

All Students Dimension Report  
Lawrence Technological University

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Team:

Committee Leaders:

Kevin Finn, Dean of Students  
Holly Helterhoff, Director, ASUD/Scholars Program, Senior Lecturer

Committee Members:

Andrea Freille, Student; Ronald Jenkins, Student; Janielle Tchakerian, Director of Residence Housing; Leslie Wilson, Coordinator, Student Activities; Kingman Yee, Faculty

1. Current Situation: Identifying Needs

*To what degree has your campus identified groupings of first-year students who predictably have the following unique needs? (Academic, social/personal, and safety needs)*

Overall, we rank ourselves as "low" in identifying first-year students who have unique needs. Although we ranked ourselves as "medium" in identifying academic needs, the university does not currently identify social/personal or safety needs in any organized manner.

Survey data indicates that LTU has a significant opportunity to improve *how and when* we identify the needs of first year students. We believe that once we identify student needs we work hard to accommodate those needs, but the actual identification process must be expanded.

- Academic Needs:

Our campus identifies the academic needs of first year students in several ways. First of all, some (but not enough) GPA and test score data is recorded at admission. Then students take placement tests, which steer students into appropriate courses. Both Honors and Arts & Sciences Undeclared (ASUD) students are placed in those respective programs at the point of admission. ESL (English as a Second Language) students are also placed through a combination of placement tests and TOEFL (Test of English as a Foreign Language) information. That placement is handled by admissions and the ESL Program. Sometimes a gap exists between which courses an ESL student should take, and which course will be reimbursed.

We identify and invite qualified students apply to the LTU Scholars program. This student activity offers additional tutoring and support for nontraditional students, who may have unique academic needs. We also identify and invite qualified students to the Honors program.

Within the classroom, of course, faculty members have the opportunity to identify academic needs all semester. Faculty report at-risk first year students to advisors via early and midterm feedback. Follow-up occurs through First Year Advising, First Year Mentoring, ASUD Advising, etc.

We also have a screening process wherein a student who suspects he or she has A.D.D. can meet with a staff psychologist for assessment and support. Students with other learning disabilities can be referred for screening at their own expense.

- Social/Personal Needs:

As a subcommittee, we are unaware of any organized attempt to identify the unique social/personal needs of any of our students with the possible exception of students with disabilities. To date, as far as we know, any programming organized around the special social/personal needs of any student sub-population has been created by either:

1) Proactive initiatives by concerned faculty or staff, or

## 2) Student requests.

Once a student sub-population is recognized (such as non-traditional students in the ASUD or Scholars programs, or ESL students in the ESL program), then opportunities exist for faculty/staff to identify social/personal needs. Before a sub-population is recognized, however, no organized initiative is geared toward identifying social/personal needs.

The Dean of Students office does provide training on these issues to new full-time and adjunct faculty every semester.

In the past, we surveyed students regarding social/personal needs with the Noel Levitt survey. LTU no longer participates in Noel Levitt.

- Safety Needs:

As a subcommittee, we are unaware of any organized ongoing attempt to identify the physical or psychological safety needs of any of our students. In the past, we surveyed students regarding safety needs with the Noel Levitt survey. LTU no longer participates in Noel Levitt.

## 2. Current Situation: Addressing Identified Needs

*To what degree does our campus address the identified needs of individual first-year students?*

Overall, we rank ourselves as "medium" in addressing the identified needs of first-year students. We rank ourselves higher in addressing academic needs than social/personal or safety needs. We discussed the wording of the question and determined that the survey alone was insufficient in providing the data we needed; therefore, we were forced to rely on our own experiences and observations.

Because we don't appear to identify needs in an organized fashion, evaluating how well we address those needs is challenging.

- Academic Needs:

We address some academic needs with developmental courses, the ASUD program, the First Year program, and the Honors program. We closely watch student academic success and challenges through the Early Feedback and Midterm Feedback policies for first year students.

We know that we accommodate student needs for academic/social support with the LTU Scholars Program. We provide student group meeting space by setting aside room the Scholars Center, S115, and C407 Student Government. We also provide a gathering place for commuter students with the Commuter Student Lounge.

We facilitate student peer-tutoring and study groups through the LTU Scholars program and the Academic Achievement Center.

Specialized advising processes for the aforementioned subsets already exist, so we suspect that those processes may be able to be ported to First Year Programs as a whole. Better communication of the services provided by the AAC to all first-year students should also take place, as this is already done for these first-year subsets.

- Social/Personal Needs:

We provide limited staffing resources to coordinate Multicultural Affairs and Commuter Student Services. In addition, few physical resources exist to support these services. We recommend that First Year Programs attempt to provide additional recreational activities for first-year students. Also, we recommend that the University evaluate the availability of physical space; we suspect additional space may be able to be acquired for or dedicated to on-campus activities.

We also recognize that first-year involvement in Greek organizations (pledging) requires a large time commitment. We suspect that first-year students who are heavily involved in pledging or other Greek initiation processes are not receiving the support necessary to enable them to balance their academic and social responsibilities.

We do receive some information about this issue through My Vocational Situation and the Strong Interest Inventory which is completed in University Seminar through Career Services. These surveys have measurements which show potential danger signals; nevertheless, with Greek involvement so popular on campus, the situation does need to be monitored fully.

To that end, we recommend that First Year Programs and University Housing work with the Inter-Fraternal Council and the Greek fraternity and sorority chapters to ensure that their initiates and pledges are receiving the support they need.

### 3. Current Situation: Student Experiences

*To what degree does your campus assure that all first-year students experience the following?*

Overall, we rank Student Experiences at a "medium" level. We struggled with a lack of data for the individualized attention component, but believe that we do provide those opportunities. We also know that we provide academic support outside the classroom, and numerous opportunities for campus involvement. We believe that LTU has significant room for improvement in terms of creating an inclusive campus environment.

- Individualized Attention From Faculty and Staff:

We provide academic advising, small staff size, faculty office hours, AAC support, First Year support, counseling, etc.; however, our subcommittee does not feel that we have the data to truly evaluate how extensively this support is used or if it meets student expectations.

- Academic Support Outside the Classroom:

Data seems to indicate we are meeting the academic needs of many students (from their perspectives), but we don't have the data to break out which parts of those needs are met outside of the classroom. We could incorporate AAC data, but we haven't measured students who *don't* use the AAC. We also do not know the overall responses of students specifically by which courses they are taking.

FTIACS who live in Housing have academic follow-up at midterm time. In addition, each of the Community Leaders who work with FTIACS are required to incorporate academics in some way into their programming efforts. Community Leaders make referrals for students who mention that they are struggling.

- Opportunities for Campus Involvement:

The data we were provided doesn't address campus involvement or student expectations of campus involvement. We know we have many areas where first year students can and do become involved, both in terms of student activities and on campus employment.

- Inclusive Campus Environment:

When filtered, the students who are female, non-Caucasian are nowhere near as convinced that their social needs are met (student survey Q 40, 39) as some other student groups. Data was not able to be retrieved about sexual orientation because we do not filter by that classification. We are also not sure about the data as relates to student age.

### 4. Current Situation: Physical and Psychological Safety

Overall, we rank safety as medium. Most students seem to feel physically safe, with the exception of architecture students in evening/night studios. For psychological safety, we don't have faculty survey data to address that question. Students did respond with high scores of satisfaction for feeling respected (036) and expressing beliefs (037). We did note that students seem to have a lower than expected awareness of counseling services. We also are curious what the safety scores would look like when broken down by sub-populations, such as disabled students, GLBT students, etc.

Recommended Grade: NA

Recommended Action Items:

- Refine our academic programming strategy based on expanded student data (*High priority*)
  - a. Capture and analyze GPA and test score data for all incoming students; track student success and struggles against acceptance/placement data  
Expand placement testing, especially for students who fall below certain standards
  - b. Identify and track which academic challenges relate to hard or soft skills; fund additional skills training.
  - c. Track what students and/or courses seem to correlate with significant challenges
  - d. Design programs around those roadblocks
  - e. Deliver superior understanding of the learning disability issue:
  - f. Develop and implement learning disability screening process at time of placement and/or after a demonstrated lack of success in a core course; offer success strategies to targeted students
  - g. Hire a trained staff person to work with learning disabled students as a distinct subgroup
  - h. Add a session to Discovery Days to teach students how to self-identify mental health issues
  - i. Resolve the issue of ESL students who are caught in the reimbursement vs. placement gap

- Promote increased individualized interaction with faculty (high priority) *(High priority)*
  - a. Add more faculty tutoring opportunities (with release time) to the AAC schedule
  - b. Educate students and faculty to take advantage of faculty office hours and tutoring options
  - c. Create learning cohorts/ freshman learning communities. Fund faculty support for cohorts
  - d. Expand advising initiatives
  - e. Educate faculty even more about specific AAC and advising options
- Expand Honors offerings (medium priority) *(High priority)*
  - a. Investigate expanding Honors programming specific to engineering and architecture
  - b. Create designated Honors community space
  - c. Create academic floors and/or buildings within University Housing
- Fund the expansion of student activities programming to target more subpopulations and support *(High priority)*
  - a. ENFORCE the 12:30-2:00 break more days than Tuesday
  - b. Create more designated campus time and areas for socializing and student activities
  - c. Ask students, especially from sub-populations, how well we identify their first year social needs
  - d. Offer release time for staff & faculty to do more with event planning
  - e. Offer training to students, student organizations, faculty and staff in inclusiveness and inclusive methods
  - f. Redesign involvement fairs, offer more than once per year
  - g. Ensure that academic support structures are present in all Greek organizations
  - h. Build relationships between Student Affairs and Academic areas to further promote co-curricular learning
- Fund expanded mental health services (high priority) *(High priority)*
  - a. Create a more private environment for campus counseling
  - b. Expand mental health screenings, and further promote counseling services across campus
  - c. Offer counseling five days per week
  - d. Increase programming to foster interaction among counselors and students at risk
  - e. Develop a physician's assistant clinic program on-campus
- Work to better identify and understand student needs (medium priority) *(High priority)*
  - a. Reconsider Noel Levitt participation; in absence of NL, build mechanisms to identify student social/personal needs. Monitor programming once needs are identified.
  - b. Forge more partnerships between external resources and internal programming (doing this currently with MRDI) Michigan Roundtable of Diversity & Inclusion
  - c. Continue to encourage the formation of new student organizations
  - d. Expand diversity programming
- Correct security issues with late night architecture studios (high priority) *(High priority)*
- Increase visible security (high priority) *(High priority)*
  - a. Increase lighting and cameras in parking areas
  - b. Increase visible security beyond patrolling
  - c. Increase visible security in University Housing
- Ask students about their safety needs (high priority) *(High priority)*
- Update sexual assault policies and procedures (high priority, scheduled for Summer) *(High priority)*