AC 2022-2023 Assessment

Academic Success Center

Department: Academic Support

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Northwestern Mission. Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

The Academic Success Center (ASC) provides peer support, learning resources, and academic guidance to all students by building one-on-one relationships between students and tutors, thereby ensuring students are academically prepared to earn a college degree. In addition, the center's environment encourages good study habits and learning across all disciplines, especially the humanities and STEM subjects.

Methodology: The assessment process for the ASC is as follows:

(1) Data from assessment tools (both direct – indirect, quantitative, and qualitative) is collected and returned to the unit head.

(2) The unit head will analyze the data to determine whether the staff has met the measurable outcomes.

(3) Results from the assessment will be discussed in an open forum with the staff and unit head's supervisor.

(4) Individual meetings will be held with staff.

(5) The unit head, with staff assistance, will determine if changes are required to meet the measurable outcomes or assessment tools for the next assessment period.

Service Outcome (SO):

SO 1.1 Provide peer tutoring by appointment with limited drop-in tutoring times to Natchitoches-based students and online via WebEx. {Direct}

Measure 1.1 The ASC will accommodate at least 75% of all tutoring requests from various subjects. The ASC provides tutoring through peer interaction, and the center attempts to accommodate as many students as possible through face-to-face tutoring or online via WebEx. The target is for the ASC to accommodate at least 75% of all tutoring requests.

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Finding:

> **AC 2021 - 2022:** Target Met (87%)

> **AC 2022 - 2023:** Target Met (100%- Student Survey)

Analysis: In AC 2021-2022, the target was met. By the end of AC 2021-2022, the number of tutors peaked at 15. According to student survey data, 87% of students could get help in the course requested.

Based on the 2021-2022 results analysis, the ASC made the following changes in 2022-2023 to drive the cycle of improvement. The ASC partnered with TRIO Support Services and the Foreign Language Center to supplement tutoring provided by the ASC. The ASC also began implementing a peer mentorship program for students who have successfully appealed their financial aid in the fall of 2022. Students in the mentorship program were contacted throughout the semester to remind them of the services provided by the ASC and other departments on campus. The mentorship program reached a targeted group of students (n=60) in AC 2022-2023. Only six students in the mentorship program scheduled tutoring appointments at the ASC during AC 2022-2023, but student surveys indicate that the mentorship program made students feel more connected to the university.

The center also started including large group study session attendance and paper edit requests in the overall tutoring session numbers in AC 2022-2023.

Fall 2022- There were 645 tutoring sessions in the fall semester of 2022, averaging 37.94 sessions per week. Approximately 85% of tutoring appointments were made online, while 15% of students made appointments with the assistance of the ASC Director and student workers or were walk-in appointments.

Spring 2023- There were 578 tutoring sessions in the spring semester of 2023, averaging 34 sessions per week. Students scheduled approximately 95% of tutoring appointments online. The remaining 5% were made with the assistance of the ASC Director and student workers or were walk-in appointments.

In AC 2022-2023, the target was met. According to the 2022-2023 student survey data, 100% of students could get help in the course requested. Tracking conducted by the ASC director, however, indicates that there were five subjects in which students could not receive tutoring. There were also two instances of complaints made by parents of students in the spring 2023 semester that tutors failed to keep tutoring appointments, or tutoring was not satisfactory.

Decision: In AC 2022-2023, the target was met. Based on the analysis of the 2022-2023 results, the ASC will implement the following changes in 2023-2024 to drive the cycle of improvement. The courses that the ASC has been unable to find tutors for have remained consistent for several semesters. The director of the ASC will reach out to department heads and instructors to recruit tutors in these subjects during the summer

of AC 2023-2024. Due to the success of the peer mentorship program for students on academic plans, the ASC will fully implement the program for all students assigned an academic plan. The center will also implement a policy to reprimand student tutors that fail to meet with students when appointments are scheduled. This action will be done to reduce the number of "no-show" appointments. Tutor training will also address the importance of communicating with students who request tutoring and verifying appointments with students when appointment changes are necessary.

These changes will improve the ASC's ability to provide peer tutoring by appointment with limited drop-in tutoring times or missed appointments for students that request assistance. In AC 2021-2022, the ASC will focus on being a more reliable service center on which students can depend. The importance of regular and reoccurring tutoring appointments will also be stressed to tutors and tutees.

Measure 1.2 The ASC will distribute a survey to students to assess their tutoring appointment and the tutor. Students will be able to respond with strongly agree, agree, neutral, disagree, and strongly disagree and other open-ended questions, rating the experience as "below average," "average," and "above average." The unit goal is for at least 75% of the students surveyed will respond that the value of their tutoring was average or above average.

Finding:

> **AC 2021 - 2022:** Target Met (86.84%)

> **AC 2022 - 2023:** Target Met (100%- Student Survey)

Analysis: Analysis: In AC 2021 – 2022, the target was met. 86.84% of the students rated their tutoring experience as "above average" (n=15).

Based on the 2021-2022 results analysis, the ASC made the following changes in 2022-2023 to drive the cycle of improvement. The ASC director enriched peer tutoring with material that the tutors created in 2020 and 2021, as well as resources outside the university. Several companies provide tutoring via purchasing services to supplement tutoring services (such as Tutorme.com). These changes will improve the value of tutoring services provided by the ASC.

As a result of these changes, in 2022-2023, the target was met; however, students' responses to the survey decreased, and no third-party vendors were used to supplement tutoring. The director shared information about third-party vendors such as Grammarly and Tutorme.com with the university provost, but it appears that the university will only be utilizing/purchasing these services later. Tutor-created material was shared with tutees during AC 2022-2023, but the number of students who received supplemental material was not adequately tracked.

In addition, only twenty students responded to the survey. 100% of the students rated their tutoring experience as "above average. However, in a separate question, 40% (8

students) stated that tutoring helped their grade "a great deal," three students said tutoring helped their grade "a lot" 3 students also said tutoring helped "a moderate amount, while another three said it did not help their grade at a did not help their grades "at all."

In addition to survey responses, the director fielded two complaints from the parents of students stating that the Academic Success Center did not help their child pass the course for which they requested tutoring. If these responses are added to the survey, the result is different (N=22). The target was still met (91%), but this was the first occurrence of parental complaints in the five years that I have been director.

Five students left comments regarding their experience at the ASC. One student stated that they were able to "confidently take tests and get the scores needed. Another also stated that the tutor explained things very well. The ASC Director shared positive remarks with their mentors and provided positive vocal feedback to students. The director also met with both tutors about whom the parents had complained. The director discussed the importance of communicating with the students and rescheduling missed appointments. The director also started sending verification emails to these students and their tutors after the second "no-show" incident.

Decision: In 2022-2023, the target was met. Based on the analysis of the 2022-2023 results, the ASC will implement the following changes in 2022-2023 to drive the cycle of improvement. The ASC director will meet with each tutor weekly to improve the tracking of instances where tutors make "no-show" appointments. Additional workers will be hired to track tutoring appointments and remind tutors when they have scheduled appointments. These ASC workers will also follow up with students regarding the completion of the tutoring survey to increase the response rate for this survey. An additional goal for 2022-2023 will be to have no complaints from students or parents regarding missed appointments. The director will also track the number of tutors that share additional material with mentees and gauge this separately on the Tutee questionnaire.

SO 2. Provide faculty-led and peer-led workshops to contribute to all students' academic and personal success.

Measure 2.1 At the end of each workshop, participants will be surveyed to determine the quality of the workshop experience. Respondents will respond with strongly agree, agree, neutral, disagree, and strongly disagree and answer open-ended questions. The goal is for at least 75% of participants to answer "average" or "above average" regarding the quality of the workshops.

Finding:

AC 2021-2022: Target not met (76.19%)

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AC 2022 - 2023 Target not met (0%)

Analysis: In AC 2021-2022, the target was met. The ASC conducted a workshop on APA writing in the psychology department during the spring semester of 2022. The workshop received positive feedback. 76% of the students felt the workshop was "somewhat helpful" or "very helpful."76.19% of the respondents answered "average" or "above average" to the question regarding the overall quality of the workshops.

Based on the 2021-2022 results analysis, the ASC made the following changes in 2022-2023 to drive the cycle of improvement. The ASC conducted a mentorship program for students with academic plans in the fall of 2022. As part of the program, Peer mentors initiated multiple contacts with their assigned mentees throughout the semester. Initially, workshops were intended to be included as part of the mentorship program and evaluation. However, the inconsistency of graduate students working in the ASC continued to be a problem in AC 2021-2022 and in 2022- 2023. In the past, graduate students whom the center employed created workshops. The number of graduate students employed at the center decreased from three to one for AC 2021-2022, and by the end of the spring semester of 2022, the ASC had no graduate students working in the center. Workshop design ceased in 2022-2023 due to the decreased number of graduate students working at the center. The center also lost a considerable number of tutors at the same time. The ASC began design on the mentorship program in 2021 and began implementation in 2022. The timeline for the mentorship program was followed, but workshops still needed to be created.

As a result of these changes, in AC 2022-2023, the target was not met. The ASC successfully implemented the mentorship program with a pilot program consisting of 40 students but conducted no workshops in AC 2022-2023 due to a declining number of student workers and GAs working in the center. Student satisfaction related to the mentorship was completed, but no workshops were completed for data collection.

Decision: In 2022-2023, the target was not met. Based on the analysis of the 2022-2023 results, the ASC will implement the following changes in 2023-2024 to drive the cycle of improvement. The ASC will begin including all students on academic plans in the mentorship program for students with academic plans in the fall of 2023. Peer mentors will initiate multiple contacts with their assigned mentees throughout the semester and update them regarding upcoming workshops. To guarantee workshops are provided, the school will meet with different departments during the summer of 2023, seeking partnerships on developing student workshops. Currently, the ASC director has already met with the Psychology Dept., English Dept., and the School of Education.

Measure 2.2 (Direct) With assistance from Academic Advising Services, students under an academic suspension appeal will be reminded via email about workshops. The unit goal is for at least 50% of this cohort to attend the seminars for one term.

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Finding:

      AC 2021-2022: Target not Met (20%)

      AC 2022-2023: Target not Met (0%)

Analysis: In AC 2021-2022, the target was not met. One hundred fifty-five students were given the option to receive a student success workshop PowerPoint about "Time Management," and 31 of these students requested the workshop and provided feedback.

Based on the 2021-2022 results analysis, the ASC made the following changes in AC 2022-2023 to drive the cycle of improvement. Information regarding workshops and tutor-created content will be shared with students in the ASC peer mentorship program. The mentorship communication schedule was successfully implemented, and students responded favorably to the mentorship. However, due to a loss of GAs and student workers, no workshops were conducted during AC 2022-2023.

As a result of these changes, in AC 2022-2023, the target was not met. Tutor-created content was shared with one of the mentorship students, but this still only represents 3% of the students in the mentorship.

Decision: In 2022-2023, the target was not met. Based on the analysis of the 2022-2023 results, the ASC will implement the following changes in 2023-2024 to drive the cycle of improvement. In addition to including all students on academic plans in the mentorship program so that peer mentors can initiate multiple contacts with their assigned mentees throughout the semester and update them regarding upcoming workshops, the ASC Director is also reaching out to the psychology department to recruit senior level psychology students to serve internships in the ASC. As part of their internship, these students will design and present a workshop to students. The ASC is working with the School of Education to create similar positions for student workers. Workshop creation and good presentation attendance and feedback continue to be challenging goals to meet, but involving other departments on campus in the process of creating workshops should help the ASC reach its goal.

SO 3. The ASC will help students construct individualized academic plans for students who have filed an appeal to receive financial aid.

Measure 3.1 At the end of each semester, the unit goal is for at least 10% of the students to either reach SAP (Satisfactory Academic Progress set by the Department of Financial Aid) or graduation.

Finding:

AC 2021 – 2022: Target met (15.17%)

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AC 2022-2023: Target met (11.15%)

Analysis: In AC 2021-22, the target was met. Fifty-eight out of 328 students on APLANS completed their plans by reaching SAP or graduating.

Based on the analysis of 2021-2022 results, the ASC made the following changes in AC 2022-2023 to drive the cycle of improvement The ASC Director will measure the effectiveness of the Peer Mentorship Program. The original plan to run a control group during AC 2021-2022 did not take place. Another pilot program of the peer mentorship program was run instead, which helped finalize the mentor contact schedule. IRB paperwork was then approved in summer 2022 and research on the mentorship program began in Fall 2022. One of the primary goals of the mentorship program is to increase the amount of communication between the ASC and students regarding their satisfactory academic progress (SAP). Awareness of the importance of SAP will improve the number of students that the number of students that reach SAP or graduate. The change will also increase the validity and reliability of this measure.

As a result of these changes, in AC. 2022-2023, the target was met. 30 of 269 students on academic success plans reached SAP or graduated.

Decision: As a result of these changes, in AC 2022-2023, the target was met. Based on the analysis of the 2022-2023 results, the ASC will implement the following changes in 2023-2024 to drive the cycle of improvement. The ASC Director will continue to measure the effectiveness of the Peer Mentorship Program by also determining how many students on academic plans attain the requirements of their plans each semester. This measure will allow the director to look at the performance of all students on academic plans and not just those that graduate or reach SAP. For example in the spring of 2022, 67 of 269 students (24.91%) of students did not attain the requirements of their APLANs. In the fall of 2022, 100 of 290 students (34.48%) did not attain the requirements of their APLANs.

Examining this measurement in addition to the students who successfully reach the end of their academic plans will help the ASC Director get a better idea of how many students are not attaining the goals of their plans. The center can then begin reaching out to these students, which will greatly improve the amount of communication between the ASC and students regarding their satisfactory academic progress (SAP). Helping students understand why they did not meet the requirements of their plans will increase awareness of the importance of SAP and improve the number of students that reach SAP or graduate. The change will also increase the validity and reliability of this measure.

Measure 3.2 At the end of each semester, students on Academic Success Plans will complete a survey for feedback regarding their academic progress. For example, one question will state, "Completing an Academic Success Plan to receive my financial aid has helped me reach my goal of earning a college degree." Respondents will be able to respond with "strongly agree," "agree,"

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"neutral," "disagree," and "strongly disagree." The unit goal is for at least 75% of the students surveyed to respond with "agree" or "strongly agree."

Finding:

AC 2021-2022: Target not met (see analysis)

AC 2022-2023: Target met (100%)

Analysis: In AC 2021-2022, the target was not met. No students responded to the survey that had also been on an academic success plan.

Based on the analysis of 2021-2022 results, the ASC made the following changes in AC 2022-2023 to drive the cycle of improvement. The director further developed the survey as part of a dissertation study, and IRB approved the study during the summer of 2022. Response rates were taken from the study's sample (N=60). Nineteen students in the study responded to the survey (31.67%). Of those. nine students responded to the question, "Completing an Academic Success Plan to receive my financial aid has helped me reach my goal of earning a college degree." 100% of the students responded, "strongly agree."

As a result of these changes, in AC 2022-2023, the target was met. Nine of nineteen students responded to this question on the survey. All the students responded "Strongly agree" to the statement that completing an academic success plan to receive financial aid has helped them reach their goal of earning a college degree.

Decision: In AC 2022-2023, the target was met. Based on the analysis of the 2022-2023 results, the ASC will implement the following changes in 2023-2024 to drive the cycle of improvement. The ASC Director determined that the ASC should continue to offer a mentorship program to students on academic plans. In AC 2022-2023, the ASC will extend the mentorship program to include all students on an academic plan. To better understand how the mentorship program helps these students, a question will be added to the survey to help determine the aspects of the mentorship that are the most helpful. Students will be able to choose multiple items from a list that includes: The peer mentorship helped me feel more connected to the university.

- The peer mentorship helped me meet all the requirements of my Academic Success Plan this semester.
- The peer mentorship kept me from withdrawing or failing too many classes this semester.
- The peer mentorship helped me meet the GPA requirement of my Academic Success Plan this semester.
- The peer mentorship helped me meet with my advisor.
- The peer mentorship helped me determine my graduation date.

- The peer mentorship program did not help me meet any of the requirements of my Academic Success Plan.

- The peer mentorship did not help me feel more connected to the university.

- I am not sure if the peer mentorship helped me meet the requirements of my Academic Success Plan.

These changes will help the ASC determine how the mentorship is of benefit to students. It will also help the director examine how much students understand regarding why they must meet the requirements of the academic plans.

SO 4. The director will chart academic progress for those students on academic success plans who do not have a clear path to graduation.

Measure 4.1 By the end of each semester, students on academic plans who do not have a clear path to graduation will be required to meet with their academic advisor, construct a graduation pathway plan and provide a copy of the pathwAC plan to the ASC which will then be incorporated into their Academic Success Plan. The unit goal is for at least 75% of the students with no path to graduation to meet with their advisors and provide a copy of their plan to the ASC by the end of their first semester on an academic plan.

Finding:

AC 2021-2022: Target met (83%)

AC 2022-2023: Target met (100%)

Analysis: In AC 2021-2022, the target was met. Thirty-seven students had yet to indicate a precise graduation date on their academic plan. Twenty-five students reported to the ASC that they had met with their advisor and had a planned graduation date. Another five changed their major when they were referred to the ASC. Combined, this totaled 83%

Based on the analysis of the AC 2021-2022 results, the ASC made the following changes in AC 2022-2023 to drive the cycle of improvement. This data was collected as part of the peer mentorship program, and a question was added to the peer mentorship evaluation that asked if students have met with their advisor and have a planned graduation date. The goal was for at least 75% of mentorship participants to have a planned graduation date. This question will be asked exclusively on the mentorship assessment and will be removed from the tutoring assessment. Additionally, A survey question on the mentorship survey will measure the student's knowledge of the Academic Success Plan and how following the plan helps with student success.

As a result of these changes, in AC 2022-2023, the target was met. Only two students still needed an identified graduation date in AC 2021-2022. The ASC added this

measurement after noticing that a significant number of students still needed to have a projected graduation date to complete their academic appeals. Over the past several years, the ASC director has required that students without a projected graduation date meet with their advisor to get this information. Likely, the number of students in this measure dropped significantly due to this requirement being in effect for several semesters now.

Decision: In AC 2022-2023, the target was met. Based on the analysis of the 2022-2023 results, the ASC will implement the following changes in 2022-2023 to drive the cycle of improvement. The number of students who still needed an identified graduation date dropped significantly in AC 2022-2023. Only two students still needed an identified graduation date in AC 2021-2022, and both provided an expected graduation date to the ASC Director. None of these students, however, responded to the mentorship program, and their need for an academic plan was addressed when academic plan category attainment was completed at the end of the semester.

None of the students responding to the ASC survey were required to get a graduation date from their advisor. In AC 2022-2023, the ASC will extend the mentorship program to include all students on an academic plan. A question will be added to the survey to help determine the aspects of the mentorship that are the most helpful. One of the items students will be able to choose from will include the statement, "The peer mentorship helped me meet with my advisor." This question will help the ASC Director determine how the mentorship impacts students by capturing more meaningful data. The number of Students on an academic plan that meet with their advisor to receive a projected graduation date will continue to be monitored, along with the number of students that respond to the survey that the mentorship helped them meet with their advisor.

Measure 4.2 At the end of each semester, students required to provide a copy of their graduation pathway will complete a survey for feedback regarding their academic progress. For example, one question will state, "Completing a plan for a pathwa to graduation has helped me reach my goal of earning a college degree." Respondents will be able to respond with "strongly agree," "agree, "neutral," "disagree," and "strongly disagree." The unit goal is for at least 75% of the students surveyed to respond with "agree" or "strongly agree."

Finding:

AC 2021 - 2022: Target met (83%)

AC 2022-2023: Target not met (0%)

Analysis: In 2021-2022, the target was met. Nineteen students in the mentorship responded to the survey, 83% of students surveyed felt that completing a pathwAC to graduation helped them obtain a college degree.

Based on the analysis of the 2021-2022 results, the ASC made the following changes in AC 2021-2022 to drive the cycle of improvement. This data will be collected as part of

the peer mentorship program, which covers academic advisement. Since this topic is a part of the mentorship program, a question was added to the peer mentorship evaluation that asks if students have met with their advisor and have a planned graduation date. The goal will be for at least 75% of mentorship participants to have a planned graduation date. This question will be asked exclusively on the mentorship assessment and will be removed from the tutoring assessment. Additionally, A survey question on the mentorship survey will measure the students' knowledge of the Academic Success Plan and how following the plan helps with student success.

As a result of these changes, the target was not met. Only two students were required to get an expected graduation date from their advisor and neither of these students responded to the survey. Also, the response rate was low. The change in survey distribution did not result in higher responses.

Decision: In AC 2022-2023, the target was not met. Based on the analysis of the AC 2022-2023 results, the ASC will implement the following changes in AC 2023-2024 to drive the cycle of improvement. In AC 2022-2023 the ASC will extend the mentorship program to include all students on an academic plan. To better understand how the mentorship program helps these students, a question will be added to the survey to help determine the aspects of the mentorship that are the most helpful. One of the items students will be able to choose from will include the statement "The peer mentorship helped me meet with my advisor." This question will help the ASC Director determine how the mentorship is impacting students. The number of Students on an academic plan that meet with their advisor to receive a projected graduation date will continue to be monitored along with the number of students that respond to the survey that the mentorship helped them meet with their advisor.

Comprehensive summary of key evidence of improvements based on analysis of results.

Extended Partnerships

The director of the ASC will continue to partner with TRiO services and the Foreign Language Tutoring Center while also reaching out to department heads and instructors to recruit tutors during the summer of AC 2023-2024.

Improved Tutor Training

Tutor training designed by the director of the center will address the importance of communicating with students who request tutoring and verifying appointments with students when appointment changes are necessary. The ASC will also implement a policy to reprimand student tutors that fail to meet or reschedule appointments with students when appointments are scheduled. Tutor training will also address the importance of communicating with students who request tutoring and verifying appointments with students when appointment changes are necessary.

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The director of the ASC will also implement a policy to reprimand student tutors that fail to meet with students when appointments are scheduled. This will be done to reduce the number of "no-show" appointments.

Expanded Peer Mentorship Program and Assessment of Outcomes

Due to the success of the peer mentorship program for students on academic plans, the ASC will fully implement the peer mentorship program for all students who are assigned an academic plan in the fall of 2023. Peer mentors will initiate multiple contacts with their assigned mentees throughout the semester and update them regarding upcoming tutoring and workshop opportunities.

The ASC Director will measure the effectiveness of the Peer Mentorship Program by recording how many students on academic plans attain the requirements of their plans each semester. To better understand how the mentorship program helps these students, a question will be added to the survey to help determine the aspects of the mentorship that are the most helpful. Students will be able to choose multiple items from a list that includes:

·   The peer mentorship helped me feel more connected to the university.

·   The peer mentorship helped me meet all the requirements of my Academic Success Plan this semester.

·   The peer mentorship kept me from withdrawing or failing too many classes this semester.

·   The peer mentorship helped me meet the GPA requirement of my Academic Success Plan this semester.

·   The peer mentorship helped me meet with my advisor.

·   The peer mentorship helped me determine my graduation date.

·   The peer mentorship program did not help me meet any of the requirements of my Academic Success Plan.

·   The peer mentorship did not help me feel more connected to the university.

·   I am not sure if the peer mentorship helped me meet the requirements of my Academic Success Plan.

This question will help the ASC Director determine how the mentorship is impacting students by capturing more meaningful data. The number of Students on an academic plan that meet with their advisor to receive a projected graduation date will continue to be monitored in addition to the number of students that respond to the survey that the mentorship helped them meet with their advisor.

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Plan of action moving forward.

During AC year 2023-2024, the Academic Success Center (ASC) will focus on extending partnerships with other departments, improving tutoring services, and expanding the Peer Mentorship program.

Specific examples of extending partnerships with other departments in AC 2023-2024 include reaching out to the psychology department to recruit senior-level psychology students to serve an internship in the ASC. The job description is being developed at this time, but it has already been established that as part of their internship, these students will design and present a workshop to students. The ASC Director is also working with the School of Education to create a position for student workers that help with PRAXIS tutoring. Workshop creation and satisfactory presentation continue to be difficult goals to meet, but involving other departments on campus in the process of creating workshops should help the ASC reach its goal.

Improving tutoring services at the ASC during AC 2023-2024 will focus on the ASC's ability to provide peer tutoring by appointment with limited drop-in tutoring times or missed appointments for NSULA students. The ASC will focus on being a more reliable service that students can depend on. The importance of regular and reoccurring tutoring appointments will also be stressed tutors and tutees. Complaints will be tracked using the survey in addition to the director documenting any complaints filed directly with them.

In AC 2023-2024, the peer mentorship program will be extended to include all students that have successfully appealed their financial aid status. No changes will be made to how the mentorship is delivered, but there will be some changes to the mentorship assessment piece. These changes are needed to create more valid and reliable wAC to assess the mentorship and the services it provides. For example, there were only two students who did not have an identified graduation date in AC 2021-2022 and both students provided an expected graduation date to the ASC Director. None of these students, however, responded to the mentorship program, and their need for an academic plan was addressed when academic plan category attainment was completed at the end of the semester. In AC 2023-2024 this number will be tracked by the director at the end of the semester as well as being tracked on the mentorship survey. An additional question will be added to the Mentorship Survey in 2023-2024. This question will allow the director to look at the performance of all students on academic plans. Examining this measurement in addition to the students who successfully reach the end of their academic plans will help the ASC Director get a better idea of how many students are not attaining the goals of their plans. The center can then begin reaching out to these students, which will greatly improve the amount of communication between the ASC and students regarding their satisfactory academic progress (SAP). This will help the ASC better define how the mentorship program benefits NSU students. It will also help the director examine how much students understand regarding why they must meet the requirements of the academic plans.