undergraduate students.

Highlights

- Hiring of Andrea Dreyer-Isaacson as the Assistant Director, Supplemental Instruction in August 2021
- Hiring of Adam Hampton as the Assistant Director, Tutoring Services in August 2021
- Began offering SI in MATH 115 and MATH 125 in Spring 2022
- Launched Individual Tutoring pilot in Spring 2022, supporting six 100- and 200-level courses.

Tutoring Staff Professional Development

Tutors participated in many forms of professional development in 2021-2022, including: pre-semester training, mid-semester training, KU Tutor Training and College Reading & Learning Association (CRLA) Certification. A total of 13 ALC peer tutors completed CRLA Level 1 certification in 2021-2022.

Table 5: Tutors Employed by the Academic Learning Center, 2021-2022

	Returning Tutors	New Tutors	Total
Fall 2021	16	9	25
Spring 2022	15	35	50
Summer 2022	7	0	7

“It was very helpful and specific to what I needed. Tutor was welcoming and went at the perfect pace.”

KU Undergraduate Student



Tutoring Services

Tutoring Services offers course-specific tutoring for a wide range of undergraduate courses. Historically this tutoring had been offered only in a small-group format, but in Spring 2022 we offered an Individual Tutoring pilot. In 2021-2022, Tutoring Services supported a total of 308 unique students across both Small-Group and Individual Tutoring.

Small-Group Tutoring

Small group tutoring involves tutors meeting with up to five students per group for 90-minute meetings, twice per week. Summer tutor groups meet for 60 minutes twice per week. Students are placed in tutor groups on a first come, first-served basis. In 2021-2022 there was a fee of \$100 per group per semester, with fee waivers available for qualifying students. During AY22, we ran 94 tutor groups, providing tutoring to 243 unique students. Several students participated in more than one tutor group over the academic year, resulting in 299 group placements.

Table 6: Student Placements by Academic Discipline, 2021-2022

	ACCT	BIOL	CHEM	FREN	MATH	PHSX	SPAN	Total
FA 2021	8	12	46	3	78	6	0	153
SP 2022	22	10	26	0	62	12	4	136
SU 2022	0	0	5	0	4	1	0	10
AY 2022	30	22	77	3	144	19	4	299



“I was able to talk about all of the concerns I had with my PHSX114 lab, and [the tutor] was so friendly and reassuring! She helped me figure out the parts I was confused on and also gave me some advice on how to reach out to my instructors. Thank you!!”

KU Undergraduate Student

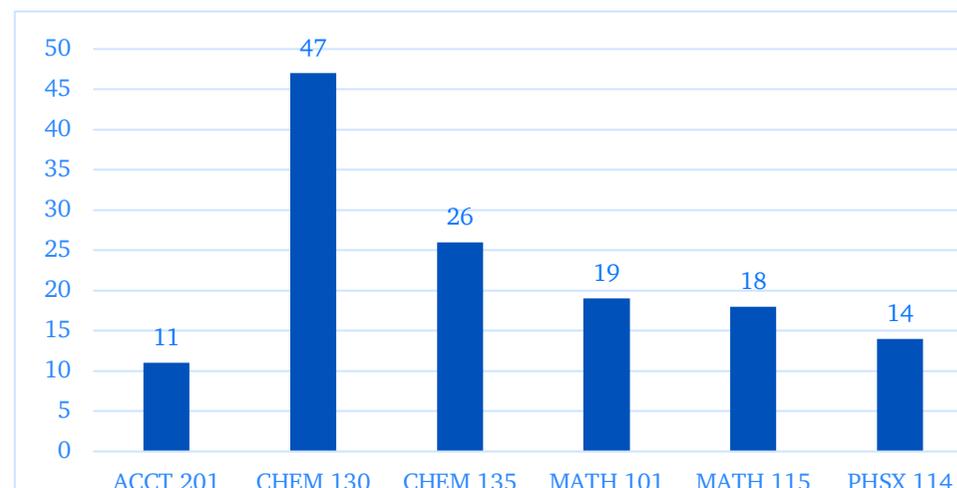
Individual Tutoring

During the Spring 2022 semester, the ALC piloted a by-appointment individual tutoring model to support students who were not being served by the group model. Tutoring was available in six courses: ACCT 201, CHEM 130, CHEM 135, MATH 101, MATH 115, and PHSX 114. The pilot was first offered to students in programs affiliated with the Academic Retention and Engagement Center, and after several weeks was made available to all students at KU enrolled in the pilot courses. Individual Tutoring supported 66 unique students in 135 appointments in Spring 2022.

Student Feedback

- 83% of survey respondents rated their individual tutoring session as “Excellent”
- 100% of survey respondents said they will use individual tutoring in the future

Figure 2: Individual Tutoring Appointments Per Course, Spring 2022



Supplemental Instruction

The Supplemental Instruction (SI) program provides free, engaging study sessions and office hours to students in specific courses each semester. Sessions and office hours start the second week of classes and continue until the last week of classes. Students enrolled in a course with SI can attend as many sessions and office hours as offered. Sessions and Office Hours are led by students (SI Leaders) who have recently taken the course and received a recommendation from the faculty.

The SI Program partnered with eight courses (17 sections) during the Fall 2021 semester and 15 classes (34 sections) during the Spring 2022 semester. Furthermore, the SI program hired nine SI Leaders during the Fall 2021 semester and 26 SI Leaders for the Spring 2022 semester.

SI Leader Professional Development

SI Leaders participated in various professional development opportunities during 2021-2022, including: Pre-Semester Training in-person and online, Fall 2021 Mid-Semester Training on “Introduction to Implicit Bias,” Spring 2022 Mid-Semester Training on “Supporting Students with Disabilities in SI,” and monthly one-on-one meetings with the Assistant Director.

Table 7: Supplemental Instruction Participants vs. Non-Participants Spring 2022

Student Type	Attended SI	Did Not Attend SI or Tutoring
Under-represented Minority (URM)	2.80	2.43
Non-URM	3.28	2.85
First-Generation	2.77	2.51
Non-First Generation	3.27	2.82
Pell Eligible	3.07	2.54
Non-Pell Eligible	3.24	2.84
Gender(F/M)	3.20/3.23	2.93/2.61

“I would recommend SI to every student having trouble understanding the content. If I wasn’t participating in SI, I would’ve probably failed this class and would’ve taken this course again.”

KU Undergraduate Student

Academic Consultations

The ALC provides free appointments to undergraduate and graduate students. Students can schedule a consultation with a professional staff member to receive coaching on a variety of topics including time management, test preparation/test-taking strategies, study skills, and more. There may be discrepancies in our 2021-2022 data for academic consultations due to staff reorganization and inconsistent record-keeping, but changes have been implemented in Fall 2022 to improve our data collection moving forward.

In support of Academic Success Priority 2, beginning AY 2022-2023, academic consultations will be tracked via Jayhawk GPS to ensure accurate data collection and provide support staff to easily track their referrals.

Table 8: Academic Consultations

	Fall 2021	Spring 2022
First Appointments	12	6
Follow-ups	15	9
Total	27	15

Workshops

The ALC develops and facilitates requested workshops and presentations to campus organizations and groups of students. Workshop topics can include academic resources, time management strategies, study skills, test preparation techniques, and more. In 2021 we delivered workshops for C&T 175 and the School of Business. Moving forward we intend to standardize the workshops offered by the ALC and improve marketing to our campus partners.



STUDENT ACCESS CENTER

The Student Access Center is a unit within the University Academic Support Centers (UASC) that supports students with disabilities by facilitating accommodations that remove barriers to academic success. The SAC is staffed by five full-time staff members who carry student caseloads: one Associate Director, one Assistant Director, and three access specialists. We have a full-time testing coordinator who manages our SAC Testing Center, a full-time alternative print coordinator and an administrative associate to support our unit. We have one vacant access specialist position.

SAC Student Achievements

- Our students often share their victories and accomplishments with us. For example, upon graduation this year, one of our students earned a job at a prestigious neuroscience research lab at MIT studying traumatic brain injury, the condition for which she received accommodations. We hope to develop an internal mechanism for recording these achievements so that more may be shared and celebrated in upcoming annual reports.

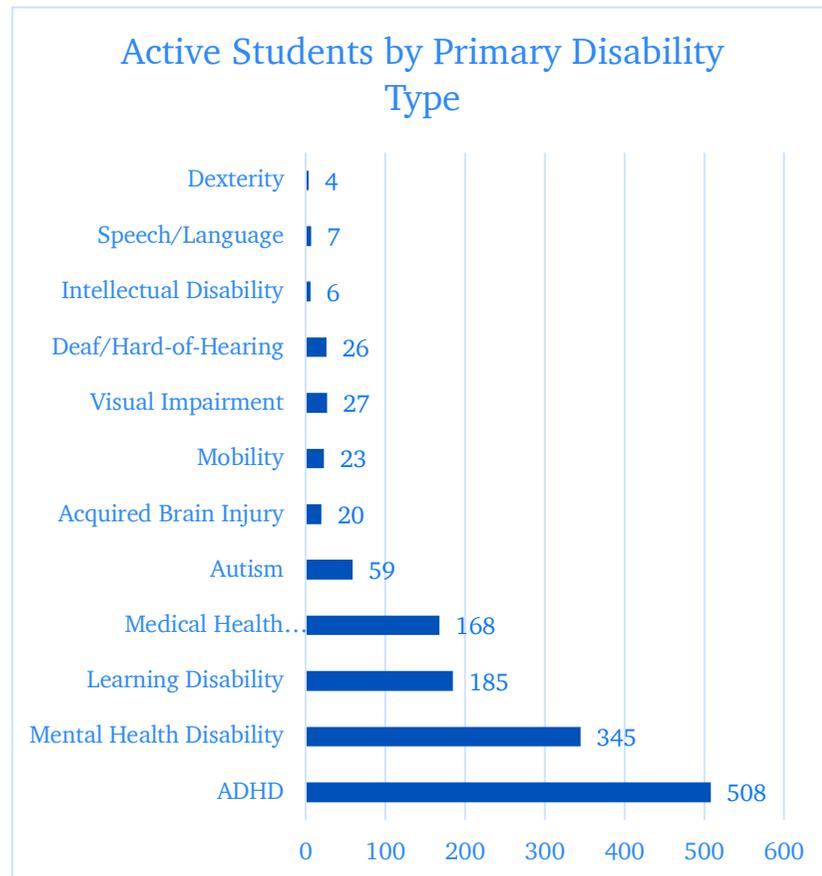
Staff Highlights

- The Student Access Center welcomed two new staff members during the 2021-22 year. We have also modified an existing position in alignment with the strategic initiatives supporting Jayhawks Rising. We now have Sarah Wilson Merriman in the role of Access Specialist for Online Engagement, and her role is centered around supporting students in online and remote programs. Our other two new staff are access specialists, and we have one position posted.
- SAC Assistant Director Jessica Little-Greenberg was awarded Employee of the Month through Human Resources Management due in part to her exceptional work coordinating accommodations for a blind student in the KU School of Pharmacy.
- Sarah Wilson Merriman was invited to serve on the Campus Council for Diversity, Equity, Inclusion and Belonging, an advisory council for the Vice Provost for DEIB.
- The SAC led a workgroup to update the accommodation policy for accommodations in KU Student Housing. This included working collaboratively with Housing to develop a policy and working procedures that align with the priorities of the units and streamlining the process for students.

SAC By-the-Numbers

There are 1378 students registered with the SAC, broken down by disability type in the graph below.

Figure 4: Active Registered Students by Primary Disability



Appointments

The SAC schedules a variety of different appointment types. All new students complete an intake, which is an hour-long appointment with the access specialist who reviews disability documentation with the student and engages in the interactive process to determine eligible accommodations. Other appointment types include follow up appointments, general questions about the process, time to discuss explicit accommodations (flexible attendance, etc.) and coaching appointments.

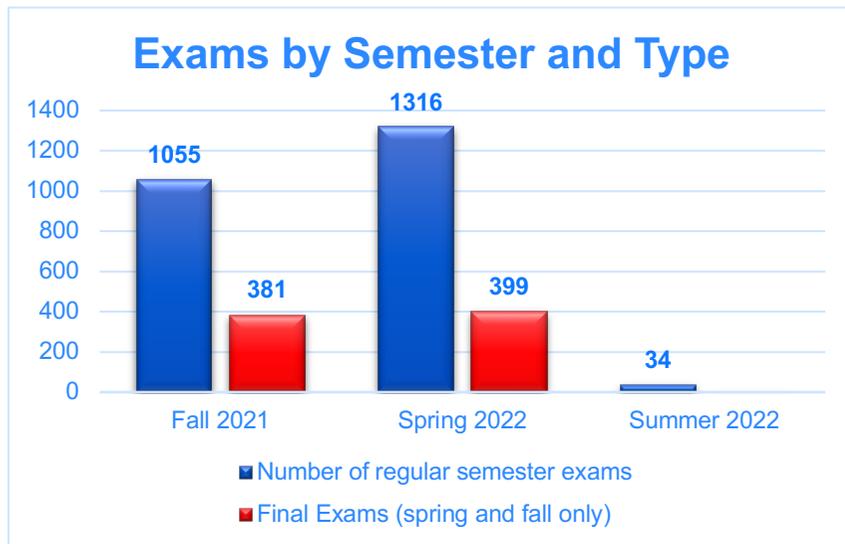
SAC staff had a total of 2,530 student appointments during AY 2021-22. Of these, 76% were virtual and 24% were in-person. Some students chose to meet virtually to concerns surrounding COVID, but others felt remote meetings were more convenient. We do anticipate the number of in-person appointments increasing during the upcoming academic year but will continue to offer students both choices.

Goals for 2022-23 AY in this area

In support of Academic Success Priority 1, the SAC will engage in a broader discussion with the Office of Admissions to track prospective student appointments more accurately. We collaborate frequently with KU Admissions to coordinate prospective student appointments through the KU Visitor Center. We hope to begin using Slate to identify students interested in disability accommodations to communicate earlier and more frequently to ensure students are aware of documentation requirements and start the registration process the semester before they enroll at KU.

SAC Testing Center

The Student Access Center has a Testing Center in Strong Hall. Faculty can send students to our Testing Center to take exams with accommodations if they choose not to provide the testing accommodations directly.



The SAC Testing Center has only 15 seats for students to take exams. The number of students who utilize testing accommodations in the Testing Center makes it necessary for the Testing Coordinator to reserve extra rooms to accommodate busy days and all of finals week each fall and spring semester.

Goals for next year

A priority for the SAC is to work with the Success Initiatives team to give SAC students the capacity to schedule appointments through Jayhawk GPS/Navigate app. We believe that this will improve the student experience and make connecting with our office more accessible and convenient. Our target timeline for implementation is Spring 2023. We are hopeful this will also give us more capacity for data collection and tracking, and additional options.



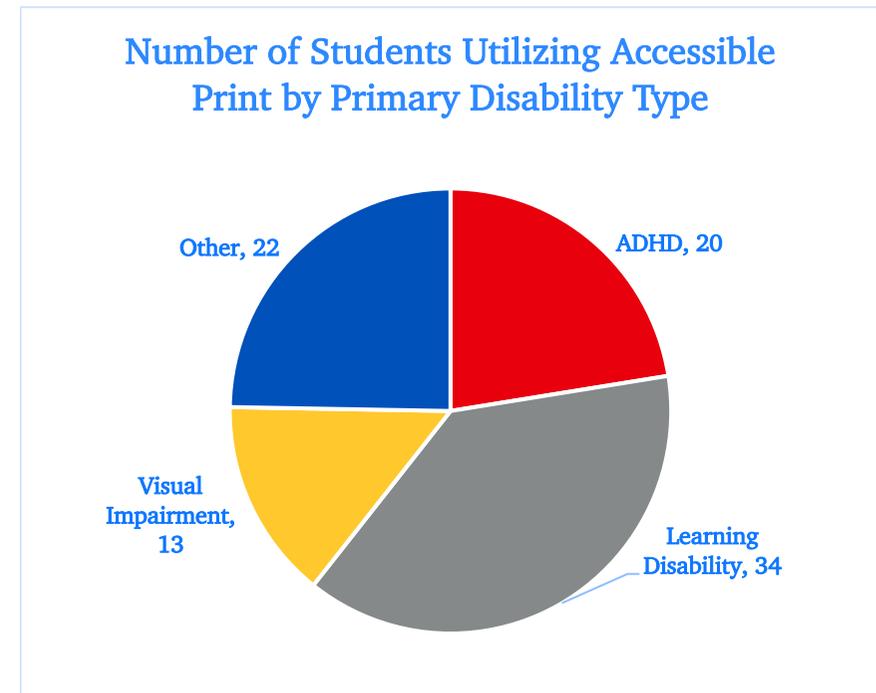
Accessible Print

Accessible print accommodations involve providing print materials in a format readable by a computer or refreshable Braille display or converting them into large text or Braille. All these items are referred to as electronic text (e-text) except for hard-copy Braille and tactile graphic materials. Accessible Print can also include providing electronic copies of textbooks for students with mobility or dexterity disabilities, so they do not have to manipulate or carry physical materials.

Accessible print can include textbooks, journal articles, class PowerPoint presentations, music scores, or any other visual material required for a class. This accommodation is needed for a variety of reasons, but the most common are visual impairment (low-vision or blindness) and learning disability involving reading (for example, dyslexia).

Accessible print for books is acquired by the Student Access Center's Accessible Print Coordinator from a variety of sources and a team of editors then make that file fully accessible either by passing it along to a vendor for conversion to Braille or by converting to e-text in-house. The files acquired from these sources need to be checked for accessibility and remediated by the Accessible Print Coordinator and/or the editing team when not fully accessible. In academic year 2021-22, the editing team converted 18,145 pages of books, articles, and other course materials to e-text in-house.

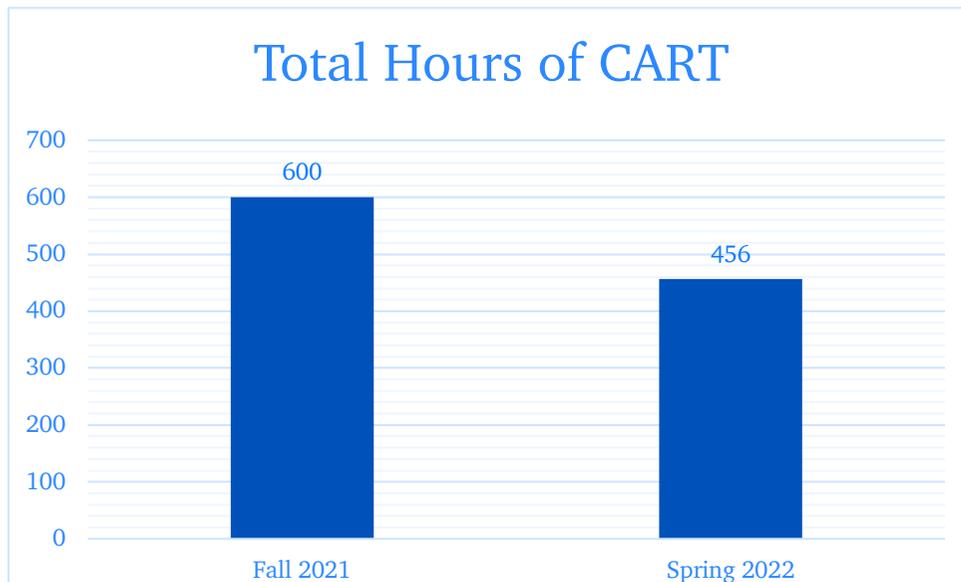
Figure 3: Number of students utilizing accessible print by primary disability type.



Deaf and Hard-of-Hearing Services

Deaf and hard-of-hearing accommodation requests increased when the mask mandate started due to COVID in 2020. This caused communication barriers for students who are deaf and hard-of-hearing because of the lack of visual cues through lipreading and facial expressions. We are still seeing increased numbers of Communication Access Realtime Translation (CART), or live captioning, service requests.

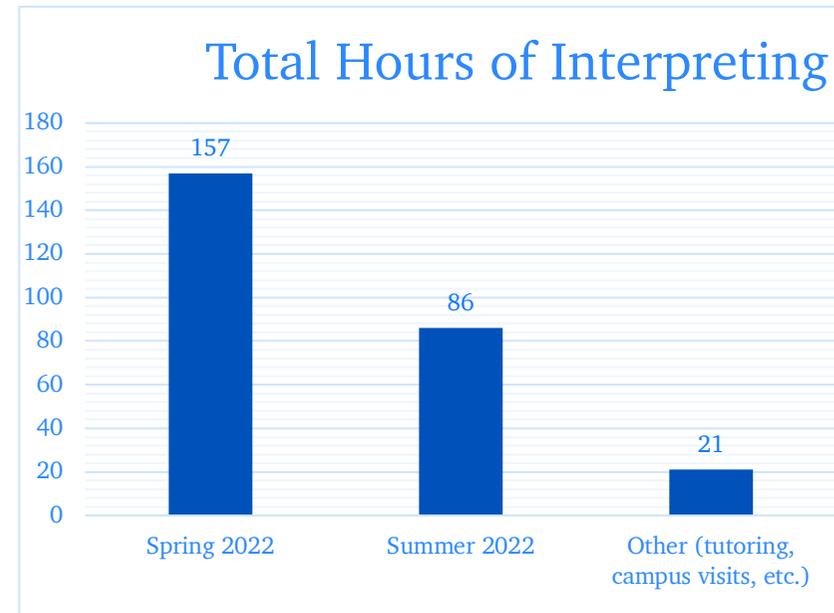
Figure 4: Total hours of CART



Interpreting Services

The Student Access Center has one student currently using American Sign Language interpreting in classes. This student did not attend classes in Fall 2022.

Figure 5: Total Hours of Interpreting



ACADEMIC RETENTION AND ENGAGEMENT CENTER

The Academic Retention and Engagement Center supports diverse student populations through educational and innovative opportunities that support the academic and professional goals of the students with three learning outcomes:

- **Academic Development:** Students will identify and implement effective academic strategies that suit their personal learning style and align with their academic goals.
- **Experience Development:** Students will articulate how experiences relate to their professional goals and develop competencies to achieve their professional goals.
- **Community Building:** Students will build a network of peers, faculty, and staff to provide support and mentorship through their academic journey and beyond.

Highlights

The Academic Retention and Engagement Center continued efforts to consolidate and align campus programming efforts that prioritize the experiences of first-generation college students, students of color and Pell eligible students across campus. The academic year came with high staff turnover, so a good portion of the spring semester was spent recruiting and training a new group of professional staff members.

Campus Partnerships

- 263 students attended career appointments or programs in Fall 2021 (data not reported for spring 2022)
- Partnered with the Career Center for Summerfield Open House and Mocktails and Mingles for First Gen Students
- Partnered with University Academic Support Centers for Planning with a Passion Event and Welcome Week Game Night
- Partnered with admissions to assist at leadership symposiums, Destination KU, 2 events hosted by the Black Alumni Network and an event for Hispanic Development Fund Scholars

Academic Retention and Engagement Center Support Programs by the Numbers

Table 8: Program enrollment

Program	Enrolled Fall 2021	Average Credit Hours Fall 2021	Average GPA Fall 2021	Enrolled Spring 2022	Average Credit hours Spring 2022	Average GPA Spring 2022
OPTIONS	277	14.3	2.84	252	14.4	2.91
Multicultural Scholars Program	279	14.04	3.34	263	13.8	3.16
KC Scholars	144	13.4	3.04	130	13.8	3.13
Hispanic Development Fund Scholars	30	14.3	3.29	29	14.2	3.08
Hawk Link	66	14.4	2.72	59	13.4	2.70
Peer Mentoring	36	14.7	2.90	33	13.4	2.92

The office of Native American Initiatives (NAI) formally began in June of 2021 with Melissa Peterson as the director of Tribal Relations. In August, Melissa hired Lori Hasselman as the Assistant Director of NAI to coordinate and align support programming for Native students. The NAI mission Strives to create an atmosphere of Native American self-determination in partnership with communities that value Native perspectives, while centering Native student success in the broader spectrum of family, tribe, and community.



Table 9: American Indian or Alaska Native (AIAN) Student Numbers Fall 2022

Total AIAN Head Count	737
Undergraduate Students	540
Graduate Students	197
Transfer Students	42

Historically, institutions who self-identify AIAN, a true head count of AIAN students are either combined into OTHER or only those who select AIAN are reported. Therefore, fall 2022 is the first year that NAI started reporting students who select AIAN and any other

Student Engagement

NAI spent nine months with a full time Native American Success Coordinator who focuses on engaging with students at KU and those at Haskell who were interested in the Haskell/KU Exchange Program or transferring to KU. Interesting enough, Haskell students engaged in the program at higher frequency than KU students. Engagements include academic planning for Haskell/KU Exchange Program and advising appointments, personal support, financial support, and budgeting guidance.

Table 10: Student contact

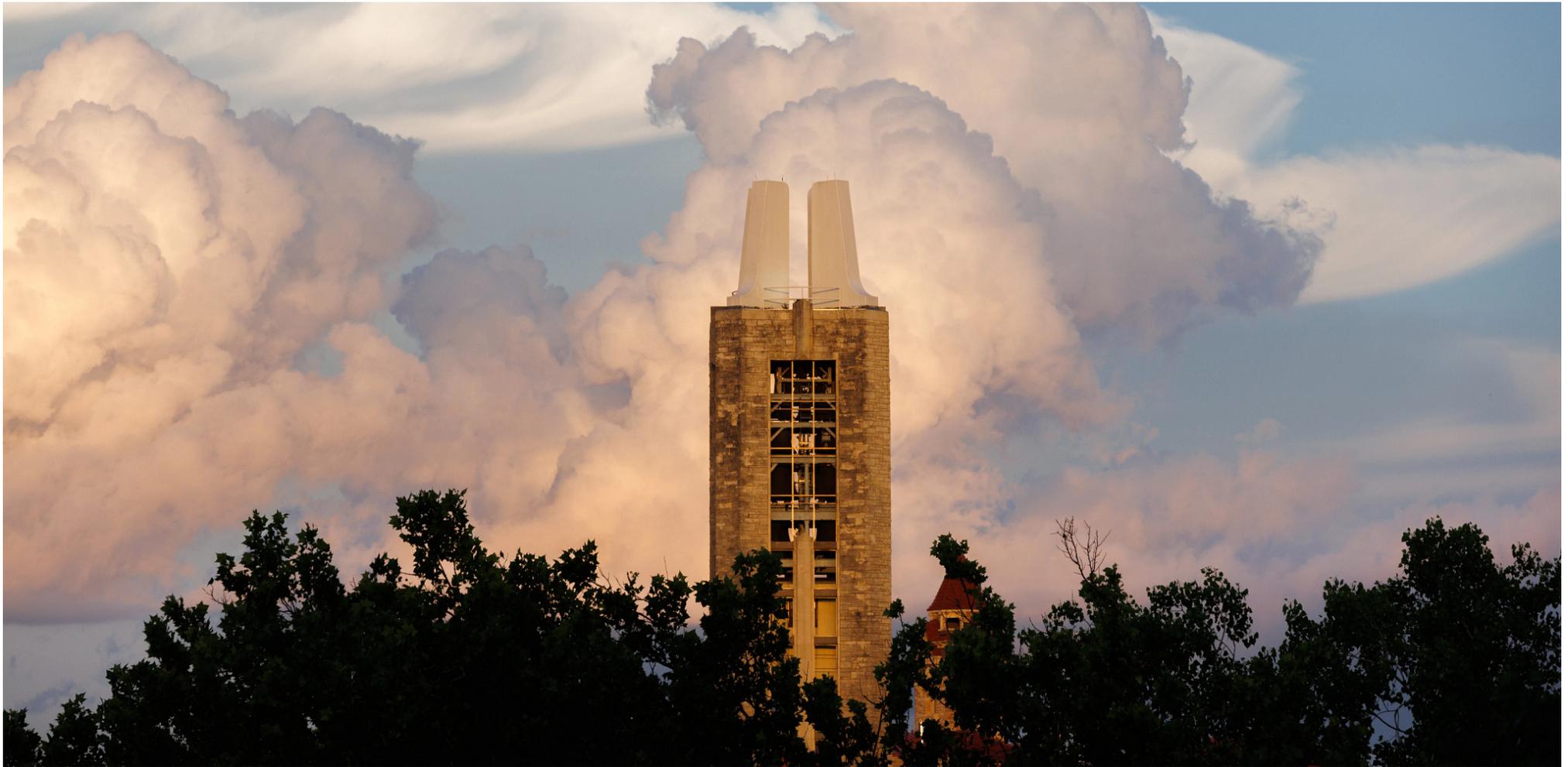
Campus	Number of Students	Number of Appointments/Contacts
KU	28	71
Haskell Indian Nations University	74	198

Haskell Exchange Program

An historical partnership between Haskell Indian Nations University and KU exist to offer academic courses for students at each institution, while students can stay enrolled at their host institution. The exchange program has returned to the current numbers for KU and Haskell students after a decline through the pandemic when Haskell was fully online and KU was hybrid, but mainly in person.

Table 11: Haskell/KU Exchange Program 2021-2022

University	Semester	Number of Participants
University of Kansas	Fall 2021	3
	Spring 2022	3
	Summer 2022	1
	Total	7
Haskell Indian Nations University	Fall 2021	16
	Spring 2022	25
	Summer 2022	9
	Total	50



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