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 2: Develop a more intrusive approach to academic recovery, especially for lower division students in academic difficulty.

Objective 1:	Implement the Lower Division Academic Recovery Program introducing new initiatives.
Action Items	Freshmen and sophomores (lower division students) placed on academic probation are required to participate in the Lower Division Academic Recovery Program. Students will be notified by email about the program and to meet with their advisors to develop an academic study plan tailored to their individual needs. The study plan will involve periodic meetings with advisors, building relationships with mentors/Residence Hall coaches, tutoring services if warranted, provide additional resources, and monitoring student progress through Starfish communication software, and midterm grades. Students are required to attend student success workshops and/or complete online student success workshops.
Desired Outcomes and Achievements (Identify results expected)	Desired outcome is to increase student persistence by having students move from academic probation to good standing.
Achieved Outcomes and Results	Due to continual decline in participation of Lower Division Academic Recovery Program (LDARP), in spring 2018, the Academic Resource Center (ARC) collaborated with Centralized Advising to increase student participation. To ensure student participation, the ARC restructured the program from attending four workshops model to a 16-week course called, Pathways to Academic Recovery (SSC-0099). All lower division probation students are enrolled in the course by their advisor for a pass/fail grade. As a result, in Spring 2018, 38/46 (83%) of lower division probation students passed the course. The completion rate increased by 74% compared to Spring 2017. **Fall 2017 (4 Workshop Model)** 3/6 (50%) of lower division probation students participated in LDARP. **Spring 2018 Persistence Rate (46 LDARP Students Were Enrolled in Pathways to Academic Recovery Course)** Returned to Good Standing: 8/46 (18%) Continued to Probation Extended: 25/46 (54%), majority of students increased cum GPA. Suspended: 13/46 (28%)
Analysis of Results (Where outcomes met? Exceeded? Progress towards goal. Implications for AY19 Objectives.)	The Lower Division Academic Recovery Program had a 74% increase in student participation compared to last year; however, during AY 17-18, there is a 4% decrease in students returning to good standing and a 2% increase in student persistence. The ARC has collaborated with advisors, resident hall staff, and utilized Starfish to monitor student progress and address concerns. We found that revamping the Lower Division Academic Recovery Program was a great success with student participation. With ARC's involvement with peer mentoring and the First Year Retention to Graduation Committee, we plan to increase persistence rates by intervening earlier through first year interventions (GSU STAR Progress Surveys, midterm grades, and attendance tracking). In collaboration with the First Year R2G efforts and Peer Mentoring in LDARP, the goal for AY 18-19 is to increase the rate of students returning to good standing, LDARP participation, and student persistence.

Objective 2:	**Develop and implement early alert strategies to flag at-risk lower division students.**
Action Items	Early alert strategies will include: 1. Starfish communication software to monitor student progress/flags. 2. Midterm grades: Freshmen and Sophomore Program advisors will send freshmen and sophomore cohort faculty emails encouraging faculty to submit midterm grades. Students who are performing above "C" level work will receive a midterm achievement letter. Student performing below "C" average work will receive a midterm warning letter and provided additional resources. 3. Save My Semester workshops: Students who receive a midterm grade are encouraged to attend the Save My Semester workshop to support students and help them redeem the remaining semester to avoid academic probation.
Desired Outcomes and Achievements (Identify results expected)	The desired outcome is to decrease the number of lower division students placed on academic probation each semester.
Achieved Outcomes and Results	The ARC completed outcomes for midterm grades and Save My Semester. Midterm grades were flagged in Starfish for undergraduate students. In Fall 2017, 332 GENST students receive 995 posted grades and in Spring 2018, 196 GENST students received 360 posted grades. Fall 2017

Fall 2017

	A	B	C	D	F	I	P	Total
General Studies	271	216	269	126	212	1	0	995

Spring 2018

	A	B	C	D	F	I	P	Total
General Studies	70	78	54	38	120	0	0	360

Students who performed below "C" level work were recommended to attend a Save My Semester workshop. In Fall 2017, 8 students attended the workshop and in Spring 2018, 44 students attended Save My Semester. To ensure that all lower division academic recovery students learn about the workshop, Save My Semester became part of the Pathways to Academic Recovery (SSC-0099) curriculum. 38 students from the course attended the Save My Semester classes and 6 GSU students attended the workshop.

GSU STAR continues to be the driving force to monitor student progress. During Fall 2017, the ARC initiated the implementation of Early Alert Progress Surveys through GSU STAR. Early Alert Progress Surveys are similar to academic alerts; however, instead of grades the surveys inquire about student performance and behaviors. Surveys were sent to all GENST faculty during the 3rd, 6th, and 12th week of courses. Faculty were asked to identify struggling students by raising a concern flag or give kudos to students who are performing well. In Fall 2017, 152 surveys were sent to

	GENST faculty and an average of 36% faculty completed the Early Alert Progress Surveys. The surveys generated 2,098 tracking items with 934 kudos and 1,164 concern flags. In Spring 2018, 165 Early Alert Progress Surveys were sent to GENST faculty and an average of 22% faculty completed the surveys. The surveys generated 1054 tracking items with 404 kudos and 650 concern flags. During AY 17-18, 6,649 tracking items were recorded in GSU STAR with 4069 flags (including progress surveys, midterm grades, and student help), 2,029 kudos, 271 referrals and 280 To-do items.
	The outcome for this goal is to decrease the number of GENST students placed on academic probation each semester. After Fall 2016, 104 GENST students were on academic probation with 52 LDARP students registered for Spring 2017. After Fall 2017, 84 GENST students were placed on academic probation with 46 LDARP registered in Spring 2018. There was a slight decrease in the number of registered students in Spring 2018.
Analysis of Results (Where outcomes met? Exceeded? Progress towards goal. Implications for AY19 Objectives.)	Due to GSU STAR early alert initiatives and midterm grades outreach, we have met our goal to decrease the number of lower division students placed on academic probation. After Fall 2016, 104 GENST students were placed on probation compared to 84 GENST students in Fall 2017. To decrease lower division probation numbers for AY 18-19, the ARC is collaborating with Peer Mentors, GSU STAR Success Team, First Year R2G Committee, and Resident Hall staff to expand on early alert and intervention processes to address students' need. These initiatives will include progress surveys, CJY and peer mentors working in GSU STAR, attendance tracking, and collaborating with GSU STAR stakeholders to assist students without overlapping efforts.

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Objective 3:	**Develop and implement learning strategies to support undergraduate and graduate GSU students.**
Action Items	Expand on student success workshops and online support/resources related to learning strategies. The ARC proposed to create a Starfish GA position to assist with the Starfish tracking system and assist with student outreach. The ARC will work with centralized advising to implement policy and procedures to intervene with underprepared students early utilizing Starfish.
Desired Outcomes and Achievements (Identify results expected)	Desired outcome is to increase in Academic Resource Center's utilization and ARC workshop attendance.
Achieved Outcomes and Results	The ARC implemented four online Student Success Workshops to help students fulfill academic recovery requirements, especially for online students. Students on academic probation are asked to attend/complete four student success workshops. The workshops are power point presentations, surveys, and video based. Each student has to complete a workshop questionnaire to receive credit. Students receive a confirmation letter once completed. Some of these workshops are used in the Back on Track Program and Pathways to Academic Recovery Program.

In Fall 2017/Spring 2018, the ARC offered 74 Student Success Workshops and 4 online workshops. 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. We continue to see workshop numbers grow in the Writing Center. In addition, we have seen a rise in ARC online workshop completion with 113 students.

Due to the ineffective practice of having Lower Division Academic Recovery students attend four Student Success Workshops, the ARC changed the structure for students to attend a mandatory course, Pathways to Academic Recovery (PAR), workshop series. The ARC continues to offer Student Success Workshops; however, these works are incorporated into Pathways to Academic Recovery curriculum. In Spring 2018, 46 lower division academic recovery students registered for Pathways to Academic Recovery. As a result, 38 (83%) of those students completed the workshop series with a passing grade.

In add to our outreach initiatives, the ARC hired a GSU STAR Graduate Assistant to collaborate with the Executive Director of ARC to address concerns flagged in GSU STAR. The Graduate Assistant assigned concerned flags to the appropriate resources such as campus resources or advisors. |
| **Analysis of Results** (Where outcomes met? Exceeded? Progress towards goal. Implications for AY19 Objectives.) | The Academic Resource Center is thrilled to report that we are seeing an increase in student attendance of workshops, online workshops, and course workshop series across the board from the Writing Center, academic recovery, and tutoring. With the restructure of LDARP, it is apparent that students are now receiving the additional support needed. We continue to strive to increase our utilization numbers by offering intentional support/workshops. In Fall 2018, the ARC plans to incorporate Peer Mentors, Center of Junior Year Mentors, and undergraduate advising to collaborate and address flags raised in GSU STAR. Peer Mentors will work with Mastering College/First Year Seminar faculty to address student concerns addressed in GSU STAR. We plan to have Peer Mentors meet weekly with students to address their individual needs. Our goal is to have fewer students on academic probation for Spring 2019. |

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Objective 4:	**Extend support services and programs offered such as walk-in services, SI, additional student success workshops, and tutoring embedded in courses and/or academic support programs.**
Action Items	In Fall 2017, the Academic Resource Center will expand services to address students' needs. 1. Writing assistance will be placed in the Writing Center and Library to address all students' writing needs. Also, students can submit papers through Growl. 2. Additional Math Supplemental Instruction will be added to courses, if warranted. Specified walk-in services will be offered for freshmen Math Stats courses and additional workshops on MyStatsLab and How to Use Graphing Calculators offered before and after the Math Stats classes during the first two weeks of class. MyStatsLab is an online math support program provided to students by Pearson. Later tutoring hours will be provided at Prairie Place from 7:00 p.m. – 9:00 p.m. to meet the demands for evening hours. This will also support residence athletes who need to fulfill their weekly study hours. 3. The Starfish Graduate Assistant will offer Starfish training/open labs to students (if position is approved).
Desired Outcomes and Achievements (Identify results expected)	Desired outcome is an increase in services provided by the Academic Resource Center and its utilization, and to increase student persistence.
Achieved Outcomes and Results	1. During the AY 2017-2018, the Writing Center offered several student success workshops to assist with lower division writing. The workshops focus on style and mechanics, organization writing, finding your focus, and supporting your ideas. Also during this time, the Writing Center offered lower division writing support in the Library. The Writing Center has advertised and conducted classroom visits, including ACHIEVE Mastering College courses. The Writing Center visited Smart Start and Writing courses to explain the importance of the Writing Center. Dr. Jarrett Neal taught Writing I and II courses and incorporated the Writing Center as a class assignment. 2. During AY 2017 – 2018, ARC supported 599 SI visits. The ARC provided SI assistance in ten Math, Science, and Statistic courses. MyStatLab workshops were offered before and after Math Stat courses during the first two weeks of courses; however, there was very low attendance. Math tutoring was available for Smart Start and ACHIEVE students. A number of Smart Start students took advantage of math tutoring (SI). In addition, we continue to offer Math, support at Prairie Place during evening hours. Numbers of students requesting Math assistance at Prairie Place has dwindled; many sessions had zero students attend. 3. In AY 17-18, we implemented a GSU STAR Graduate Assistant position to assist with training and manage flags. GSU STAR staff facilitated student training in orientation and all First Year Seminar courses. In Spring 2018, we implemented progress surveys in GSU STAR, similar to academic alerts. With the vast number of flags raised by instructors, it became apparent that the ARC could not manage the flags alone. Besides flags, we struggled with communication with faculty, system failures on messages, and other internal processes. To assist with these challenges, the GSU STAR Student Success Committee was created with representation from faculty, ARC, advising, Provost Office, and Internal Research.

Analysis of Results (Where outcomes met? Exceeded? Progress towards goal. Implications for AY19 Objectives.)	All of the initiatives listed above were developed and implemented during the AY 2017-2018. We have seen an increase in workshops and supplemental instruction attendance. We will continue to provide these workshops and implement additional workshops for AY 19. An area of concern is utilization of services from ACHIEVE students. Though ACHIEVE students are placed in the ACHIEVE Mastering College course and discuss the various resources offered, many ACHIEVE students do not utilize these services outside of class. The Writing Center and ARC Tutoring plan to make classroom visits to encourage students to come to the Student Success Commons. For AY 19, the ARC plans to be intentional with promoting services and support for students. We will continue to promote "This Week in the SSC" e-blasts, Writing Center and ARC Tutoring market support around midterms/finals, and reach out to students receiving midterm alerts through GSU STAR referrals. To support the GSU STAR Graduate Assistant, New Student Programs' Peer Mentors will address concern flags by contacting the GENST students in their Mastering College and FYS courses. Peer Mentors will meet bi-monthly with students to address and clear flags, especially flags raised from Early Alert Progress Reports.

Objective 5:	**Implement and continue with strategic academic support programs for Smart Start students placed on academic warning, students placed on Academic Probation Extended, and all GSU students readmitted after academic suspension.**
Action Items	In Fall 2017, the Academic Resource Center will create and implement Starfish "Success Plans" for students on academic probation extended (learning contracts), Mastering College (ACHIEVE students), and Back on Track Program

Learning Contract
ARC will create success plans.

Mastering College (ACHIEVE Program)
The ARC will work Mastering College instructors to support at-risk students and monitor students through Starfish. Depending on students' needs, the ARC may create tracking items and/or success plans to assist Mastering College students.

Back on Track Program
Academic support for upper division and graduate students who are readmitted after academic suspension. Students will meet weekly with the Academic Resource Center Graduate Assistant to discuss weekly topics, set weekly goals, and journal writing. Weekly topics will focus on personal and academic strategies, utilizing campus resources, and monitoring progress. This program is designed in a classroom setting. Undergraduate students will receive a Success Plan. |
| **Desired Outcomes and Achievements** (Identify results expected) | The desired achievement for both programs is to have students persist and not continue on academic probation, or make improvements of getting off of academic probation/warning. |
| **Achieved Outcomes and Results** | **ACHIEVE**
The ACHIEVE program transitioned from the Cohort Advisor intervention to a structured course, ACHIEVE Mastering College. Students in the course interacted with campus resources through classroom visits, and student progress was monitored through GSU STAR. In Spring 2018, the Director of Academic Resource Center and the Director of the Center of the Junior Year implemented the Early Alert Progress Surveys. The surveys are similar to an academic alert that informs support staff on a student's behavior and academic progress. Peer Mentors were asked to address flags for all freshmen, including the ACHIEVE students. In Fall 2017, 57 students were assigned to ACHIEVE. After the Fall semester, 32/57 (56%) of ACHIEVE students remained in "Good Standing" while 25/57 (44%) of students were placed on academic probation.

Learning Contracts
During AY 17-18, 25 Academic Recovery learning contracts were signed with the ARC. The submission of learning contracts have increased by 28% compared to AY 16-17; however, these numbers are low compared to the number on students on academic probation. This number does not include freshmen who were placed on Academic Probation Extended for their first semester; those students were enrolled in Pathways to Academic Recovery.

Back on Track (BOT)
In Fall 2017, the Back on Track Program had 8/9 (89%) students attendance and complete the program. In Spring 2018, 8/9 (89%) students completed the Back on Track Program. |

Analysis of Results (Where outcomes met? Exceeded? Progress towards goal. Implications for AY18 Objectives.)	As mentioned, the ACHIEVE program transitioned from an advisor intervention to a course structure. With ACHIEVE students enrolled in a Mastering College course, we know that all students are introduced to campus resources. However, with 56% of ACHIEVE students remaining in "Good Standing" after their first semester; our goal is to see an increase in "Good Standing" for AY 2018. To achieve this goal, the Academic Resource Center has plans with the GSU STAR Committee to encourage faculty utilization of GSU STAR and provide intentional mentoring with NSP Peer Mentors. During AY 17-18, the ARC reported an increase in submission of Learning Contracts for upper division and graduate students; however, this number is minimal compared to the number of student on Academic Probation Extended. To help increase the number of Learning Contract submissions for upper division students, the ARC plans to utilize GSU STAR to set study plans. Though Learning Contracts may have challenges on completion; however, the Back on Track program continues to have successful completion rates. For AY 18, the BOT program will continue with its structure, but the BOT delivery method will be tweaked to accommodate distant learners.