

# 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 3:** Recruit, train, and evaluate student employees and paraprofessionals; staff focused on providing high quality academic support services.

<b>Objective 1:</b>	<b>Provide professional, general, and subject specified training to all, tutors, writing consultants, and TuAs in the Writing Center.</b>
<b>Action Items</b>	Writing Center Train writing consultants in various areas such as Graduate Assistance Training, leadership/mentoring professional development, supplemental instruction, and subject based training.
<b>Desired Outcomes and Achievements</b> (Identify results expected)	Desired outcome is to have effective tutors, writing consultants, and TuAs to market the Writing Center’s services, increase utilization of services, and increase student persistence.
<b>Achieved Outcomes and Results</b>	Writing consultants (TuAs) received training in August 2016, for Graduate Assistant Professional Development facilitated by Career Services. All tutors received general training: reviewing papers, identifying common errors, and writing mechanics. At the beginning of Spring 2016, all tutors attended professional development training facilitated by ARC’s counseling interns on how to interact with students and colleagues.
<b>Analysis of Results</b> (Where outcomes met? Exceeded? Progress towards goal. Implications for AY17 Objectives.)	Training was met; however, this is a work in progress. In August 2016, all writing tutors/TuAs will attend the Para-professional Training Leadership Day. They will continue to attend the Graduate Assistant Leadership training facilitated by Career Services, and SI training with the Coordinator of Tutoring and Academic Assistance.

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<p><b>Objective 2:</b></p>	<p><b>Provide professional, general, and subject specified training to all SI, tutors, and TuAs in ARC Math, Science, and Business.</b></p>
<p><b>Action Items</b></p>	<p>ARC- Math, Science, and Business Assistance Train tutors/GAs in various areas such as supplemental instruction, Graduate Assistance Training, leadership/mentoring professional development, and subject based training.</p>
<p><b>Desired Outcomes and Achievements</b> (Identify results expected)</p>	<p>Desired outcome is to have effective tutors and TuA's to market the Academic Resource Center, increase utilization of services, and increase student persistence.</p>
<p><b>Achieved Outcomes and Results</b></p>	<p><b>ARC- Math, Science, and Business Assistance</b></p> <p>We facilitated a general training session at the beginning of the academic year to review procedures and expectations for the upcoming year. This was especially important this year due to the number of new hires. Due to the relatively low number of SI leaders, training was mostly done on a one to one basis with the Coordinator of Tutoring (Daniel). We anticipate that this will change in AY 2016 – 2017 with a joint training session that will include cooperating faculty members.</p> <p>A second training session took place in January facilitated by two ARC counseling interns. This was a joint training session with the ARC Writing Center consultants also in attendance. We discussed a variety of professional and interpersonal issues that may arise while serving as a tutor or SI leader. We hope to facilitate this training again during AY 2016 – 2017.</p> <p>Graduate Assistants attended the Graduate Assistant Training Day facilitated by Career Services in August 2015.</p>
<p><b>Analysis of Results</b> (Where outcomes met? Exceeded? Progress towards goal. Implications for AY17 Objectives.)</p>	<p>Some training was met; however, this is a work in progress. For AY 17, TuA's and tutors will attend the Para-professional Leadership Training Day in August 2016. Also, the Coordinator of Tutoring and Academic Assistance plans to develop and implement SI training and to include SI and faculty from the other colleges. The goal is to unify the role and expectations of Supplemental Instruction across the institution. As planned, Graduate Assistants will continue to attend the Graduate Assistant Training Day facilitated by Career Services.</p>

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<b>Objective 3:</b>	<b>Increase efforts to recruit qualified first year students to become sophomore tutors for Writing Center, Math, Science, and Business.</b>
<b>Action Items</b>	<p>ARC-Math, Science, and Business Assistance: Recruit first year tutors who will be sophomores and/or juniors through faculty/staff recommendation. Tutors will be trained to provide one-on-one and walk-in services for lower division students.</p> <p>Writing Center: Recruit first year tutors who will be sophomores through faculty/staff recommendation and train students to provide walk-in services for lower division students.</p>
<b>Desired Outcomes and Achievements</b> (Identify results expected)	Desired outcome is to have effective tutors to market the Academic Resource Center/Writing Center's Services, increase utilization of services, expand tutoring assistance offered, and increase lower division student persistence.
<b>Achieved Outcomes and Results</b>	<p><b>ARC-Math, Science, and Business</b> The Math Center did not recruit sophomore tutors for AY 2015 - 2016. Math faculty felt there was not a strong enough pool of candidates to pull from and highly recommended that we start with juniors. Math faculty provided the Math Center with their recommendations for juniors to assist with lower division math courses.</p> <p><b>Writing Center</b> During Fall 2015, the Writing Center hired four sophomore tutors (based on faculty recommendations) to assist with writing assistance for lower division students. Two students tutored in the Library and two in Prairie Place. In Spring 2016, due to budget cuts and lack of writing services utilization, the Center kept the two sophomore writing tutors in Prairie Place.</p>
<b>Analysis of Results</b> (Where outcomes met? Exceeded? Progress towards goal. Implications for AY17 Objectives.)	<p><b>ARC-Math, Science, and Business</b> The outcome to recruit sophomore tutors was not met due to math faculty concerns. Currently, we do not have any positive recommendations from faculty for AY 2016 – 2017. We continue to seek out prospective sophomore tutors.</p> <p><b>Writing Center</b> The Writing Center did meet the outcome to hire sophomore tutors, but utilization of sophomore tutors fell below expectations. For AY 17, we will continue to recruit sophomore tutors for Prairie Place where there is more of a demand for evening and weekend hours.</p>

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<b>Objective 4:</b>	<b>Develop mentoring programs for collaboration between upper-division consultant/tutors and sophomore tutors.</b>
<b>Action Items</b>	<p>ARC-Math, Science, and Business Assistance: GA's and upper division tutors mentor the sophomore tutors. Mentoring may take form in group discussion and/or workshops/training.</p> <p>Writing Center: Writing Consultants mentor sophomore tutors. Mentoring may take form in group discussion and/or workshops/training.</p>
<b>Desired Outcomes and Achievements</b> (Identify results expected)	Desired outcome is to have effective tutors to market the Academic Resource Center/Writing Center's services, increase utilization of services, have effective tutors, and have sophomore tutors grow as leaders as they become upper classmen to mentor incoming lower division tutors.
<b>Achieved Outcomes and Results</b>	We did not employ any sophomore tutors during AY 2015 – 2016 and no formal mentoring program was in place between new and experienced tutors. A fair amount of informal mentoring took place throughout the year and I believe we had a more cohesive staff which resulted in improved tutor retention.
<b>Analysis of Results</b> (Where outcomes met? Exceeded? Progress towards goal. Implications for AY17 Objectives.)	<p><b>ARC-Math, Science, and Business</b> TuA's did mentor one-on-one with undergraduate tutors, and the Center will continue to do so in AY 17 goals.</p> <p><b>Writing Center</b> During training, the Writing Center focuses on mentoring sophomore students and building a relationship between TuA's (writing consultants) and tutors. April Moran has taken tutors and upper division writing consultants under her wing to mentor on an one-on-one basis. Furthermore, the Library/WC Writing consultant mentored sophomore tutors during Fall 2015. For AY 17, the Writing Center TuA's will continue to mentor writing tutors (sophomores becoming juniors) to mentor them to be upper division writing consultants as they grow into their positions.</p>