

**Focus Area: Student Success**

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

**Implementation Year: 2019 ---- 2020**

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

<b>Objective 1:</b>	Provide professional, general, and subject specified training to all tutors, writing consultants, and TuAs.
<b>Action Items</b>	Writing Center  Train writing consultants in various areas such as Graduate Assistance Training, Para-Professional Leadership Training, Supplemental Instruction, and subject based training.  The Writing Center plans to implement tutor's writing skills training and introduce the CRLA training in Spring 2020.
<b>Indicators and Data Needed</b> (Measures that will appraise progress towards the strategic objective)	Evaluations assessing tutors, GA's, and writing consultants' effectiveness based on coordinators' assessment and faculty/student feedback.
<b>Responsible Person and/or Unit</b> (Data collection, analysis reporting)	Writing Center (Coordinator of Writing Center)
<b>Milestones</b> (Identify Timelines)	GAs and TuAs attend the Graduate Assistance orientation and the Para-Professional Leadership Training Day. Review of specific training needs will occur throughout the academic year.
<b>Desired Outcomes and Achievements</b> (Identify results expected)	Desired outcome is to have effective tutors, writing consultants, and TuA's to market the Academic Resource Center/Writing Center's services, increase utilization of services, and increase student persistence.
<b>Achieved Outcomes and Results</b>	<b>Writing Center</b>  Scheduling conflicts prevented Writing Center staff to attend these forums, yet staff continue to promote the WC through virtual class visits, workshops, and word of mouth.

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<b>Analysis of Results</b>  (Where outcomes met? Exceeded? Progress towards goal. Implications for AY20 Objectives.)	<b>Writing Center</b>  The Writing Center will continue to find ways to train and give writing consultants professional development in their roles. In addition, the Writing Center will monitor and assess consultants tutoring methods and deliveries.
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<b>Objective 2:</b>	Provide professional, general, and subject specified training to all Supplemental Instructors, tutors, and TuAs in Math, Science, and Business.
<b>Action Items</b>	ARC- Math, Science, and Business Assistance  Train tutors/GAs in various areas such as Supplemental Instruction (SI), Graduate Assistance Training, Para-Professional Leadership Training, CRLA, and subject based training. <ul style="list-style-type: none"> <li>• SI Training Program The Coordinator of Tutoring and Academic Assistance will continue the Supplemental Instruction Training Program open to all GSU supplemental instructors and faculty supervisors.</li> <li>• Renewing of CRLA Level I training.</li> </ul>
<b>Indicators and Data Needed</b>  (Measures that will appraise progress towards the strategic objective)	Contact First Year instructors and honors instructors for recommendation of tutors at mid-term.  Interview and hire tutors.  Train tutors to specifically work with First Year students.  Mentor and supervise tutors throughout term.  Assess tutors through evaluations and student feedback.
<b>Responsible Person and/or Unit</b> (Data collection, analysis reporting)	ARC-Math, Science, and Business Assistance (Coordinator of Tutoring and Academic Assistance)
<b>Milestones</b>  (Identify Timelines)	Training will start in Fall 2019 for CRLA and continue throughout the academic year.

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<b>Desired Outcomes and Achievements</b>  (Identify results expected)	Desired outcome is to have effective tutors to market the Academic Resource Center's services, increase utilization of services, expand tutoring assistance offered, and increase lower division student persistence.
<b>Achieved Outcomes and Results</b>	<b>ARC- Math, Science, and Business Assistance</b>  We have 3 tutors trained in Supplemental Instruction (SI), mostly in biology. During AY 19-20, Daniel collaborated with a biology faculty member and 2 of our SIs were cross-trained in the Learning Assistants (LA) program. This program includes a curriculum course that all LAs must attend.  For the LAs last spring, both Aaron and Precious attended each lecture. For General Biology II, Precious would spend the last 30 minutes doing a learning activity (Kahoot, etc.) with the whole class. The class was about 20 students I think. For General Chemistry II, Aaron would work through some problems with a small group of students who needed some extra help. About 3-4 students I believe.
<b>Analysis of Results</b>  (Where outcomes met? Exceeded? Progress towards goal. Implications for AY20 Objectives.)	<b>ARC- Math, Science, and Business Assistance</b>  The student utilization and faculty support of the SI program is disappointing. Both metrics remain low (student utilization and faculty requests for SI). Daniel is working to make improvements in our marketing efforts. The pandemic and the movement of instruction to an online format has not helped our efforts. The fall 2020 semester will focus on reestablishing collaborations with a goal of improvement in these areas.

<b>Objective 3:</b>	Develop mentoring programs for collaboration between graduate assistants/tutors and new undergraduate tutors.
<b>Action Items</b>	ARC-Math, Science, and Business Assistance  GA's mentoring new tutors will occur during SI training. Mentoring may take form in group discussion and/or workshops, training, and tutor orientation.  Writing Center  Need to reform mentoring and training of writing consultants. Due to hiring of new staff, mentoring and training will be introduced by the Coordinator.

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<b>Indicators and Data Needed</b> (Measures that will appraise progress towards the strategic objective)	Evaluations assessing tutors, GA's, and writing consultants' effectiveness/leadership skills based on coordinator's assessment.
<b>Responsible Person and/or Unit</b> (Data collection, analysis reporting)	ARC-Math, Science, and Business Assistance (Coordinator of Tutoring and Academic Assistance)  Writing Center (Coordinator of Writing Center)
<b>Milestones</b> (Identify Timelines)	Mentoring will begin at tutor orientation(s) starting Fall 2019 and evolve throughout the academic year.
<b>Desired Outcomes and Achievements</b> (Identify results expected)	Desired outcome is to have effective tutors to market the Academic Resource Center's services, increase utilization of services, have effective tutors, and have sophomore/undergraduate tutors grow as leaders as they grow in their academic career.
<b>Achieved Outcomes and Results</b>	<b>ARC-Math, Science, and Business</b>  During 2019-2020, ARC Tutoring employed 2 juniors, 2 seniors, and 2 graduate students. We have exceptional retention of tutors, this past year being among the best ever, with 5 of the 6 tutors on staff going back to AY 17-18!  <b>Writing Center</b>  Writing Center staff support and promote the Academic Resource Center whenever possible, sometimes by helping with open house. Tutors always promote the ARC in class visits and other encounters with students.
<b>Analysis of Results</b>  (Where outcomes met? Exceeded? Progress towards goal. Implications for AY20 Objectives.)	<b>ARC-Math, Science, and Business</b>  The last remaining sophomore tutor hired in AY 16 – 17 remained on staff through AY 18 – 19, until graduating in May 2019. ARC Tutoring will consider sophomore tutors / SIs should they meet the qualifications. The top priority of ARC Tutoring is to meet the students' tutoring needs from math, science, and business.

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	<p><b>Writing Center</b></p> <p>The Writing Center will continue to do in class visits, including virtual if warranted. In addition, the Writing Center will propose to add additional Graduate Assistant's in AY 20 to help increase support initiatives.</p>
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