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

Objective 1:	**Develop and implement a Lower Division Academic Recovery Program.**
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 letters and emails 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 of student progress through attendance tracking, 4th week progress survey, and midterm grades. Students are required to attend student success workshops.
Indicators and Data Needed (Measures that will appraise progress towards the strategic objective)	Measurement of students' progress will be monitored through multiple efforts: 1. Tutorial/SI attendance 2. Student Success Workshop Checklist completion 3. Lower Division Academic Recovery Exit Survey (SurveyMonkey) 4. 4th week progress survey sent to all lower division cohort faculty 5. Midterm Grades
Responsible Person and/or Unit (Data collection, analysis reporting)	Student Success Team (Lead: Director of Academic Resource Center)
Milestones (Identify Timelines)	Program to be implemented Fall 2015.
Desired Outcomes and Achievements (Identify results expected)	Desired outcome is to increase student persistence by having students move from academic probation to good standing.

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Objective 2:	**Create, implement, and assess early alert strategies to flag at-risk lower division students.**
Action Items	Early alert strategies will include: 1. Attendance, participation and attitude toward class for freshmen students in FYs and Mastering College courses. Peer mentors attend classes weekly and monitor students' progress and consult with course faculty on concerns. Peer mentors will address concerns with Lower Division Cohort Advisors and Student Success Team. 2. 4th Week Progress Survey: Freshmen and Sophomore Program Advisors will create and email a 4th week progress survey (SurveyMonkey) to all freshmen and sophomore cohort faculty to address concerns with students' progress in courses. Student Success Team will intervene accordingly. 3. 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. 4. 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.
Indicators and Data Needed (Measures that will appraise progress towards the strategic objective)	Student performance will be measured every few weeks starting with first week attendance tracking, to 4th week progress survey, to midterm grades, to end of semester academic standing status.
Responsible Person and/or Unit (Data collection, analysis reporting)	Student Success Team (Lead: Director of Academic Resource Center)
Milestones (Identify Timelines)	Early intervention strategies will begin Fall 2015 and will continue each semester.
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.

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Objective 3:	**Develop and implement learning strategies to support undergraduate and graduate GSU students.**
Action Items	Implement student success workshops and online support/resources related to learning strategies such as note taking, test anxiety, test taking skills, organization, time management, and etc.
Indicators and Data Needed (Measures that will appraise progress towards the strategic objective)	Measure student learning from surveys distributed during each workshop. Also measure the need for learning strategies workshops through workshop attendance.
Responsible Person and/or Unit (Data collection, analysis reporting)	Director of Academic Resource Center
Milestones (Identify Timelines)	A few workshops will be implemented during Fall 2015. In the following semesters more and more workshops/topics will be introduced along with a Learning Strategies Resource webpage under the Academic Resource Center.
Desired Outcomes and Achievements (Identify results expected)	Desired outcome is to increase in Academic Resource Center's utilization and ARC workshop attendance.

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	Starting Fall 2015 the Academic Resource Center is expanding services to address students' needs. 1. Writing assistance will be placed in Prairie Place to assist with lower division writing. The Writing Center hired two sophomore tutors who live at Prairie Place to tutor student to meet the demands for Prairie Place residents needing evening and Sunday hours, especially for athletes who are required to have 6 hours of study time. The Writing Center will host two commuter sophomore tutors in the Library to address lower division writing needs and work with the Writing Consultant/Library GA. Writing Center tutors work with ACHIEVE students, Smart Start students placed on academic warning their first semester. 2. Additional Math Supplemental Instruction will be added to Math 2281 Applied Calculus courses. Specified walk-in services will be offered for freshmen Math Stats courses and additional workshops on MyStatsLab 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. Math tutors work with ACHIEVE students, Smart Start students placed on academic probation. 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. Additional student success workshops will be offered to support students. The Academic Resource Center will add additional Writing workshops; introduce math resources workshops, and learning strategies workshops.
Indicators and Data Needed (Measures that will appraise progress towards the strategic objective)	Services will be measured by student attendance, workshop attendance, and workshop survey results.
Responsible Person and/or Unit (Data collection, analysis reporting)	Academic Resource Center-Lead: Director of Academic Resource Center
Milestones (Identify Timelines)	Expansion of tutoring services for Writing and Math will start Fall 2015. Learning strategies workshops and resources will increase each semester, plan to establish by 2016-2017 year.
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.

Objective 5:	**Develop and implement strategic academic support programs for Smart Start students placed on academic warning and all GSU students readmitted after academic suspension.**
Action Items	The Student Success Team has planned for two academic support programs to be launched in Fall 2015. The two programs are the ACHIEVE Program and the Back on Track program. ACHIEVE Program: Academic support program is for students who do not successfully complete Smart Start and our placed on academic warning or for students who were admitted into GSU after Smart Start. Students are required to meet with the Freshmen Program Advisor to develop a study plan. Study plans include periodic meeting with their advisor and mentors throughout the semester and tutoring. Students are monitored through early alert initiatives such as: attendance tracking in First Year Seminar, Mastering Student courses, and tutoring sessions; 4th week progress survey; and midterm grades. Back on Track Program: Academic support for all GSU 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.
Indicators and Data Needed (Measures that will appraise progress towards the strategic objective)	ACHIEVE Program: Student performance will be measured through each stage of the early alert process with attendance tracking, 4th week progress survey, midterm grades, and weekly tutoring and measure outcome with final grades. Back on Track Program: Student progress and learning outcomes will be evaluated each week through goal setting exercises and journals (outcomes from weekly goals).
Responsible Person and/or Unit (Data collection, analysis reporting)	Academic Resource Center and Student Success Team-Lead: Director of Academic Resource Center. Weekly classroom facilitator, Academic Resource Center Graduate Assistant.
Milestones (Identify Timelines)	The ACHIEVE Program and Back on Track Program are scheduled to start Fall 2015.
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.