

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: 2016 – 2017 Results and Findings

Goal 4: Enhance academic support resources and facilities to serve students at all levels (undergraduate and graduate) and modes (on campus, online, and hybrid) of instruction.

Objective 1:	Collaboration with other departments, centralizing writing services for lower division students located in the Library. (Library, English Department Services, and Writing Services).
Action Items	<p>Utilize various facilities in partnership with the Library and Writing Department as central locations to provide writing and research assistance to all division students.</p> <p>Library Writing Center partner with Library to house a Writing tutor in the Library for assistance. In addition, the Library and Writing Center partner in facilitating student success workshops, if warranted.</p> <p>Writing Center The Writing Center work in partnership with the Writing Department to offer the Writing Center as an alternative location to house (not permanent) Writing Fellows, if warranted</p>
Desired Outcomes and Achievements (Identify results expected)	Desired outcome is to have a centralized lower division writing assistance service/program involving the Library, Writing Center, and the English Department.
Achieved Outcomes and Results	The Writing Center hired sophomore tutors to support lower division students, housed in the Library. Sophomore tutors worked with the WC/Library TuA to collaborate on services. Even though the Writing Center promoted lower division support through classroom presentations and marketing materials, during Fall 2016, 2 students received writing assistance for lower division. Furthermore, the Writing Center and Library collaborated to centralize services in one area, but this was a challenge involving the English Department. During Fall 2016, the Writing Center collaborated with the English Department to support lower division students who struggled in their first semester English course. Dr. Brad Smith collaborated with Dr. Jarrett Neal and the Writing Center hired their first Supplemental Instructor to work in both areas. During Spring 2017, Dr. Jarrett Neal, who is an English Adjunct instructor, taught one of the repeating Writing courses and used Starfish for support.
Analysis of Results (Where outcomes met? Exceeded? Progress towards goal. Implications for AY18 Objectives.)	This outcome did not meet the Writing Center's expectations. Yes, there was collaboration between the Library and English Department, but all three services were not centralized in one area. Also, the low attendance for lower division tutoring in the Library did not meet our expectations. For AY 18, we will continue to collaborate with Library Services, by offering a split TuA position, if the budget allows, but also, Dr. Jarrett Neal has begun planning efforts with the English Department that will involve more collaboration with the Writing Center.

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<p>Objective 2:</p>	<p>Extend support services to address students' needs by offering services/workshops in other facilities on campus. (ARC, Cube, classrooms, and Prairie Place)</p>
<p>Action Items</p>	<p>ARC-Math, Science, and Business Assistance: Extend support services by offering online math resources and workshops; host workshops in the Cube; and offer ARC support in classrooms, such as supplemental instruction and learning strategies support; and Prairie Place.</p> <p>Writing Center: Expand on services offered in ARC and Prairie Place, especially for lower division students. Hire tutors who live in Prairie Place to address late night and weekend services. Also extend services to incorporate into classroom assistance such as Smart Start and upper level assistance.</p>
<p>Desired Outcomes and Achievements (Identify results expected)</p>	<p>To have ARC and Writing Center services more accessible to students to increase student persistence.</p>
<p>Achieved Outcomes and Results</p>	<p>ARC-Math, Science, and Business We offered walk-in (math) tutoring services at Prairie Place one night a week (for 3 hours) during the fall and spring terms in which we averaged 2 students per week. We collaborated with Dean Lydia Morrow-Ruetten on the semi-annual Library Jam with four tutors participating each term. Our graduate assistant (Patrick) was available in the CUBE during Smart Start to assist students in setting up their My Math Lab and My Stat Lab programs.</p> <p>Writing Center The Writing Center offered writing services in Prairie Place to provide late night and weekend services. In addition, a few workshops were conducted in classrooms to address APA research writing. Unfortunately, students did not take advantage of Prairie Place tutoring sessions. During Fall 2016, 2 students took advantage of Prairie Place writing assistance one time. The Center provided Library support throughout the academic year and assisted Dean Lydia Morrow-Ruetten on the Library Jam hosted fall and spring.</p>
<p>Analysis of Results (Where outcomes met? Exceeded? Progress towards goal. Implications for AY18 Objectives.)</p>	<p>ARC-Math, Science, and Business We did meet the outcome of providing service in various locations across campus. Tutoring services were utilized in all locations; therefore, the math center will continue to provide services in the Library, Cube, and Prairie Place. Our goal is to increase the number of students utilizing these services. The ARC plans to meet with the new Resident Hall Director to discuss additional support for Prairie Place students.</p> <p>Writing Center The Writing Center did meet the expectations of expanding services to other locations within the university; however, our expectation on student attendance was not met. Due to Prairie Place students disinterest in writing services, we will move our efforts to the Library. Prairie Place students who wish to seek writing assistance may do so in the Student Success Commons, Library, or submit papers through GROWL. The sophomore tutors will be replaced with upper division/ graduate students who can meet the writing demands of the Center.</p>

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Objective 3:	Increase productivity and utilization of ARC's facility through workshops, study tables, tutoring, walk-in and other services.
Action Items	<p>Increase services offered by Academic Resource Center and Writing Center.</p> <ul style="list-style-type: none"> • Additional research and writing workshops • Implement learning strategy workshops • Implement math resource workshops • Additional supplemental instruction • Increase tutoring services linked to academic recovery and support programs.
Desired Outcomes and Achievements (Identify results expected)	Desired outcome is to increase the utilization of ARC/Writing Center services and its effectiveness.
Achieved Outcomes and Results	<p>ARC-Math, Science, and Business The three action items that the Math Center needs to accomplish are listed below, along with what we did (or are doing) to accomplish them during AY 2016 – 2017 (or in AY 2017 – 2018).</p> <p>Implement learning strategy workshops <u>Study Skills with Patrick</u> during AY 2016 – 2017 and will continue for AY 2017 – 2018.</p> <p>Implement math resource workshops Establish more formal calculator / technology workshop to be offered several times a semester (along the lines of Study Skills with Patrick). Ideally we this workshop will appear on the student success calendar each term.</p> <p>Additional Supplemental Instruction (SI) Continue offering SI in as many lower division math courses as possible and support organic chemistry 1 and 2 at the upper division during AY 2017 – 2018.</p> <p>Writing Center The Writing Center has added additional research and writing workshops; however, attendance is low. Two new workshops <i>Mastering Literature Reviews</i> and <i>Essay Writing for Standardized Tests</i> were added in Summer 2017, and attendance for those workshops will be recorded in the next Vision 2020 AY 17-18 outcomes.</p> <p>The Writing Center supported a Supplemental Instructor (SI) in an English 1000 course. The SI worked with the ENGL 1000 instructor within the classroom and worked as a writing consultant in the Writing Center.</p> <p>ARC-Student Support The Academic Resource Center offered online Student Success Workshops as an option for academic recovery students to complete program requirements. 71 students took advantage of the online service. Furthermore, with the launch of Starfish, 48 students were referred to the Academic Resource Center/Writing Center to request tutoring assistance. All students were contacted by both ARC and WC coordinators. The Academic Resource Center created success plans for lower division students placed on academic probation, 63 out of 270 (23%) of success plan “to-dos” were completed.</p>
Analysis of Results (Where outcomes met?)	<p>ARC-Math, Science, and Business The math center has provided and increased utilization in math workshops and</p>

Exceeded? Progress towards goal. Implications for AY18 Objectives.)

supplemental instruction support. Attendance in the Study Skills with Patrick workshops has decreased; however, more students are opting to do the online workshops. We will continue to offer the above support initiatives.

Writing Center

Goals of expanding Writing Center workshops and services were met; however, workshop attendance was not met. In AY 17-18, the Writing Center plans to increase WC utilization by offering new workshops and by piloting a graduate writing boot camp.

ARC-Student Support

Some outcomes, increasing ARC utilization with the launching of GSU STAR and providing online student success workshops, were met. The Academic Resource Center plans to extend services by collaborating with centralized advising to utilize GSU STAR and a referral system to support students. The ARC will create and implement workflow charts to promote GSU STAR policies and procedures. The ARC will continue to offer online Student Success Workshops, but the department plans to revamp the Lower Division Academic Recovery Program. In the restructure, we plan to implement a student/staff or mentor connection and less workshop requirements.