

AC 2021-2022 Assessment

Academic Success Center

Department: Academic Support and Auxiliary Services

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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. 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 2020 - 2021: Target Not Met (73%)

AC 2021 - 2022: Target Met (87%)

Analysis: In AC 2020-2021, the target was not met. The center was still dealing with the effects of the lingering COVID -19 pandemic. There was a significant drop in the number of student tutors during the COVID pandemic, which impacted tutoring services. By the end of AC 2021-2022 tutor numbers peaked at 15: an addition of 7 tutors from the start of the 2021-2022 semester. In addition, many students wanted face-to-face meetings coming out of the university closure due to COVID.

Based on the 2020-2021 results analysis, the ASC made the following changes in 2021-2022 to drive the cycle of improvement. The ASC continued to provide online tutoring while also requiring peer tutors to return to work in the library. No student tutors or G.A.s worked 100% online. Moving back to the pre-COVID work requirement helped the ASC create a balance between face-to-face tutoring appointments and virtual appointments.

The ASC director replaced the Handshake platform with Microsoft Teams Bookings and allowed students to submit a paper request for tutoring at the ASC front desk. These actions helped improve the accuracy of assessment data collection

The center started including student large group session attendance and paper edit requests in the overall tutoring session numbers.

Additionally, after the director wrote the 2020/21 assessment report, the ASC met with TRIO support services to construct a plan that allowed TRIO student tutors to work in the ASC for a few hours each week. In turn, these TRIO student tutors would discuss TRIO support services with the students they tutored.

As a result of these changes, in 2021-2022, the target was met.

Fall 2021- There were 866 tutoring sessions in the fall semester of 2021, averaging 50.94 sessions per week. Approximately 80% of tutoring appointments occurred online, while 10% of students made appointments with the assistance of the ASC Director or student workers. In addition, 2% were drop-in appointments. The ASC accommodated 87% of all tutoring requests. The director or student workers referred the remaining 13% to other resources on campus. Adding TRIO service tutors increased the total number of tutoring sessions by 14%. The center also edited 42 papers during the fall 2021 semester.

Spring 2021- There were 638 tutoring sessions in the spring semester of 2022, averaging 37.52 sessions per week. Students scheduled approximately 90% of tutoring appointments online. The remaining 10% were drop-in appointments. As a result, the ASC accommodated 82% of all tutoring requests. Adding the TRIO Service tutors increased the total number of tutoring sessions by 6%. In addition, the center edited 45

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papers during the spring 2022 semester and held an “APA Writing Style” presentation for approximately 40 students.

According to student survey data, 81.82% of students were able to get help in the course requested, which closely matches the information collected within the center (82%).

Decision: In AC 2021-2022, the target was met. Based on the analysis of the 2021-2022 results, the ASC will implement the following changes in 2022-2023 to drive the cycle of improvement. The ASC will discuss continuing the tutor-sharing partnership with TRIO Support Services for AC 2022-2023. The ASC will also begin implementing a peer mentorship program for students who have successfully appealed their financial aid.

These changes will improve the ASC’s ability to provide peer tutoring by appointment with limited drop-in tutoring times to Natchitoches-based students and online via WebEx. Students in the mentorship program will be contacted throughout the semester to remind them of the services provided by the ASC and other departments on campus. The mentorship program aims to reach a targeted group of students and promote NSU campus services.

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 2020 - 2021: Target Met (77.5%)

AC 2021 - 2022: Target Met (86.84%)

Analysis: In AC 2020 – 2021, the target was met. 77.5% of the students rated their tutoring experience as “above average” or “average.” The SurveyMonkey questionnaire also asked students if tutoring improved their grades. Responses were “a great deal” 25.93%, “a lot” 25.93%, “a moderate amount 18.52%, “a little” 11.11%, and “none at all” 18.52%

Based on the 2020-2021 results analysis, the ASC made the following changes in 2021-2022 to drive the cycle of improvement. First, the center sent the survey out shortly after each tutoring session instead of sending surveys out at the end of each semester to increase the number of student responses. The director also shared survey results with tutors at the end of each semester. Training was given to all peer tutors during the first two weeks of the fall semester before tutoring sessions began. The training covered

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effective communication strategies with students, addressing technology-related issues, and effective peer mentoring/tutoring strategies.

As a result of these changes, in 2021-2022, the target was met; however, fewer students responded than expected. Only thirty-eight students responded to the survey. 65.79% of the students (25/38) rated their tutoring experience as "above average." 21.05% (8 students) reported having an "average" experience. 86.84% of students responded "average" or "above-average" regarding the value of the tutoring. In a separate question, 13.15% (5 students) stated that tutoring did not help their grades. 10.53% (4 students) said that tutoring helped their grade "a little" The remaining 76.32% of student responses divided between tutoring helping "a moderate amount," (1.79%/6 students) "a lot," (26%/10 students), or "a great deal." (31.58%/12 students).

Students could leave other comments regarding their experience at the ASC. Six responded. 5/6 students left positive comments specifically related to their tutor. One negative response stated that "it felt more like tutors had to meet a requirement from the school for so many hours of tutoring rather than genuinely being concerned about the quality of tutoring sessions." However, the same student stated that the student "took the time to email me additional resources." No students reported having technical issues this year. The ASC director sent positive student remarks to their mentors and provided positive vocal feedback when able. The director did not review the negative survey response with the tutor, as it seemed the student had expectations for a professional tutor instead of a peer tutor. The tutor sent the student additional content after their tutoring session. It appears that outside of being 100% competent on course information, the tutor worked with the student to the best of their ability.

Decision: In 2021-2022, the target was met. Based on the analysis of the 2021-2022 results, the ASC will implement the following changes in 2022-2023 to drive the cycle of improvement. The ASC director will search for ways to enrich 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.

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 2020-2021: Target not met (74.3%)

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AC 2021 - 2022 Target met (76.19%)

Analysis: In AC 2020-21, the target was not met. 74.4% of the respondents answered "average" or "above-average" to the question regarding the overall quality of the workshop. A total of 42 students attended workshops during AC 2021-2022. The center held an APA writing workshop in the spring semester of 2022. 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. Workshop design ceased due to the decreased number of graduate students working at the center. The ASC director created a workshop presentation on the APA writing style. This topic was chosen based on the number of paper editing requests the ASC receives regarding help with APA writing.

Based on the 2020-2021 results analysis, the ASC made the following changes in 2021-2022 to drive the cycle of improvement. First, the ASC director designed a mentorship service to enrich student services, focusing on students who successfully appealed for financial aid and readmitted to the university. During AC 2021-2022, the ASC designed a mentorship program that was not fully implemented in AC 2021-2022. The design was not complete by the fall 2021 semester but is set to begin in fall 2022.

Tutors submitted online content they created during the current AC, but it still needs to be placed in Google Drive with the 2019-2020 material. Instead of Remind, the ASC used the Microsoft Bookings app to enhance student communication regarding workshops and other ASC services.

As a result of these changes, in AC 2021-2022, the target was met. The ASC conducted no workshops in the fall of 2021. The Psychology Department, through their student organization, requested a workshop on APA Writing. The workshop received positive feedback. 76% of the students felt the workshop was "somewhat helpful" or "very helpful."

Decision: In 2021-2022, the target was met. Based on the analysis of the 2021-2022 results, the ASC will implement the following changes in 2022-2023 to drive the cycle of improvement. First, the ASC will begin conducting a mentorship program for students with academic plans in the fall of 2022. Peer mentors will initiate multiple contacts with their assigned mentees. The timing and nature of the communication are described in Table (1) below.

Table 1

Mentee Contact Schedule

Contact Date	Purpose of Contact
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(Week 3)	1) Mentors will review an Informed Consent form with mentees.
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1) The mentor will share advice and present a list of tips/strategies to help students meet the semester requirements of their APLANs.

2) The mentors will share available university resources and stress the importance of using these resources to augment learning and academic performance.

3) The mentor will invite the student to schedule an initial virtual or face-to-face meeting the following week to review the student's APLAN.

4) The mentor will invite students to contact them with questions and concerns.

(Week 4) During their first meeting, the mentor will review the mentee's APLAN requirements for the semester.

(Week 5) 1) The mentor will send mentees study skills material available through the ASC.

2) The mentors will encourage mentees to schedule tutoring appointments and contact them with any questions regarding the material.

(Week 6) The mentor will remind their mentees of upcoming midterms and review available resources provided by the university to help students prepare for their exams.

1) The mentor will remind their mentees of the upcoming drop date and explain how to schedule for Fall B-term classes (if necessary) and the Spring 2023 semester classes.

(Week 7) 2) The mentor will encourage their mentees to review the terms of their APLAN to ensure they are not in danger of losing financial aid eligibility again.

3) The mentor will review available resources provided by the university and invite mentees to contact them if they have any questions or need help connecting with other departments on campus.

(Week 11) The mentor will provide their mentees with information regarding counseling and career services to help the student feel more connected to the university and the services provided and help establish a 'real-world' perspective to serve as a starting point for identifying career paths.

(Week 14)

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1) The mentor will remind their mentees of the upcoming finals and the end of the semester.

2) Mentors will review available resources provided by the university and invite mentees to contact them if they have any questions.

(Week
16)

The researcher will email mentees thanking them for participating in the mentorship program and asking them to complete a brief survey regarding their experience.

NOTE: Effective AC 2022-2023 workshops will be included as part of the mentorship program evaluation. The question regarding the goal of at least 75% of mentorship participants to answer "average" or "above average" regarding the quality of the workshops will then be a part of the mentorship and tutoring assessment process.

These changes will improve the students' ability to receive meaningful workshops. These changes will increase the number of students that are made aware of the workshops. The change to assessment will also increase the validity and reliability of this measure.

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.

Finding:

AC 2020-2021: Target not Met (10.75%)

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

Analysis: In AC 2020-2021, the target was not met. Eighty-two students were given the option to attend student success workshops. Eleven of these students requested the workshop and provided feedback.

Based on the 2020-2021 results analysis, the ASC made the following changes in AC 2021-2022 to drive the cycle of improvement. First, the ASC collected more tutor-created content for Google Drive. This content needs to be organized by the ASC director during the summer of 2022. Information will be pulled from the drive when students need extra resources or request information from the ASC director. The option to view/attend workshops continued in the fall for students who had an APLAN through the ASC. In AC 2020-21, a Time Management Workshop was offered to students that received an academic plan before the 10th day of classes. In AC 2021-2022, students receiving plans at any point in the semester were also offered a link to the workshop. Thirty-one (20%) of students requested access to the workshop. Third, NSU's

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Psychology Department requested that a workshop be conducted during the spring. This workshop focused on APA-style writing. It is unknown whether any of these students were under an academic appeal. Academic Advising and the ASC plan to meet during the summer of 2022 to discuss ways to better implement this SO.

As a result of these changes, 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." As a result, 31 of these students requested the workshop and provided feedback.

Decision: In 2021-2022, the target was not met. Based on the analysis of the 2021-2022 results, the ASC will implement the following changes in 2022-2023 to drive the cycle of improvement. In addition to information being made available to students via tutor and ASC director, information regarding workshops and tutor-created content will be shared with students in the ASC peer mentorship program. The Participation rate for workshops will remain at 50%, and Measure 2.2 will continue as the Peer Mentorship participation rate is looked at in another study.

These changes will increase the number of students to whom workshops are offered. These actions will streamline the center's services while also ensuring that the center meets the needs of the students who need academic assistance the most

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 2020 – 2021: Target met (17.6%)

AC 2021-2022: Target met (15.17%)

Analysis: In AC 2020-21, 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 2020-2021 results, the ASC made the following changes in AC 2021-2022 to drive the cycle of improvement. First, the ASC Director piloted a peer mentorship program for students on Academic Success Plans. The entire mentorship program was not completed by the start of AC 2021-2022, so the director sent out available information as a pilot study to evaluate whom the peer mentorship program will communicate with students throughout the semester. The full peer mentorship is complete and will be ready for full implementation during AC 2022-2023. Students who receive an academic plan before the 10th day of classes will participate in the mentorship program this AC.

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As a result of these changes, in AC. 2021-2022, the target was met. In addition, the ASC Director ran an additional pilot for the peer mentorship planned for the AC. As a result, forty-four out of 290 students on APLANS completed their plans by reaching SAP or graduating.

Decision: As a result of these changes, in AC 2021-2022, the target was met. Based on the analysis of the 2021-2022 results, the ASC will implement the following changes in 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. IRB paperwork is being submitted in summer 2022, so research on the mentorship program can begin in Fall 2022.

These changes will 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 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," "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 2020-2021: Target not met (see analysis)

AC 2020-2021: Target not met (see analysis)

Analysis: In AC 2020-2021, the target was not met. The center sent the survey out sooner in the semester but received fewer responses, and no students responded to the survey that had also been on an Academic Success Plan. The ASC director has continued to develop the survey and will submit it to IRB for approval during the summer of 2022. Response rates were low and did not include anyone with an academic plan. The survey construction and delivery need to improve before making decisions based on results. The mentorship program will help address this measurement.

Decision: In AC 2021-2022, the target was not met. Based on the analysis of the 2021-2022 results, the ASC will implement the following changes in 2022-2023 to drive the cycle of improvement. The mentorship program will help address this measurement. Survey questions were submitted for IRB approval during the summer of 2022 for the peer mentorship program. A question on this survey will measure the students' knowledge of an Academic Success Plan and how following the plan helps with student

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success. This question will only appear in mentorship assessment, which will increase the number of respondents in the target group significantly.

These changes will help the ASC determine how much students understand why they must meet the requirements of the academic plans. This will improve the number of students that reach SAP or graduate. The change will also increase the validity and reliability of this measure.

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 pathway 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 2020-2021: Target not met (23%)

AC 2021-2022: Target met (83%)

Analysis: In AC 2020-2021, the target was not met. Fifty-two students had no precise graduation date indicated on their academic plan. Twelve students reported to the ASC that they had met with their advisor and had a planned graduation date.

Based on the analysis of the AC 2020-2021 results, the ASC made the following changes in AC 2021-2022 to drive the cycle of improvement. First, the ASC sent reminders to students at midterm. The center also tracked this with the student survey. Unfortunately, despite the changes in survey distribution, fewer results were collected, and no responses were from students on Academic Success Plans.

As a result of these changes, the target was met. Thirty-seven students had no precise graduation date indicated 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%

Decision: In AC 2021-2022, the target was met. Based on the analysis of the 2021-2022 results, the ASC will implement the following changes in 2022-2023 to drive the cycle of improvement. The peer mentorship program implemented for students on academic success plans will help address this measure accurately. A part of the mentorship will remind students about the importance of academic advising and planning for a pathway to graduation. This aspect of the peer mentorship program will help ensure this target is met. A mentorship program was piloted in the ASC, but the

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assessment piece was not completed in time. The assessment piece is being approved by IRB this summer.

These changes will ensure that information is more valid and reliable, allowing the ASC to get a better understanding of how many students do not have a clear path to graduation.

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 pathway 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 2020 – 2021: Target not met (50%)

AC 2021-2022: Target met (83%)

Analysis: In 2020-2021, the target was not met. 50% of students surveyed felt that completing a pathway to graduation helped them obtain a college degree. Based on the analysis of the 2020-2021 results, the ASC made the following changes in AC 2021-2022 to drive the cycle of improvement. First, the ASC will focus on increasing the number of respondents to get more accurate results. Increased student interaction through the piloted peer mentorship program means increasing student feedback. Finally, only students with an Academic Success Plan are required to provide a graduation plan, which means the evaluation of this can be streamlined by measuring it directly through the peer mentorship program.

As a result of these changes, the target was met. Unfortunately, the response rate was low. The change in survey distribution did not result in higher responses.

Decision: In AC 2021-2022, the target was met. Based on the analysis of the AC 2021-2022 results, the ASC will implement the following changes in AC 2022-2023 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 will be added to the peer mentorship evaluation that asks if students have met with their advisor and have a planned graduation date.

NOTE: Effective 2022-2023, a question will be 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

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students' knowledge of the Academic Success Plan and how following the plan helps with student success.

These changes will increase the number of students that meet with their advisor to develop a plan for graduation.

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

Based on the analysis of the 2021-2022 data, the ASC will implement the following changes in 2022-2023 to drive the cycle of improvement.

Because the partnership increased the number of students that received tutoring, the ASC will discuss continuing the tutor-sharing partnership with TRIO Support Services for AC 2022-2023 during the summer.

A mentorship program was piloted in the ASC in AC 2020-2021, but the assessment piece was not completed in time. The assessment piece is being approved by IRB this summer. Information gathered from assessment during 2022-2023 through the mentorship will ensure that more students communicate with the ASC on a regular basis.

Peer tutoring surveys will be distributed to students weekly, while **peer mentoring surveys** will be distributed at the end of each semester.

Students in the mentorship program will be contacted throughout the semester to remind them of the services provided by the ASC. A goal of the mentorship program is to reach a targeted group of students. One objective of the peer mentorship program is to promote the services that the ASC provides.

Peer mentors (student workers) will initiate multiple contacts with their assigned mentees during the semester. The mentorship program will impact the ASC assessment process in several ways:

- 1) Effective AC 2022-2023 workshops will be included as part of the mentorship program evaluation. The question regarding the goal of at least 75% of mentorship participants to answer "average" or "above average" regarding the quality of the workshops **will then be a part of the mentorship and tutoring assessment process.**
- 2) Since the peer mentorship covers academic advisement, a question will be 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.**
- 3) Students will be sent tutoring survey reminders as part of the mentorship program. Tutoring surveys will be sent out shortly after each tutoring session while mentorship surveys will be sent out at the end of the semester. Survey

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results will also be shared with tutors at the end of each semester as necessary.

- 4) 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.

Online content created by tutors during AC 2021-2022 must be placed in Google Drive with the 2019-2020 material.

The ASC has committed fully to using the Microsoft Bookings app and will schedule appointments through the app but will continue to explore ways to integrate this app with other communication systems (email for example).

The ASC director will enrich peer tutoring with material that the tutors created during 2020 and 2021. Searches for resources outside the university will also be conducted. In addition, several companies provide tutoring via purchasing services to supplement our own (such as Tutorme.com) will be contacted.

Academic Advising and the ASC plan to meet during the summer of 2022 to discuss ways to better serve students on academic appeals.

Plan of action moving forward.

The most important change the ASC to drive the cycle of change in AC 2022-2023 will be implementing the peer mentorship program for students who have successfully appealed for their financial aid. This peer mentorship program was designed and piloted during 2021-2023, but the full implementation did not occur. The program is ready for implementation in 2022-2023.

Students in the mentorship program will be contacted throughout the semester to remind them of the services provided by the ASC and other departments on campus.

The ASC director is in the process of creating a survey exclusively for the peer mentorship program. In AC 2022-2023, the ASC will distribute two surveys: one distributed throughout the semester (tutoring) and the other distributed at the end of each semester (mentorship). The peer mentorship survey will be submitted to IRB for approval during the summer of 2022.

The mentorship service is designed, in part, to enrich ASC workshops, which will continue to be assessed annually. The Participation rate for workshops will remain at 50%, and Measure 2.2 will continue. Sharing workshop information through the Mentorship program will increase the number of students to which the workshops are offered and will streamline the center's services while also ensuring that the center meets the needs of the students who need academic assistance the most.

Additional tutoring content will be made available to students via their tutor, the ASC director, and the mentorship program.

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The ASC will continue to work with other departments on campus to find ways to meet the needs of our students. In addition to TRIO services, the ASC will meet with Academic Advising during the summer of 2022.