

Governors State University

Student Affairs and Enrollment Management: Reaching Vision 2020

Focus Area: **Student Success**

Leader(s): **Amy Comparon, Director of the Academic Resource Center**

Implementation Year: **2015 – 2016 Results and Findings**

Goal 2: Develop a more intrusive approach to academic recovery, especially for lower division students in academic difficulty.

Objective 1:	Develop and implement a Lower Division Academic Recovery Program.
Action Items	Freshmen and sophomores (lower division students) placed on academic probation are required to participate in the Lower Division Academic Recovery Program. Students will be notified by letters and emails about the program and to meet with their advisors to develop an academic study plan tailored to their individual needs. The study plan will involve periodic meetings with advisors, building relationships with mentors/Residence Hall coaches, tutoring services if warranted, provide additional resources, and monitoring of student progress through attendance tracking, 4 th week progress survey, and midterm grades. Students are required to attend student success workshops.
Desired Outcomes and Achievements (Identify results expected)	Desired outcome is to increase student persistence by having students move from academic probation to good standing.
Achieved Outcomes and Results	<p>The Lower Division Academic Recovery Program was implemented in Fall 2015. 5/15 (33%) students participated in the program. Three students completed the program. During Spring 2016, 15/54 (28%) of LDARP students completed the program. Students met with advisors to complete a study program and students were required to complete four student success workshops. Progress was monitored bi-monthly through monthly meeting between ARC, cohort advisors, and Resident Hall staff, including RAs. Students' attendance was tracked by mentors (by hand) through FYS and Mastering Student courses in Fall 2015. A fourth week progress report was not sent by advisors; however, advisors received progress updates from faculty. During this process, midterm grades were used to monitor student performance and were a success for fall and spring.</p> <p>Spring 2016 Persistence Rate (54 LDARP Students end of SP16 term) Returned to Good Standing: 16/54 (30%) Continued to Probation Extended: 23/54 (43%), majority of students increased cum GPA. Dropped/Withdrew: 7/54 (13%) Suspended: 8/54 (14%)</p>
Analysis of Results (Where outcomes met? Exceeded? Progress towards goal. Implications for AY17)	Though we have meet most of the outcomes for LDARP, there is room for improvement. More students completed the LDARP program compared to last spring, but we would like to raise the number above 28% completion rate. For the AY 17 goals, attendance tracking will not be done by hand; Starfish is expected to help support this initiative.

Objectives.)	Starfish will be implemented in Fall 2016, but attendance tracking may not occur during the first semester. Also, 4 th week progress report will not be conducted as well. Faculty will have the option to create progress checks in Starfish, which may take some time to get up and running. Finally, the ARC, Advisors and Resident Hall Director will continue to collaborate to increase LDARP completion rates. With collaboration between advising, Resident Hall Director, and ARC and the implementation of Starfish, we expect to see an increase in student persistence for AY 17, especially among LDARP students.
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Goal 2: Develop a more intrusive approach to academic recovery, especially for lower division students in academic difficulty.

Objective 2:	Create, implement, and assess early alert strategies to flag at-risk lower division students.																		
Action Items	<p>Early alert strategies will include:</p> <ol style="list-style-type: none"> 1. Attendance, participation and attitude toward class for freshmen students in FYs and Mastering College courses. Peer mentors attend classes weekly and monitor students' progress and consult with course faculty on concerns. Peer mentors will address concerns with Lower Division Cohort Advisors and Student Success Team. 2. 4th Week Progress Survey: Freshmen and Sophomore Program Advisors will create and email a 4th week progress survey (SurveyMonkey) to all freshmen and sophomore cohort faculty to address concerns with students' progress in courses. Student Success Team will intervene accordingly. 3. Midterm grades: Freshmen and Sophomore Program advisors will send freshmen and sophomore cohort faculty emails encouraging faculty to submit midterm grades. Students who are performing above "C" level work will receive a midterm achievement letter. Student performing below "C" average work will receive a midterm warning letter and provided additional resources. 4. Save My Semester workshops: Students who receive a midterm grade are encouraged to attend the Save My Semester workshop to support students and help them redeem the remaining semester to avoid academic probation. 																		
Desired Outcomes and Achievements (Identify results expected)	The desired outcome is to decrease the number of lower division students placed on academic probation each semester.																		
Achieved Outcomes and Results	<p>The ARC completed outcomes for midterm grades and Save My Semester. The real challenge was tracking attendance and submission of 4th week progress survey. In Fall 2015, 370 GENST students receive 1302 posted grades and in Spring 2016, 199 GENST students received 645 posted grades.</p> <p>Fall 2015</p> <table border="1"> <thead> <tr> <th></th> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>F</th> <th>I</th> <th>P</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>General</td> <td>263</td> <td>336</td> <td>282</td> <td>135</td> <td>285</td> <td>1</td> <td>0</td> <td>1302</td> </tr> </tbody> </table>		A	B	C	D	F	I	P	Total	General	263	336	282	135	285	1	0	1302
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Studies								
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Spring 2016

	A	B	C	D	F	I	P	Total
General Studies	200	152	103	71	117	2	0	645

Students who performed below “C” level work were recommended to attend a Save My Semester workshop. In Fall 2015, 17 students attended the workshop and in Spring 2016, 26 students attended the workshop. The workshop is open to all students and is an LDARP requirement. At least 12 LDARP students attended the workshop in Spring 2016.

At first attendance tracking was proposed to be done through Maxient, but that did not happen due to the acceptance of the Title III grant. The grant outlines implementation of Starfish a communication software (early alert system) that will track student attendance. During the AY 2015-2016, mentors tracked attendance by hand and related feedback to cohort advisors.

The biggest outcome for this goal is to decrease the number of GENST students placed on academic probation each semester. In Spring 2015, we had 76 registered GENST students in the LDARP compared to Spring 2016 with 54 registered GENST students. This number may have decreased due to students placed on academic suspension from changes in Policy 14 Academic Standing.

Analysis of Results
 (Where outcomes met?
 Exceeded? Progress
 towards goal.
 Implications for AY17
 Objectives.)

Some outcomes have been met, but there is room for progress. With the change in Policy 14 for AY 2016-2017, there may be an increase in GENST academic probation. Students, who were placed on academic suspension for receiving below a 1.0 GPA (their first semester on probation), will now be placed on Academic Probation Extended. For AY 17, students who fall into this category will be expected to sign a learning contract with the ARC and develop a study plan. In addition, a 4th week progress survey will not be implemented and attendance tracking will not be implemented by ARC. These two components will eventually be encompassed in Starfish.

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Objective 3:	Develop and implement learning strategies to support undergraduate and graduate GSU students.
Action Items	Implement student success workshops and online support/resources related to learning strategies such as note taking, test anxiety, test taking skills, organization, time management, and etc.
Desired Outcomes and Achievements (Identify results expected)	Desired outcome is to increase in Academic Resource Center's utilization and ARC workshop attendance.
Achieved Outcomes and Results	<p>The ARC has implemented student success workshops (learning strategies and resources) that are open to the University and incorporated in the Lower Division Academic Recovery Program (LDARP). Some of the workshops are offered online on the LDARP webpage for students to fulfill workshop requirements. During the 2015-2016 AY, we expanded workshops and presented "Study Skills with Patrick" and "Campus Resources" in Nell Hill's ESL course. These workshops are now part of the ESL curriculum and will be offered each semester. In addition, the ARC created a Learning Strategies & Resource webpage under Academic Enrichment. The webpage provides students with various learning tips/strategies, campus resources, and online student success workshops to help students be successful.</p> <p>In Fall 2015/Spring 2016, the ARC offered 37 student support workshops. During Spring 2016, 139 students attended ARC student support workshops. 15/54 (28%) of students completed the student success checklist sheet. Even though we received 28% of forms, this number is higher than what we usually receive.</p>
Analysis of Results (Where outcomes met? Exceeded? Progress towards goal. Implications for AY17 Objectives.)	The ARC's desired outcome to increase utilization and workshop attendance has been met. Now that we have implemented a Learning Strategies & Resources webpage, including online workshops, and implemented workshops as part of the ESL curriculum, the ARC anticipates to see an increase in workshop attendance and student success workshop checklist submission for the AY 2016-2017.

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<p>Objective 4:</p>	<p>Extend support services and programs offered such as walk-in services, SI, additional student success workshops, and tutoring embedded in courses and/or academic support programs.</p>
<p>Action Items</p>	<p>Starting Fall 2015 the Academic Resource Center is expanding services to address students' needs.</p> <ol style="list-style-type: none"> 1. Writing assistance will be placed in Prairie Place to assist with lower division writing. The Writing Center hired two sophomore tutors who live at Prairie Place to tutor student to meet the demands for Prairie Place residents needing evening and Sunday hours, especially for athletes who are required to have 6 hours of study time. The Writing Center will host two commuter sophomore tutors in the Library to address lower division writing needs and work with the Writing Consultant/Library GA. Writing Center tutors work with ACHIEVE students, Smart Start students placed on academic warning their first semester. 2. Additional Math Supplemental Instruction will be added to Math 2281 Applied Calculus courses. Specified walk-in services will be offered for freshmen Math Stats courses and additional workshops on MyStatsLab offered before and after the Math Stats classes during the first two weeks of class. MyStatsLab is an online math support program provided to students by Pearson. Math tutors work with ACHIEVE students, Smart Start students placed on academic probation. Later tutoring hours will be provided at Prairie Place from 7:00 p.m. – 9:00 p.m. to meet the demands for evening hours. This will also support residence athletes who need to fulfill their weekly study hours. 3. Additional student success workshops will be offered to support students. The Academic Resource Center will add additional Writing workshops; introduce math resources workshops, and learning strategies workshops.
<p>Desired Outcomes and Achievements (Identify results expected)</p>	<p>Desired outcome is an increase in services provided by the Academic Resource Center and its utilization, and to increase student persistence.</p>
<p>Achieved Outcomes and Results</p>	<ol style="list-style-type: none"> 1. During the AY 2015-2016, the Writing Center offered several student success workshops to assist with lower division writing. The workshops focus on style and mechanics, organization writing, finding your focus, and supporting your ideas. 33 students attended the lower division student success workshops. Also during this time, the Writing Center offered lower division writing support in the Library and Prairie Place. The Library had a very low turnout with attendance of 1 person while Prairie Place had about 8 students who received writing assistance. Services were offered to ACHIEVE students, but not many took advantage. Students received writing support from in class supplemental instruction. 2. The largest initiative for AY 2015 – 2016 was the expansion of our Supplemental Instruction program. We maintained the number of lower division SI supported with 3 in Fall 2015 and 3 in Spring 2016. MyStatLab workshops were offered before and after Math Stat courses during the first two weeks of courses. Math tutoring was available for Smart Start and ACHIEVE students. A number of Smart Start students took advantage of math tutoring, but none from ACHIEVE.

	<p>In addition, we continue to offer Writing, Math, and Science support at Prairie Place during evening/weekend hours.</p> <p>3. Additional student support, writing, and math workshops were introduced during the academic year.</p>
<p>Analysis of Results (Where outcomes met? Exceeded? Progress towards goal. Implications for AY17 Objectives.)</p>	<p>All of the initiatives listed above were developed and implemented during the AY 2015-2016. We have seen an increase in workshops and supplemental instruction attendance. We will continue to provide these workshops and implement additional workshops for AY 17. An area of concern is utilization of services from ACHIEVE students. Students received in class supplemental instruction; therefore, required tutoring is not necessary. For next academic year, we will promote writing services to lower division students, but not make tutoring sessions a requirement.</p>

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<p>Objective 5:</p>	<p>Develop and implement strategic academic support programs for Smart Start students placed on academic warning and all GSU students readmitted after academic suspension.</p>
<p>Action Items</p>	<p>The Student Success Team has planned for two academic support programs to be launched in Fall 2015. The two programs are the ACHIEVE Program and the Back on Track program.</p> <p>ACHIEVE Program: Academic support program is for students who do not successfully complete Smart Start and our placed on academic warning or for students who were admitted into GSU after Smart Start. Students are required to meet with the Freshmen Program Advisor to develop a study plan. Study plans include periodic meeting with their advisor and mentors throughout the semester and tutoring. Students are monitored through early alert initiatives such as: attendance tracking in First Year Seminar, Mastering Student courses, and tutoring sessions; 4th week progress survey; and midterm grades.</p> <p>Back on Track Program: Academic support for all GSU students who are readmitted after academic suspension. Students will meet weekly with the Academic Resource Center Graduate Assistant to discuss weekly topics, set weekly goals, and journal writing. Weekly topics will focus on personal and academic strategies, utilizing campus resources, and monitoring progress. This program is designed in a classroom setting.</p>
<p>Desired Outcomes and Achievements (Identify results expected)</p>	<p>The desired achievement for both programs is to have students persist and not continue on academic probation, or make improvements of getting off of academic probation/warning.</p>
<p>Achieved Outcomes and Results</p>	<p>ACHIEVE The ARC launched the ACHIEVE program, advisors met with students to create a study plan. The plan involved tutoring which was not a success. Students received support through supplemental instruction in both writing and math courses. Mentors tracked students' attendance (In Master Student and FYS courses) by hand and worked with advisors to identify at-risk students. Since advisors received feedback from faculty, a 4th week progress survey was not sent by advisors. Most faculty did submit midterm grades and the ARC, cohort advisors, and Resident Hall coaches intervened accordingly. 6/23 (26%) of ACHIEVE students persisted to Spring 2016. 35% of students were placed on academic suspension and 39% of students dropped/withdrew from all courses.</p> <p>Back on Track (BOT) In Fall 2015, the ARC piloted the Back on Track Program with a 8/16 (50%) attendance rate. In Spring 2016, students readmitted after academic suspension were required to attend the Back on Track Program. A total of 24/38 (63%) students have completed the Back on Track Program.</p>
<p>Analysis of Results (Where outcomes met? Exceeded? Progress towards goal.</p>	<p>In the ACHIEVE program, student persistence was not as expected. Advisors, mentors, ARC, and Resident Hall coaches, provided students with support options; but did not follow through. With the launch of Starfish in Fall 2016, the ARC anticipates that the</p>

Implications for AY17 Objectives.)	<p>collaboration of faculty, students, and staff will increase the persistence rate.</p> <p>The Back on Track program turned out as expected. The ARC was delighted to see a 13% increase in student program completion from Fall 2015 to Spring 2016. Currently, we are waiting for final grades to be posted to determine how many BOT students returned to Good Standing/or continued on Academic Probation Extended. ARC will look into other ways to accommodate students' schedules to complete the BOT program.</p>
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