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: **2016 – 2017 Results and Findings**

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

Objective 1:	**Implement the Lower Division Academic Recovery Program introducing new initiatives.**
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 email 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 student progress through Starfish communication software, and midterm grades. Students are required to attend student success workshops and/or complete online student success workshops.
Desired Outcomes and Achievements (Identify results expected)	Desired outcome is to increase student persistence by having students move from academic probation to good standing.
Achieved Outcomes and Results	During Fall 2016, the ARC continued the Lower Division Academic Recovery Program with 5/16 (31%) participants. Two students completed the program. During Spring 2017, 27/52 (52%) of lower division students participated in the program, 5/52 (9%) of those students completed the program. Students met with advisors to complete a study program and students were required to complete four student success workshops. Progress was monitored bi-monthly through monthly meeting between ARC, cohort advisors, and Resident Hall staff, including RAs. Students were monitored through Starfish by addressing tracking items, referrals, midterm grades, and kudos. **Spring 2017 Persistence Rate (52 LDARP Students end of SP17 term)** Returned to Good Standing: 11/52 (21%) Continued to Probation Extended: 27/52 (52%), majority of students increased cum GPA. Dropped/Withdrew: 2/52 (4%) Suspended: 14/52 (27%)
Analysis of Results (Where outcomes met? Exceeded? Progress towards goal. Implications for AY18 Objectives.)	The Lower Division Academic Recovery Program had roughly the same number of student participants compared to last year; however, during AY 16-17, there is a slight decrease in students returning to good standing and a slight increase in students continuing on academic probation. The ARC has collaborated with advisors, resident hall staff, and utilized Starfish to assist students; but yet, there is disconnect in reaching academic recovery students. With the university moving toward a centralized advising structure, the ARC plans to revamp the program. The ARC plans to partner with Centralized Advising by setting policies/procedures on how to effectively utilize Starfish and possibly add a mentoring component. We found that asking students to attend workshops is not effective; therefore, we need to be more hands on with students to address their needs. Some workshops such as *How to be a Successful Student* and *Campus Resources* may still be required.

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Objective 2:	**Develop and implement early alert strategies to flag at-risk lower division students.**
Action Items	Early alert strategies will include: 1. Starfish communication software to monitor student progress/flags. 2. 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. 3. 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.
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.
Achieved Outcomes and Results	The ARC completed outcomes for midterm grades and Save My Semester. Midterm grades were flagged in Starfish for undergraduate students. In Fall 2016, 341 GENST students receive 1199 posted grades and in Spring 2017, 222 GENST students received 596 posted grades.

Fall 2016

	A	B	C	D	F	I	P	Total
General Studies	255	242	239	163	297	3	0	1199

Spring 2017

	A	B	C	D	F	I	P	Total
General Studies	157	145	119	64	109	2	0	596

Students who performed below "C" level work were recommended to attend a Save My Semester workshop. In Fall 2016, 6 students attended the workshop and in Spring 2017, 9 students attended the workshop. The workshop is open to all students and is an LDARP requirement. At least 5 LDARP students attended the workshop in Spring 2017.

On September 19, 2016 the Starfish Implementation Team launched GSU STAR, an online communication and early alert system. GSU STAR allows students to connect with faculty, advisors, and resources by scheduling appointments and raising flags to address their needs. Faculty and staff utilized the system to address students' progress and student concerns. During AY 16-17, 2180 flags were raised in the system and 1028 flags were cleared. 1532 midterm alert flags were raised and 745 of those flags were cleared. In addition, 322 kudos were sent to students to give recognition for their achievements and good work.

The biggest outcome for this goal is to decrease the number of GENST students placed on academic probation each semester. In Spring 2015, we had 76 registered GENST students in the LDARP compared to Spring 2016 with 52 registered GENST students. This number may have decreased due to students placed on academic suspension from changes in Policy 14 Academic Standing. However, in Spring 17, 52 registered GENST

	students were placed on academic probation. This number is a slight decrease from the previous year. During AY 16-17, probation numbers were expected to increase with the change of Policy 14 Academic Standing, eliminating automatic academic suspension and allowing GENST students one semester to redeem their standing. In Spring 17, we did not see the expected increase in LDARP students.
Analysis of Results (Where outcomes met? Exceeded? Progress towards goal. Implications for AY18 Objectives.)	Some minimal progress was made in areas such as decrease number of lower division students on academic probation; however, due to changes in Policy 14 Academic Standing, keeping the LDARP numbers comparable to last year is good. As mentioned in the previous objective, the LDARP program may restructure to effectively address students' needs. Furthermore, there was a decrease in GENST submission of midterm grades, but overall, we had a 29% increase in submission of graduate and undergraduate grades. With the launch of GSU STAR, the ARC plans to develop policies and procedures to work with advising and staff to effectively and efficiently address student concerns early to help decrease the number of lower division students on academic probation. In addition, the ARC plans to implement an Early Alert Progress Survey through GSU STAR during the third week of courses for faculty to flag at-risk students.

Objective 3:	**Develop and implement learning strategies to support undergraduate and graduate GSU students.**
Action Items	Expand on 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.
Desired Outcomes and Achievements (Identify results expected)	Desired outcome is to increase in Academic Resource Center's utilization and ARC workshop attendance.
Achieved Outcomes and Results	The ARC implemented four online Student Success Workshops to help students fulfill academic recovery requirements, especially for online students. Students on academic probation are asked to attend/complete four student success workshops. The workshops are power point presentations, surveys, and video based. Each student has to complete a workshop questionnaire to receive credit. Students receive a confirmation letter once completed. Some of these workshops are used in the Back on Track Program. In Fall 2016/Spring 2017, the ARC offered 34 Student Success workshops. 136 students attended ARC Student Success Workshops. 27/52 (52%) students participated in the Lower Division Academic Recovery Program; however, 5/52 (9%) of students completed the student success checklist sheet. The completion rate is very low considering 50% of LDARP students attended the LDARP Information Session.
Analysis of Results (Where outcomes met? Exceeded? Progress towards goal. Implications for AY18 Objectives.)	The desired outcome to increase ARC's utilization and workshop attendance is comparable to last year. Last year, 139 students attended ARC Student Success Workshops, not including Writing Center's workshops. As mentioned in Goal 2: Objective 2, requiring students to attend four workshops may not be the most effective method to help students get back on track. The ARC plans to continue offering Student Success Workshops, but may plan to increase ARC utilization through other methods such as referrals in Starfish, creating study plans through learning contracts and academic recovery. In Starfish the ARC plans to create new flags such as "considering to withdraw from course(s)." Students who raise this flag meet with their advisor before withdrawing. The ARC's Graduate Assistant will be utilized to mentor students to keep them on track. Students can schedule an appointment with the GA through WCOnline. GA's will help students with campus resources, time management, test strategies, and etc.

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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	In Fall 2016, the Academic Resource Center will expand services to address students' needs. 1. Writing assistance will be placed in Prairie Place to assist with lower division writing. The Writing Center hired a tutor(s) who lives at Prairie Place to tutor students 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. 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 courses, if warranted. Specified walk-in services will be offered for freshmen Math Stats courses and additional workshops on MyStatsLab and How to Use Graphing Calculators 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 warning. 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, online workshops/videos and study tips, and learning strategies workshops.
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.
Achieved Outcomes and Results	1. During the AY 2016-2017, 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. 25 students attended the lower division writing student success workshops. Also during this time, the Writing Center offered lower division writing support in the Library and Prairie Place. Both the Library and Prairie Place had low turnouts with attendance of 2 students, altogether. Two years in a row we have received low attendance for this initiative. Services were offered to ACHIEVE students, but not many took advantage. ACHIEVE students continue to receive writing support from in class Writing Fellows. 2. The largest initiative for AY 2016 – 2017 was the expansion of our Supplemental Instruction program. We doubled our Supplemental Instructions efforts for both Fall 2016 and Spring 2017. Daniel Ferry developed and implemented a Supplemental Instruction Training Program and offered training to Math, Science, Business, and English programs. Roughly, 12 faculty/SI consultants attended training. Faculty were intrigued by the program and asked to have SI support in their courses. MyStatLab workshops were offered before and after Math Stat courses during the first two weeks of courses. Math tutoring was available for Smart Start and ACHIEVE students. A number of Smart Start students took advantage of math tutoring (SI), but none from ACHIEVE. In addition, we continued to offer Writing, Math, and Science support at Prairie Place during

	evening/weekend hours. An average of one to two students attended weekly sessions. 3. Additional student support, writing, and math workshops were introduced during the academic year. 47 students attended ARC Student Success Workshops, including a Mastering College and ESL course, and 74 students completed online Student Success Workshops for academic recovery.
Analysis of Results (Where outcomes met? Exceeded? Progress towards goal. Implications for AY18 Objectives.)	All of the initiatives listed above were developed and implemented during the AY 2016-2017. We have seen an increase in workshops and supplemental instruction attendance. We will continue to provide these workshops and implement additional workshops for AY 18. An area of concern is utilization of services from ACHIEVE students. Students received in class supplemental instruction; therefore, required tutoring is not necessary. For next academic year, we will promote writing services to lower division students, but we are no longer providing sophomore tutors in Prairie Place nor the Library. Two years we have been unsuccessful in this initiative. We will continue to offer support in the Writing Center and Growl. To address students' deficiencies in English and Math, the ARC will continue to offer Supplemental Instruction, Dr. Jarrett Neal will continue to teach English courses and work with faculty to identify at-risk students, and monitor students through Starfish. Next year the ARC will not have the ACHIEVE program; therefore, we will offer support to Mastering College students in place of ACHIEVE.

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Objective 5:	**Implement and continue with strategic academic support programs for Smart Start students placed on academic warning, students placed on Academic Probation Extended, and all GSU students readmitted after academic suspension.**
Action Items	In Fall 2016, the Academic Resource Center will introduce "learning contracts" for students placed on Academic Probation Extended. The ARC will continue with the ACHIEVE and Back on Track programs. Learning Contract The first semester a student is on Academic Probation Extended they are required to complete a learning contract with the Academic Resource Center. The contract and a report of the work done will be shared with the student's Academic Advisor to help ensure positive academic progress. 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: Starfish communication software, peer mentors in FYS and Mastering Student courses, and tutoring sessions; and midterm grades. Back on Track Program Academic support for upper division and graduate 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.
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.
Achieved Outcomes and Results	ACHIEVE The ARC launched the ACHIEVE program, advisors met with students to create a study plan. The plan involved tutoring which was not a success. Students received support through supplemental instruction in both writing and math courses. Students were tracked through Starfish. 26/38 (68%) of ACHIEVE students were in Good Standing after Fall 2016 and 12/38 (32%) were placed on academic probation. Learning Contracts During AY 16-17, 18 Academic Recovery and 27 Lower Division Academic Recovery Contracts were signed with the ARC. These numbers are very low considering the number of students on Academic Probation Extended for the first time. Back on Track (BOT) In Fall 2016, the Back on Track Program had 6/7 (86%) students attendance and complete the program. In Spring 2017, 2/2 (100%) students completed the Back on Track Program.
Analysis of Results (Where outcomes met? Exceeded? Progress towards goal. Implications for AY18 Objectives.)	In the ACHIEVE program, student participation was low; however, initiatives set in place such as Supplemental Instruction, Writing Fellows, and Starfish tracking helped with the 68% Good Standing rate. For AY 2018, the ACHIEVE program will no longer exist. ACHIEVE students will be placed in a Mastering College course to give students the structured support needed to be successful their first semester. The ARC will monitor

	Mastering College students through Starfish and collaborate with Mastering College instructors. The ARC will implement efforts to increase Learning Contract participation. The ARC plans to add a Learning Contract Success Plan/Flag in Starfish; however, Starfish is limited to undergraduate students. The Back on Track program turned out as expected. Due to ARBOT holds, the program has a high participation/completion rate. The ARC will continue to tweak the program to ensure student attendance by offering online workshops and one-on-one appointments.