

Focus Area: Student Success

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

Implementation Year: 2019 ---- 2020

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

Objective 1:	Implement the Lower Division Academic Recovery Program introducing new initiatives.
Action Items	Freshmen placed on academic probation are required to participate in the Pathways to Academic Recovery course SSC-0099. Students are enrolled in the course upon submission of Fall 2019 probation list. New Student Program advisor register students for course and notify students of their schedule change. Students are required to attend and will receive a pass/fail grade. NSP Peer Mentors assist SSC-0099 instructor and monitors student progress through GSU STAR. Peer Mentors meet with students weekly. Sophomores placed on academic probation are asked to complete the Academic Recovery Program by attending four student success workshops. Students who complete the program receive notification in GSU STAR. Sophomore students placed first time on Academic Probation Extended, are required to meet with the Academic Resource Graduate Assistant to review and sign the Learning Contract outlined in Policy 14.
Indicators and Data Needed (Measures that will appraise progress towards the strategic objective)	Measurement of students' progress will be monitored through multiple efforts: <ol style="list-style-type: none">1. Pathways to Academic Recovery attendance and completion2. Student Success Workshop Checklist completion3. Pathways to Academic Recovery Exit Survey (SurveyMonkey)4. Monitor progress/concerns through GSU STAR5. Midterm Grades6. Early Alert Progress Surveys (Attendance Tracking and Student Progress)
Responsible Person and/or Unit (Data collection, analysis reporting)	Student Success Team (Lead: Executive Director of Academic Resource Center)
Milestones (Identify Timelines)	Initiatives to be implemented and monitored starting Fall 2019.
Desired Outcomes and Achievements (Identify results expected)	Desired outcome is to increase student persistence by having students start in good standing compared to previous academic year. In addition, increase student persistence by having Fall 2019 probation students increase GPA and/or be removed from probation by the end of Spring 2020.

Focus Area: Student Success

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

Implementation Year: 2019 ---- 2020

Achieved Outcomes and Results	<p>After reviewing the Pathways to Academic Recovery (SSC-0099) final grades, academic standing, and the Pathways to Academic Recovery Exit Survey, all assessment tools have proven the SSC-0099 workshops series to be beneficial. 40/59 (68%) of Pathways to Academic Recovery students have successfully passed the course. Course completion rate has decreased by 6% compared to Spring 2019. In addition, SSC-0099 enrollment increased by 17 students compared to the previous year. Students who pass the course have demonstrated through written assignments and group discussion self-efficacy, determination, and learned skills to be successful on a personal and professional level. The majority of the students (29%) who failed the course did not attend the class.</p> <p>In addition, 14/40 (35%) of students who completed the Pathways to Academic Recovery Exit Survey. Remarkably, 100% of respondents felt that the SSC-0099 course provided them with the necessary resources to be successful and they felt their academic performance had improved as a result of the course. In addition, 100% of respondents were able to demonstrate what they have learned and applied it to their academic career and personal life.</p> <p>In reviewing “Academic Standing,” 27% of students returned to Good Standing and 41% continued on academic probation. Most students on academic probation extended raised their GPA; however, the cumulative GPA did not meet good standing.</p> <p style="text-align: center;">Academic Standing after Spring 2020</p> <table border="1" data-bbox="472 1283 1414 1612"><thead><tr><th>Number</th><th>Academic Standing</th><th>Percentage</th></tr></thead><tbody><tr><td>16</td><td>Good</td><td>27%</td></tr><tr><td>24</td><td>Probation Extended</td><td>41%</td></tr><tr><td>17</td><td>Suspension</td><td>29%</td></tr><tr><td>2</td><td>Dropped/withdrew</td><td>3%</td></tr></tbody></table> <p>In addition, the course had to make a swift change from in-person instruction to posting Blackboard workshops. Students completed weekly course materials (self-paced) through Blackboard.</p>	Number	Academic Standing	Percentage	16	Good	27%	24	Probation Extended	41%	17	Suspension	29%	2	Dropped/withdrew	3%
Number	Academic Standing	Percentage														
16	Good	27%														
24	Probation Extended	41%														
17	Suspension	29%														
2	Dropped/withdrew	3%														
Analysis of Results	According to the findings, the Pathways to Academic Recovery program is beneficial to student development. Majority of the students who completed the															

Focus Area: Student Success

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

Implementation Year: 2019 ---- 2020

<p>(Where outcomes met? Exceeded? Progress towards goal. Implications for AY20 Objectives.)</p>	<p>program were able to demonstrate academic and personal growth through course assignments/completion and survey assessments. In addition, 100% of students who completed the Pathways to Academic Recovery Exit Survey, found great value in the course. Besides personal growth, data shows the program has help students academically with increases in GPA and some students have returned to “Good Standing.”</p> <p>Spring 2020 was a success with the increase of students returning to good standing compared to Spring 2019. The Academic Resource Center (ARC) was able to see these great results during a time where students struggled with adapting to remote learning and outside stresses caused by COVID-19. The program will continue in Spring 2020. The ARC may analyze course delivery modes and curriculum depending on the institution’s decision for on-campus or remote learning. If we continue with remote learning, the course may be delivered synchronous through Blackboard for live instruction.</p>
---	---

<p>Objective 2:</p>	<p>Develop and implement early alert strategies to flag at-risk lower division students.</p>
<p>Action Items</p>	<p>Early alert strategies will include:</p> <ol style="list-style-type: none">1. Early Alert Progress Surveys during Weeks: 2 and 6 to monitor student progress. All General Education courses including Junior Seminar courses faculty will receive Early Alerts Progress Surveys through GSU STAR to monitor student progress.2. Midterm grades: Registrar 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 be provided additional resources.3. 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. Save My Semester will be incorporated in the Pathways to Academic Recovery courses.
<p>Indicators and Data Needed (Measures that will appraise progress towards the strategic objective)</p>	<p>Student performance will be measured every few weeks starting with utilization of GSU STAR, closing of GSU STAR flags, submission of midterm grades, and end of semester academic standing status.</p>

Focus Area: Student Success**Leaders: Amy Comparon, Executive Director of the Academic Resource Center****Implementation Year: 2019 ---- 2020**

Responsible Person and/or Unit (Data collection, analysis reporting)	Student Success Team (Lead: Executive Director of Academic Resource Center)
Milestones (Identify Timelines)	Early intervention strategies will begin Fall 2019 and will continue each semester.
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>During AY19.20 the Academic Resource Center continues to collaborate with CJY, Academic Advising, and Institutional Research on creating and implementing progress surveys. Due to the Spring 2020 pandemic, the GSU STAR Success Team distributed attendance surveys and week 6 progress surveys to all undergraduate students. With the unforeseen switch to remote learning (due to COVID), the GSU STAR team felt it was important to track students' attendance after the change.</p> <p>During fall 2019, faculty completed 161 Early Alert Progress Surveys and 132 surveys were completed in spring 2020. Due to COVID, GSU switch all courses and services to online. In March, the GSU STAR Success Team created and distributed COVID early alert surveys to all undergraduate faculty. The charge of the surveys were to address online attendance and student concerns. As a result, 776 surveys were distributed and 297 surveys were completed with 3,219 tracking items. CJY and NSP peer mentors along with advising created plans for student outreach.</p> <p>The ARC has also seen an increase in submission of midterm grades and Early Alert Progress Surveys. The department offers midterm support for both undergraduate and graduate students. In fall 2019, 2,367 students received 4453 midterm grades (by deadline) and in spring 2020, 1,456 students received 2851 midterm grades (by deadline). In reviewing midterm grades data from fall 2019, submissions of midterm grades increase by 36%. Efforts made to support students receiving midterm alerts made a positive impact on student performance.</p>

Focus Area: Student Success**Leaders: Amy Comparon, Executive Director of the Academic Resource Center****Implementation Year: 2019 ---- 2020**

	In Spring 2020, 30/40 (75%) of students who completed the SSC-0099 course attended Save My Semester and completed an exit survey. 90% of those students found the workshop to be helpful and informative.
Analysis of Results (Where outcomes met? Exceeded? Progress towards goal. Implications for AY20 Objectives.)	According to the data, we have seen an increase in utilization of early alert efforts. Moving forward, the GSU STAR Committee has decided to continue to distribute progress surveys to all undergraduate courses. In addition, the Academic Resource Center will work with other departments and faculty to encourage faculty to submit midterm grades. To help increase student attendance in Save My Semester workshops (midterm alert initiative), the ARC will incorporate the workshop in the Pathways to Academic Recovery courses. The center will continue to promote workshops to all students identified as at-risk after midterm alerts.

Objective 3:	Develop and implement academic support interventions to assist under-prepared GSU students.
Action Items	Expand on student success workshops and online support/resources related to GSU STAR. The ARC implement the GSU STAR GA position to assist with the GSU STAR tracking system, facilitate GSU STAR student open labs, and assist with student outreach. The ARC will work with centralized advising and centralized peer mentoring (CJY) to implement policy and procedures to intervene with underprepared students early utilizing GSU STAR.
Indicators and Data Needed (Measures that will appraise progress towards the strategic objective)	Measure student outreach through GSU STAR tracking system and clearing of flags.
Responsible Person and/or Unit (Data collection, analysis reporting)	Executive Director of Academic Resource Center
Milestones (Identify Timelines)	For Fall 2019, the Academic Resource Center will create additional flags for intervention, connect with centralized advising on GSU STAR interventions, and utilize the GSU STAR GA position to assist with early Alert efforts.

Focus Area: Student Success

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

Implementation Year: 2019 ---- 2020

Desired Outcomes and Achievements (Identify results expected)	Desired outcome is to increase Academic Resource Center's services and GSU STAR utilization.
Achieved Outcomes and Results	During the AY 19.20, the GSU STAR Success Team had to swiftly switch efforts and focus on addressing students' challenges with COVID. Students within a week changed from in-person to remote learning, this affected their mental, personal, social, financial, and academic environments. The GSU STAR Team created a mid-semester progress survey to track remote course attendance. Students who received an attendance concern were contacted by CJY peer mentors, ARC, and advising. All three departments reached out to students to assist with technology issues/concerns, directed students to Dean of Students who indicated financial struggles (to apply for COVID funding), and worked with Counseling for those needing mental health support.
Analysis of Results (Where outcomes met? Exceeded? Progress towards goal. Implications for AY20 Objectives.)	Depending on what is to occur for AY 20.21, the ARC would like to get back on track and focus on creating probation success plans. In order to do that, the Academic Resource Center will need to expand staff to support all probation students efficiently and effectively. GSU STAR will be a great support in tracking those students.

Objective 4:	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.
Action Items	In Fall 2019, the Academic Resource Center will expand services to address students' needs. <ol style="list-style-type: none">1. Writing assistance will be available in the Writing Center and Library to address all students' writing needs and be involved in Library Jam. Students will have the option to can submit papers through Growl and receive feedback within 24-48 hours from time of submission.2. Additional Math Supplemental Instruction will be added to courses, if warranted. The GSU STAR Graduate Assistant will offer GSU STAR training/open labs to students, assist with success plans, and make referrals to ARC services for students struggling with Writing, Math, Science, and Business flagged from midterm alerts.

Focus Area: Student Success**Leaders: Amy Comparon, Executive Director of the Academic Resource Center****Implementation Year: 2019 ---- 2020**

Indicators and Data Needed (Measures that will appraise progress towards the strategic objective)	Services will be measured by student utilization of ARC, workshop attendance, GSU STAR utilization, and workshop survey results.
Responsible Person and/or Unit (Data collection, analysis reporting)	Academic Resource Center-Lead: Executive Director of Academic Resource Center
Milestones (Identify Timelines)	Continuation of tutoring services for Writing, Math, Science, and Business will start Fall 2019.
Desired Outcomes and Achievements (Identify results expected)	Desired outcome is an increase in services provided by the Academic Resource Center and its utilization to increase student persistence.
Achieved Outcomes and Results	<p>As a result of 0 students attending GSU STAR workshops during AY 18.19, the Academic Resource Center trained peer mentors to facilitate GSU STAR info sessions during the Mastering College courses. In fall 2019, majority of Mastering College instructors allowed in class peer mentors to facilitate these workshops.</p> <p>During the 2019-20 academic year, the Writing Center recorded 2,144 student contacts with 594 face-to-face appointments, 949 Growl (asynchronous email) contacts, 401 Library Contacts, and 32 Class Visits. Writing consultants served 200 students through workshops, both in-person and virtually students; of this total, 4 attended the Graduate Writing Boot Camp.</p> <p>A total of 103 students participated in ARC Tutoring with a total of 383 contacts in math, science, statistics, and business. As part of ARC's Reaching Vision 2020 goals, Supplemental Instruction (SI) extended services to support both lower and upper division students. The ARC provided SI assistance in six science courses. During the 2019-2020 academic year, there were a total of 86 SI visits.</p>
Analysis of Results (Where outcomes met? Exceeded? Progress towards goal.	To increase student utilization of GSU STAR, the ARC plans to implement more initiatives with faculty collaboration. Due to changes in centralized peer mentoring, all peer mentoring responsibilities will be housed in the Center for

Focus Area: Student Success

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

Implementation Year: 2019 ---- 2020

Implications for AY20 Objectives.)	<p>the Junior Year. The ARC will collaborate with CJY to support efforts involving GSU STAR training, if warranted.</p> <p>The Writing Center plans to continue with offering workshops and services to assist students with their academic challenges. During Fall 2020, the Writing Center will increase the number of GENST student utilization due to collaboration with the Mastering College curriculum. All GENST students will be required to attend a tutoring session in the Writing Center to review an assignment from their FYS course.</p> <p>Math tutoring will increase in utilization as well, as Math tutoring has collaborated with the Math Steering Committee for ALEKS. Math tutoring will be a part of the ALEKS contract in place of Spring Smart Start. Tutoring for ALEKS is offered all year round as well. In addition, ARC Math Tutoring’s focus is to build relationships with other Math faculty to incorporate tutoring within the curriculum. The Spring semester took a toll on tutoring with remote learning and services. Students are facing many personal academic, and technology challenges.</p>
------------------------------------	--

Objective 5:	Implement and continue with strategic academic support programs for Smart Start students placed on academic warning, students placed on Academic Probation Extended, and all GSU students readmitted after academic suspension.
Action Items	<p>In AY 19-20, the Academic Resource Center will create and implement, GSU STAR “Success Plans” for students on academic probation extended (learning contracts).</p> <p>Learning Contract</p> <p>ARC will create success plans.</p> <p>Mastering College (ACHIEVE Program)</p> <p>The ARC will work Mastering College instructors to support at-risk students and monitor student through GSU STAR. Mastering College students will be paired with a NSP Peer Mentor to help students transition their first year at GSU.</p>

Focus Area: Student Success

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

Implementation Year: 2019 ---- 2020

	<p>Back on Track Program</p> <p>Academic support for upper division and graduate 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. Students will have the option to meet one-on-one weekly with the ARC Graduate Assistant. Distant learners will have the option to complete the Back on track program online.</p>
<p>Indicators and Data Needed</p> <p>(Measures that will appraise progress towards the strategic objective)</p>	<p>Learning Contract</p> <p>Progress will be measured by completion of academic study plan and final grades.</p> <p>Mastering College (ACHIEVE Program)</p> <p>Student performance will be measured through each stage of the early alert process with GSU STAR utilization, midterm grades, and weekly tutoring and measure outcome with final grades.</p> <p>Back on Track Program</p> <p>Student progress will be evaluated by participant program completion and persistence.</p>
<p>Responsible Person and/or Unit (Data collection, analysis reporting)</p>	<p>Academic Resource Center and Student Success Team-Lead: Executive Director of Academic Resource and Academic Resource Center Graduate Assistant.</p>
<p>Milestones</p> <p>(Identify Timelines)</p>	<p>The Learning Contract will continue in Fall 2019 for first probation extended students along with the Mastering College (ACHIEVE Program). The Back on Track Program will continue as well.</p>
<p>Desired Outcomes and Achievements</p> <p>(Identify results expected)</p>	<p>The desired achievement for all three programs is to have students persist and not continue on academic probation and improve GPA.</p>

Focus Area: Student Success

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

Implementation Year: 2019 ---- 2020

Achieved Outcomes and Results	<p>ACHIEVE Program</p> <p>During AY 19.20, the ACHIEVE Program became its own separate program and was pulled out of Mastering College. Students who did not complete Smart Start or were admitted after Smart Start were asked to complete the requirements of the ACHIEVE Program. Students were asked to meet with their academic advisor and attended specific workshops and meet with the ALEKS (math assessment) representative and meet with a financial aid counselor. As part of the program, an ACHIEVE Committee, representatives from the Academic Resource Center, Academic Advising, New Student Programs, and the Dean of CAES, met bi-monthly to discuss student progress. Unfortunately, the ACHIEVE Program received little student participation with 0 program completers.</p> <p>Success Plan (38 Students)</p> <ul style="list-style-type: none">• 204 to-dos<ul style="list-style-type: none">○ 57 to-dos were cleared – 28%• 0 students completed ACHIEVE thus far.• 23 students completed partial requirements<ul style="list-style-type: none">○ 19 students met with advisor○ 19 students signed ACHIEVE agreement○ 4 students attended NSP mid-semester group meeting○ 4 students attended financial aid consultation.○ 9 students met with First Year Math Coach○ 2 students took ALEKS <p>In fall 2019, the Academic Resource Center created an ACHIEVE Success Plan in GSU STAR in place of the intended Learning Contract success. With ACHIEVE being pulled out of Mastering College, it was important to track our most at-risk students, under prepared incoming freshmen. An ACHIEVE cohort and success plan (provided students a list of to-dos) to complete program requirements, reminded students on program requirements through GSU STAR communication system.</p> <p>Learning Contracts</p> <p>During AY 19-20, 39 Academic Recovery learning contracts were signed with the ARC. The submission of learning contracts has increased by 26% compared to AY 18-19; however, these numbers continue to be extremely low compared to the number on students on academic probation. In AY 19.20, GSU had a total of 268 students placed on Academic Probation Extended (first time) status. As a result, 15% of students required by Policy</p>
--------------------------------------	--

Focus Area: Student Success

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

Implementation Year: 2019 ---- 2020

	<p>14 to complete a learning contract have met with the ARC Graduate Assistant. The silver lining is that there is an increase with students completing learning contracts three years in a row. This number does not include freshmen who were placed on Academic Probation Extended for their first semester; those students are enrolled in Pathways to Academic Recovery.</p> <p>Back on Track (BOT)</p> <p>In fall 2019, the Back on Track Program had 7 out of 9 (78%) of students complete the program and 2 out 4 students (50%) completed the program in spring 2020. Overall, there was a slight increase in program completers by 5% compared to AY. 18.19.</p>
<p>Analysis of Results (Where outcomes met? Exceeded? Progress towards goal. Implications for AY20 Objectives.)</p>	<p>In analyzing the ACHIEVE program, student participation was not successful with 0% of student completion, which is very discouraging. In order to support students and build on their academic skills/needs, the committee agreed that the supports need to be built into their course curriculum. In AY 19.20, the Dean of CAES and the Math department plan to remove the Smart Start program and create a pilot to support the Math 2100. Math 2100 will be paired with z math lab course, a 3 plus 1 model. The Academic Resource Center in partnership with the Math department plan to provide supplemental instruction for each Math lab.</p> <p>The Academic Resource Center continues to collaborate with the undergraduate advising office to ensure their advisees on academic probation extended (first time) stop by the Academic Resource Center to complete a learning contract. To assist with improving Learning Contract participation, the Academic Resource Center will propose for additional staff to assist with student outreach.</p> <p>For the Back on Track Program, the Academic Resource Center will continue to build a stronger relationship with academic advisors to track students and their progress. Advisors are notified when a student has not responded to ARC's outreach. To assist the ARC Graduate Assistant with Back on Track initiatives, the hopes of receiving additional support from the staff proposals will assist in this endeavor as well.</p>