Focus Area: Student Success

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

Implementation Year: 2018 ---- 2019

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 placed on academic probation are required to participate in the Pathways to Academic Recovery course SSC-0099. Students are enrolled in the course upon submission of Fall 2018 probation list. New Student Program advisor register students for course and notify students of their schedule change. Students are required to attend and will receive a pass/fail grade. NSP Peer Mentors assist SSC-0099 instructor and monitors student progress through GSU STAR. Peer Mentors meet with students weekly. Sophomores placed on academic probation are asked to complete the Academic Recovery Program by attending four student success workshops. Students who complete the program receive notification in GSU STAR. Sophomore students placed first time on Academic Probation Extended, are required to meet with the Academic Resource Graduate Assistant to review and sign the Learning Contract outlined in Policy 14.
Indicators and Data Needed (Measures that will appraise progress towards the strategic objective)	Measurement of students' progress will be monitored through multiple efforts: 1. Pathways to Academic Recovery attendance and completion 2. Student Success Workshop Checklist completion 3. Pathways to Academic Recovery Exit Survey (SurveyMonkey) 4. Monitor progress/concerns through GSU STAR 5. Midterm Grades 6. Early Alert Progress Surveys (Attendance Tracking and Student Progress)
Responsible Person and/or Unit (Data collection, analysis reporting)	Student Success Team (Lead: Executive Director of Academic Resource Center)
Milestones (Identify Timelines)	Initiatives to be implemented and monitored starting Fall 2018.
Desired Outcomes and Achievements	Desired outcome is to increase student persistence by having students start in good standing compared to previous academic year. In addition, increase

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(Identify results expected)	student persistence by having Fall 2018 probation students increase GPA and/or be removed from probation by the end of Spring 2019.
Achieved Outcomes and Results	After reviewing the Pathways to Academic Recovery (SSC-0099) final grades, academic standing, and the Pathways to Academic Recovery Exit Survey, all assessment tools have proven the SSC-0099 workshops series to be beneficial. 31/42 (74%) of Pathways to Academic Recovery students have successfully passed the course. Students who pass the course have demonstrated through written assignments and group discussion self-efficacy, determination, and learned skills to be successful on a personal and professional level. The majority of the students (26%) who failed the course did not attend the class. In addition, 13/31 (42%) of students who completed the Pathways to Academic Recovery Exit Survey. Remarkably, 100% of respondents felt that the SSC-0099 course provided them with the necessary resources to be successful and they felt their academic performance had improved as a result of the course. In addition, 100% of respondents were able to demonstrate what they have learned and applied it to their academic career and personal life. In reviewing "Academic Standing," 22/31 (71%) of GENST students who completed the Pathways to Academic Recovery course persisted. 52% of those students showed an increase in GPA. **31 Students Passed SSC-0099** **Academic Standing after Spring 2019**

31 Students Passed SSC-0099

Academic Standing after Spring 2019

Number	Academic Standing	Percentage
8	Good	26%
14	Probation Extended	45%
9	Suspension	29%

11 Students Failed SSC-0099

Academic Standing After Spring 2019

Number	Academic Standing	Percentage

	0	Good	0%
	6	Probation Extended	54%
	5	Suspension	46%

	There continues to be a struggle with sophomores completing their academic recovery program. We had a few students complete this requirement.
Analysis of Results (Where outcomes met? Exceeded? Progress towards goal. Implications for AY19 Objectives.)	According to the findings, the Pathways to Academic Recovery program is beneficial to student development. Majority of the students who completed the program were able to demonstrate academic and personal growth through course assignments/completion and survey assessments. In addition, 100% of students who completed the Pathways to Academic Recovery Exit Survey, found great value in the course. Besides personal growth, data shows the program has help students academically with increases in GPA and some students have returned to "Good Standing." The Academic Resource Center will continue with the current curriculum, but is exploring to incorporate learning style assessment for the next session. The ARC is looking into ways to collaborate with advising and possibly utilize GSU STAR to increase sophomore participation.

Objective 2:	Develop and implement early alert strategies to flag at-risk lower division students.
Action Items	Early alert strategies will include: 1. Early Alert Progress Surveys during Weeks: 2, 6, and 12 to monitor student progress. All General Education courses including Junior Seminar courses faculty will receive Early Alerts Progress Surveys through GSU STAR to monitor student progress and intrusive advising from Peer Mentors. 2. Pairing of Peer Mentors with Mastering College and FYS students. Peers will monitor students through GSU STAR and manage flags of concern and meet bi-weekly with students. Cohorts will be built in GSU STAR for peers to manage the students in their FYS/Mastering College course.

	3. Midterm grades: Registrar 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 be 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. Save My Semester will be incorporated in the Pathways to Academic Recovery courses.
Indicators and Data Needed (Measures that will appraise progress towards the strategic objective)	Student performance will be measured every few weeks starting with utilization of GSU STAR, closing of GSU STAR flags, submission of midterm grades, and end of semester academic standing status.
Responsible Person and/or Unit (Data collection, analysis reporting)	Student Success Team (Lead: Executive Director of Academic Resource Center)
Milestones (Identify Timelines)	Early intervention strategies will begin Fall 2018 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.
Achieved Outcomes and Results	During AY18.19 New Student Programs has seen an increase in student outreach and communication between, peer mentors, faculty, and students. For each Mastering College course, peer mentors assisting in courses were paired with students in GSU STAR as a cohort. Peer mentors reached out to student based on faculty flags and early alert surveys that were distributed to all GENST, Junior Seminar, Senior Capstone, and Pathways to Academic Recovery courses. 80% of flags raised from early alert surveys received some type of student outreach. In addition, in GSU STAR, there was a slight increase in submission of surveys compared to AY 17.18. During Fall 2018,

	faculty completed 168 Early Alert Progress Surveys and 93 surveys were completed in spring 2019. The GSU STAR Committee decided not to send the 12th week early alert progress due to the survey not holding merit after the withdrawal deadline. The ARC has also seen an increase in submission of midterm grades. In fall 2018, 1852 students received 2854 midterm grades and in spring 2019, 2248 students received 4065 midterm grades. In reviewing midterm grades data from fall 2018, 24.5% of undergraduate students who received an F and 58.9% of undergraduate students who received a D for a midterm grade, completed the semester with a grade of C or higher. Efforts made to support students receiving midterm alerts made a positive impact on student performance. In Spring 2019, 16/31 (52%) of student who completed the SSC-0099 course attended Save My Semester and completed an exit survey. 100% of those students found the workshop to be helpful and informative. With the above interventions and support from other departments, the University has seen an increase in GENST overall GPA at 2.34 average.
Analysis of Results (Where outcomes met? Exceeded? Progress towards goal. Implications for AY19 Objectives.)	According to the data, we have seen improvements in students overall GPA (GENST) and an increase in utilization of early alert efforts. Moving forward, the GSU STAR Committee has decided to remove the 12th week progress survey, due to the fact that the survey is administered after the withdrawal deadline, which makes it difficult for the student to withdrawal. Now that the GSU STAR Committee has collected data on student outreach, the ARC is restructuring Peer Mentor outreach to students and staff. Peer Mentors will follow up with two points of contact within the first week of concern flags, and the third point of contact in week two will be with the instructor. Before the peer will contact the student during first week and second week after the flag is raised. In addition, the GSU STAR Committee is revamping the message templates for each flag. Instead of the message defining the type of flag raised, the messages will now have action plans of what to do next. When the freshmen arrive, we do not have enough information on them about their study habits, needs, and surroundings. In collaboration with the Peer Mentors and GSU STAR Committee, students will be given an Intake Survey to complete within their first couple of weeks in Mastering College. Peer

	Mentors will be training students on how to navigate GSU STAR and complete the Intake survey.

Objective 3:	Develop and implement academic support interventions to assist under-prepared GSU students.
Action Items	Expand on student success workshops and online support/resources related to GSU STAR. The ARC implement the GSU STAR GA position to assist with the GSU STAR tracking system, build Peer Mentor cohorts and monitor peer activity, facilitate GSU STAR student open labs, and assist with student outreach. The ARC will work with centralized advising to implement policy and procedures to intervene with underprepared students early utilizing GSU STAR.
Indicators and Data Needed (Measures that will appraise progress towards the strategic objective)	Measure student outreach through GSU STAR tracking system and clearing of flags.
Responsible Person and/or Unit (Data collection, analysis reporting)	Executive Director of Academic Resource Center
Milestones (Identify Timelines)	For Fall 2018, the Academic Resource Center will create additional flags for intervention, connect with centralized advising on GSU STAR interventions, and utilize the GSU STAR GA position to assist with early Alert efforts.
Desired Outcomes and Achievements (Identify results expected)	Desired outcome is to increase Academic Resource Center's services and GSU STAR utilization.
Achieved Outcomes and Results	There were some triumphs and challenges with GSU STAR. As mentioned above, we saw an increase in faculty utilization of Early Alert Surveys, an increase in Peer Mentor communication with students, and 80% of Early Alert

	Survey flags recorded some type of outreach. During AY 18.19, 0 students attended the 16 GSU STAR open labs, facilitated by the GSU STAR Graduate Assistant. The open labs were promoted each week in the "This Week in the SSC" e-blasts.
Analysis of Results (Where outcomes met? Exceeded? Progress towards goal. Implications for AY19 Objectives.)	For AY 19, learning about GSU STAR is built into the Mastering College curriculum. Starting in Fall 2019, Mastering College is required for all GENST students; therefore, all students will receive instruction on GSU STAR on be required to utilize ARC services. Students will be required to make an appointment with the Writing Center to review a paper from their FYS class. Students will also be required to visit the Academic Resource Center to learn about Student Disability Services.

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 2018, the Academic Resource Center will expand services to address students' needs. 1. Writing assistance will be available in the Writing Center and Library to address all students' writing needs and be involved in Library Jam. Students will have the option to can submit papers through Growl and receive feedback within 24-48 hours from time of submission. 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. 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, if warranted. 3. The GSU STAR Graduate Assistant will offer GSU STAR training/open labs to students, assist with success plans, and make referrals to ARC services for students struggling with Writing, Math, Science, and Business flagged from midterm alerts.
Indicators and Data Needed (Measures that will appraise progress	Services will be measured by student utilization of ARC, workshop attendance, GSU STAR utilization, and workshop survey results.

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towards the strategic objective)	
Responsible Person and/or Unit (Data collection, analysis reporting)	Academic Resource Center-Lead: Executive Director of Academic Resource Center
Milestones (Identify Timelines)	Continuation of tutoring services for Writing, Math, Science, and Business will start Fall 2018. GSU STAR student open labs and resources will be implemented in Spring 2019.
Desired Outcomes and Achievements (Identify results expected)	Desired outcome is an increase in services provided by the Academic Resource Center and its utilization to increase student persistence.
Achieved Outcomes and Results	As mentioned above, the Academic Resource Center offered 16 GSU STAR open labs during Spring 2019, 0 students attended those labs. During the 2018-19 academic year, the Writing Center recorded 2,179 student contacts with 819 face-to-face appointments, 629 Growl contacts, 541 Library Contacts, and 37 Class Visits. Writing consultants served 190 students through workshops; of this total, 7 attended the Graduate Writing Boot Camp and 22 attended the campus-wide Back to Basics forums. These numbers reflect a slight increase in Writing Center student contacts from the previous academic year. A total of 159 students participated in ARC tutoring with a total of 836 contacts in math, science, statistics, and business. As part of ARC's Vision 2020 Goals, Supplemental Instruction (SI) extended services to support both lower and upper division students. The ARC provided SI assistance in six science courses. During the 2018-2019 academic year, there were a total of 234 SI visits. With the MyStat lab workshops receiving few in attendance, the ARC tutoring offered Study Skills with Patrick workshops. Unfortunately, we had two students attend this workshop. The majority of students complete the workshop online, with 31 students.
Analysis of Results	To increase student utilization of GSU STAR, the ARC plans to implement more initiatives with faculty collaboration. In addition, GSU STAR will be

(Where outcomes met? Exceeded? Progress towards goal. Implications for AY19 Objectives.)	introduced to each new student in Mastering College with a required activity for course points. The Writing Center plans to continue with offering workshops and services to assist students with their academic challenges. During Fall 2019, the Writing Center will increase the number of GENST student utilization due to collaboration with the Mastering College curriculum. All GENST students will be required to attend a tutoring session in the Writing Center to review an assignment from their FYS course. Math tutoring will increase in utilization as well, as Math tutoring has collaborated with the Math Steering Committee for ALEKS. Math tutoring will be a part of the ALEKS contract in place of Spring Smart Start. Tutoring for ALEKS is offered all year round as well.

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 AY 18-19, the Academic Resource Center will create and implement, GSU STAR "Success Plans" for students on academic probation extended (learning contracts). Learning Contract ARC will create success plans. Mastering College (ACHIEVE Program) The ARC will work Mastering College instructors to support at-risk students and monitor student through GSU STAR. Mastering College students will be paired with a NSP Peer Mentor to help students transition their first year at GSU. Back on Track Program Academic support for upper division and graduate students who are readmitted after academic suspension. Students will meet weekly with the

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	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. Students will have the option to meet one-on-one weekly with the ARC Graduate Assistant. Distant learners will have the option to complete the Back on track program online.
Indicators and Data Needed (Measures that will appraise progress towards the strategic objective)	Learning Contract Progress will be measured by completion of academic study plan and final grades. Mastering College (ACHIEVE Program) Student performance will be measured through each stage of the early alert process with GSU STAR utilization, midterm grades, and weekly tutoring and measure outcome with final grades. Back on Track Program Student progress will be evaluated by participant program completion and persistence.
Responsible Person and/or Unit (Data collection, analysis reporting)	Academic Resource Center and Student Success Team-Lead: Executive Director of Academic Resource and Academic Resource Center Graduate Assistant.
Milestones (Identify Timelines)	The Learning Contract will continue in Fall 2018 for first probation extended students along with the Mastering College (ACHIEVE Program). The Back on Track Program will continue as well.
Desired Outcomes and Achievements (Identify results expected)	The desired achievement for all three programs is to have students persist and not continue on academic probation and improve GPA.
Achieved Outcomes and Results	

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ACHIEVE

The ACHIEVE program transitioned from the Cohort Advisor intervention to a structured course, ACHIEVE Mastering College. Students in the course interacted with campus resources through classroom visits, and student progress was monitored through GSU STAR. In Fall 2018, the Executive Director of Academic Resource Center in collaboration with the GSU STAR Committee administered the Early Alert Progress Surveys. The surveys are similar to an academic alert that informs support staff on a student's behavior and academic progress. Peer Mentors were asked to address flags for all freshmen, including the ACHIEVE students. In Fall 2018, 38 students were assigned to ACHIEVE. After the Fall semester, 25/38 (66%) of ACHIEVE students remained in "Good Standing" while 13/38 (34%) of students were placed on academic probation. The number of ACHIEVE student remaining in "Good Standing" after the fall semester has increased by 10% compared to Fall 2017.

Learning Contracts

During AY 18-19, 29 Academic Recovery learning contracts were signed with the ARC. The submission of learning contracts have increased by 14% compared to AY 17-18; however, these numbers are low compared to the number on students on academic probation. The silver lining is that we have seen an increase with students completing learning contracts two years in a row. This number does not include freshmen who were placed on Academic Probation Extended for their first semester; those students are enrolled in Pathways to Academic Recovery.

Back on Track (BOT)

In Fall 2018, the Back on Track Program had 5 out of 8 (63%) of students completed the program and 2 out 3 students (67%) completed the program in Spring 2019. There was a slight decrease in students completing the Back on Track Program compared to AY 17.18. The average for completion is 89%.

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Analysis of Results

(Where outcomes met? Exceeded? Progress towards goal. Implications for AY19 Objectives.)

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Starting Fall 2019, General Education has taken on Mastering College under their guidance. As voted by the General Education Committee, all students will be required to take Mastering College and an ACHIEVE Mastering College course will not be provided. The ARC is currently in discussion with Advising and Brad Smith on what should be the next steps for a student who does not pass Smart Start since ACHIEVE Mastering College no longer exists.

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	The Academic Resource Center continues to collaborate with the undergraduate advising office to ensure their advisees on academic probation extended (first time) stop by the Academic Resource Center to complete a learning contract. All students on academic probation have an advising hold that requires them to see their advisor. For the Back on Track Program, the Academic Resource Center plans to build a stronger relationship with academic advisors to track students and their progress. Advisors are notified when a student has not responded to ARC's outreach.