Administrative Unit Assessment Report

Assessment is a term commonly used to encompass the process of gathering and using evidence to guide improvements.

SACSCOC requires that "The institution <u>identifies</u> expected outcomes, <u>assesses</u> the extent to which it achieves these outcomes, and <u>provides evidence of seeking improvement</u> based on analysis of the results".

Be sure to SAVE your progress as you work!

Administrative Unit
Academic Success Center

Submission Year
2023-2024

Assessment Coordinator Name
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Unit Goal

Goal

Goal 1

Unit Goals are broad statements that describe the overarching long-range intended outcomes of an administrative unit. They support the Institution's Mission/Goals.

Unit Goal
To positively impact academic success, student retention, and graduation rates by increasing the number of students served with academic support services.

Pillar of Success Supported
Robust Student Experience

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals. They will primarily describe what the unit is going to do and what its impact will be on students and other key stakeholders (alumni, parents, employers, etc.).

Most administrative units measure **Operational Outcomes** which describe the level of performance of an operational aspect of a program or office (ex. number of services provided, timeliness of a process).

Some units may measure **Student Learning Outcomes** which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences (ex. Student Wellness Program may measure student knowledge of healthy habits.)

What type of Outcome would you like to add?
Operational Outcome

Enter Outcome

Increase student participation with academic support services: Tutoring, Peer Academic Coaching (PAC), Peer Assisted Study Sessions (PASS)

Timeframe for this Outcome
Academic Year 2022-2023

Performance Target for "Met"
Reach a target goal of 1500 appointments for tutoring and PAC combined; Reach a target goal of 2000 hours spent with tutoring and PAC combined. Reach a target goal of 600 visits and 700 hours of PASS program participation.

Performance Target for "Partially Met"
Reach a target goal of 1000 appointments for tutoring and PAC combined; Reach a target goal of 1500 hours spent with tutoring and PAC combined. Reach a target goal of 400 visits and 500 hours of PASS program participation.

Performance Target for "Not Met"
Did not reach either target goal for the number of appointments for tutoring and PAC combined; Did not reach the target goal for the number of hours spent with tutoring and PAC.
Did not reach either target goal for number of visits for PASS program participation or the number of hours spent in PASS program participation.

Assessment Measure Used
Summary of the number of visits and hours students utilized academic support services.

Frequency of Assessment
Annually

Data Collected for this Timeframe (Results)
Academic Support Services: Tutoring and PAC
Fall 2022, there were 1857 appointments for tutoring and 92 visits for academic coaching. There were 1769.75 hours spent with a tutor tutoring and 43.50 hours spent with an Academic Coach (AC).

Spring 2023, there were 1564 appointments for tutoring and 65 visits for academic coaching. There were 1457.50 hours spent with tutoring and 29 hours spent with an academic coach.

Fall and spring combined total of appointments for tutoring and PAC services provided to students:
Total appts (Tutoring): 3421
Total visits (Academic Coaching): 157
Total hours:(Tutoring and AC):3227.25
Total visits and appointments (Fall/spring):3578
Total hours: 3299.75

PASS (Peer Assisted Study Sessions)
Fall 2022: There were 417 visits and 440.75 hours spent with a PASS leader.

Spring 2023: There were 390 visits and 408 hours spent with a PASS leader.

Score (Met=3, Partially Met=2, Not Met=1)
3

Total visits for Fall 2022 and spring 2023: 807
Total hours spent with a PASS leader for academic
support: Fall 2022 and Spring 2023: 848.75

Comments/Narrative
The threshold for the outcome to increase student participation with academic support services was met. The data reported fell within the "met" range. Fall 2022 there were 279 tutor requests. The center met 87% of request. Spring 2023 there were 145 requests. The center met 83% of requests. As per the data identified above:
Top Subjects
In Fall 2021, the top tutoring subject was CHEM 221 with 268 appointments. In Fall 2022, CHEM 221 dropped to 84 appointments (69% decrease) and the top tutoring subject was BIOL 202 with 529 appointments, compared to 146 appointments in Fall 2021 (262% increase).
In Spring 2022, the top tutoring subject was MATH 121 with 117 appointments. In Spring 2023, MATH 121 increased to 193 appointments (65% increase); BIOL 203 became the top tutoring subject with 227 appointments, compared to 46 appointments in Spring 2022 (393% increase).

Program Reach
In Fall 2021, 559 students utilized academic support services. In Fall 2022, this reach grew 20% with 670 students utilizing these services. In Spring 2022, there was a 15% growth in utilization with 464 students reached in Spring 2022 and 535 students reached in Spring 2023.

In the Fall 2021 – Spring 2022 academic year, 1,023 students utilized academic support services. This reach increased by 18% in the Fall 2022 – Spring 2023 academic year with 1,203 students that utilized services.

Budget restraints have caused a reduction in the total division budget. Students continue to have access to tutors and academic coaches that have been trained, received faculty recommendations and received an "A" in the course. Division budget cuts did not interrupt services provided to students. This was strategically planned by increasing the number of students per tutor and by offering a number of group tutoring sessions. Breakdown of the number of tutors hired (Spring 2022:67, Fall 2022: 55, Spring 2023:70). Students receive tutoring in large and small groups to accommodate the need for tutoring requested by LU students. The SSC is maintaining the number of tutoring hours offered to students. This service is a need for Lander's student population. Student usage in services has seen a downtick in students utilizing tutoring services from last reporting period. SSC staff provide outreach to students several times during a semester to remind students of the academic resources available and how to sign up to receive services. Services are also advertised on several different platforms. When seeking to hire new tutors, tutoring hiring official advertise to attract tutors that have a wide range of expertise and availability to meet the needs of student requests. Tutors must have passed the course with an A and receive Faculty recommendation to tutor the subject areas.
It is also noteworthy to note that the Student Success Center (SSC) is not an instructional unit but rather a facility that provides space, infrastructure, furniture, and services to support academic learning. SSC provides a variety of study environments to meet diverse needs of students. Tutors attend training sessions to develop their own skills and abilities.
Academic Coaches provide a wide range of students with an opportunity for one-on-one consultation. They assist students in generating an action plan on time management, learning strategies, goal setting, study techniques and other academic skills. Students that met with an academic coach have built learning strategies and utilize other SSC programs and resources. They also create an individualized academic plan focusing on academic progress, strategies and resources. Peer Academic Coaching (PAC) conducted outreach phone calls at the mid-point in the semester in hopes to connect students struggling in the first half of their semester with a coach. They also called at different times throughout the week in hopes to provide variability in who was reached. Phone calls were made to

students on academic probation encouraging to sign up for services offered to students. Calls were made at different times throughout the day and week in hopes to provide variability in who was reached. These students also received an email regarding information about academic services provided by the SSC. Outreach data was recorded in Banner for students that were contacted. There was a total of 203 calls attempted, 120 of the calls were voicemails left, 15 of the calls made appointments while on the phone. Tutoring allows students to receive individual and unique learning experiences that they cannot always get in the classroom setting. The one-on-one attention allows Tutors to get to know each student's learning style and adapt their sessions accordingly. The newly remodeled SSC provides an environment free of distractions, with few students and disruptions around, which allows the student to focus more on learning the materials.

Resources Needed to Meet/Sustain Results
Request for budget increase to provide additional tutors as the request for tutoring increases due to enrollment increases and an increase in retention. Data shows that more students request tutoring during the fall semesters rather than spring. There are some courses that were offered fall that are not offered spring. Additional funds will allow an increase in the number of academic coaches available to students. Budget increase will provide an opportunity for Tutoring Coordinator to attend conferences to learn more about best practices in her area of responsibility. This will also allow students to have more one-on-one sessions rather than group sessions. Tutors are students who have succeeded academically in their coursework and have chosen to assist their peers. Trained tutors help facilitate the learning process with their tutees instead of teaching content or providing answers. Tutoring focuses on the learning process as a whole, not just the end result. Budget increase would also allow for additional opportunities to facilitate paid trainings for tutors throughout the semester. Student Success Center has implemented a new plan of action for students on probation. Students on academic probation are required to attend at least one PAC session. There is an anticipation of an increase in numbers for this service compared to Fall 2022.
The SSC has added a newly remodeled tutoring space. The space consists of an open area concept for several students to meet individually or collectively with a tutor. The expanded space allows for tutors to meet with students during peak times and not have to meet at other locations or in tight spaces. Part of the design was to improve the look and feel of the center. Soft lighting was added and partitions to block noise levels between sessions. Soft lighting creates a warm, comfortable atmosphere while making it feel inviting and cozy. Tutoring Coordinator implemented a new tiered tutor pay rate. In the past we have had difficulty hiring and sustaining student tutors at the current rate of pay of $8 an hour especially given the unique requirements and duties of these positions. This change allows the SSC to attract more tutors with competitive salary rates and to give students more opportunities for one-on-one tutoring experiences.

Explanation of How Resources Will Be Used
Additional budgets for student worker salaries would be used to increase student tutor salaries. Tutoring Coordinator conference attendance to learn more about best practices in the area and purchase needed tutor supplies (i.e. models. white boards, markers, paper). With the new plan in place for students on academic probation there will be a need to increase the number of academic coaches available to students.

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals. They will primarily describe what the unit is going to do and what its impact will be on students and other key stakeholders (alumni, parents, employers, etc.).

Most administrative units measure **Operational Outcomes** which describe the level of performance of an operational aspect of a program or office (ex. number of services provided, timeliness of a process).

Some units may measure **Student Learning Outcomes** which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences (ex. Student Wellness Program may measure student knowledge of healthy habits.)

What type of Outcome would you like to add?
Operational Outcome

Enter Outcome
Increase academic performance for students who have engaged in tutoring during the academic year.

Timeframe for this Outcome
Academic Year 2022-2023

Performance Target for "Met"
Target goal with an average of 85% or higher course pass rate (without W) for students who have engaged with tutoring and passed with a grade of A, B or C for both fall and spring semesters.

Performance Target for "Partially Met"
Target goal with an average of 80% course pass rate (without W) for students who have engaged with tutoring and passed with a grade of A, B, C, or D for both fall and spring semesters combined.

Performance Target for "Not Met"
Target goal with an average of 75% course pass rate (without W) for students who have engaged with tutoring and received a D or F for both fall and spring semesters combined.

Assessment Measure Used	**Frequency of Assessment**
Tracked final course grades for students who participated in academic support services (tutoring).	Fall and Spring Semester

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Fall 2022 pass rate without "W": (A-C): The pass rate for students who engaged with tutoring at least once was 83.5%. Grades of A-D: 92.65% Grades: D-F:15.9% Spring 2023 pass rate without "W": (A-C) The pass rate for students who engaged with tutoring at least once was 82%. Grades: A-D: 95% Grades D-F:14%	2

Comments/Narrative
The threshold for the outcome to increase academic performance for students who have engaged in tutoring during the academic year was partially met. The data reported fell within the "partially met" range. Comparing Fall 2021 to Fall 2022: Fall 2021 pass rate: A-C= 84%, A-D= 95% and DF=11%. Fall 2022 pass rate: A-C= 79.50%, A-D= 92.65% and D-F=19.80%. D-F rates increased from Fall 2021 compared to Fall 2022.

Top subjects requested (appts scheduled): Fall 2021: Top requested subject Chem (522). Second top requested topic: BIOL (281). Top subjects requested for Spring 2023 were NURS (453.25), second top requested topic MATH (341.75).

Top subjects requested (appts scheduled): Fall 2022: Top requested subject BIOL (689). Second

requested topic: CHEM (399).

Fall 2022 there were 111 courses offered for tutoring and 62 of those were used by students. Spring 2023 there were 92 courses offered for tutoring and 61 of those were used by students. Based on the trend of spring, fall numbers did increase. However, the number of courses used was relatively the same, despite the increase in offerings.

Tutor requests: Fall 2022 (279 requests); 87% of the requests were met. Spring 2023 (145 requests); 83% requests were met.

Effective tutoring programs provide motivation, personal individual attention, and error correction to increase student's academic skills. Tutoring as an academic resource gives students individualized attention that they will not normally get in a classroom setting. The Tutoring Coordinator worked diligently to ensure we were utilizing tutors as best as possible and keeping a watchful eye on the number of hours tutors were being paid. With the new student worker guidelines for the new academic year, we have made all attempts to be financially responsible in all expenditures, specifically regarding student worker. The tiered pay system was a wonderful incentive program. A decision was made to maintain the incentive for tutors while also being allowed to use Federal Work Study Funds to adjust the pay system and decrease tiers 1 and 2 from $9 and $9.50 an hour. Adjustments were made to the tiered pay system and decreased tiers from ($9, $9.50 &&$10 to ($8, $9 & $10). Tutors can effectively instruct up to 3 to 4 students at a time. Moving beyond this number can quickly become small group instruction, which is less personalized and requires a higher degree of skill to do well. One on one tutoring is optimal. Hiring additional tutors will allow for smaller sessions.

Resources Needed to Meet/Sustain Results
Increased budget to continue with tiered tutor pay, add additional television monitors to the center for tutoring sessions (i.e. biology, chem, nursing.) and a data management system to easily track services provided to students.
We have had some difficulty securing and sustaining student tutors at the current rate of pay of $8 an hour especially given the unique requirements and duties of these positions. Before the newly remodeled tutoring space, we were unable to provide an inviting and comfortable space large enough for several tutors and students. Noise levels were distracting to some students. Students are now able to reserve a quiet space for tutoring or meet with their tutor in the large open space. Tutors no longer conduct tutoring in high traffic areas due to limited space.

Explanation of How Resources Will Be Used
Additional funds added to budget will allow Tutoring Coordinator to hire additional tutors in many different subject areas and increase the number of hours tutors are allowed to work. Adding the additional funds will continuously fulfill student's request for tutors. Our current data management system is home grown. Adding a data management system will have less room for human error, track tutor hours and subjects tutored. Reports will be easily accessible for reporting purposes.

Goal Summary

Goal Summary/Comments
Target goal was partially met. Fall to fall comparisons/Fall to Spring comparisons: Fall 2022 to Fall 2021 and Fall 2022 and spring 2022 to spring 2023 there was an increase in the number of appointments and hours students spent engaging with academic support services.
At the end of each semester, a large tutoring event has been offered to students. Turnout for the past two events have been much lower than previous events. It has been difficult to determine why students are not attending and taking advantage of the service offered.

Changes Made/Proposed Related to Goal

Class visits were made at the beginning of each semester to remind students of services offered. Workshops were facilitated throughout the semester to raise awareness and remind students of the SSC academic resources. Posts on Student Success Center's IG and FB pages. Emails were sent to students by advisors at the beginning of the semester, after midterms and near finals. Additional marketing to Tutoring Coordinator has created a system to track the number of hours each tutor works and the increase in request for tutors. Tutoring sessions are also offered online to meet the needs and demands of student requests.

Upload Files (if needed)

Goal 2

Unit Goals are broad statements that describe the overarching long-range intended outcomes of an administrative unit. They support the Institution's Mission/Goals.

Unit Goal
Expand First Year Advising to serve and increase time spent working with students.

Pillar of Success Supported
Robust Student Experience

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals. They will primarily describe what the unit is going to do and what its impact will be on students and other key stakeholders (alumni, parents, employers, etc.).

Most administrative units measure **Operational Outcomes** which describe the level of performance of an operational aspect of a program or office (ex. number of services provided, timeliness of a process).

Some units may measure **Student Learning Outcomes** which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences (ex. Student Wellness Program may measure student knowledge of healthy habits.)

What type of Outcome would you like to add?
Operational Outcome

Enter Outcome
To support incoming student population with a dedicated student success advisor while working to increase the number of visits and time students spent meeting with an advisor. Students will interact with their Student Success Advisor as a resource for academic assistance while working to improve the number of visits and time spent meeting with an advisor.

Timeframe for this Outcome
Academic Year 2022-2023

Performance Target for "Met"
Serve incoming student population with 2600 advising appointments.

Performance Target for "Partially Met"
Serve incoming student population with 2200 advising appointments.

Performance Target for "Not Met"
Serve incoming student population with less than 2000 advising appointments.

Assessment Measure Used
Tracking the number of advising appointments.

Frequency of Assessment
Annually

Data Collected for this Timeframe (Results)
Fall 2022 advisors met with students for a total of 1473 advising appointments and 721.25 hours. In Spring 2023 advisors met with students for a total of 1467 appointments and 675.01 hours. There was a 4% decrease in advising appts. from fall 2022 to spring 2023. This is a total of 2940 advising appointments and 1427.51 hours for both fall 2022 and spring 2023.

Comparing Fall 2021 to Fall 2022:
Fall 2021 Advisors met with students for a total of 1676 advising appointments and 722.75 hours. Fall 2022 advisors met with students for a total of 1473 appointments and 721.25 hours. This is a total of 3149 advising appointments and 1444 hours for fall 2022 and spring 2023. 12% decrease from Fall 2021 to Fall 2022 in the number of appointments students scheduled to meet with advisors.

Spring 2022 advisors met with students for a total of 1576 appointments and 704.76 hours. This is a total of 3149 advising appointments and 1444 hours.
Spring 2023 advisors met with students for a total of 1467 appointments and 675.01 hours.
This is a total of 3043 advising appointments and 1444 hours from spring 2021 to spring 2022. From spring 2022 to spring 2023 there was a 7% decrease in student appointments to meet with an advisor.

Score (Met=3, Partially Met=2, Not Met=1)
3

Comments/Narrative
The threshold for the outcome to support incoming student population with a dedicated student success advisor while working to increase the number of visits and time students spent meeting with an advisor was met. Combining Fall 2022 and Spring 2023 (appointments)= 2940 and 1427.51 hours. The target goals were 2600 advising appointments. The data reported fell within the "met" range. There was only a 4% decrease in advising appts. from fall 2022 to spring 2023. Students interact with their assigned advisor as a resource for academic assistance while working to improve the number of visits and time spent meeting with an advisor. Student's academic advising and related academic support experiences were enhanced. Going away to college often means leaving family and longtime friends behind. There are many new challenges and adjustments that students have to make being their first time away from home, classes to attend and friends to meet. First year students can find the experience overwhelming. Students may be anxious and fearful when they come to college. The fall semester included a larger number of first year students than the spring semester. During the students first semester they need more answers to questions about their majors, how to navigate college, tips on how to be successful,

help in connecting with various campus resources and the opportunity to work with someone who is dedicated to their success. Once a student has successfully completed one semester, they begin learning how to take responsibility for themselves and their actions. The average advising load per advisor has grown due to an increase in freshmen enrollment and the moves to the individual colleges. Students have a tendency to not schedule appts to meet with an advisor during the spring vs fall semesters. Students are feeling a little more confident about the process of selecting courses for the upcoming semester, becoming familiar with campus resources and learning how to navigate their college experience so therefore they are choosing not to meet with an advisor. Advisor caseloads have increased to include sophomore advisees rather than those with less than 30 credit hours. Each college now has a dedicated Student Success Advisor within each college. This allows students to have a direct contact within the college of their major at all times. Advisors help enhance the student experience, improve the academic success of students and promote a sense of belonging to the college community. It is also worthy to note that advisors are having to adjust to a new setting being housed in the different colleges as opposed to having access to other advisors in the Student Success Center for quick questions. They are becoming acclimated with the department, faculty and staff.

Resources Needed to Meet/Sustain Results
Increase in advisor salaries to retain advisors in each college. As the advisors' caseloads continue to increase, there may be a need for additional advising staff, and elevated advising positions to retain staff and grow services. In addition, an advising and retention software system to improve efficiency for advising processes and data purposes. Advisors can easily become burned out for many reasons: lack of recognition, limited opportunity for career growth, frustration. Advisors are given many opportunities to share their viewpoints on departmental decisions.

Explanation of How Resources Will Be Used
Additional advising staff will help better support students and advisors can dedicate more time to students. Student response to the question "My advisor and I spend sufficient time together in order to meet my academic needs" has consistently been the lowest scoring area on Advising Survey Results across all departments. Due to the advising load per advisor, it is difficult for them to spend more than 30 minutes with each student more than once or twice a semester. Those that tend to spend more than 30 minutes with each advisee are unable to meet with a large number of their students due to the number of slots available to schedule appointments.
Having elevated advising positions will align the SSC with other colleges in SC. This will help to support increased advising functions including additional support for faculty advisors and retention of advising staff.
A retention software system will allow the SSC to be more proactive in identifying at risk students with less room for error. It will also help to manage tracking and communication to better involve those on campus that also interacting with the student. A retention software system will greatly improve workflow efficiency for advisors, students and several others across campus. Many of these are enterprise systems that will help to limit the number of software systems that students need to engage with across campus. The ROI on additional advisors and a retention software solution will more than pay for itself.

Goal Summary

Goal Summary/Comments
The threshold for the outcome was met. The data reported fell within the "met" range. Advising appointments only decreased a small amount from Fall 2022 to Spring 2023 (4%). From Fall 2021 to Fall 2022 advising appts. decreased by 12%. Spring 2022 to spring 2023 there was a 7% decrease in advising appts. Several Advisors found employment elsewhere. The SSC has one longtime advisor that has served in the capacity for over 10 years. Advisors have done a great job in working to support increasing advising loads, working without a supportive advising software, having to take on additional duties, lack of opportunity for upward mobility, and assisting during periods of advisor transitions. Within the last year advisor turnover has been high due to finding employment elsewhere, personal issues,

receiving higher degrees, etc. However, this has created high stress loads, increased turnover and burn out rates with advisors, especially for their salary range. Advisors in Higher Education that have transited to a new role has received at least a 20% salary increase with their new position in higher education. This is reflective of the value of the skills and experience they receive in the advising role. The main function of an academic advisor is to bring holistic support to students as they navigate their education to post graduation. We now have a full team of advisors. Currently 3 Temp employees whom we hope to fill FT within the next 6 months. All advisors are Lander Grads including Director.

Changes Made/Proposed Related to Goal
The current advising structure was extended to have the professional advisors become Student Success Advisors and serve as a student's advisor through their sophomore year. Each college now has a Student Success Advisor assigned to it. This has given students a direct contact within the college at all times. Each freshmen/sophomore will also be assigned a faculty mentor along with their SSC Advisor during their freshmen year in their specific major. The faculty mentor role is becoming best practice in academic advising where the faculty member serves the role of educating students on areas such as future career paths, clinical placements/practicum placements, plans for pursuing graduate programs after undergraduate coursework is complete, job outlook, job placements/etc. The supervision of the SSC advisors continues to be centrally located within the Student Success Center. In the near future, hiring an additional advisor to assist all colleges.

Upload Files (if needed)

Goal 3

Unit Goals are broad statements that describe the overarching long-range intended outcomes of an administrative unit. They support the Institution's Mission/Goals.

Unit Goal
Support the number of students utilizing testing services with appropriate accommodations and streamlined processes.

Pillar of Success Supported
Robust Student Experience

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals. They will primarily describe what the unit is going to do and what its impact will be on students and other key stakeholders (alumni, parents, employers, etc.).

Most administrative units measure **Operational Outcomes** which describe the level of performance of an operational aspect of a program or office (ex. number of services provided, timeliness of a process).

Some units may measure **Student Learning Outcomes** which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences (ex. Student Wellness Program may measure student knowledge of healthy habits.)

What type of Outcome would you like to add?
Operational Outcome

Enter Outcome
Streamline the student experience process for students with accommodations. Implement an electronic

contract process to secure signatures to receive proctored testing accommodations.

Timeframe for this Outcome
Academic Year 2022-2023

Performance Target for "Met"
Ensure 100% of students utilizing testing accommodations have signed the electronic contract.

Performance Target for "Partially Met"
Ensure 90% of students utilizing testing accommodations have signed the electronic contract.

Performance Target for "Not Met"
Less than 90% of students utilizing testing accommodations have signed the electronic contract.

Assessment Measure Used	**Frequency of Assessment**
Weekly report to ensure students testing have signed the electronic testing contract.	Weekly

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Electronic form process began Fall 2023. Data has not been collected for electronic form process.	1

Paper Process before Fall 2023:
Fall 2021 there were 574 tests proctored for students with accommodations. Spring 2022 there were 705 tests proctored for students with accommodations. In Fall 2022, 716 tests administered in the SSC. There was a 23% increase in test requested for proctoring.

In Spring 2022 705 tests were administered in the SSC. One hundred percent of students were accommodated that requested proctored testing administered in the SSC.
In Spring 2023 575 tests were administered in the SSC. One hundred percent of students were accommodated that requested proctored testing administered in the SSC. 18% decrease from spring 21 to spring 22.

Comments/Narrative
Due to the lack of previous formal and inconsistent record keeping processes, in fall of 2023 the Student Success and Retention Coordinator implemented a new electronic process that requires students to submit an acknowledgment form before testing. The acknowledgment form requires students to take full responsibility for scheduling exam appointments and notifying Faculty of accommodations needed. Test requests are honored with a 24 notice, which allows the team an ample amount of time to prepare any copies, ensure equipment is available as well as space especially for those that will need additional time to test. The acknowledgement form also allows students to become familiar with the center's proctored testing policies, including arrival time, what to bring and not bring, what is and is not allowed and prohibited devices and instructions for missed exams. It is important to note, that the acknowledgement form states testing times may be moved in order to ensure we have adequate testing space for student. The new process allows room for less error and a more streamlined process for the students. Electronic form process began fall 2023. Data has not been collected for

electronic form process. The threshold for this outcomes has not been tracked.

Resources Needed to Meet/Sustain Results
Resources needed for the electronic testing acknowledgement form is already in place. Computers equipped with Microsoft forms and teams are the only resources required to ensure forms can be sent and tracked for team members to access.
Additional testing space is required to alleviate staff having to reschedule testing times due to limited space so we can adequately meet the needs of requests for testing accommodations. Rescheduling testing times requires looking up student schedules and communicating the time change with both faculty and the student. Often times, rescheduling is difficult due to unknowns in the students schedule, such as work, practices, or other extracurricular activities and events. During finals, a higher volume of test requests are received with students averaging 3 – 4 hours of test time further compounds the issue of having to reschedule testing times while utilizing various spaces (including offices) to accommodate the demand. Spaces used during this time may not have camera access to monitor from a different location. SSC staff are asked to assist with proctoring exams. Another downfall to this arrangement is that it does not allow for recording sessions in case there are concerns of possible academic dishonesty. This also takes SSC staff away from their primary duties.

Explanation of How Resources Will Be Used
Additional testing space, desktop computers and upgraded camera system will allow students to test at their requested times and less outreach to faculty for approval to move test times.

Goal Summary

Goal Summary/Comments
The Student Success and Retention Coordinator (SSRC) took over this role early August. Although she has previously served in this role, she makes herself mindful of updated policies and procedures relating to proctoring test for student with accommodations. The SSRC does a great job working with the limited testing space. She makes all students feel at ease before testing and ensures students are receiving the required accommodations. As enrollment increases, the need for proctored test may also increase. Having additional hands to assist with these procedures helps ensure all student requests are handled in a timely manner. She currently has one GA that assist with this task. Also updating the current camera system will assist in improving the quality and dependability of the images captured for monitoring testing services. Budget increase to purchase supplies for students testing (i.e. colored paper, mints, pencils, etc.)

Changes Made/Proposed Related to Goal
Proposed changes to current floor plans to create new additional testing spaces.

Upload Files (if needed)