

UCAN (UNLOCKING COLLEGE ACADEMICS NOW) Annual Report 2012-2013

Submitted by Marvin Williams, Coordinator

MISSION

“The UCAN program – “Unlocking College Academics Now” – helps students facing a first academic suspension improve their grade point average and thereby continue their education. The program meets this goal by helping these students identify their individual academic needs and then develop skills to meet their academic goals. To meet these goals, the UCAN program helps students by giving them the opportunity to remain in school during their first suspension, rather than sitting out a semester.”

STRUCTURE OF THE PROGRAM

- The program coordinator, Marvin Williams, is also the designated academic advisor for all participants. He monitors their progress and engages in intrusive advising as needed. Every potential participant is interviewed, advised and accepted into the program by the UCAN coordinator.
- Every full time student enrolled in the program must sign a contract agreeing to the following terms:
 - 1) *Enroll in and successfully complete the UCAN Seminar.*
 - 2) *Limit enrollment to no more than 14 semester hours, including the UCAN Seminar*
 - 3) *Maintain at least a 2.0 semester grade point average for the academic term on at least **nine** credit hours.*
 - 4) *Spend a minimum of five hours a week studying in an approved study site on campus and provide documentation of those hours to their UCAN instructor.*
 - 5) *Adhere to the UCAN attendance policy, which allows no unexcused absences.*
 - 6) *Receive advising in the Academic Advising Center by the program coordinator.*
 - 7) *Take on-campus courses. NO online or correspondence courses are allowed.*

- Every part time student enrolled in the program signs a contract agreeing to the same terms with the following exceptions: Enrollment is limited to ten hours, and a minimum of three weekly hours is required.
- Every summer participant enrolled signs a contract agreeing to the same terms with the following exceptions: Enrollment is limited to thirteen hours, and a minimum of five weekly hours is required
- Participants are required to attend an orientation prior to the beginning of the semester.
- Participants are required to attend a series of Academic Success Workshops. Topics include time management, personal responsibility, study skills, how to talk to professors, and motivation, etc.
- Participants are required to meet with all their professors at midterm to discuss their academic progress. The students are provided a progress report that must be signed by each professor. The progress reports are collected and evaluated by the program coordinator, who meets with the students to discuss potential problems.
- Ultimately, our goal is for participants to succeed in the program by achieving at least a 2.0 GPA for the semester, and to develop learning and life skills to acquire the motivation needed to complete their education.

SUMMARY

The **summer** semester began with **27** students enrolled in the UCAN program of whom:

- 24** Completed the semester with at least a 2.0 GPA
- 3** Placed on second suspension for one calendar year.

The **24** students out of the **27** students reflect an **88%** success rate for the summer semester.

The **fall** semester began with **67** students enrolled in the UCAN program of whom:

- 2** Withdrew
- 37** Completed the semester with at least a 2.0 GPA.
- 28** Returned to suspension status for the spring semester

The **37** students out of the **65** students who remained reflect a **57%** success rate for the fall 2012 semester.

The **spring** semester began with **40** students enrolled in the UCAN program of whom:

- 5** Withdrew
- 15** Completed the semester with a at least a 2.0 GPA
- 20** Placed on second suspension for one calendar year, one of whom withdrew, but had a .000 grade point average due to "WF"

The **15** students out of the **35** students who remained reflect a **42%** success rate for the spring 2012 semester.

Table 1 The final outcome 2012-2013 academic year is a 59% success rate, the highest percentage to date.

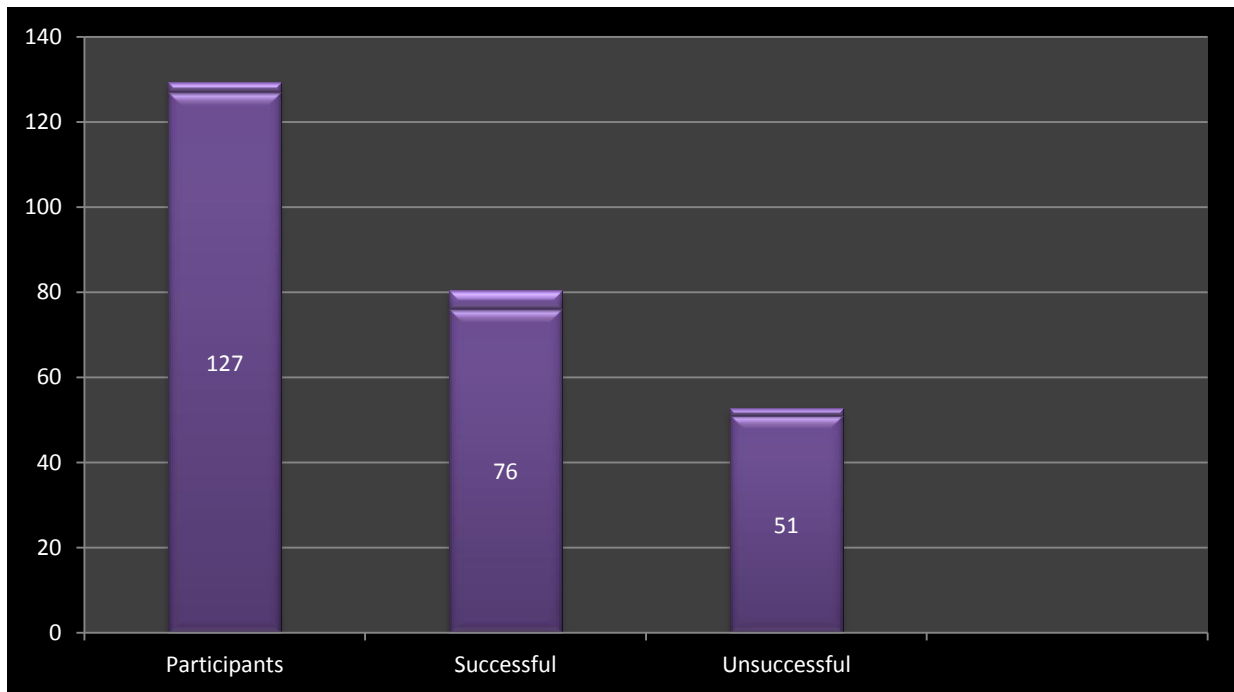


Table 2 Classification Breakdown

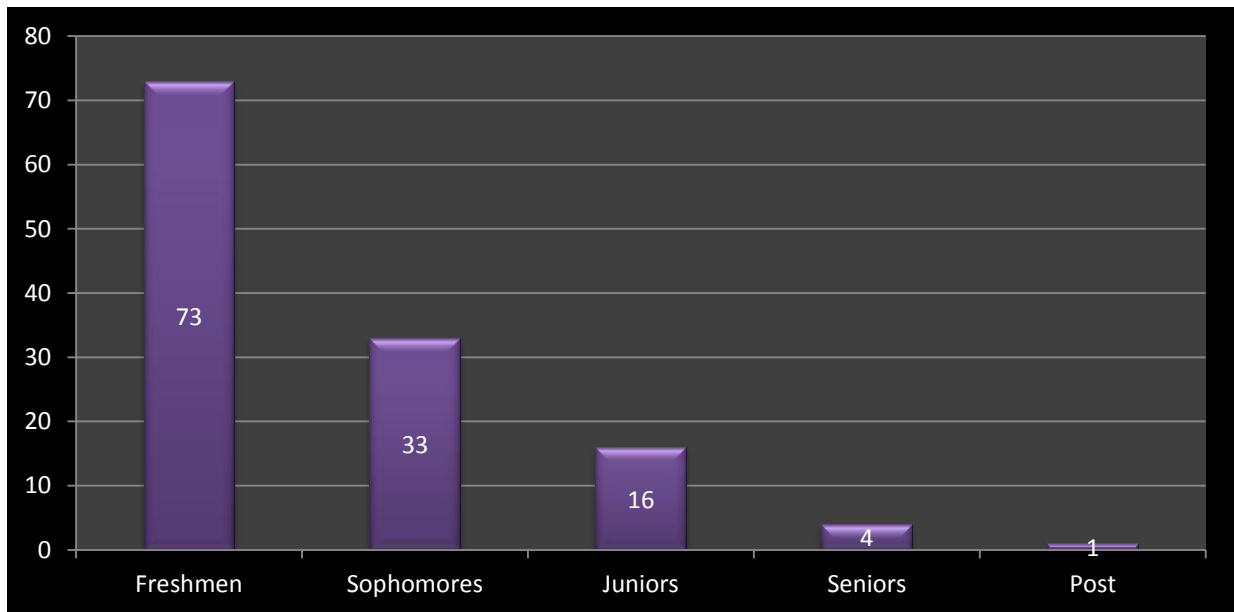


Table 3 Age Breakdown

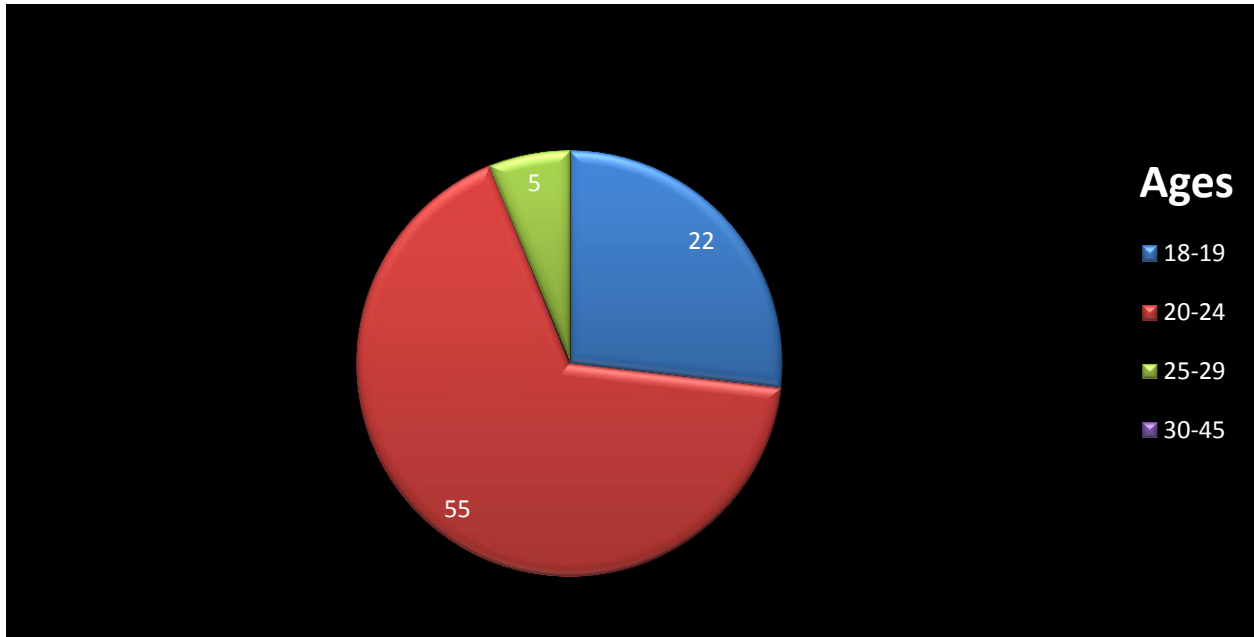
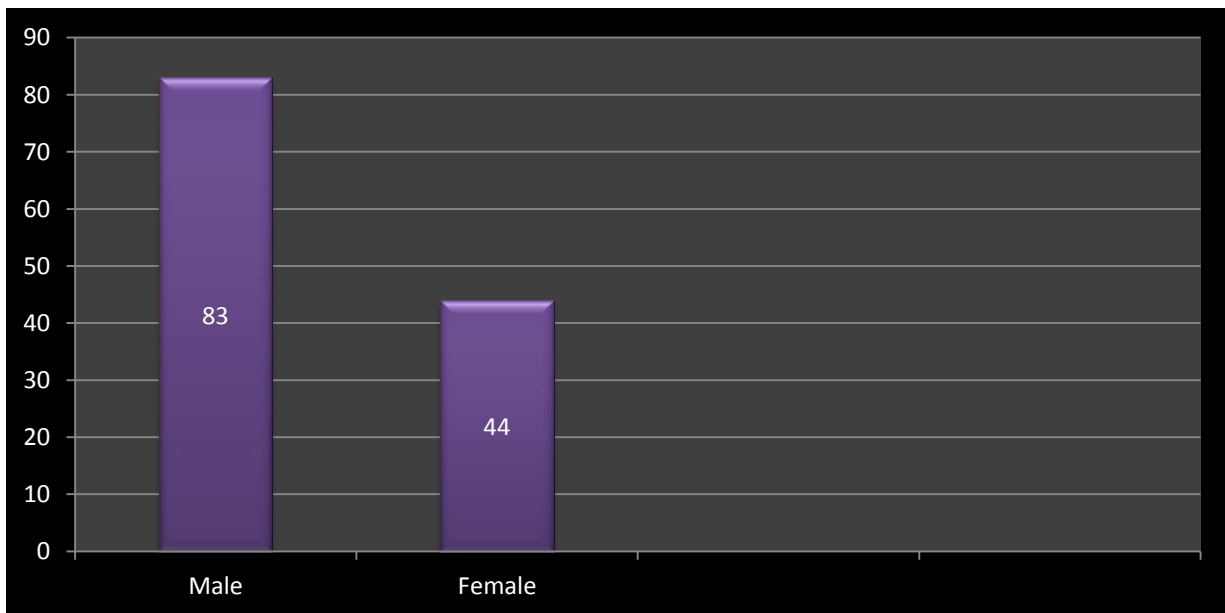


Table 5 Gender Breakdown



ACCOMPLISHMENTS

Since the program's inception, in spring 2005, approximately **1558** students have participated in this program. Although not all students successfully complete the program, many students express gratitude for the opportunity, indicating that the skills and lessons learned changed their lives. As a result of the program, some UCAN students have decided to attend two year institutions or choose different career paths, while others have returned from their suspension having acquired tools that will help them academically, as they continue to attempt to raise their grade point averages.

The single greatest accomplishment that should be highlighted is the support UCAN continues to gain from the faculty and staff. Faculty/staff members, Trenie Stanley, Pearlie Williams, Adriian Gardner, Ann Mattison, and Art Lichtenstein volunteered to facilitate a section of the UCAN seminar. Former UCAN students returned to share their experience in the program with current participants. The weekly academic success workshops were facilitated by volunteer UCA faculty and staff. (See appendix) Eric Stuart, a UCA alumnus, returned to give a presentation on goal setting. The UCAN program's reputation is growing and students, as well as faculty and staff are embracing the UCAN program. Other accomplishments include:

- Conducted an orientation before each semester to make students aware of campus resources. Representatives from housing, financial aid, the counseling center, the writing center, the library and disability support services were in attendance.
- Invited former UCAN students to share their experience in the program with current participants.
- Required a meeting with each student at the beginning of the semester to see how things were progressing.
- Revised UCAN Semester Lesson Planner that provides weekly instructions for seminar facilitators.
- Organized and scheduled weekly Academic Success Workshops for summer, fall and spring. (see appendix)
- Presented at one of the Academic Success Workshops
- Sent congratulatory certificates all successful participants.
- Sent a personalized warning email letter to inform students of contractual infractions.
- Sent a congratulatory email certificate to praise and encourage participants with no contractual infractions.
- Sent email and letter notification of suspension to those students who did not complete the UCAN program.
- Published the sixth issue of UCAN Newsletter.
- Presented each student with a gift bag before final exams.
- Constructed and administered an online end of the semester survey. (see appendix)
- Served as an ambassador for the program to campus community.

- UCAN continues to generate revenue for UCA. Approximately 1558 students have participated in this program and paid tuition, rather than sit out their suspension.

GRADUATIONS (TO DATE):

Since the pilot semester, spring 2005, **253** students, who may have sat out their suspension and not returned, have graduated, while others' graduating status is pending.

GOALS

The UCAN program is evolving and constantly changing to meet the needs of the students served. In order to strengthen the program the following changes will be incorporated into UCAN:

- Implement a one hour tuition fee for academic success seminar (UNIV 1000) and participating in the program.
- Continue to assess the needs of the participants and to provide the tools students need to be more successful.
- Continue to share the success of the program with the UCA community and to gain support of faculty and staff through presentations, newsletter, etc...
- Continue to encourage more faculty and staff, outside of the advising center, to volunteer to mentor UCAN participants by teaching a section of the academic success seminar.
- Increase the number of individual meetings with each participant per semester.
- Continue to try to assess successes that may not be indicated in the success rate, such as students who go on to be successful at another institution or choose another path.

Appendix

Survey Results

The results are from **29** students surveyed.

1. The UCAN Program has improved:

- | | |
|-----------------------------------|-----------|
| a. My academic performance | 88.1%, 52 |
| b. How I interact with professors | 64.4%, 38 |
| c. Nothing | 0.0%, 0 |
| d. My life | 54.2%, 32 |

2. The UCAN Program as a whole was a helpful and positive experience.

- | | |
|----------------------|-----------|
| a. Strongly Agree | 78.0%, 46 |
| b. Agree | 22.0%, 13 |
| c. Disagree | 0.0%, 0 |
| d. Strongly Disagree | 0.0%, 0 |
| e. N/A | 0.0%, 0 |

3. The UCAN Program motivated me to change behaviors that hindered my academic success.

- | | |
|----------------------|-----------|
| a. Strongly Agree | 66.1%, 39 |
| b. Agree | 33.9%, 20 |
| c. Disagree | 0.0%, 0 |
| d. Strongly Disagree | 0.0%, 0 |
| e. N/A | 0.0%, 0 |

4. The UCAN Program provided me with the academic support and skills I needed to be a better student.

- | | |
|----------------------|-----------|
| a. Strongly Agree | 69.5%, 41 |
| b. Agree | 30.5%, 18 |
| c. Disagree | 0.0%, 0 |
| d. Strongly Disagree | 0.0%, 0 |
| e. N/A | 0.0%, 0 |

5. The orientation before the semester began was informative and motivational.

- | | |
|----------------------|-----------|
| a. Strongly Agree | 54.2%, 32 |
| b. Agree | 35.6%, 21 |
| c. Disagree | 0.0%, 0 |
| d. Strongly Disagree | 1.7%, 1 |
| e. N/A | 8.5%, 5 |

6. The small group seminar was beneficial

- | | |
|----------------------|-----------|
| a. Strongly Agree | 62.7%, 37 |
| b. Agree | 30.5%, 18 |
| c. Disagree | 6.8%, 4 |
| d. Strongly Disagree | 0.0%, 0 |
| e. N/A | 0.0%, 0 |

7. The mandatory study hours requirement was useful

- | | |
|----------------------|-----------|
| a. Strongly Agree | 61.0%, 36 |
| b. Agree | 33.9%, 20 |
| c. Disagree | 1.7%, 1 |
| d. Strongly Disagree | 0.0%, 0 |
| e. N/A | 3.4%, 2 |

8. The UCAN Workshops (Tuesdays during X-period) were helpful.

- | | |
|----------------------|-----------|
| a. Strongly Agree | 45.8%, 27 |
| b. Agree | 47.5%, 28 |
| c. Disagree | 5.1%, 3 |
| d. Strongly Disagree | 1.7%, 1 |

9. What did you need the most?

- | | |
|-------------------|-----------|
| a. Skills | 49.2%, 29 |
| b. Motivation | 84.7%, 50 |
| c. Accountability | 54.2%, 32 |

10. Do you plan to return next semester? If your answer is no, please explain.

- | | |
|-----------|-----------|
| a. Yes | 86.4%, 51 |
| b. No | 3.4%, 2 |
| c. Unsure | 10.2%, 6 |

11. This is your opportunity to evaluate the program coordinator, Mr. Williams.

- He is good at what he does and he cares
- Mr. Williams is truly an amazing guy. His dedication to UCAN is inspiring.
- Mr. Williams is a good teacher. Everything he did for us was very helpful this semester and I learned a lot of from him.
- Mr. Williams is an inspiration. I didn't have small group seminars with him as my instructor, but I did see him in all the workshops. I think of Mr. Williams as the UCAN MAN. He motivates you, inspires you and don't cut you much slack and that's a good thing!
- He was great. He made me feel as if I could do better and made me better myself academically!
- Excellent job! Hope this program continues. Would like to have him as an academic advisor.
- He's a great person to be in charge of the UCAN program. He really cares about our

success

- I really appreciate Mr. Williams and what all he has done for the program, he gave me and I know the other students hope. And the fact that he too was once a student like us, just makes it easier to identify with us.
- Mr. Williams motivated me to do better.

12. General Comments

- UCAN is a good program. If students put forth the effort it really pays off.
- I'd recommend it to anyone, whether they're doing well or not.

Academic Success Workshops Summer 2012

Topic	Presenter
• Time Management/Study Skills	Jim Guinee
• How to Study	Renee LeBeau-Ford
• Note taking Strategies	Renee LeBeau-Ford
• Anxiety	Jim Guinee
• Study Styles/Learning Styles	Reesa Ramsahai
• Intervention	Kristy Carter
• Dealing with Difficult Personalities	Shaneil Ealy

Academic Success Workshops Fall 2012

Topic	Presenter
• Students Speak	Former UCAN Students
• Time Management/Study Skills	Jim Guinee
• How to Study	Renee LeBeau-Ford
• Note taking Strategies	Renee LeBeau-Ford
• Goal Setting	Eric Staurt
• Effective Communication	Adriian Gardner
• Test Anxiety	Jim Guinee
• Study Styles/Learning Styles	Reesa Ramsahai
• Build Inner Strengths for Outer Challenges	Mark Cooper
• Intervention	Kristy Carter
• The Power of Choice	Marvin Williams
• Dealing with Difficult Personalities	Shaneil Ealy
• You're in the Right Place!	Charlotte Strickland

Academic Success Workshops Spring 2013

Topic	Presenter
• Time Management/Study Skills	Jim Guinee
• How to Study Renee	LeBeau-Ford
• Note taking Strategies Renee	LeBeau-Ford
• Goals" -the key to success!	Eric Stuart
• Test Anxiety	Jim Guinee
• Effective Communication & Classroom Etiquette	Adriian Gardner
• You're in the Right Place!	Charlotte Strickland
• Study Styles/Learning Styles	Reesa Ramsahai
• Build Inner Strengths for Outer Challenges	Mark Cooper
• Probation 101!	Tanya Buchanan
• The Power of Choice	Marvin Williams
• Intervention	Kristy Carter
• Dealing with Difficult Personalities	Shaneil Ealy