AY 2019-2020 Assessment

Unit: Academic Success Center

Department: Academic Support and Auxiliary Services

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Northwestern Mission. Northwestern State University is a responsive, student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

The **Academic Success Center** 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. 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 Academic Success Center 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 the assistance of staff, 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 as well as online via WebEx.

Measure 1.1 (Direct): The Academic Success Center will accommodate at least 75% of all tutoring requests from a variety of subjects. Tutoring is provided by 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 Academic Success Center to accommodate at least 75% of all tutoring requests.

Finding:

AY 2018 – 2019: Target Met (90%)

AY 2019 – 2020: Target Met (88.5%)

Analysis: In AY 2018-2019 the target was met. It was decided In spring 2019 to expand the data collection to account for all tutoring sessions occurring within the ASC and report the following data points in addition to the accommodation percentage: a) total tutoring sessions, b) an average number of sessions per week, c) % scheduled online, d) % drop-in appointments, and e) % of tutoring requests accommodated. This change will allow for a richer direct measure of the ASC's impact on meeting student needs.

Spring 2019- There were a total of 1300 tutoring sessions, making an average of 81.25 sessions per week. Approximately 77% of tutoring appointments were scheduled online. The remaining 23% were drop-in appointments. Data indicates that the ASC was able to accommodate **90%** of all tutoring requests. The remaining 10% were referred to other resources on campus.

Fall 2019- There were 1200 tutoring sessions in the fall semester of 2019, making an average of 75 sessions per week. Approximately 69% of tutoring appointments were scheduled online. The remaining 31% were drop-in appointments. Data indicates that the ASC was able to accommodate **87%** of all tutoring requests. The remaining 13% were referred to other resources on campus.

Spring 2020- There were 750 tutoring sessions in the spring semester of 2020 making an average of 46.9 sessions per week. Approximately 89% of tutoring appointments were scheduled online. The remaining 11% were drop-in appointments. Data indicates that the ASC was able to accommodate **88%** of all tutoring requests.

Based on the analysis of the 2018-2019 results, the center made the following changes in 2019-2020 to drive the cycle of improvement. The Academic Success Center began using the "Handshake" application as an additional way that students could request tutoring appointments and made efforts to recruit tutors in a variety of subjects by placing tutor recruitment flyers around campus.

As a result of these changes, in 2019-2020 the target was met. By adding additional data to SO 1.1, We were able to also determine that there was a decline in the number of tutoring sessions during AY 2019-2020. Using the "Handshake" application allowed students to schedule tutoring appointments directly through their NSU student accounts, but the change was not fully implemented until October 2019. The Success Center also held weekly group tutoring sessions for CHEM 1070 which were typically attended by four to eight students, but these numbers were not included in the number of tutoring sessions. Spring 2020 numbers decreased significantly after the closure of the

university due to the COVID-19 Pandemic. Six of the sixteen student workers that serve as tutors (37.5%) were unable to continue working after the university closed and all tutoring appointments were transitioned to online. In the first week of 100% online tutoring, there were 84 scheduled appointments. By the last week of the semester, the number of appointments had dropped to 23. Even though the total number of appointments dropped dramatically after the COVID crisis, a protocol was quickly established that made conducting more online appointments possible. Even with the drop-in total appointments, the number of online tutoring appointments nearly tripled from before the university closed.

Decision: In 2019-2020 the target was met. Based on the analysis of the 2019-2020 results, the ASC will implement the following changes in 2020-2021 to drive the cycle of improvement. During the upcoming academic year, the ASC will continue to move more tutoring appointments online to increase the overall number of tutoring appointments and accommodate more students. We will also include student attendance to large group sessions as part of our overall tutoring session numbers. The center will reach out to departments for student referrals for student workers to recruit tutors for additional subject areas.

Measure 1.2 (Indirect) Students will be given a survey to assess their tutoring appointment and the tutor. Students will be able to respond with strongly agree, agree, neutral, disagree, and strongly disagree as well as other open-ended questions and rating of the experience of below average, average, and above average. Beginning with the spring 2019 semester, these surveys were delivered to students via SurveyMonkey. 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:

       AY 2018 – 2019: Target Met (96.63)

       AY 2019 – 2020: Target Met (92.59)

Analysis: In AY 2018 – 2019, the target was met. A total of 129 responses were recorded. 96.63% of students surveyed responded with average or above average in regard to the value of the tutoring and their personal experience with the tutor. 65% of students stated that tutoring helped "a lot", while 23% were unsure. The remaining 12% said tutoring helped somewhat. No students stated that tutoring was of no help. 80% of students rated the value of their tutoring experience as "above average".

Based on the analysis of the 2018-2019 results, the ASC made the following changes in 2019-2020 to drive the cycle of improvement. SurveyMonkey was used to collect data. Surveys were distributed to students electronically after their tutoring sessions whereas previously, paper-based surveys were given to students by their tutors immediately after their sessions. Distributing surveys electronically allows for more accurate answers from

students. SurveyMonkey will also allow for better data analysis, which can, in turn, be used to address any deficiencies within the center.

As a result of these changes, in 2019-2020 the target was met. 54 students responded to the SurveyMonkey assessment.92.59% of the students rated their tutoring experience as "above average" or "average" (59.26% "average" and 33.33% "above average). The SurveyMonkey questionnaire also asked students if the tutoring improved their grades. Responses were:

"a great deal"	25.93%
"a lot"	25.93%
"a moderate amount	18.52%
"a little"	11.11%
"none at all"	18.52%

81.48% of students felt that tutoring helped improve their grades. Students were able to leave other comments regarding their experience at the Academic Success Center. 10% of the students commented on having problems communicating with their tutor or the ASC director. 5% of the students suggested that the ASC improve their communication capability with students.

Decision: In 2019-2020 the target was met. Based on the analysis of the 2019-2020 results the faculty will implement the following changes in 2020-2021 to drive the cycle of improvement. The ASC will use SurveyMonkey to distribute student surveys. The center will also gauge students' perception of grade improvement as part of SLO 1.2. The director will aggregate the survey results by tutor and determine if lower survey results came from specific student workers (tutors). The director will also meet with individual tutors to review their survey results. Attempting to improve communication with students is also justified based on comments students made on the survey. The Center will streamline the use of "Handshake" and also improve student communication by using social media and other applications, such as "Remind" to enhance student communication.

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

Measure 2.1 (Direct) 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 as well as answer open-ended questions. The goal is for at least 75% of the participants to provide an answer of average or above average on the quality of the workshop.

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Finding:

AY 2018 – 2019: Target Met (100%)

AY 2019 – 2020: Target Not Met (64.82)

Analysis In 2018-19 the target was met. 100% (49 of 49) of the respondents answered average or above average to the question regarding the overall quality of the workshop. This was an increase from 94% the previous year. The total number of attendees, however, was low.

Based on the analysis of the 2018-2019 results the faculty made the following changes in 2019-2020. In fall 2019, The focus for 2019-2020 was on ways to improve attendance by providing meaningfulness of workshops. In Fall 2019, based on the high demand for chemistry tutoring, we held eight workshops that focused on this subject. In Spring 2020 only one workshop was held before the campus closed due to the COVID-19 Pandemic.

As a result of these changes, in 2019-2020 the target was not met. A total of 38 students attended workshops during 2019-2020. A total of 27 students attended the chemistry workshops in fall 2019 and 66% of them felt that the workshops were of "average" or "above average" quality. The workshop attendance steadily declined after the first two weeks. We attempted to record the workshops and make them available online, but did not track student viewings of the workshops and therefore do not know the number of students that viewed them or if they found the online recording to be helpful. Eleven students attended the workshop held in Spring 2021. Of these, 63.64% reported that the information was helpful.

Decision: In 2019-2020 the target was not met. Based on the analysis of the 2019-2020 results the faculty will implement the following changes in 2020-2021 to drive the cycle of improvement. After the university closed due to the pandemic several tutors created online tutoring content. This content will be used to conduct virtual workshops next semester. A survey will be added to the end of each workshop to gauge the number of attendants and the success of the workshop. Information about workshops will also be shared with these students on social media and the Remind app. The Center will continue to update this Remind group and attempt to share more workshop information on the platform. Remind can also be used as a way to receive feedback regarding workshops from students during 2020-2021.

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 workshops over the course of one term.

Finding:

AY 2018 – 2019: Target Not met (40%)

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AY 2019 – 2020: Target Not Met (15.96%)

Analysis: In 2018-2019 the target was not met. A total of 84 students were required to attend student success workshops. Of these, 40% attended at least one workshop.

Based on the analysis of the 2018-2019 results, the faculty made the following changes in 2019-2020 to drive the cycle of improvement. In Fall 2019, we focused on workshops that covered topics that were in high demand from students. We attempted to create workshops around Chemistry based on the high demand for tutoring in this subject. In Spring 2020, only one workshop was held before the university closed due to the COVID-19 pandemic, but online content was created during the semester which can be used to create workshops in the future.

As a result of these changes, in 2019-2020 the target was not met. There are 94 students that were required to attend student success workshops. Fifteen of these students made tutoring appointments at the ASC, however, none attended the Chemistry 1070 workshops. Examining the data, we found that none of these students were Chemistry 1070 students. Therefore, the workshops would not have been meaningful for them. Eleven students attended a workshop about time management in the spring which was held in the ASC and another four were sent a copy of the workshop via the Remind app.

Decision: In 2019-2020 the target was not met. Based on the analysis of the 2019-2020 results, the faculty will implement the following changes in 2019-2020. The ASC will create an online repository of content by building on the content that tutors created during the spring 2019 quarantine. By sharing this information with students on appeal and adding a survey at the end of all online content, we can better track the number of students who take part in the workshops and if the students find them meaningful. Student workers and graduate assistants will be employed to create online content as well as contact and meet face to face with these students at least two (preferably three) times each semester.

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

Measure 3.1 (Direct) 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:

AY 2018 – 2019: Target not met (9.24%)

AY 2019 – 2020: Target met (10.21%)

Analysis: In AY 2018-19 the target was not met. 422 students were on Academic Success Plans. A total of 39 students (9.24%) completed their plans by reaching SAP or graduating.

Based on the analysis of the 2018-2019 results, the faculty made the following changes in 2019-2020 to drive the cycle of improvement. The ASC director created plans specific to certain majors (nursing for example) to assure that students meet graduation requirements. Students who did not have a designated graduation date were required to meet with their advisors before the end of the semester to develop a graduation plan.

As a result of these changes in 2019-2020, the target was met. In 2019-2020, 48 students (10.21%) of students on APLANS completed their plans by reaching SAP or graduating. This percent increased from 9.24% in AY 2018-2019.

Decision: In 2019-2020 the target was met. Based on the analysis of 2019-2020 results, the ASC will implement the following changes in 2020-2021. The ASC will extend the number of plans that are created specifically for certain majors. In some instances, the required GPA of 2.0 will be increased to 2.5 in order for it to be possible for more students to reach SAP**.**

Measure 3.2 (Indirect) At the end of each semester, students on Academic Success Plans will complete a survey for feedback regarding their academic progress. One question will state, "Completing an Academic Success Plan in order 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:

AY 2019 – 2020: First year: Target not met

Analysis: This measure is new for 2019-2020. In 2019-2020, the target was not met. Twenty-one students replied to the survey. This represents only 4.41% of students who are on academic plans. Of the twenty-one respondents, ten students felt their academic plan helped them reach their goal of attaining a college degree.

Decision: Based on the analysis of 2019-2020 results the ASC will implement the following changes in 2020-2021. The ASC director will continue to develop the survey. Upon review, some of the question wording will need to be changed. The survey also went out during the week of finals. Response rates will improve if the survey is sent out a little sooner. The survey construction and delivery need to be improved before making decisions based on results.

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 Academic Success Center. The graduation pathway 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 Academic Success Center by the end of their first semester on an academic plan.

Finding:

AY 2019 – 2020:   Target not met (27.27%).

Analysis: This measure is new for 2019-2020. In 2019-2020, the target was not met. 47% of students' Academic Success Plans have no pathway to graduation in place or the students are in programs that they do not have the overall GPA to be admitted into upper-level coursework. Most of these students did not successfully meet the terms of their Academic Plans (177/210 students). Of the remaining 33 students, four students turned in graduation plans in the fall and another 5 contacted the ASC regarding this requirement. Although these 5 students did not turn in a plan, they did contact their advisors. No students returned graduation plans after the university closed on March 13th.

Decision: In 2019-2020 the target was not met. Based on the analysis of the 2019-2020 results, the ASC will implement the following changes in 2020-2021. Students were requested to turn graduation plans in for their APLANS, but no reminders were sent out during the semester. Sending reminders to students at midterm will help increase the percentage for this SO. This will also help the ASC more accurately track information in SO 3. A question will be added to the student survey to see if this is happening.

Measure 4.2 (Indirect)) At the end of each semester, students who are required to provide a copy of their graduation pathway will complete a survey for feedback regarding their academic progress. 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 agreeing or strongly agree.

Finding:

AY 2019 – 2020:   Target not met (50%)

Analysis: This measure is new for 2019-2020. In 2019-2020, the target was not met. 50% of students surveyed felt that completing a plan for a pathway to graduation helped them obtain a college degree. Of the remaining 33 students, four students turned in graduation plans in the fall and another 5 contacted the ASC regarding this requirement. Although these 5 students did not turn in a plan, they did contact their advisors. No students returned graduation plans after the university closed on March 13th.

Decision: In 2019-2020 the target was not met. Based on the analysis of the 2019-2020 results, the ASC will implement the following changes in 2020-2021. The ASC

director will continue to develop the survey sent to these students and will combine the survey from SO3 with the survey from SO 4. The wording of some questions will also need to change. Upon review, it was found that some of the wording of questions was confusing and the two surveys were somewhat repetitive. The survey also went out during the week of finals. Response rates will improve if the survey is sent out a little sooner. The survey construction and delivery need to be improved before making decisions based on results. Sending reminders to students at midterm will also increase the completion percentage for this SO measurement.

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

In AY 2019-2020, The ASC began using the "Handshake" application as an additional way that students could request tutoring appointments. Using this application allowed students to schedule tutoring appointments directly through their NSU student accounts, By adding additional data to SO 1.1, the ASC was also able to determine that there was a decline in the number of tutoring sessions during AY 2019-2020. Spring 2020 numbers decreased significantly after the closure of the university due to the COVID-19 Pandemic. Six of the sixteen student workers that serve as tutors (37.5%) were unable to continue working after the university closed and all tutoring appointments were transitioned to online. In the first week of 100% online tutoring, there were 84 scheduled appointments. By the last week of the semester, the number of appointments had dropped to 23. Even though the total number of appointments dropped dramatically after the COVID crisis, a protocol was quickly established that made conducting more online appointments possible. Even with the drop-in total appointments, the number of online tutoring appointments nearly tripled from before the university closed. The ASC will continue to move more tutoring appointments online to increase the overall number of tutoring appointments and accommodate more students. The center will also reach out to departments for student referrals for student workers in an attempt to recruit tutors for additional subject areas.

The ASC held weekly group tutoring sessions for CHEM 1070 during the Fall 2019 semester. which were typically attended by four to eight students. We will include student attendance to large group sessions such as these in our overall tutoring session numbers. These group tutoring sessions were designed to serve as student workshops to improve workshop attendance by providing meaningful workshops. Based on the high demand for chemistry tutoring, we held eight workshops in Fall 2019 that focused on this subject. In Spring 2020 only one workshop was held before the campus closed due to the COVID-19 Pandemic. A total of 27 students attended the Chemistry workshops in fall 2019 and 66% of them felt that the workshops were of "average" or "above average" quality. We attempted to record the workshops and make them available online, but did not track student viewings of the workshops and therefore do not know the number of students that viewed them or if they found the online recording to be helpful. Eleven

students attended the spring workshop. 63.64% of the students reported that the information was helpful. After the university closed due to the pandemic several tutors created online tutoring content. This content will be used to conduct virtual workshops in 2020/2021. A survey will be added to the end of each workshop to gauge the number of attendants and the success of the workshop.

150 students on APLANS were added to the "Remind" app in 2019-2020 so that information about workshops could be more easily shared with students. The Center will continue to update this remind group and attempt to share more information as well as receive feedback regarding workshops from these students during 2020-2021.

In AY 2019-2020, the ASC director began creating plans specific to certain majors to assure that students meet graduation requirements. Students who did not have a designated graduation date were required to meet with their advisors before the end of the semester to develop a graduation plan. The ASC will extend the number of plans that are created specifically for certain majors. In some instances, the required GPA of 2.0 will be increased to 2.5 for it to be possible for more students to reach SAP.

The ASC director will continue to develop and combine the surveys related to SO 3 and 4. Upon review, some of the question wording will need to be changed. The survey also went out during the week of finals. Response rates will improve if the survey is sent out a little sooner. The survey construction and delivery need to be improved before making decisions based on results. Sending reminders to students at midterm will also increase the completion percentage for the survey.