The Effect of Required Academic Support Services on Academic Performance

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The Challenges of Medical School
The Center for Institutional, Faculty, and Student Success

Mission

to advance the quality of teaching and learning by promoting a college culture where the VCOM community works collaboratively to champion educational excellence
Academic Support Services for Students

- Internal Counseling
- Faculty Academic Advising
- Peer Tutoring
- COMSAE/COMLEX Assistance
- Academic Assistance
The VCOM Center for Institutional, Faculty, and Students Success has taken a proactive, data-driven approach to identifying and supporting academically struggling students.
Students are required to participate in academic assistance services once:

- They fail 3 exams in an academic year
- Their cumulative GPA falls below 3.3
- They have to remediate a course

What Makes Us Unique?

The Center monitors student progress and reaches out to students who are having difficulty from the very first exam.
The Virginia Campus has served:

- 36 students from the Class of 2017 (all required)
- 74 students from the Class of 2018 (63 required)
- 69 students from the Class of 2019 (49 required)
What Does Academic Assistance Look Like?

- Active learning
- Time management
- Planning daily and long-term study to allow for processing
- Prior knowledge
What Does Academic Assistance Look Like?

- Progress monitoring
- Follow-up support
- Woohoo emails or face time
- Referrals
### ANOVA Results

#### Descriptive Statistics

<table>
<thead>
<tr>
<th></th>
<th>Cumulative GPA OMS 1 and OMS 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>0 (did not receive support)</td>
<td>270</td>
</tr>
<tr>
<td>1 (received required support)</td>
<td>36</td>
</tr>
<tr>
<td>2 (did not receive required support but qualified)</td>
<td>254</td>
</tr>
</tbody>
</table>

#### Multiple Comparisons/Tukey HSD

**Dependent Variable: Cumulative OMS 1 and OMS 2 GPA**

<table>
<thead>
<tr>
<th>(I) Required Academic Support</th>
<th>(J) Required Academic Support</th>
<th>Mean Difference (I-J)</th>
<th>Std. Error</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 (did not receive support)</td>
<td>1 (received required support)</td>
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<td>.053556</td>
<td>.285</td>
</tr>
<tr>
<td></td>
<td>2 (did not receive required support but qualified)</td>
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<td>.026385</td>
<td>.000</td>
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<td>0 (did not receive support)</td>
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<td>.285</td>
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<td>2 (did not receive required support but qualified)</td>
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</table>
### GLM Results

#### Parameter Estimates

<table>
<thead>
<tr>
<th>Parameter</th>
<th>N</th>
<th>M</th>
<th>Std. Error</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
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<td>.0441</td>
<td>.000</td>
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<tr>
<td>1 (received required support)</td>
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<tr>
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<td>254</td>
<td>8.228</td>
<td>.1800</td>
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</table>
As a result of participating in academic assistance services provided by the Center, I am now better prepared to work through future academic problems on my own.

As a result of participating in academic assistance services provided by the Center, I have improved my grades and/or GPA.

As a result of participating in academic assistance services provided by the Center, I have improved my study habits.
Summary and Implications

- Proactive, Data-driven approach
- Assistance focused on study skills needed to organize and synthesize materials, not on content
- Required academic assistance not only shows statistically significant results but has been found valuable by students.
Questions?