

**Focus Area: Student Success**

**Leaders: Amy Comparon, Executive Director of the Academic Resource Center**

**Implementation Year: 2018 ---- 2019**

**Goal 1:** Design, implement, and assess a broad range of tutoring and academic support services for both general education and upper-division course work which nurtures the highest levels of academic success.

<b>Objective 1:</b>	Collaborate with faculty to incorporate academic support services within and outside of the classroom for lower division.
<b>Action Items</b>	<p>ARC-Math, Science, and Business Assistance</p> <p>Work in collaboration with math faculty to assure math support in all lower division math courses by offering supplemental instruction and/or available tutoring assistance in the Academic Resource Center with walk-in and appointment services. Supplemental instruction support and tutoring support will expand in math, science, business and other parts on campus. In addition, the ARC will offer math workshops for first year students in MyStatsLab, math support software, the first two weeks of courses. Math support is also part of ACHIEVE students' academic study plan for students who do not pass the math component in Smart Start. The ARC plans to collaborate with the Math Department to offer additional support for Smart Start students. ARC tutoring will promote math support tailored to specific courses during midterm grades and finals.</p> <p>Writing Center</p> <p>The Writing Center will hire tutors to support lower division students with their writing. Writing Center assistance will be available to Smart Start classes. Smart Start writing will invite classes come to the Writing Center and attend writing workshops to learn about writing and available resources. Students who do not successfully complete Smart Start Writing will be encouraged to attend tutoring. The Writing Center will promote support services to students and faculty through e-blasts/GSU STAR during crucial times such as midterm grades and finals. The Writing Center will collaborate with English faculty on the WAC Committee and Composition Steering Committee to promote writing across the curriculum.</p>

<p><b>Indicators and Data Needed</b></p> <p>(Measures that will appraise progress towards the strategic objective)</p>	<p>Number of students served.</p> <p>Number of students who return for services.</p> <p>Number of students who persisted.</p> <p>Number of faculty that collaborate.</p>
<p><b>Responsible Person and/or Unit</b> (Data collection, analysis reporting)</p>	<p>ARC-Math, Science, and Business (Coordinator of Tutoring and Academic Assistance)</p> <p>Writing Center (Writing Center Coordinator)</p>
<p><b>Milestones</b></p> <p>(Identify Timelines)</p>	<p>Initiatives will start Fall 2018.</p>
<p><b>Desired Outcomes and Achievements</b></p> <p>(Identify results expected)</p>	<p>ARC-Math, Science, and Business Assistance</p> <p>Students who attend tutoring and/or supplemental instruction will improve their grades and persist.</p> <p>Writing Center</p> <p>Students who receive writing assistance will improve their writing and persist.</p>
<p><b>Achieved Outcomes and Results</b></p>	<p><b>ARC-Math, Science, and Business Assistance</b></p> <p>The largest initiative for AY 2018 – 2019 was the continuation of our Supplemental Instruction program. The majority of our SI efforts have directed toward the lower division with 2 (out of 3) SI supported sections in fall 2018 and 2 (out of 3) –all science - in spring 2019. The math faculty did not take advantage of the SI opportunities during the either term which was due to the hiring of their own department graduate assistants.</p> <p><b>Metrics</b></p> <p>Number of Students Served for Supplemental Instruction sessions:</p>

**Fall 2018 SI numbers:**

Course	Instructor	SI Leader	Total Headcount
BIOL 1200	Gohde	Krystilyn	81
BIOL 1510	Gohde	Reni	50
CHEM 3531	Kumar	Richa	18
<b>Total SI Contacts</b>			<b>149</b>

**Spring 2019 SI numbers:**

Course	Instructor	SI Leader	Total Headcount
BIOL 1200	Gohde	Krystilyn	56
BIOL 1510	Gohde	Richa	22
CHEM 3533	Kumar	Richa	7
<b>Total SI Contacts</b>			<b>85</b>

**Writing Center**

Students who visit the Writing Center seldom make their grades public knowledge, and Writing Center staff recognize that many factors determine a student's grade in a course, not merely proficiency in writing. However, students who regularly attend tutoring sessions in the Writing Center report that their encounters with Writing Center staff have improved their grades and helped them become better writers.

**Analysis of Results**

(Where outcomes met? Exceeded? Progress towards goal. Implications for AY19 Objectives.)

**ARC-Math, Science, and Business**

The Supplemental Instruction Training Program was a great success and we increased supplemental instruction support. We plan to continue with the training program and open Si training to others on campus. Our goal is to increase supplemental support in lower division courses.

**Writing Center**

The Writing Center will begin emailing students an end-of-semester survey beginning in 2019-20 to assess its effectiveness in helping students meet their goals and excel academically.

<b>Objective 2:</b>	Develop and implement class specified workshops and/or support for upper-division and graduate students.
<b>Action Items</b>	<p>ARC-Math, Science, and Business Assistance</p> <p>Offer supplemental instruction and academic support in areas of demand. Provide study skills/test taking skills workshops for upper division students in difficult courses. Workshops will be embedded in a few course curriculums and the student success workshops. The ARC will continue to provide assistance to the introductory anatomy course for incoming graduate PT/OT students.</p> <p>Writing Center</p> <p>Offer additional writing/research workshops for upper level/graduate students. Workshops will be offered through classroom presentations and student success workshops. In addition, the Writing Center will conduct writing workshops during transfer orientation. To support graduate/upper division writing, the Writing Center continues to offer Writing Boot Camps.</p>
<b>Indicators and Data Needed</b>  (Measures that will appraise progress towards the strategic objective)	Number of students who attend workshops.
<b>Responsible Person and/or Unit</b> (Data collection, analysis reporting)	<p>ARC-Math, Science, and Business (Coordinator of Tutoring and Academic Assistance)</p> <p>Writing Center (Writing Center Coordinator)</p>
<b>Milestones</b>  (Identify Timelines)	ARC and Writing Center workshops will be start in Fall 2018. Writing Boot Camps will start Fall 2018.
<b>Desired Outcomes and Achievements</b>  (Identify results expected)	Desired outcome is to increase utilization of workshops and student persistence.
<b>Analysis of Results</b>	<b>ARC-Math, Science, and Business</b>

<p>(Where outcomes met? Exceeded? Progress towards goal. Implications for AY19 Objectives.)</p>	<p>Our greatest contribution in this area is the continuation of Supplemental Instruction for upper division organic chemistry (CHEM 3531 and 3533) and tutoring / study groups assistance for the introductory human anatomy course for the incoming OT / PT Students (PHYT 6610). The metrics for organic chemistry are included on the next page. The anatomy numbers for summer 2019 are stated below.</p> <p><b>Metrics</b></p> <p>Summer 2019 anatomy 24 (5 in SSC and 19 SI)</p> <p><b>Writing Center</b></p> <p>During the 2018-19 academic year, the Writing Center recorded 2,179 student contacts with 819 face-to-face appointments, 629 Growl contacts, 541 Library Contacts, and 37 Class Visits. Writing consultants served 190 students through workshops; of this total, 7 attended the Graduate Writing Boot Camp and 22 attended the campus-wide Back to Basics forums. These numbers reflect a slight increase in Writing Center student contacts from the previous academic year.</p>
<p><b>Analysis of Results</b></p> <p>(Where outcomes met? Exceeded? Progress towards goal. Implications for AY19 Objectives.)</p>	<p><b>ARC-Math, Science, and Business</b></p> <p>Supplemental Instruction in Chemistry courses was solid with attendance. We will continue to offer tutoring/Supplemental Instruction in these two courses. The Center has designated a Chemistry tutor for these difficult courses. We will also continue to provide assistance to the introductory anatomy course for the incoming graduate PT/OT students. Our goal is to increase utilization and student persistence.</p> <p><b>Writing Center</b></p> <p>Though the achieved outcomes surpassed the previous year's goals in regard to face-to-face appointments, the Writing Center has experienced a decline in attendance at workshops. The goal for the 2019-20 academic year it to grow attendance in this area through alternate scheduling and more aggressive advertising to the GSU community.</p>