AC 2020-2021 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 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 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.

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Finding:

 AY 2019 - 2020: Target Met (88.5%)

 AY 2020 – 2021: Target Not Met (73%)

Analysis: In AY 2019-2020, the target was met. By adding additional data to SO 1.1, We were also able to determine 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 success center did not fully implement the change until October 2019. The Success Center also held weekly group tutoring sessions for CHEM 1070, which four to eight students typically attended, but the Center did not include these numbers 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 who serve as tutors (37.5%) could not continue working after the University closed, and all tutoring appointments transitioned too online. In the first week of 100% online tutoring, there were 84 scheduled appointments. By the last week of the semester, the number of meetings had dropped to 23. Even though the total number of sessions dropped dramatically after the COVID crisis, the Center quickly established a protocol that made conducting more online appointments possible. Even with the total drop-in appointments, the number of online tutoring appointments nearly tripled from before the University closed.

Based on the 2019-2020 results analysis, the Center made the following changes in 2020-2021 to drive the cycle of improvement. The Academic Success Center fully incorporated the "Handshake" application as an additional way that students could request tutoring appointments while also searching for other platforms that the Center could use for scheduling appointments. The ASC recruited tutors by placing recruitment flyers around campus, advertising tutoring positions at Academic Success presentations given on campus and granting opportunities to hire more tutors.

As a result of these changes, in 2020-2021, the target was not met. A small number of students used Handshake to schedule their tutoring appointment. There was also a significant decrease in the number of tutors that worked in the ASC. COVID restrictions also impacted the services provided by the ASC. Only 6% of the ASC appointments were scheduled using the "Handshake" application in the fall of 2020. The Microsoft TEAMS Booking app was piloted for scheduling appointments during the Spring 2021 semester. At the start of the Fall 2020 semester, two tutors left the ASC, leaving only eight tutors to start the fall semester (a 50% decrease per COVID).

COVID restrictions impacted services in several ways. The ASC attempted to move more tutoring appointments online, but many students wanted face-to-face meetings coming out of the university closure due to COVID. Another factor that likely impacted tutoring numbers was that due to COVID restrictions, students were not allowed to fill

out a paper request for tutoring and no face-to-face group tutoring sessions occurred during AY 2020-2021. Due to increased recruiting efforts and working through La. Gear Up grant, the Center hired seven tutors during the fall 2020 semester. During spring 2021, however, session numbers decreased significantly after the University's closure due to the winter weather conditions. The week before the weather incident, there were 98 tutoring appointments, but appointments dropped substantially after the University reopened after the weather incident, despite outreach efforts. The Center did edit a significant number of papers for students at the end of the spring 2021 semester, including fifteen graduate/doctoral level papers. The number of documents edited during the AY has not been included in the total number of tutoring appointments. Several English 1010 appointments (including dual enrollment students) were also scheduled toward the end of the semester. These appointments helped the Center meet the target of 75 percent for the spring 2021 semester, but the AY percentage was still below the target.

Fall 2020- There were 870 tutoring sessions in the fall semester of 2020, making an average of 54.38 sessions per week. Approximately 80% of tutoring appointments were scheduled online. The remaining 20% were drop-in appointments. Data indicates that the ASC was able to accommodate 70% of all tutoring requests. The remaining 30% were referred to other resources on campus.

Spring 2020- There were 1120 tutoring sessions in the spring semester of 2021, making an average of 70 sessions per week. Approximately 75% of tutoring appointments were scheduled online. The remaining 25% were drop-in appointments. Data indicates that the ASC was able to accommodate 76% of all tutoring requests.

Decision: In AY 2020-2021, the target was not met. Based on the analysis of the 2019-2020 results, the faculty will implement the following changes in 2021-2022 to drive the cycle of improvement. The ASC will find a balance between face-to-face tutoring appointments and virtual appointments to better meet student needs by making more options available for students. This includes replacing the Handshake platform for appointment scheduling with Microsoft Teams Bookings. The ASC will recruit tutors who can assist students in various subjects and work in a virtual or face-to-face environment. The Center will once again give students the option of filling out a paper request for tutoring at the front desk of the ASC. The pen and paper request option returning will increase the accuracy of the accommodation percentage. The Center will include student attendance in large group sessions and paper edit requests in 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 and seek out grant opportunities or other funding to hire various tutors.

Measure 1.2 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 and other open-ended questions and rating of the experience of 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:

       AY 2019 – 2020: Target Met (92.59)

       AY 2020 – 2021: Target Met (77.5)

Analysis: In AY 2019 – 2020, the target was met. 92.59% of the students rated their tutoring experience as "above average" or "average." The SurveyMonkey questionnaire also asked students if tutoring improved their grades. 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%, "none at all" 18.52%

Based on the 2019-2020 results analysis, the ASC made the following changes in 2020-2021 to drive the cycle of improvement. The Center will gauge students' perception of grade improvement as part of SLO 1.2. The director will aggregate the survey results by the 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 improve student communication by using social media and other applications, such as "Remind," to enhance student communication.

As a result of these changes, in 2020-2021, the target was met. Eighty-nine students responded to the SurveyMonkey assessment. 77.5% of the students rated their tutoring experience as "above average" or "average." 92.59% of students responded "average" or "above-average" regarding the value of the tutoring and their personal experience with the tutor. 33.7% of respondents rated the value of tutoring as "above average," 43.8% rated their experience as "average," and 22.5% as "below average." In a separate question, 8% of the students stated that tutoring was "no help." No students said that tutoring helped their grade "a little" The remaining 92% of student responses were divided between tutoring helping "a moderate amount," "a lot," or "a great deal."

Students were able to leave other comments regarding their experience at the Academic Success Center. Fourteen responded. 21% of these students commented on having problems communicating with their tutor or not meeting due to technical issues. The ASC director chose not to go over survey responses with tutors due to the circumstances related to COVID. Students' negative experiences were related to communication and technical issues which were likely beyond the tutor's control under the circumstances. Also, negative reviews were not skewed to a particular tutor.

Decision: In 2020-2021, the target was met. Based on the analysis of the 2019-2020 results, the faculty will implement the following changes in 2021-2022 to drive the cycle

of improvement The Center will send 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 in AY 21-22. The director will share survey results with tutors at the end of each semester. In AY 2021-2022, training will be given to all peer tutors during the first two weeks of the semester before tutoring sessions are scheduled. Training will cover effective communication strategies to use with students, address issues related to technology, and effective peer mentoring/tutoring strategies.

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

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:**
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> AY 2019 – 2020**:** Target Not Met (64.82)
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> AY 2020-2021: Target met (100%) face to face workshop
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> Target not Met (50%) virtual workshop
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> Overall not Met (74.3)

Analysis In AY 2019-20, the target was not met. 64.82% of the respondents answered average or above-average to the question regarding the overall quality of the workshop. A total of 38 students attended workshops during 2019-2020. A total of 27 students participated in 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. The Center 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 who viewed them or found the online recording helpful. Eleven students attended the workshop held in Spring 2021. Of these, 63.64% reported that the information was useful.

Based on the 2019-2020 results analysis, the faculty made the following changes in 2019-2020 to drive the cycle of improvement. The Center used online content created by tutors to conduct virtual workshops. The Center added a survey at the end of each workshop to gauge the number of attendants and the workshop's success. The Center shared information about workshops with students on social media and the Remind app.

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As a result of these changes, in AC 2020-2021, the target was not met. The overall percentage increased from the previous year, but the target of 75% was not met. The status of workshops was not apparent before the start of the fall 2020 semester, and due to COVID 19 restrictions, workshop attendance was not required for students on Academic Plans. However, the students were allowed to take part in a workshop upon request via the academic plan sent to them. The Center limited the number of seminars provided due to COVID restrictions. The Center conducted one face-to-face meeting each semester. The Center provided a link to a virtual workshop to students who had successfully appealed their financial aid who indicated they would like to participate in a workshop. The Center sent the virtual workshop to students via student email and by using the Remind App. If the Center sent an academic plan to the student after the 10th day of classes, they were not offered to attend the workshop. A survey was conducted at the end of the face-to-face workshop, and students who sent the virtual seminar were given a link to complete a survey via Survey Monkey. The workshops focused on time management strategies, good study habits, and goal setting.

The face-to-face workshops received positive feedback (100%). During the spring semester, a guest speaker came to the Academic Success Center as part of the workshop. This session was well attended (32 students). Like the workshop conducted in the fall, the feedback was 100% positive. With the fifteen students who attended workshops in the fall, 43 students attended face-to-face workshops (four students participated in both workshops). Peer mentor students continued to create online tutoring content, but at a much slower pace than when the University was closed in the spring of 2020. Students did not respond positively to the virtual workshop due to a lack of technology integration to conduct the workshop. The students felt that the content was not interesting enough and needed engagement and participation. Students found the information provided useful (71%), but the remaining (29%) said they were already aware of the information provided by the workshop. During AY 2020-2021, content created by tutors was sent to students when they contacted the ASC director for additional assistance.

Decision: In 2020-2021, the target was not met. Based on the analysis of the 2019-2020 results, the faculty will implement the following changes in 2021-2022 to drive the cycle of improvement. The Center will enrich workshops by providing mentoring services for students. The mentor program will focus on students who have successfully appealed their financial aid and have been readmitted to the University. Adding a mentorship component may help the virtual workshop content be more meaningful for students. Online content needs to be organized for direct student access so that it will not be challenging to filter through to find what would be most helpful to them. The Center will use the Remind app in conjunction with the mentorship program. The Center will take all these actions to streamline services while also ensuring that the Center meets the needs of the students who need academic assistance the most. Workshops will be created for students in specific subject areas as needed and requested. Guest speakers will be brought in at least once each semester, and the ASC will work with

other departments on campus to present workshops to specific groups of students (incoming freshmen, for example).

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:

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

> **AY 2020-2021:** Target not Met (10.75%)

Analysis: In AY 2019-2020, the target was not met. Ninety-four students were required to attend student success workshops. Fifteen of these students made tutoring appointments at the ASC. However, none followed the Chemistry 1070 workshops. Because none of these students were Chemistry 1070 students, the workshops provided were not meaningful for them. Eleven students attended a workshop about time management in the spring, held at the Center, and four others were sent a copy of the seminar via the Remind app.

Based on the 2019-2020 results analysis, the faculty made the following changes in AY 2020-2021 to drive the cycle of improvement. The ASC added content to an online repository. This came from the content, including information for workshops, that tutors created starting with the spring 2020 quarantine. Students were to access information online for workshop attendance. The online platform designed was a Google Drive link. The content, however, needed to be better organized for direct student access in a way that will be easier to use. It was decided that information would be pulled from the drive when students needed extra resources or requested information from the ASC director. Due to COVID restrictions, the status of workshops and other activities was not evident before the start of the fall 2020 semester. Therefore, workshop attendance was not required for students on Academic Plans. Instead, the students were allowed to participate in a workshop upon request via the academic plan sent to them. Most of these plans were constructed by the Academic Success Center Director during the summer of 2020, when it was still unclear what COVID restrictions would be in place when school started in the fall. The option to view/attend workshops continued in the fall for students who had an APLAN through the ASC. One face-to-face workshop was conducted at the Center each semester. The Center also sent a link via email or Remind to a virtual workshop to students who had successfully appealed their financial aid who indicated they would like to participate in a workshop. If a student received an academic plan after the 10th day of classes, they were not offered to attend the workshop. A total of eleven students requested access to the workshop.

As a result of these changes, in AY 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.

Decision: In 2020-2021, the target was not met. Based on the analysis of the 2019-2020 results, the faculty will implement the following changes in 2021-2022 to drive the cycle of improvement With the easing of COVID restrictions, workshops will be required for 50% of students placed on Academic Success Plans Attendance to these workshops will be enriched by providing mentoring services for students. The mentor program will focus on students who have successfully appealed their financial aid and have been readmitted to the University. Adding a mentorship component will increase the virtual workshop participation. The Center will use the Remind app will be used in conjunction with the mentorship program. All these actions will be taken to 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 Academic Success Center 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:

AY 2019 – 2020: Target met (10.21%)

AY 2020-2021: Target met (17.6%)

Analysis: In AY 2019-20, the target was met. Forty-eight students (10.21%) of students on APLANS completed their plans by reaching SAP or graduating.

Based on the analysis of 2019-2020 results, the ASC made the following changes in AY 2020-2021 to drive the cycle of improvement. The Center extended the number of plans created for specific majors. Also, in some instances, the required GPA of 2.0 was increased to 2.5 for it to be possible for more students to reach SAP.

As a result of these changes, in AC 2020-2021, the target was met. Fifty-eight out of 328 students on APLANS completed their plans by reaching SAP or graduating.

Decision: As a result of these changes, in AY 2020-2021, the target was met. Based on the analysis of the 2019-2020 results, the faculty will implement the following changes in 2021-2022 to drive the cycle of improvement. The Academic Success Center Director will begin a peer mentorship program for students on Academic Success Plans. The director will evaluate this peer mentorship program during AY 2021-2022 to determine its effects. 50% of all students who receive an academic plan before the 10th day of classes will participate in the mentorship program. The other 50% of academic plan students will be in a control group to determine the impact of the mentorship program.

Measure 3.2 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 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:   Target not met (47.6%)

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

Analysis: In AY 2019-2020, the target was not met. Twenty-one students replied to the survey, representing only 4.41% of students who are on academic plans. Of the twenty-one respondents, ten students felt their academic plan helped them attain a college degree. Based on the analysis of the AY 2019-2020 results, the faculty made the following changes in AY 2020-2021 to drive the cycle of improvement. The director updated the survey question for clarity to "The Academic Success Center provides several services. Please rank the services below by order of importance for you." One of the choices is "an Academic Success Plan that will help me complete my degree program." The Center also sent the survey out sooner in the semester. As a result of these changes, in AY 2020-2021, the target was not met. The question, though edited, does still not capture the data needed to address the measure. Ranked in order of importance, the Academic Plan was third, but this does not adequately address the criterion.

Decision: In AY 2020-2021 the target was not met. Based on the analysis of the 2019-2020 results, the faculty will implement the following changes in 2021-2022 to drive the cycle of improvement. 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. The mentorship program will help with addressing this measurement. The survey question will be "The Academic Success Plan I was on helped me successfully meet my goals this semester."

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

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Finding:

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

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

Analysis: In Academic year 2019-2020, the target was not met. 47% of students' Academic Success Plans had no pathway to graduation in place. The students are in programs that 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 five students did not turn in a plan, they did contact their advisors. No students returned graduation plans after the University closed on March 13th.

Based on the analysis of the AY 2019-2020 results, the ASC made the following changes in AY 2020-2021 to drive the cycle of improvement. The ASC will send reminders to students at midterm will help increase the percentage for this SO, and the Center will track the impact of this change via the student survey.

As a result of these changes, the target was not met. Fifty-two students had no precise graduation date indicated on their academic plan. Twelve students reported to the Academic Success Center that they had met with their advisor and had a planned graduation date.

Decision: In AY 2020-2021, the target was not met. Based on the analysis of the 2019-2020 results, the faculty will implement the following changes in 2021-2022 to drive the cycle of improvement The peer mentorship program being implemented for students on academic success plans will help address this issue. A part of the mentorship will cover academic advising and planning for a pathway to graduation. This aspect of the peer mentorship program will help ensure this target is met.

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. 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%)

AY 2020-2021: Target not met (50%)

Analysis: In 2019-2020, the target was not met. 50% of students surveyed felt that completing a pathway to graduation helped them obtain a college degree. In 2019-2020

the target was not met. Based on the analysis of the 2019-2020 results, the ASC made the following changes in AY 2020-2021 to drive the cycle of improvement. The ASC made improvements to the student survey. Upon review, 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. The Center will change the survey question to state that the academic plan helped the student reach their goal for the semester. Sending reminders to students at midterm will also increase the completion percentage for this SO measurement.

As a result of these changes, in AY 2020-2021, the target was not met. The response rate for the student survey was low (6/55 students). Three of the students indicated that completing their Academic Success Plan requirements helped them reach their goals for the semester.

Decision: In AY 2020-2021, the target was not met. Based on the analysis of the AY 2020-2021 results, the faculty will implement the following changes in AY 2021-2022 to drive the cycle of improvement. The ASC will focus on increasing the number of respondents to get more accurate results. Increased interaction with students through the peer mentorship program will help ensure that feedback is received from more students.

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

Based on the analysis of the 2020-2021 data, the ASC will implement the following changes in 2021-2022 to drive the cycle of improvement.

The ASC will replace the Handshake platform for appointment scheduling with Microsoft Teams Bookings used during the COVID lockdown to schedule advising appointments.

The ASC will recruit tutors who can assist students in various subjects and work in a virtual face-to-face environment.

The Center will once again give students the option of filling out a paper request for tutoring at the front desk of the ASC.

Student attendance to large group sessions and paper edit requests will be included in 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 and seek out grant opportunities or other funding to hire various tutors.

Student surveys will be sent out shortly after each tutoring session instead of sending surveys out at the end of each semester. Survey results will also be shared with tutors at the end of each semester.

Training will be given to all peer tutors during the first two weeks of the semester before tutoring sessions are scheduled. Training will cover effective communication strategies to use with students, how to address issues related to technology, and effective peer mentoring/tutoring strategies.

The Academic Success Center Director will begin a peer mentorship program for students on Academic Success Plans. This peer mentorship program will be evaluated during AY 2021-2022 to determine its effects. 50% of all students who receive an academic plan before the 10th day of classes will participate in the mentorship program. The other 50% of academic plan students will be in a control group to determine the impact of the mentorship program. The peer mentorship program will play a large part in the AY 2021-2020 assessment cycle. Workshops will be enriched by providing mentoring services for students by making the virtual workshop content more meaningful for students. Students in the mentorship program will be required to attend academic success workshops. A part of the mentorship program will cover academic advising and planning for a pathway to graduation.

The Remind app will be used in conjunction with the mentorship program to streamline the communication with students in the mentorship program.

Online content created by tutors will be organized for direct student access.

Workshops will be created for students in specific subject areas as needed and requested. Guest speakers will be brought in at least once each semester, and the ASC will work with other departments on campus to present workshops to specific groups of students (incoming freshmen, for example).

Student survey construction and delivery will be improved so that the academic Center can make more informed assessment decisions. Survey questions will be changed to address the impact of the peer mentorship program more adequately.

The ASC will increase the number of student survey respondents. Increased interaction with students through the peer mentorship program will help ensure that feedback is received from more students.

Plan of action moving forward.

The most important change the Academic Success Center to drive the cycle of change in AY 2020-2021 will be implementing a peer mentorship program for students who have successfully appealed their financial aid. This peer mentorship program will be evaluated during AY 2021-2022 to determine its effects. 50% of all students who receive an academic plan before the 10th day of classes each semester will participate in the mentorship program. The other 50% of academic plan students will be in a control group to determine the impact of the mentorship. Workshops will be enriched by providing mentoring services for students by making the virtual workshop content more meaningful for students. Students in the mentorship program will be required to attend academic success workshops. A part of the mentorship program will cover academic

advising and planning for a pathway to graduation. This will drive improvement for each SO.

Microsoft Bookings will also be used to schedule and track tutoring appointments. This program will make tracking appointments easier. Students who use the Center will also have more control over choosing appointment times.

The Director will continue to make improvements to the Student Survey so that meaningful data will be capture.

The Center will continue to recruit a variety of tutors that can serve as mentors and provide tutoring services. The Center will also search for additional funding sources to compensate student tutors, including grants and work scholarships funded through the NSU Alumni Center.