

# 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 Results and Findings**

**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>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>
<b>Achieved Outcomes and Results</b>	<p><b>Results:</b> <b>ARC-Math, Science, and Business Assistance:</b></p> <p>The largest initiative for AY 2015 – 2016 was the expansion of our Supplemental Instruction program. We maintained the number of lower division SI supported with 3 in fall 2015 and 3 in spring 2016.</p> <p>We also offered math support during the Smart Start program. Part of this support included assisting students (both in the CUBE and ARC) in setting up their My Math Lab (for MATH 1423) and My Stat Lab (Math 2100) programs. Our TuA (Patrick) assisted roughly 12 students during the Smart Start period (late August).</p> <p><b>Metrics</b></p>

Number of Students Served for Supplemental Instruction sessions (Lower Division Sections):

<u>Semester</u>	<u>Course / Section</u>	<u>Average Weekly Headcount</u>
Fall 2015	MATH 2281 – 01	4.2
Fall 2015	MATH 2281 – 02	1.1
Fall 2015	MATH 2100 – 01	1.2
Spring 2016	BIOL 1510 – 01	8.0
Spring 2016	MATH 2281 – 01	3.9
Spring 2016	MATH 2100 – 01	1.5

On average, roughly 20% of the class attends at least one SI session and roughly 10% attend 10 or more sessions (our regulars). We had a total of 4 faculty collaborators for lower division courses (Mr. Kaufmann, Dr. Thompson, Dr. Galante, and Dr. Grey).

**Writing Center**

During the AY 2015-2016, 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. 33 students attended the lower division student success workshops. Also during this time, the Writing Center offered lower division writing support in the Library and Prairie Place. The Library had a very low turnout with attendance of 1 person while Prairie Place had about 8 students who received writing assistance. Services were offered to ACHIEVE students, but students did not attend. Students received writing support from in class supplemental instruction.

During Spring 2016, the Writing Center offered writing assistants for students repeating Writing 1000 courses. A Writing Consultant was placed in area by the classroom before and after classes for support. Four students utilized the services.

**Analysis of Results**  
(Where outcomes met? Exceeded? Progress towards goal. Implications for AY17 Objectives.)

**ARC-Math, Science, and Business**

The Math and Science SI outcomes exceeded our expectations including the 12 Smart Start students who utilized tutoring services. For AY 17, we will continue to offer SI for Math and Science, and possibly expand SI services. The only area that did not meet expectations is lack of ACHIEVE students attending tutoring. Students received math support through in class supplemental instruction. Smart Start students who attended August tutoring successfully passed Smart Start.

**Writing Center**

The Writing Center will continue to work with Smart Start instructors to promote writing assistance and offer services for evening and weekend hours in Prairie Place. During AY 2015-2016, writing services were offered for ACHIEVE students, but students did not take advantage of it, even though it was required. Required tutoring sessions may not be necessary since all lower division writing courses are provided with a supplemental instructor.

**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>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>
<b>Achieved Outcomes and Results</b>	<p>This is no longer an initiative for the Writing Center. The Graduate Council restructured the Writing component and assigned the responsibility to the Writing Department. The Writing Center continues to offer workshops and classroom presentations for graduate students.</p>
<b>Analysis of Results</b> (Where outcomes met? Exceeded? Progress towards goal. Implications for AY17 Objectives.)	<p>Not part of 2016-2017 Vision 2020 Goals.</p>

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<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>Desired Outcomes and Achievements</b> (Identify results expected)	Desired outcome is to increase utilization of workshops and student success.																																	
<b>Achieved Outcomes and Results</b>	<p><b>Results:</b>  <b>ARC-Math, Science, and Business</b>          We took the initiative during this academic year to expand Supplemental Instruction into two upper division courses (organic chemistry (1113) and an evening section of applied calculus (2281). These SI sessions had better attendance versus the lower division although the numbers declined for the spring semester. We had one SI supported section each of applied calculus and organic chemistry for both fall 2015 and spring 2016 semesters.</p> <p>Furthermore, we developed a workshop on study skills and test taking strategies titled Study Skills with Patrick, which was facilitated by our TuA Patrick. This was initially an upper division initiative but was added to the student success calendar for the spring term. We continue to pursue our Vision 2020 goal of increasing utilization of workshops and student persistence.</p> <p><b>Metrics</b>          Number of Students Served for Supplemental Instruction sessions (Upper Division Sections):</p> <table border="1" data-bbox="381 1512 1339 1701"> <thead> <tr> <th>Semester</th> <th>Course / Section</th> <th>Average Weekly Headcount</th> </tr> </thead> <tbody> <tr> <td>Fall 2015</td> <td>MATH 2281 – 03</td> <td>13.1</td> </tr> <tr> <td>Fall 2015</td> <td>CHEM 3513 – 01</td> <td>6.2</td> </tr> <tr> <td>Spring 2016</td> <td>MATH 2281 – 02</td> <td>2.6</td> </tr> <tr> <td>Spring 2016</td> <td>CHEM 3513 – 01</td> <td>3.5</td> </tr> </tbody> </table> <p>Number of Students attending Study Skills with Patrick Workshops:</p> <table border="1" data-bbox="381 1753 1307 1984"> <tbody> <tr> <td>Mon 2/08</td> <td>4</td> <td></td> </tr> <tr> <td>Tues 2/23</td> <td>9</td> <td></td> </tr> <tr> <td>Wed 3/09</td> <td>23</td> <td>(A joint session with Prof. Nell Hill’s ELL class).</td> </tr> <tr> <td>Mon 3/28</td> <td>6</td> <td></td> </tr> <tr> <td>Tues 4/12</td> <td>2</td> <td></td> </tr> <tr> <td>Mon 4/25</td> <td>8</td> <td></td> </tr> </tbody> </table>	Semester	Course / Section	Average Weekly Headcount	Fall 2015	MATH 2281 – 03	13.1	Fall 2015	CHEM 3513 – 01	6.2	Spring 2016	MATH 2281 – 02	2.6	Spring 2016	CHEM 3513 – 01	3.5	Mon 2/08	4		Tues 2/23	9		Wed 3/09	23	(A joint session with Prof. Nell Hill’s ELL class).	Mon 3/28	6		Tues 4/12	2		Mon 4/25	8	
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	<p><b>Writing Center</b>  The Writing Center offers APA Series Workshops (4 workshop series) several times throughout each semester to assist students, especially upper division and graduate students, with research papers. In addition, the Center offers workshops to assist students with writing for scholarships, how to write solid essays for graduate admissions, and how to use sources without plagiarizing. During the AY 2015-2016, 103 upper division/graduate students attended the above workshops.</p>
<p><b>Analysis of Results</b>  (Where outcomes met? Exceeded? Progress towards goal. Implications for AY17 Objectives.)</p>	<p>For both the ARC (Math, Science, and Business) and the Writing Center, utilization/attendance of SI sessions and student success workshops has exceeded our expectations. For AY 17, we will continue to offer the SI sessions and student success workshops implementing a few additional workshops.</p>