

Governors State University
Student Affairs and Enrollment Management: Reaching Vision 2020

Focus Area: Student Success

Leader(s): Amy Comparon, Director of the Academic Resource Center

Implementation Year: 2017 – 2018 Results and Findings

Goal 1: Design, implement, and assess a broad range of tutoring and academic support services for both general education and upper-division course work which nurtures the highest levels of academic success.

Objective 1:	Collaborate with faculty to incorporate academic support services within and outside of the classroom for lower division.																
Action Items	<p>ARC-Math, Science, and Business Assistance: Work in collaboration with math faculty to assure math support in all lower division math courses by offering supplemental instruction and/or available tutoring assistance in the Academic Resource Center with walk-in and appointment services. Supplemental instruction support and tutoring support will expand in math, science, and business. To meet these demands, the ARC will hire additional tutors. In addition, the ARC will offer math workshops for first year students in MyStatsLab, math support software, during the first few weeks of their courses. Math support is available during Smart Start.</p> <p>Writing Center: The Writing Center will hire tutors to support lower division students with their writing. Writing Center assistance will be available to Smart Start classes. Smart Start writing will invite classes come to the Writing Center and attend writing workshops to learn about writing and available resources. Students who do not successfully complete Smart Start Writing will be encouraged to attend tutoring.</p>																
Desired Outcomes and Achievements (Identify results expected)	<p>ARC-Math, Science, and Business Assistance: Students who attend tutoring and/or supplemental instruction will improve their grades and persist.</p> <p>Writing Center: Students who receive writing assistance will improve their writing and persist.</p>																
Achieved Outcomes and Results	<p>Results:</p> <p>ARC-Math, Science, and Business Assistance: The largest initiative for AY 2017 – 2018 was the continuation of our Supplemental Instruction program. The majority of our SI efforts have directed toward the lower division with 5 (out of 6) SI supported sections in fall 2017 and 3 (out of 4) –all science - in spring 2018. The math faculty did not take advantage of the SI opportunities during the spring term.</p> <p>Metrics Number of Students Served for Supplemental Instruction sessions: Fall 2017 SI numbers:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Course</th> <th>Instructor</th> <th>SI Leader</th> <th>Total Headcount</th> </tr> </thead> <tbody> <tr> <td>BIOL 1100</td> <td>Palakodeti</td> <td>Katy</td> <td>28</td> </tr> <tr> <td>BIOL 1200</td> <td>Gohde</td> <td>Sarah</td> <td>53</td> </tr> <tr> <td>BIOL 1500</td> <td>Grey-Avis</td> <td>Tara</td> <td>104</td> </tr> </tbody> </table>	Course	Instructor	SI Leader	Total Headcount	BIOL 1100	Palakodeti	Katy	28	BIOL 1200	Gohde	Sarah	53	BIOL 1500	Grey-Avis	Tara	104
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BIOL 1510	Gohde	Richa	56
MATH 2100	Thompson	Nour	30
MATH 2281	Thompson	Dreyvon	16
Total SI Contacts			287

Spring 2018 SI numbers:

Course	Total Headcount	Unduplicated
BIOL 1100	108	30
BIOL 1200	56	14
CHEM 1143	76	18
Total SI Contacts	240	62

Writing Center

Though workshops attendance in the Writing Center saw a small decline in AY 2017-18, the addition of the Back to Basics all-campus forum, offered twice a semester, enjoyed robust attendance, with nearly sixty students and faculty members in total appearing. This figure does not include attendance at the four Graduate Writing Boot Camps the Writing Center offered, which accounted for twenty students. In addition, the Writing Center has visited several Smart Start and Writing courses to encourage students to utilize the Writing Center.

Writing Center's Numbers:

During the 2017-18 academic year, the Writing Center recorded 1,913 student contacts with 709 face-to-face appointments, 563 Growl contacts, and 425 Library Contacts. Writing consultants served 210 students through workshops; of this total, 20 attended the Graduate Writing Boot Camp and 73 attended the campus-wide Back to Basics forums, two new programs that were instituted this year.

Analysis of Results
(Where outcomes met? Exceeded? Progress towards goal. Implications for AY18 Objectives.)

ARC-Math, Science, and Business

The Supplemental Instruction Training Program was a great success and we increased supplemental instruction support. We plan to continue with the training program and open Si training to others on campus. Our goal is to increase supplemental support in lower division courses.

Writing Center

The Writing Center plans to continue with the Back to Basics workshop and encourage to utilize the Writing Center. For AY 18, the Writing Center plans to do more student outreach with marketing/e-blasts and GSU STAR. Writing faculty will receive information on these services as well.

Goal 1: Design, implement, and assess a broad range of tutoring and academic support services for both general education and upper-division course work which nurtures the highest levels of academic success.

Objective 2:	Develop and implement workshops aligned with course(s) curriculum for upper-division and graduate students.												
Action Items	<p>ARC-Math, Science, and Business Assistance: Offer supplemental instruction and academic support in areas of demand. Provide study skills/test taking skills workshops for upper division students in difficult courses. Workshops will be embedded in a few course curriculums and the student success workshops.</p> <p>Writing Center: Offer additional writing/research workshops for upper level/graduate students. Workshops will be offered through classroom presentations and student success workshops.</p>												
Desired Outcomes and Achievements (Identify results expected)	Desired outcome is to increase utilization of workshops and student success.												
Achieved Outcomes and Results	<p>Results: ARC-Math, Science, and Business During this academic year, we continued to expand Supplemental Instruction into two upper division courses organic chemistry 1 and 2 (CHEM 3531 and 3533). These SI sessions had solid attendance during both the fall and spring semesters. Furthermore, we continued our tradition of providing assistance to incoming OT/PT students in the first half of the intro to human anatomy course (OCCT/PHYT 6600). We offer both 1-1 tutorials in the SSC and Supplemental Instruction (SI) sessions before exams.</p> <p>Metrics <u>Number of Students Served for Supplemental Instruction sessions (Upper Division Sections):</u></p> <table border="1" data-bbox="391 1178 1255 1335"> <thead> <tr> <th>Semester</th> <th>Course / Section</th> <th>Headcount</th> </tr> </thead> <tbody> <tr> <td>Fall 2017</td> <td>CHEM 3531 – 01</td> <td>81</td> </tr> <tr> <td>Spring 2018</td> <td>CHEM 3533 – 01</td> <td>70</td> </tr> <tr> <td>Summer 2018</td> <td>anatomy</td> <td>82 (47 in SSC and 35 SI)</td> </tr> </tbody> </table> <p>Writing Center The Writing Center continued its mission of helping students at all levels learn and refine their writing skills and to be self-directed, independent learners. During AY 2017-18, the Writing Center added Graduate Writing Boot Camps and the Back to Basics forum to its repertoire of services to enhance learning for students and provide them space to inquire about various aspects of the craft of writing. Boot camps in particular afforded graduate students the opportunity to work on high stakes writing projects (e.g. capstones, theses, dissertations) in a distraction-free environment. The four Graduate Writing Boot Camps the Writing Center offered accounted for twenty students.</p>	Semester	Course / Section	Headcount	Fall 2017	CHEM 3531 – 01	81	Spring 2018	CHEM 3533 – 01	70	Summer 2018	anatomy	82 (47 in SSC and 35 SI)
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Analysis of Results
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ARC-Math, Science, and Business

Supplemental Instruction in Chemistry courses was solid with attendance. We will continue to offer tutoring/Supplemental Instruction in these two courses. The Center has designated a Chemistry tutor for these difficult courses. We will also continue to provide assistance to the introductory anatomy course for the incoming graduate PT/OT students. Our goal is to increase utilization and student persistence.

Writing Center

The Writing Center plans to continue with their efforts to offer Writing Boot Camps. To increase participation, the Writing Center is assessing if they should remove the workshop fee.