

**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:** **2015 - 2016**

**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.

<b>Objective 1:</b>	<b>Collaborate with faculty to incorporate academic support services within and outside of the classroom for lower division.</b>
<b>Action Items</b>	<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, the first two weeks of courses. Math support is also part of ACHIEVE students' academic study plan for students who do not pass the math component in Smart Start. 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. According to instructor's discretion, some Smart Start writing classes come to the Writing Center and attend writing workshops to learn about writing and available resources. In addition, writing support is also part of ACHIEVE students' academic study plan for students who do not pass the writing component in Smart Start. Additional writing walk-in services will be added to meet the demands for writing assistance, including night and weekend hours.</p>
<b>Indicators and Data Needed</b> (Measures that will appraise progress towards the strategic objective)	<p>Number of students served.            Number of students who return for services.            Number of students who persisted.            Number of faculty that collaborate.            Assess outcomes to determine action for the following semester.</p>
<b>Responsible Person and/or Unit</b>	<p>ARC-Math, Science, and Business (Coordinator of Tutoring and Academic Assistance)</p> <p>Writing Center (Writing Center Coordinator)</p>
<b>Milestones</b> (Identify Timelines)	Initiatives will start Fall 2015.
<b>Desired Outcomes and Achievements</b> (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>

**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.

<b>Objective 2:</b>	<b>Provide the most appropriate and approachable support for the research work of graduate students.</b>
<b>Action Items</b>	<p>Writing Center: Begin a pilot program for the most at risk graduate major/department.</p> <ul style="list-style-type: none"> <li>• Engage the Department Chair in the project once selected.</li> <li>• Designate a beginning graduate level course.</li> <li>• Offer extra credit for attending all WC workshops, if warranted.</li> <li>• Provide a Writing Center workshop prior to or after the course time, beginning six weeks before the research paper is due.</li> <li>• Work with students once a week for six weeks before the paper is due.</li> </ul> <p>Collaborate with Dean of Graduate Studies on Open Portal to University Scholarship (OPUS) initiative to support students with Master's and Doctoral writing.</p> <ul style="list-style-type: none"> <li>• Provide doctoral/capstone boot camps to prepare students for OPUS submission.</li> </ul>
<b>Indicators and Data Needed</b> (Measures that will appraise progress towards the strategic objective)	<p>Pilot Program</p> <ul style="list-style-type: none"> <li>• Number of students who attend workshops</li> <li>• Number of students who attend all workshops</li> <li>• Research paper grades for students who attended some or all of the workshops as compared to those who did not, as well as grades for students who attended the course the previous term. (Information provided by professor).</li> <li>• Interviews with professor and Department Head</li> <li>• Track student performance throughout their Master's Program.</li> <li>• Student complete surveys about writing throughout their time in the Master's Program.</li> </ul> <p>OPUS Support: Number of students who attended the OPUS boot camp and successfully submitted project/thesis to OPUS.</p>
<b>Responsible Person</b>	Writing Center (Writing Center Coordinator)
<b>Milestones</b> (Identify Timelines)	<p>Pilot Program: End of Fall term 2015 determine the benefits of the project. If success, begin pilot in Spring 2016, one which has been revised based on data from the list. Spring 2016-2020, increase number of workshops until all at risk majors have an attached workshop.</p> <p>OPUS Support: Currently in planning stage and training for Deans and Department Heads may be held in Spring 2016. After training, committee will decided on when and how boot camps will be offered.</p>
<b>Desired Outcomes and Achievements</b> (Identify results expected)	<p>Pilot Program: Students who attend all workshops will improve their writing by at least one letter grade. Students will receive writing help at the beginning of their graduate studies, and thus be more proficient throughout their Master's program.</p> <p>OPUS Support: To improve student writing according to the standards of the program.</p>

**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.

<b>Objective 3:</b>	<b>Develop and implement workshops aligned with course(s) curriculum for upper-division and graduate students.</b>
<b>Action Items</b>	<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 pilot program, OPUS initiative, and the student success workshops.</p>
<b>Indicators and Data Needed</b> (Measures that will appraise progress towards the strategic objective)	Number of students who attend workshops and complete course(s)/pilot program.
<b>Responsible Person and/or Unit</b> (Data collection, analysis reporting)	<p>ARC-Math, Science, and Business (Coordinator of Tutoring and Academic Assistance)</p> <p>Writing Center (Writing Center Coordinator)</p>
<b>Milestones</b> (Identify Timelines)	Workshops will be implemented starting Fall 2015, except OPUS workshops, tentative start date Fall 2016.
<b>Desired Outcomes and Achievements</b> (Identify results expected)	Desired outcome is to increase utilization of workshops and student success.