

# AC 2023-2024 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)** NSU's Academic Success Center (ASC) empowers all students by providing peer support, learning resources, and academic guidance. By fostering one-on-one relationships between students and tutors, The ASC ensures students are well-prepared to achieve their academic goals. Our supportive environment promotes effective study habits and learning across all disciplines, with a special focus on the humanities and STEM fields.

**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 the unit head's supervisor.
- (4) Individual meetings will be held with staff.
- (5) With staff assistance, the unit head 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 face-to-face and virtual peer tutoring to NSU students by appointment with limited drop-in tutoring times. Refer students to other appropriate campus services as needed. {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 aims to accommodate as many students as possible through face-to-face or online tutoring. Additionally, the ASC will refer students to other appropriate campus services as needed to ensure comprehensive support.

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### Finding:

**AC 2022 - 2023:** Target Met

**AC 2023 - 2024:** Target Met (93%)

**Analysis:** In AC 2022-2023, the target was met, according to 2022-2023 student survey data. Tracking conducted by the ASC director indicated that there were five subjects in which students could not receive tutoring. There were also two complaints made by parents of students in the spring 2023 semester that tutors failed to keep tutoring appointments or tutoring was not satisfactory.

Based on the 2022-2023 results analysis, the ASC made the following changes in 2023-2024 to drive the improvement cycle. The ASC director contacted department heads and instructors to recruit student workers during the summer of AC 2023-2024 and met with numerous stakeholders at the beginning of the summer semester to discuss the services provided by the ASC. Due to the success of the peer mentorship program for students on academic plans, the ASC fully implemented the program for all students assigned an academic plan. The center also implemented a training policy for student workers. This training included reviewing reprimanding student tutors who fail to meet with students when appointments are scheduled. This tutor training also addressed the importance of communicating with students who request tutoring and verifying appointments with students when appointment changes are necessary. The ASC also started including large group study session attendance and paper editing requests in the overall tutoring session numbers in AC 2022-2023.

As a result of these changes, in AC 2023-2024, the target was met to accommodate at least 75% of all tutoring requests from various subjects. According to the 2023-2024 student survey and office tracking data, 97% of students could get help in the course requested through the ASC or were referred to another program such as FLAME or TRiO support services for assistance.

Overall tutoring numbers for AC 2023-2024 were:

Fall 2023- There were 117 tutoring sessions in the fall semester of 2023, averaging 6.88 weekly sessions. Four students met with a nursing tutor to discuss test-taking strategies (coaching), while six responded to the APLAN mentorship emails. Forty-one papers were edited, 30 students attended group tutoring sessions, and 4 attended an academic success workshop. This totals 172 service units provided via mentoring, coaching, tutoring, paper editing, and attending group tutoring sessions or academic success workshops.

Approximately 38% of tutoring appointments were made online via Teams survey, 39% via email communication through the ASC email address, and 23% of students made

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appointments with the assistance of the ASC Director and student workers or were walk-in appointments.

Spring 2024- There were 117 tutoring sessions again in the spring semester of 2024, averaging 6.88 sessions per week. Seven students met with a nursing tutor to discuss test-taking strategies (coaching), while four responded to the APLAN mentorship emails. 18 papers were edited, 45 students attended group tutoring sessions, and 31 attended academic success workshops. This totals 222 service units provided via mentoring, coaching, tutoring, paper editing, and attending group tutoring sessions or academic success workshops.

Approximately 85% of tutoring appointments were made online via Teams survey, six percent via email communication through the ASC email address, and nine percent of students made appointments with the assistance of the ASC Director and student workers or were walk-in appointments.

**Decision:** The target was met in AC 2023-2024. Based on the 2023-2024 results analysis, the ASC will implement the following changes in 2024- 2025 to drive the improvement cycle:

- 1) The ASC Director will optimize the online appointment system (teams survey) for ease of use, use the Office Outlook calendar linked to the tutoring email to schedule and track appointments, and include a question on the exit survey to examine how easy or difficult it is to get a tutoring appointment and what can be done to improve scheduling appointments.
- 2) The ASC Director will implement a system to monitor tutor performance, including punctuality and quality of tutoring, and create an incentive program for workers to strive to become more competent tutors.
- 3) The ASC Director will implement a more detailed weekly tracking report of tutoring sessions and collect regular (weekly) feedback from students via a self-reporting form and satisfaction surveys to assess the quality of tutoring services, identify areas for enhancement, and determine tutor performance to implement the incentives program for student workers effectively.

These changes will improve students' ability to have a positive experience in the ASC and receive high-quality, effective peer-led services. This will ultimately enhance their academic performance and progression, thereby continuing the improvement cycle.

**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 to respond that the value of their tutoring was average or above average.**

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### Finding:

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

**AC 2023 - 2024:** Target Met (85.71%)

**Analysis:** The target was met in AY 2022 – 2023. 100% of the students rated their tutoring experience as "above average" (n=20).

Based on the 2022-2023 results analysis, the ASC made the following changes in 2023-2024 to drive the improvement cycle. The ASC director meets with each tutor weekly to improve the tracking of instances where tutors make "no-show" appointments. Workers were hired to track tutoring appointments and remind tutors when they have scheduled appointments. These ASC workers also followed up with students regarding the completion of the tutoring survey to increase the response rate for this survey. Another goal for 2023-2024 was to have no complaints from students or parents regarding missed appointments. There were two instances where the tutor failed to meet the student, but follow-up with the student occurred relatively quickly (within a week). The director also tracked the number of tutors who shared additional material with mentees and gauged this separately on the Tutee questionnaire.

As a result of these changes, the target was met in 2023-2024. The number of responses increased from 20 to 42. However, this only represents 10.7% of students using the ASC's services in AY 23-24. 85.7% (36) of the students rated their tutoring experience as "above average" or "average." However, in a separate question, 71.4% (30 students) stated that tutoring helped their grade "a great deal" or "a lot." Six students (14.3%) said tutoring helped "a moderate amount." while another six said it did not help their grade "at all."

Eleven students left comments regarding their experience at the ASC. One student stated that they were "introduced to Google Scholar" by the tutor and found it "very handy." Another student said they "...record lectures and actively listen instead of just taking notes." This student also stated that the tutoring helped address their test anxiety." The ASC Director shared positive remarks with their mentors and provided positive vocal feedback to students. The director met with tutors who did not meet with the student at the required time and sent verification emails to all student tutors and their tutees to avoid "no-show" incidents. Unfortunately, data was lost after the mid-year report was completed when the student survey was edited to include the additional services of peer coaching and mentoring. Moving forward, It will be important to ensure surveys are completed in the summer and that the survey version does not change once the new academic year starts.

**Decision:** The target was met in 2023-2024. Based on the results analysis, the ASC will implement the following changes in 2024-2025 to drive the improvement cycle.

1) The ASC director will offer small incentives for completing the survey, such as entry into a raffle for a gift card.

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- 2) The ASC director will send automated reminders to students who have not completed the tutoring survey within three days of their session and require ASC workers to send personalized follow-up messages to encourage survey completion, stressing the importance of student feedback to improve ASC services. These contacts will also serve to check in with the students periodically.
- 3) The ASC director will incorporate survey completions into the weekly tracking report.
- 4) The ASC director will have survey questions completed by the beginning of the fall 2024 semester and not edit any items throughout the academic year to ensure consistent survey questions throughout the academic year.

These changes will improve students' ability to have a positive experience in the ASC and receive high-quality, effective peer-led services. This will ultimately enhance their academic performance and progression, thereby continuing the improvement cycle.

### **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 2022-2023:** Target met (76%)

**AC 2023 – 2024:** Target met (100% rated "Excellent" or "Very Good")

**Analysis:** In AC 2022-2023, 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" regarding the overall quality of the workshops.

Based on the 2022-2023 results analysis, the ASC made the following changes in 2023-2024 to drive the improvement cycle. To guarantee quality workshops are provided, the ASC director met with different departments during the summer of 2023, seeking partnerships on developing student workshops. The psychology department provided an internship opportunity for senior-level students to work in the ASC. During the fall semester of 2023, the internship student ended up helping set up the supplemental instruction website for FLAME and contacted students for the APLAN mentorship program, and workshop duties shifted to G.A.s assigned to the ASC. Two G.A.s were going to present a series of workshops in the fall, but only one was created before one of the G.A.s was relocated to another department. This workshop had a 100% "Excellent" rating (n=4) in October 2023. In Spring 24, the psychology internship student

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was required to present a workshop on an area of psychology they were interested in. The internship student did an excellent job, creating a series of five workshops and a celebration at the semester's end. The workshop covered using Cognitive Behavioral Therapy (CBT) to decrease test anxiety. The student built a research project around her presentation during the internship, and the workshop series was very successful. Twenty different students attended the workshops, and eleven students attended multiple workshops. The verbiage on the survey created for the workshop does not meet the verbiage of Measure 2.1, but 77% of the attendees rated the workshops as "Excellent" (n=24), and the other 23% rated the workshops as "Very Good."

As a result of these changes, the target was met in AC 2023-2024. The ASC successfully implemented a workshop series on using Cognitive Behavioral Techniques to reduce test anxiety. The workshops were well attended, and feedback regarding the content was overwhelmingly positive.

**Decision:** The target was met in 2023-2024. Based on the 2023-2024 results analysis, the ASC will implement the following AY 2024- 2025 changes to drive the improvement cycle.

- 1) The ASC director will expand internship opportunities with other departments. This will allow the ASC to offer a wider range of workshops.
- 2) The ASC Director will create a template for workshop surveys and ensure the survey verbiage aligns with Measure 2.1. The survey questions will be tailored to address the material covered in the workshop. All workshops will have a question with verbiage that aligns with Measure 2.1. Surveys will also be administered at the end of each workshop to ensure maximum completion.
- 3) The ASC Director will implement marketing campaigns to promote workshops throughout the academic year using various channels (email newsletters, social media, campus bulletin boards, etc.).
- 4) The ASC Director will require G.A.s and student workers who do not have a heavy tutoring schedule to produce and present workshop material each semester.

These changes will improve students' ability to attend various workshops that effectively meet their needs, thereby continuing the improvement cycle.

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

**AC 2023-2024:** Target not Met (0%)

**Analysis:** The target was not met in AC 2022-2023. Based on the 2022-2023 results analysis, the ASC made the following changes in AC 2023-2024 to drive the improvement cycle. The ASC Director contacted the psychology department to recruit senior-level psychology students to serve in internships in the ASC. As part of their internship, these students designed and presented workshops to students. The ASC Director also planned to include all students under an academic suspension appeal in the peer mentorship program for students on an APLAN. At the beginning of the fall semester, a G.A. was assigned to help coordinate these efforts to contact both sets of students (those on APLANs due to an academic appeal and those under an academic suspension appeal). Workshop creation, good presentation attendance, and feedback are challenging goals, but assigning specific duties to a graduate assistant will help the ASC reach its goal.

As a result of these changes, the target was not met in AC 2023-2024. The psychology department provided an internship opportunity for senior-level students to work in the ASC. During the fall semester of 2023, the internship student ended up helping set up the supplemental instruction website for FLAME and contacted students for the APLAN mentorship program. Two G.A.s assigned to the ASC were going to present a series of workshops in the fall, but only one was created before one of the G.A.s was relocated to another department. There were also some departmental changes in the fall, and a focus was placed on implementing supplemental instruction simultaneously, which unintentionally shifted the focus from the workshop. After conducting a series of successful workshops and considering the number of students that attended the workshops, a fifty percent attendance rate is not a realistic goal. When considering that most students on Academic Plans are non-traditional/adult learners and that there can be more than 300 students on an Academic Plan in any given semester, the percentage should be much lower, or the wording of the measure should be changed. Sharing workshop information with at least 50% of the students on Academic plans is a much more realistic goal and would have more impact than setting a goal of 5 or 10% of students receiving information from workshops.

**Decision:** In 2023-2024, the target was not met. Based on the 2023-2024 results analysis, the ASC will implement the following changes in 2024- 2025 to drive the improvement cycle.

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- 1) Workshop creation will be included in student worker and G.A. duties, especially for more experienced (junior and senior level) student workers and those who do not have a heavy tutoring schedule.
- 2) Workshop creation will be required for students who serve as interns in the ASC. Outreach to other departments will be conducted to increase the number of internship opportunities at the ASC.
- 2) Workshop information will also be shared with students on an academic appeal and those on a financial aid appeal.
- 3) Workshop information will be shared with students as part of the regular contact schedule and sent to students via email attachments.
- 4) A new survey will be created to gauge the receipt of workshop material and collect student feedback regarding the quality of the material.
- 5) Surveys will be conducted at the end of the workshop to ensure high completion rates.

These changes will improve students' ability to attend various workshops that effectively meet their needs, thereby continuing the improvement cycle.

**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 2022 – 2023:** Target met (11.15% reached SAP or graduated)

**AC 2023 - 2024:** Target met (10.10% reached SAP or graduated)

Baseline established: (26.16% did not meet the requirements of their APLAN)

**Analysis:** In AC 2022-23, 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 2022-2023 results, the ASC made the following changes in AC 2023-2024 to drive the cycle of improvement. The ASC Director measured the effectiveness of the Peer Mentorship Program by determining how many students on academic plans attained the requirements of their plans during the fall and spring semester. This measure allows the director to evaluate the performance of all students on academic plans and not just those who graduate or reach SAP. In the fall of 2023, 77 of 291 students (26.46%) of students did not attain the requirements of their APLANS. In the spring of 2024, 77 of 297 students (25.93%) did not attain the requirements of their



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APLANs. Examining this measurement helps the ASC Director get a better idea of how many students are not attaining the goals of their plans on a semester-by-semester basis.

As a result of these changes, in AC 2023-2024, the SAP/graduation target was met, and a baseline for the percentage of students who did not meet the requirements of their APLAN was established.

**Decision:** Based on the 2023-2024 results analysis, the ASC will implement the following changes in 2024-2025 to drive the improvement cycle.

1) The ASC Director will amend Measure 3.1: **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, and less than 25% of students will fail to meet the requirements of their APLAN.**

2) The ASC will provide a workshop each semester on meeting SAP. This workshop will greatly help students recognize that SAP is directly related to meeting the requirements of their plans. This awareness will improve the percentage of students who reach SAP or graduate and decrease the percentage of students who do not meet the requirements of their plan.

These changes will improve students' ability to meet the requirements of their academic plans, achieve SAP, and successfully graduate. They will also help students recognize why they must meet the academic plan requirement, thereby continuing to push the improvement cycle forward.

**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 2022-2023:** Target not met

**AC 2023-2024:** Target not met (see narrative)

**Analysis:** In AC 2022-2023, the target was not met. No students responded to the survey that had also been on an academic success plan.

Based on the 2022-2023 results analysis, the ASC made the following changes in AC 2023-2024 to drive the improvement cycle. The ASC Director offered the mentorship

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program to all students on academic plans and a question was added to the ASC survey to help determine the most helpful aspects of mentorship.

As a result of these changes, the target was not met in AC 2023-2024. No students on APLANs responded to the survey during the fall semester of 2023, and the ASC director failed to add the question to a new survey built for the center in the spring of 2024. Therefore, no data on this measurement was collected.

**Decision:** The target was not met in AC 2023-2024. Based on the 2023-2024 results analysis, the ASC will implement the following changes in 2024-2025 to drive the improvement cycle.

- 1) One G.A. or student worker will be given APLAN mentorship duties. They will be responsible for communicating regularly with the students, providing workshop information, and delivering a separate survey related to mentorship participation.
- 2) The ASC will provide a workshop each semester on meeting SAP. This workshop will help students recognize SAP is directly related to meeting the requirements of their plans. This awareness will improve the percentage of students who reach SAP or graduate and decrease the percentage of students who do not meet the requirements of their plan.
- 3) Students with academic plans in the mentorship will receive a brief survey. The survey will gauge the mentorship's effectiveness by asking students which statements best describe their experience.
  - 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 my Academic Success Plan requirements.
  - 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.
  - By implementing these strategies, the ASC will improve the student's ability to meet the requirements of their academic plans, achieve SAP, and successfully graduate.

These changes will improve students' ability to meet the requirements of their academic plans, achieve SAP, and successfully graduate. They will also help students recognize

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why they must meet the academic plan requirement, thereby continuing to push the improvement cycle forward.

**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 2022-2023: Target met (100%)**

**AC 2023-2024: Target met (100%)**

**Analysis:** The target was met in AC 2022-2023. Eight students had not indicated a precise graduation date on their academic plan, but all met with their advisor within the prescribed timeline, and the APLAN was extended. Based on the AC 2022-2023 results analysis, the ASC made the following changes in AC 2023-2024 to drive the improvement cycle. The ASC director began collecting data for this measure as part of the peer mentorship program provided to all students on academic plans beginning AY 23-24. A question was also added to the student survey for this measure. All students reported to the ASC that they had met with their advisor and had a planned graduation date on the plan by the end of their first semester. Only ten students needed an identified graduation date during the AY 2023-2024. 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 to extend their APLAN for more than one semester. Likely, the number of students in this measure has dropped significantly since this request for a graduation date has been an APLAN requirement.

**Decision:** The target was met in AC 2023-2024. Based on the 2023-2024 results analysis, the ASC will implement the following changes in 2024-2025 to drive the improvement cycle.

- 1) The target goal for this measure will be increased to 100% starting AY 2024-25.
- 2) A question will be added to the mentorship survey to measure this SO accurately. The survey will be created in the summer of 2024, and no changes will be made during AY 2024-25.

These changes will improve students' ability to meet the requirements of their academic plans, achieve SAP, and successfully graduate. They will also help students recognize

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why they must meet the academic plan requirement, thereby continuing to push the improvement cycle forward.

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

**AC 2023-2024:** Target not met (0%)

**Analysis:** In AC 2022-2023, the target was not met. No students responded to the survey that had also been on an academic success plan.

Based on the 2023-2024 results analysis, the ASC made the following changes in AC 2023-2024 to drive the improvement cycle. The ASC Director offered the mentorship program to all students on academic plans. A question was added to the ASC survey to help determine the most helpful aspects of mentorship.

As a result of these changes, the target was not met in AC 2023-2024. No students on APLANs responded to the survey during the fall semester of 2023, and the ASC director failed to add the question to a new survey built for the center in the spring of 2024. Therefore, no data on this measurement was collected.

**Decision:** The target was not met in AC 2023-2024. Based on the analysis of the 2023-2024 results, the ASC will implement the following changes in 2024-2025 to drive the cycle of improvement.

- 1) One G.A. or student worker will be given APLAN mentorship duties. They will be responsible for communicating regularly with the students, providing workshop information, and delivering a separate survey related to mentorship participation.
- 2) Students with academic plans in the mentorship will receive a separate survey. The survey will gauge the students' thoughts on whether being on an academic plan helped them determine a graduation date.

These changes will improve students' ability to meet the requirements of their academic plans, achieve SAP, and successfully graduate. They will also help students recognize why they must meet the academic plan requirement, thereby continuing to push the improvement cycle forward.

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

The Academic Success Center (ASC) met its goal of accommodating at least 75% of all tutoring requests from various subjects for consecutive years, indicating continued strong performance (100% in 2022-2023, 93% in 2023-2024).

The ASC fully implemented a successful peer mentorship program for students on academic plans, expanding its reach and providing comprehensive support.

The ASC instituted enhanced tutor training, resulting in better communication, reliability, and a more professional and accountable tutoring environment.

The center started including large group study session attendance and paper edit requests in the overall tutoring session numbers, providing a clearer picture of services provided in the ASC and expanding the range of academic support activities.

The ASC successfully implemented a series of workshops on Cognitive Behavioral Techniques to reduce test anxiety, which received overwhelmingly positive feedback. 100% of AC 2023-2024 workshop attendees rated the workshops "Excellent" or "Very Good."

The ASC director collaborated with various departments to recruit interns to serve at the center during the summer of 2023. The psychology department provided an intern in both the fall and spring semesters, enhancing the quality and variety of workshops and subjects in which tutoring was offered.

In AC 2023-2024, 100% of students on APLANs without a clear path to graduation met with their advisors and provided the ASC with a graduation date. This ensured these students had a defined path to achieving their academic goals.

The ASC's efforts in providing mentorship and academic planning support contributed to 10.10% of students' academic plans reaching satisfactory academic progress (SAP) or graduating and meeting the target goal.

The ASC provided various services, including tutoring, mentoring, coaching, paper editing, and academic success workshops. These comprehensive services ensured that students received holistic academic support.

These achievements for AC 2023-2024 show that the ASC demonstrated its commitment to improving student academic success and providing high-quality support services by achieving these accomplishments.

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## Plan of action moving forward.

### Tutoring:

#### **Optimize the online appointment system for tutoring**

The ASC Director will optimize the online appointment system (teams survey) for ease of use, use the Office Outlook calendar linked to the tutoring email to schedule and track appointments and include a question on the exit survey to examine how easy or difficult it is to get a tutoring appointment and what can be done to improve scheduling appointments.

#### **Implement a tutor performance monitoring and incentive system**

The ASC Director will implement a system to monitor tutor performance, including punctuality and quality of tutoring, and create an incentive program for workers to strive to become more competent tutors.

The ASC Director will implement a more detailed weekly tracking report of tutoring sessions and collect regular (weekly) feedback from students via a self-reporting form and satisfaction surveys to assess the quality of tutoring services, identify areas for enhancement, and determine tutor performance to implement the incentives program for student workers effectively.

#### **Improve survey delivery and development**

The ASC director will send automated reminders to students who have not completed the tutoring survey within three days of their session and require ASC workers to send personalized follow-up messages to encourage survey completion. The director will stress the importance of student feedback in improving ASC services. These contacts will also serve to check in with the students periodically.

The ASC director will have survey questions completed by the beginning of the fall 2024 semester and not edit any items throughout the academic year to ensure consistent survey questions throughout the academic year.

### Workshops:

#### **Provide a wider range of quality workshops**

This assessment cycle showed that meaningful workshops can be implemented through dedicated and purposeful implementation of the creation and scheduling process. Workshop creation will be included in student worker and G.A. duties, especially for more experienced (junior and senior level) student workers and those who do not have a heavy tutoring schedule. Workshop creation will also be required for students who serve as interns in the ASC. The ASC director will expand internship opportunities with other departments, allowing the ASC to offer a wider range of workshops. At least one

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workshop each semester will address meeting SAP to clarify the importance of meeting SAP, which is directly related to meeting the requirements of APLANs.

### **Promotion of Workshops**

The ASC Director will implement marketing campaigns to promote workshops throughout the academic year using various channels (email newsletters, social media, campus bulletin boards, etc.) and coordinate with the Watson Library unified social media to promote ASC workshops. Workshop information will also be shared with students on an academic appeal and those on a financial aid appeal as part of the regular contact schedule and sent to students via email attachments. Workshops for these students will be provided virtually or recorded and sent to students via email.

### **Improve survey delivery and development**

A new survey template will be created to gauge the receipt of workshop material and collect student feedback regarding the quality of the material. These surveys will be conducted at the end of the workshop to ensure high completion rates. The ASC Director will also ensure that workshop survey verbiage aligns with Measure 2.1.

Survey questions will be tailored to address the material covered in the workshop. All workshops will have a question with verbiage that aligns with Measure 2.1.

### **Academic Success Plans:**

#### **Tracking the percentage of students who fail to meet APLAN requirements**

The ASC director will amend Measure 3.1 to include a goal of “less than 25% failure to meet APLAN requirements.” Examining this measurement helps the ASC Director get a better idea of how many students are not attaining the goals of their plans on a semester-by-semester basis.

The target goal for Measure 4.1 has also been increased to 100%. The G.A. or student worker in charge of the Mentorship program can help ensure that students with no graduation date meet with their advisor at some point in the semester and establish a graduation date so that their APLAN can be extended past the first semester.

#### **APLAN mentorship duties**

One G.A. or student worker will be given APLAN mentorship duties. They will be responsible for communicating regularly with the students, providing workshop information, and delivering a separate survey related to mentorship participation.

#### **Improve survey delivery and development**

The mentorship survey will gauge the effectiveness of the mentorship by asking students which statements best describe their experience. The survey will remain consistent throughout the academic year.

## AC 2023-2024 Assessment

- 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 my Academic Success Plan requirements.
- 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.

### **Title III Elevate U Federal Grant**

#### **Additional tutoring options**

In AC 2024-25, the ASC will evaluate partnering with the new Title III Elevate U federal grants team. As we discuss more Elevate U opportunities, the ASC may be able to make some tutoring referrals to this new grant team since they will be serving first-generation and low-income populations.

The ASC will refer students to services provided by the Title III grant as appropriate.

The ASC will evaluate partnering with the new Title III Elevate U grant team to promote and create workshops for all students the Academic Success Center serves.