

Focus Area: Student Success

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

Implementation Year: 2019 ---- 2020

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.

Objective 1:	Collaborate with faculty to incorporate academic support services within and outside of the classroom for lower division.
Action Items	<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>
Indicators and Data Needed (Measures that will appraise progress towards the strategic objective)	<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>
Responsible Person and/or Unit (Data	<p>ARC-Math, Science, and Business (Coordinator of Tutoring and Academic Assistance)</p> <p>Writing Center (Writing Center Coordinator)</p>

collection, analysis reporting)	
Milestones (Identify Timelines)	Initiatives will start Fall 2019.
Desired Outcomes and Achievements (Identify results expected)	<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>
Achieved Outcomes and Results	<p>ARC-Math, Science, and Business Assistance:</p> <p>We offer support in over two dozen courses covering areas such as math, biology, chemistry, accounting, and economics. Mostly in the 1000 and 2000 level, with some upper division and graduate courses supported based upon the talents of our tutoring staff. We collaborated with the business department and now share an upper division accounting tutor (Roya).</p> <p>Writing Center</p> <p>Currently, the Writing Center employs two undergraduate tutors to assist with all students, but in particular lower-division undergrads. The WC's collaboration with the Composition Steering Committee, which oversees the instruction of first-year writing courses (English 1000 and English 1010) also scaffolds support for these learners.</p>
Analysis of Results (Where outcomes met? Exceeded? Progress towards goal. Implications for AY20 Objectives.)	<p>ARC-Math, Science, and Business</p> <p>We facilitate Supplemental Instruction (SI) sessions for several science courses. The downside is that we do not always have faculty support (especially for math) or desired coverage. Furthermore, the math department has hired 2 graduate assistants and they prefer to have them facilitate their own SI supported sections, which occurred during AY 19-20 and continues through AY 20-21. A biology faculty member received grant funds to start a Learning Assistants (LA) program for sections of freshmen biology and chemistry. Daniel attended a conference at Chicago State University in December 2019 to learn more about the program.</p> <p>Writing Center</p> <p>The Writing Center will continue to support undergraduate students in partnership with the Composition Steering Committee.</p>

Objective 2:	Develop and implement class specified workshops and/or support for upper-division and graduate students.
Action Items	<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>
Indicators and Data Needed (Measures that will appraise progress towards the strategic objective)	Number of students who attend workshops.
Responsible Person and/or Unit (Data collection, analysis reporting)	<p>ARC-Math, Science, and Business (Coordinator of Tutoring and Academic Assistance)</p> <p>Writing Center (Writing Center Coordinator)</p>
Milestones (Identify Timelines)	ARC and Writing Center workshops will be start in Fall 2019. Writing Boot Camps will start Fall 2019.
Desired Outcomes and Achievements (Identify results expected)	Desired outcome is to increase utilization of workshops and student persistence.
Achieved Outcomes and Results	<p>ARC-Math, Science, and Business</p> <p>We offer workshops in the following areas.</p> <ul style="list-style-type: none"> Assessing and Correcting Poor Study Habits

	<ul style="list-style-type: none"> • Proper Online and Email Communications for Students. <p>Writing Center</p> <p>One of the largest increases in patronage to the Writing Center has occurred in relation to the WC’s workshops. Because all workshops are now being offered through Blackboard Collaborate Ultra, the WC is able to offer more workshops throughout the semester. Attendance for some workshops has nearly tripled due to this change.</p>
<p>Analysis of Results</p> <p>(Where outcomes met? Exceeded? Progress towards goal. Implications for AY20 Objectives.)</p>	<p>ARC-Math, Science, and Business</p> <p>Regarding workshops, we have not met our attendance targets. Attendance numbers remain low. ARC Tutoring will look at ways to partner with other departments to support students in need.</p> <p>Writing Center</p> <p>As the university decides on remote or on campus learning for AY 20.21, the Writing Center will continue to offer virtual workshops. The Writing Center is capable to offer more workshops in this format and support students who have to master courses, work, and family life.</p>