

Focus Area: Student Success

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

Implementation Year: 2019 ---- 2020

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

Objective 1:	Collaboration with other departments, centralizing writing services for students located in the Library and Academic Resource Center. (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</p> <p>Writing Center will continue to partner with Library to house Writing services in the Library and offer workshops in the Library, if warranted.</p> <p>Writing Department</p> <p>The Writing Center Coordinator is collaborating with Writing faculty to implement Creative Writing course(s). The Coordinator is scheduled to teach Writing courses in Fall 2019 and Spring 2020. Furthermore, the Writing Center Coordinator serves on the WAC Advisory Board and the Composition Steering Committee. The WAC Advisory Board plans to examine writing objectives across the various disciplines. These findings will help the Writing Center assist students with course writing expectations. The charge of the Composition Steering Committee is to examine English Smart Start, ENGL 1000, and ENGL 1010 courses and their effectiveness.</p>
Indicators and Data Needed (Measures that will appraise progress towards the strategic objective)	Number of students utilizing writing assistance services in the Library.
Responsible Person and/or Unit (Data collection, analysis reporting)	Writing Center (Coordinator of Writing Center)
Milestones (Identify Timelines)	Writing assistance will continue in the Library during AY 19-20. Each year the Library, Writing Center, and Writing Department will collaborate and increase services offered to all students until it establishes a well-rounded writing assistance service/program.
Desired Outcomes and Achievements	Desired outcome is to have centralized locations for writing assistance service/program involving the Library, Writing Center, and the Writing Department.

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(Identify results expected)	
Achieved Outcomes and Results	The university's temporary move to online instruction due to the COVID-19 pandemic has suspended the Writing Center's presence in the library. The WC's current activities are all being conducted online through Blackboard Collaborate Ultra. In lieu of sharing staff with the English program's supplemental instructors, the number of staff members in the WC has increased. At present, the WC staffs six graduate assistants and two student workers.
Analysis of Results (Where outcomes met? Exceeded? Progress towards goal. Implications for AY 20 Objectives.)	Depending if the institution continues to work remotely from home, services will have to remain online. Collaborations with other areas (location wise) will be discussed upon our return.

Objective 2:	Extend support services to address students' needs by offering services/workshops in other facilities on campus. (ARC, Cube, classrooms, departments, and Prairie Place)
Action Items	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. ARC will continue to offer Math assistance in the Math Department, if warranted. Writing Center The Writing Center will extend services in the Library and conduct classroom presentations such as Smart Start and graduate/upper division courses. In addition, the Writing Center will accommodate students during all hours of the business day with optimum scheduling face-to-face appointments occurring Wednesday through Friday from 3:00pm – 7:00 pm.
Indicators and Data Needed (Measures that will appraise progress towards the strategic objective)	Number of students utilizing services. Assess times, days, and location of greatest support needs.
Responsible Person and/or Unit (Data)	ARC-Math, Science, and Business Assistance (Coordinator of Tutoring and Academic Assistance)

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collection, analysis reporting)	Writing Center (Coordinator of Writing Center)
Milestones (Identify Timelines)	Continual expansion of services and/or provide services in other facilities on campus to start in Fall 2019.
Desired Outcomes and Achievements (Identify results expected)	To have ARC and Writing Center services more accessible to students to increase student persistence.
Achieved Outcomes and Results	<p>ARC-Tutoring</p> <p>We offered walk-in tutoring throughout the semester based on tutor availability. A tutor with downtime is to remain in the SSC and be ready for a walk-in client(s) and students were encouraged (during our class visits) to stop by the SSC and inquire if a walk-in was available. ARC Tutoring offers study skills workshops (formerly known as Study Skills with Patrick) 2 or 3 times a semester, strategically scheduled ahead of major exams. Attendance at these workshops remain low, never breaking double digits. We offer Supplemental Instruction (SI) in many of our first year science courses, especially biology, where students need to memorize numerous facts and concepts for each exam. Study skills and test taking strategies are a recurring theme in the science SI sessions.</p> <p>Writing Center</p> <p>The Writing Center has seen an increase in student who utilize its services. The majority of these students come from disciplines within professional services and the humanities, yet the WC still has not been able to make a connection to the physical sciences.</p>
Analysis of Results (Where outcomes met? Exceeded? Progress towards goal. Implications for AY 20 Objectives.)	<p>ARC-Tutoring</p> <p>This part needs some improvement for AY 20-21 – but considering that much of this support was nonexistent 10 years ago, we are still in a good place. We have maintained the quality of these initiatives. Our immediate goal for AY 20-21 is to reverse the decline in student participation.</p> <p>Writing Center</p> <p>The Writing Center will continue to build relationships with other majors to support students in non-writing courses.</p>

Objective 3:	Increase productivity and utilization of ARC's facility through workshops, academic recovery workshop series, tutoring, walk-in, and other services.
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Action Items	Increase services offered by Academic Resource Center and Writing Center. <ul style="list-style-type: none">• Continue research and writing workshops and restructure and/or combine workshops.• Implement GSU STAR student support in Mastering College course with Peer Mentor support.• Continue math resource workshops• Expand supplemental instruction• Increase ARC services linked to academic recovery and support initiatives through GSU STAR.
Indicators and Data Needed (Measures that will appraise progress towards the strategic objective)	Number of students attending Pathways to Academic Recovery/support initiatives. Number of students attending workshops. Number of students utilizing ARC/Writing Center services.
Responsible Person and/or Unit (Data collection, analysis reporting)	Pathways to Academic Recovery/Support Initiatives (Executive Director of Academic Resource Center) ARC-Math, Science, and Business Assistance (Coordinator of Tutoring and Academic Assistance) Writing Center (Coordinator of Writing Center)
Milestones (Identify Timelines)	Workshop series (Spring 2020), support programs, and additional supplemental instruction will continue in Fall 2019. GSU STAR student support, training, and/or outreach will increase each year until system is established.
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	ARC-Tutoring The four action items that ARC Tutoring needs to accomplish are listed below, along with what we did (or are doing) to accomplish them during AY 2019 – 2020 (or looking ahead to AY 2020 – 2021). CRLA Level 1 Certification Renewal and Level 2 Initial Certification ARC Tutoring submitted the level 1 (stage 2) renewal application in March 2020 and they approved us in September 2020. This certification is valid for three years. We anticipate applying for level 2 (stage 1) during the spring 2021 semester

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Implement Study Skills Workshops

Our general education learning outcome is geared toward students' identification and correction of poor study habits. It also aligns perfectly with a CRLA level 1 training topic. We plan to implement at least one of these workshops during the fall 2020 semester and two during the spring 2021 term. For the fall 2020 semester, we had a reversal in terms of tutor retention where 5 out of 6 tutors are recent hires.

Implement Additional Student Success Workshop

ARC Tutoring has developed a new workshop centered on communication skills and online learning / email etiquette. We are fortunate to have a former peer mentor on staff (Eman) and she has volunteered to develop and facilitate this workshop during the fall 2020 semester.

Additional Supplemental Instruction (SI)

Resume offering SI in as many lower division science courses as possible and support organic chemistry 1 and 2 at the upper division during AY 2020 – 2021. We now have a retired professor who has generously offered her time to serve as an informal SI for these two organic chemistry courses.

Academic Resource Center

GSU STAR student support/interventions

During Fall 2019 and Spring 2020, New Student Programs supported 22 sections of Mastering College by assigning peer mentors to assist incoming freshmen as they transition into the university. Peer mentors assist Mastering College faculty with course curriculum, class discussions, mentor students through bi-weekly meetings and address concern flags raised in GSU STAR. Majority of the meetings were held in the Academic Resource Center. The Academic Resource Center provided peer mentors GSU STAR training on communication with students and faculty, management of flags (including early alert flags and midterm alerts) and provided an academic plan with a timeline. With this training, peer mentors were able to facilitate GSU STAR information workshops in Mastering College courses to introduce students to the communication/early alert system. Due to various training and intervention outreach (early alerts, midterm grades, and mentors addressing flags) from the New Student Program peer mentors, the Academic Resource Center has seen an increase of traffic in the Center.

During Mastering College, GSU STAR information sessions, students were encouraged to complete an Intake Survey. The purpose of the survey is to gain a better understanding of our freshmen students on their career goals and to address any academic/personal challenges students may face including food and housing insecurities. Students who indicated academic challenges or personal insecurities, were offered support by a peer mentor, Academic Resource

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<p>Center and/or Academic Advising. In Fall 2019, 102/240 (43%) freshmen completed the survey. Below is a snapshot of the Fall 2019 Freshmen Intake Survey:</p> <ol style="list-style-type: none">1. How certain are you about your career goals? (44) Very Confident (44) Moderately Certain (13) Slightly Certain (1) Not Certain2. Do you provide frequent care for individuals other than yourself (e.g., children, siblings, parents, etc)? (41) Yes (58) No3. How confident are you in your ability to pass an introductory English course? (94) Very to Moderate Certain (7) Slightly Challenging4. How confident are you in your ability to pass an introductory Math course? (73) Very to Moderate Certain (2) Not confident5. How confident are you in your ability to pass an introductory Science course? (83) Very to Moderate Certain (2) Not Confident6. Do you and your family have access to enough food every day? (98) Yes (3) No (1) N/A7. Do you and your family have safe and dependable housing? (98) Yes (1) No (3) N/A <p><u>Pathways to Academic Recovery</u></p> <p>First year students placed on academic probation after the fall semester are enrolled in the Pathways to Academic Recovery (SSC-0099) course the following term. The program is designed as a 15 week workshop series course with peer mentor support. Each week in a classroom setting, students attend a student success workshop and have to journal their experiences based on the weekly topic. Majority of the courses are held in the Academic Resource Center and one course is held at Prairie Place. In spring 2020, 59 lower division academic recovery students registered for Pathways to Academic Recovery workshop series. As a result, 40 (68%) of students completed the program and received a passing grade. With the Academic Resource Center facilitating the Pathways to Academic Recovery courses, the Center is seeing more students coming through the Center. To ensure that students' are receiving the supports needed to be successful, the ARC purposely changed the Pathways to Academic Recovery program into a pass/fail course to increase student attendance. To help students keep track of their academic performance, the Academic Resource Center offers Save My Semester workshops to all student who receive a midterm alert. With the SSC-0099 students needing the most assistance, all SSC-0099 students are required to attend the Save My</p>
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	<p>Semester workshop that is incorporated into the class. The workshop helps students track mid-semester progress, create action plans, and further outreach to other campus services.</p> <p>Writing Center</p> <p>In spite of the move to online services, the Writing Center’s numbers are holding steady. The increase in the number of workshops the WC offers has allowed more students to attend workshops. An increase in those numbers has been recorded.</p>
<p>Analysis of Results</p> <p>(Where outcomes met? Exceeded? Progress towards goal. Implications for AY 20 Objectives.)</p>	<p>ARC-Tutoring</p> <p>ARC Tutoring will have to redevelop most of the math SI and resource workshops. The math department hired two graduate assistants from their own funding and much of their effort is to support lower division math – which directly overlaps with our efforts. The development of the Learning Assistants (LA) program for targeted lower division biology and chemistry courses has also cut into our science SI efforts. We suspect that many students do not utilize these outside initiatives and the challenge for ARC Tutoring is to reach these students and to direct them toward our services.</p> <p>Academic Resource Center</p> <p><u>GSU STAR student support/interventions</u></p> <p>The Academic Resource Center (ARC) along with New Student Programs was excited to see the increase of student traffic in the ARC. Student outreach through GSU STAR turned out to be a success as peer mentors were able to engage students and receive feedback. Though we have seen an increase of closing GSU flags and student communication, other factors have determined that peer mentoring needs to be centralized. Across campus we have several types of peer mentors that became confusing for faculty and other services to connect students and mentors. Also, it seemed that different departments were either overlapping efforts with peer mentors or had different intervention plans on student outreach. To alleviate some of these issues, the university centralized peer mentoring under the Center for the Junior Year so efforts and communication is more uniform.</p> <p><u>Pathways to Academic Recovery</u></p> <p>The Academic Resource Center continues to facilitate the academic probation student success workshops series as the Pathways to Academic Recovery course (SSC-0099). This is the second year the program has achieved success with 68% of students attending the pass/fail course. With the majority of classes housed in the Academic Resource Center, this has brought more traffic to the area. Students feel more inclined to study in the Center and are aware of the services that are offered. In addition, student who receive midterm alerts are required to attend</p>

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	<p>the Save My Semester workshops. Now that the workshops are part of the curriculum, students are more engaged in their academic success. For AY 20.21, the Academic Resource Center will continue to offer the Pathways to Academic Recovery course and incorporate the Save My Semester workshop into the curriculum.</p> <p>Writing Center</p> <p>The Writing Center will continue the work we have been doing due to the steady increase in numbers. If the university returns to on campus learning, the Writing Center will continue to offer virtual workshops due to increase in attendance.</p>
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