

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 3: Recruit, train, and evaluate student employees and paraprofessionals; staff focused on providing high quality academic support services.

Objective 1:	Provide professional, general, and subject specified training to all, tutors, writing consultants, and TuAs in the Writing Center.
Action Items	Writing Center Train writing consultants in various areas such as Graduate Assistance Training, leadership/mentoring professional development, supplemental instruction, and subject based training.
Desired Outcomes and Achievements (Identify results expected)	Desired outcome is to have effective tutors, writing consultants, and GA's to market the Academic Resource Center/Writing Center's services, increase utilization of services, and increase student persistence.
Achieved Outcomes and Results	Writing Center During AY 2017-18, the Writing Center hired nine graduate assistants and state workers, two of whom began working in the Writing Center as interns. Each new employee received two weeks of training which involved training manuals, videos, and power point presentations, tutoring session simulations, and observations from the coordinator and senior staff. In some instances it was necessary to retain staff to review online submissions (Growls) more critically to address higher-order concerns. Additionally, staff were trained to give class presentations and workshops.
Analysis of Results (Where outcomes met? Exceeded? Progress towards goal. Implications for AY18 Objectives.)	Writing Center Training outcomes were met and the Writing Center plans to continue with the above training each semester. Both the Writing Center and Tutoring/Academic Assistance Coordinators are currently researching CRLA training. Tutoring Assistant Coordinator, Daniel Ferry, plans to pilot the CRLA training module in Fall 2018 and the Writing Center will pilot the same training structure in Spring 2019.

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<p>Objective 2:</p>	<p>Provide professional, general, and subject specified training to all SI, tutors, and TuAs in ARC Math, Science, and Business.</p>
<p>Action Items</p>	<p>ARC- Math, Science, and Business Assistance Train tutors/GAs in various areas such as supplemental instruction, Graduate Assistance Training, leadership/mentoring professional development, and subject based training.</p>
<p>Desired Outcomes and Achievements (Identify results expected)</p>	<p>Desired outcome is to have effective tutors and TuA's to market the Academic Resource Center, increase utilization of services, and increase student persistence.</p>
<p>Achieved Outcomes and Results</p>	<p>ARC- Math, Science, and Business Assistance</p> <p>We facilitated a joint SI training session with both SI leaders and cooperating faculty in August 2017. This training was well attended with 8 faculty and 6 tutors in attendance. We anticipate a follow-up training sometime in August 2018 with hopefully some faculty attending who have not done so in the past.</p>
<p>Analysis of Results (Where outcomes met? Exceeded? Progress towards goal. Implications for AY18 Objectives.)</p>	<p>ARC- Math, Science, and Business Assistance We were happy to see an increase of faculty requesting Supplemental Instruction support for their classes from attending the Supplemental Instruction Training. We will continue to offer training and expand invitations to other faculty. Our goal is to increase faculty attendance and SI utilization.</p>

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Objective 3:	Develop mentoring programs for collaboration between graduate assistants/tutors and new undergraduate tutors.
Action Items	<p>ARC-Math, Science, and Business Assistance: Recruit first year tutors who will be sophomores and/or juniors through faculty/staff recommendation. Tutors will be trained to provide one-on-one and walk-in services for lower division students.</p> <p>Writing Center: Writing Consultants mentor new tutors. Mentoring may take form in group discussion and/or workshops/training.</p>
Desired Outcomes and Achievements (Identify results expected)	Desired outcome is to have effective tutors to market the Academic Resource Center/Writing Center's services, increase utilization of services, have effective tutors, and have sophomore/undergraduate tutors grow as leaders as they grow in their academic career.
Achieved Outcomes and Results	<p>ARC-Math, Science, and Business We did not hire a sophomore tutor during AY 17 – 18. The two sophomore tutors we hired in AY 16 – 17 remained on staff through AY 17 – 18, both being exceptionally strong tutors.</p> <p>Writing Center Efforts to achieve this objective are ongoing. Writing consultants regularly advertise the Writing Center through classroom visits and word of mouth. Steps to professionalize writing consultants will increase in AY 2018-18 when consultants will undergo CRLA certification.</p>
Analysis of Results (Where outcomes met? Exceeded? Progress towards goal. Implications for AY18 Objectives.)	<p>ARC-Math, Science, and Business During AY 17-18, the math center retained two qualified sophomore math tutors as juniors. The math center will continue to hire sophomore tutors / SIs, if a position is warranted. The Center's first priority is to meet the students' tutoring needs from math, science, and business.</p> <p>Writing Center For AY 17 -18, the new writing consultants have adapted well in the Writing Center. Due to upper division writing demands, we have scaled back on hiring sophomore tutors; however, the Writing Center will continue to address lower division writing assistance. The Writing Center plans to formalize a mentoring program for AY 18-19.</p>

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Objective 4:	Develop mentoring programs for collaboration between upper-division consultant/tutors and sophomore tutors.
Action Items	<p>ARC-Math, Science, and Business Assistance: GA's and upper division tutors typically mentor the sophomore / junior tutors. Mentoring may take form in group discussion and/or workshops/training. This will evolve into a formal training program in AY 18 – 19 as we pursue CRLA Level 1 certification. The groundwork for this certification was largely completed in spring 2018.</p> <p>Writing Center: Writing Consultants mentor sophomore tutors. Mentoring may take form in group discussion and/or workshops/training.</p>
Desired Outcomes and Achievements (Identify results expected)	Desired outcome is to have effective tutors to market the Academic Resource Center/Writing Center's services, increase utilization of services, have effective tutors, and have sophomore tutors grow as leaders as they become upper classmen to mentor incoming lower division tutors.
Achieved Outcomes and Results	<p>ARC-Math, Science, and Business We still do not have a formal mentoring program was in place between new and experienced tutors. This will change as we pursue CRLA certification. A fair amount of informal mentoring continues throughout the year and I believe we had a more cohesive staff which resulted in improved tutor retention.</p> <p>Writing Center The Writing Center hired sophomore tutors in Fall 2016. Due to writing support embedded in freshman writing courses, sophomore tutors were not utilized. Since sophomore tutors are limited to lower division writing support, the Writing Center struggled to meet to the needs of upper division/ graduate support, the Center's greatest demand. In Fall 2016, a total of two students utilized sophomore tutors. In Spring 2017, the Writing Center relieved the sophomore tutors and hired upper division/graduate tutors to address all of the Center's demands.</p>
Analysis of Results (Where outcomes met? Exceeded? Progress towards goal. Implications for AY18 Objectives.)	<p>ARC-Math, Science, and Business TuA's did provide informal mentoring with undergraduate tutors, and the Center will continue to do so in AY 18 goals. Also, we plan to pursue CRLA certification beginning in AY 18 – 19.</p> <p>Writing Center As mentioned above, the Writing Center hired sophomore tutors and provided informal mentoring, but the sophomore initiative was not a success. For AY 18, the Writing Center TuA's will continue to mentor undergraduate tutors, but we do not anticipate hiring sophomore tutors. The Center will focus its energy on providing services to all students by hiring upper division/ graduate students. Also, we plan to pursue CRLA certification if possible.</p>