Focus Area: Student Success

Leaders: Amy Comparon, Executive Director of the Academic Resource Center

Implementation Year: 2018 ---- 2019

<mark>**Goal 3:** Recruit, train, and evaluate student employees and paraprofessionals; staff focused on providing high quality academic support services.</mark>

Objective 1:	Provide professional, general, and subject specified training to all tutors, writing consultants, and TuAs.
Action Items	Writing Center Train writing consultants in various areas such as Graduate Assistance Training, Para-Professional Leadership Training, Supplemental Instruction, and subject based training. The Writing Center plans to implement tutor's writing skills training and introduce the CRLA training in Spring 2019.
Indicators and Data Needed (Measures that will appraise progress towards the strategic objective)	Evaluations assessing tutors, GA's, and writing consultants' effectiveness based on coordinators' assessment and faculty/student feedback.
Responsible Person and/or Unit (Data collection, analysis reporting)	Writing Center (Coordinator of Writing Center)
Milestones (Identify Timelines)	GAs and TuAs attend the Graduate Assistance orientation and the Para-Professional Leadership Training Day. Review of specific training needs will occur throughout the academic year.
Desired Outcomes and Achievements (Identify results expected)	Desired outcome is to have effective tutors, writing consultants, and TuA's to market the Academic Resource Center/Writing Center's services, increase utilization of services, and increase student persistence.

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Objective 2:	Provide professional, general, and subject specified training to all Supplemental Instructors, tutors, and TuAs in Math, Science, and Business.
Action Items	ARC- Math, Science, and Business Assistance Train tutors/GAs in various areas such as Supplemental Instruction (SI), Graduate Assistance Training, Para-Professional Leadership Training, CRLA, and subject based training. • SI Training Program The Coordinator of Tutoring and Academic Assistance will continue the Supplemental Instruction Training Program open to all GSU supplemental instructors and faculty supervisors. • Introduction of CRLA training.
Indicators and Data Needed (Measures that will appraise progress towards the strategic objective)	Contact First Year instructors and honors instructors for recommendation of tutors at mid-term. Interview and hire tutors. Train tutors to specifically work with First Year students. Mentor and supervise tutors throughout term. Assess tutors through evaluations and student feedback.
Responsible Person and/or Unit (Data collection, analysis reporting)	ARC-Math, Science, and Business Assistance (Coordinator of Tutoring and Academic Assistance)
Milestones (Identify Timelines)	Training will start in Fall 2018 for CRLA and continue throughout the academic year.
Desired Outcomes and Achievements (Identify results expected)	Desired outcome is to have effective tutors to market the Academic Resource Center's services, increase utilization of services, expand tutoring assistance offered, and increase lower division student persistence.

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Objective 3:	Develop mentoring programs for collaboration between graduate assistants/tutors and new undergraduate tutors.
Action Items	ARC-Math, Science, and Business Assistance GA's mentoring new tutors will occur during SI training. Mentoring may take form in group discussion and/or workshops, training, and tutor orientation. Writing Center Need to reform mentoring and training of writing consultants. Due to hiring of new staff, mentoring and training will be introduced by the Coordinator.
Indicators and Data Needed (Measures that will appraise progress towards the strategic objective)	Evaluations assessing tutors, GA's, and writing consultants' effectiveness/leadership skills based on coordinator's assessment.
Responsible Person and/or Unit (Data collection, analysis reporting)	ARC-Math, Science, and Business Assistance (Coordinator of Tutoring and Academic Assistance) Writing Center (Coordinator of Writing Center)
Milestones (Identify Timelines)	Mentoring will begin at tutor orientation(s) starting Fall 2018 and evolve throughout the academic year.
Desired Outcomes and Achievements (Identify results expected)	Desired outcome is to have effective tutors to market the Academic Resource 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.