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 (Student Success Center)

Submission Year
2024-2025

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 2023-2024

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	**Frequency of Assessment**
Summary of the number of visits and hours students utilized academic support services.	Annually

Data Collected for this Timeframe (Results) **Score (Met=3, Partially Met=2, Not Met=1)**

Academic Support Services: Tutoring and PAC   3
Fall 2023, there were 1354 appointments for tutoring and 82 appointments for academic coaching. There were 1153.25 hours spent with a tutor and 979.75 hours spent with a Peer Academic Coach (PAC).

Spring 2024, there were 1331 appointments for tutoring and 115 appointments for academic coaching. There were 1172.75 hours spent with tutoring and 115 hours spent with an academic coach.

Fall 2023 and spring 2024 combined total of appointments for tutoring and PAC services provided to students:
Total appts (Tutoring): 2882 +Total visits (Academic Coaching): 197
Total hours:(Tutoring and AC):2907.90
Total visits and appointments (Fall23/Spring24):3079
Total hours: 2133

PASS (Peer Assisted Study Sessions)
Fall 2023: There were 216 visits and 216.75 hours

spent with a PASS leader.

Spring 2024: There were 368 visits and 352.25
hours spent with a PASS leader.

Total visits for Fall 2023 and spring 2024: 542
Total hours spent with a PASS leader for academic
support:

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 2023 there were 225 tutor requests. The center met 88% of request. Spring 2024 there were 145 requests. The center met 83% of requests. As per the data identified above:
Top Subjects
Fall 2022 Summary of appointments for top subjects requested: BIOL: number of appointments: 689: summary of hours: 691.5 and CHEM: number of appointments: 399; summary of hours: 399

In Fall 2023, the top tutoring subject requested was CHEM with 361 appointments and a summary of 293.25 hours compared to Fall 2022 BIOL 689 appointments
Fall 2023 Summary of appointments for top subjects requested: CHEM 361 appointments. 293.25 hours and NURS 350 appointments. 352.25 hours.

Program Reach
Fall 2022:881 students utilized academic services compared to Fall 2023, 1208 students utilized academic support services. Comparing Fall 2022 to Fall 2023, this reach grew 73%. In Spring 2023, there was a 15% growth in utilization with 464 students reached in Spring 2022 and 535 students reached in Spring 2023.

Fall 2023 PAC appointment focus: Time management: 27 (69%) Study Strategies 24 (62%), Organization 10 (26%), Note Taking 3 (8 %), Test Taking 4(10%)
Spring 2024 PAC appointment focus: Time Mangement 43 (70%), Study Strategies 36 (59%), Note Taking 1 (2%), Organization 8 (13%).

Both Fall 2023 and Spring 2024: The most requested topic (PAC): time management. During one-on-one meetings with advisees, advisors have discovered students do not utilize academic coaching services as much as they should. Students do not see the benefit; it can be somewhat confusing when compared to advising (students assume their advisor can assist with these topics) and just the stigma associated with seeking help. Although the advisor can provide information and guidance, the student will have more dedicated to spending on request than they would during an advising session.

Budget are monitored closely to ensure we are staying within the limits granted for tutoring/PAC services. We have strategically planned a method to stay within budget limits by increasing the number of students per tutor and by offering a number of group tutoring sessions. Students have access to tutors and academic coaches that have been trained, received faculty recommendations and received an "A" in the course. Faculty must submit in writing recommendations for tutor referrals. All tutors are interviewed before the onboarding process begins. Tutors are also evaluated at the end of each semester. Evaluations are shared with tutors/academic coaches for improvements.

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. Office Hours have also been expanded to meet the needs of those students that cannot come during normal office hours. Expanding service hours allows the University to meet the needs of Lander's student population.

Student usage in services has seen a downtick in 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 in order to receive services. Services are also advertised on several different platforms and shared with Deans, Dept. Chairs and Faculty. 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 worthy 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 various training sessions and group meetings within each semester 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 that were available in the SSC as well as the Writing Center. 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. Students are in awe when they walk into the center and see the changes.

Resources Needed to Meet/Sustain Results
Request for budget increase to provide additional tutors as the request for tutoring tends to increase due to enrollment increases, student's performance levels after high school and an increasing need to retain students. Tutors are hired on a rolling basis. 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 also provide an opportunity for Tutoring Coordinator to attend conferences and learn more about best practices in their 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. Opportunities to recognize tutors more for their dedication and hard work.

Student Success Center plans to implement a pilot program (Fall 2024) for students on probation. Students on academic probation will be required to attend 4 PAC session. There is an anticipation of an increase in numbers for this service compared to previous semesters.

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. Lander's Student Success Center plays a vital role in the University's college setting. We attempt to provide students with personalized support by helping them better understand course material and overcome academic challenges. Just in conversation with freshmen, advisors have heard many times that college is very different than high school. "You have to really study and learn how to study." Many students have not grasped the concept of highly effective study strategies. The SSC is a crucial resource that assist in bridging the gaps in learning and promoting independent study habits.

Explanation of How Resources Will Be Used
Additional budgets for student worker salaries would be used to increase student tutor salaries and the number of tutors hired. 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 greater need to increase the number of academic coaches available to students.
Currently we have a temp employee serving in the role of Tutoring Coordinator until a FT employee can be hired. Funds could also be used to hire a FT Tutoring Coordinator.

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 2023-2024

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 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
Tracked final course grades for students who participated in academic support services (tutoring).

Frequency of Assessment
Fall and Spring Semester

Data Collected for this Timeframe (Results)
Fall 2023 pass rate without "W": The pass rate for students who engaged with tutoring at least once was
Grades of A-C: 79.57%   Grades: A-D:93.26% D-F: 20.43%

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

Spring 2024 pass rate without "W": The pass rate for students who engaged with tutoring at least once was: Grades: A-C: 82.1%   Grades A-D:94.12% and D-F 17.30%

Spring 2024 grades A-C increased by 2.53% from fall 2023. D-F grades were higher in the fall semester. This can contribute to first time freshmen learning the ropes of being a college student and developing study strategies that benefit them most.

Comments/Narrative
The threshold for the outcome to increase academic performance for students who have engaged in tutoring during the academic year was met. The data reported fell within the "partially met" range. Comparing Fall 2022 to Fall 2023: Fall 2022 pass rate: A-C= 77.19%, A-D= 90.22% and D-F=20.16%. Fall 2023 pass rate: A-C= 79.57%, A-D= 93.26% and D-F=20.43 %. D-F rates increased 62% from Fall 2022 compared to Fall 2023.

Top subjects requested (appts scheduled): Fall 2022: Top requested subject BIOL (687). Second top requested topic: CHEM (399). Top subjects requested for Spring 2024 were CHEM (379), second top requested topic NURS (375).

Comparing Spring 2023 to Spring 2024: Spring 2023 pass rate: A-C= 82.69%, A-D= 91.59% and D-F=13.94%. Spring 2024 pass rate: A-C= 82.01% A-D= 94.12% and D-F=17.30%. D-F rates increased Spring 2024

Fall 2023 there were 60 courses offered for tutoring. Spring 2024 there were 55 courses offered for tutoring. 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 met and granted: Fall 2023 (233 requests). Spring 2024 tutor request met and granted (82 requests)
Lander strives to provide an effective tutoring program by focusing on what the student's need, while building positive relationships between student and tutor, prioritizing frequent requests from students, ensuring tutors are providing consistent sessions. Tutors are evaluated each semester. Evaluation summaries are shared with all. Tutoring is an academic resource that 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 sometimes have difficulty effectively instructing 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 and additional academic coaches to meet demand of those on academic probation if pilot program is approved, and a data management system to easily track services provided to students; a system that tracks and sends tutors hours worked. Currently SSC staff send tutor hours worked at the end of each pay period. Tutors do not have a method to track hours worked. Current time submission system is not tied to MyWConline. By offering competitive compensation and creating a supportive work environment by recognizing tutor contributions and ensuring they have access to training and resources to effectively support students. Tutors are commended when students have provided feedback expressing the positive impacts from their work affects. Budget to purchase recognition items for end of year awards and graduation.

Explanation of How Resources Will Be Used
Additional funds added to budget will allow Tutoring Coordinator to hire additional tutors and academic coaches 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. The funds would allow for an increase in salary adjustments for the Tutoring Coordinator. We now have access to PowerBI. Platform allows staff to analyze, visualize and share data. The system connects to excel and makes data tracking easily accessible and reporting more streamlined.

Goal Summary

Goal Summary/Comments
Target goal was met. Fall to Fall comparisons/Fall to Spring comparisons: Fall 2022 to Fall 2023 and Spring 2023 to spring 2024 there was an increase in the number of appointments and hours students spent engaging with academic support services from Fall 2022 to Spring 2024.

Previously 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. Events are advertised on social media and in LINK 101 classes. It has been decided by the VP of Student Experience and Quality Assurance to put more efforts into other academic campus initiatives: advisors being available to students in their colleges to share information on campus resources. Advisors have also provided events within their colleges to include Faculty. Advisors such as setting up tables at different locations around campus to check in with students and remind them of services SSC offers especially before midterms and finals. Midterm Mania offered in Cultural Center. Students were invited to stop by and meet with their academic advisors, tutors were on hand if students had quick question as well as the Retention Coordinator.

Changes Made/Proposed Related to Goal
Fall 2023 class visits were made at the beginning of each semester to remind students of services offered. Spring 2024 Hype team visits were implemented and campus Pop Ups at different locations. Goodies and food were also handed out. Changes made: Class visits and Hype Team visits have been placed on pause. Time is now well spent with providing Pop Ups around campus to check in with students and remind of important upcoming events.

Academic workshops are not well attended by students. Times and days were changed from previous semesters and therefore still not a big change in attendance numbers. 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. Tutoring sessions are also offered online to meet the needs and demands of student requests. The number for online request has been very low. Study Hall sessions held for Athletes. Some would take advantage of the opportunity and others did not. Will revisit Pilot Study Hall offerings at the end of the Fall 202 semester.

PASS sessions have not been well attended. PASS sessions are now only offered if a Professor reaches out and request that on of their students leads the sessions.

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 (Student Success 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 2023-2024

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	**Frequency of Assessment**
Tracking the number of advising appointments.	Annually

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Fall 2022 advisors met with students for a total of 1473 advising appointments. Fall 2023 advisors met with students for a total of 1573 advising appointments. Spring 2024 advisors met with students for a total of 1116 advising appointments. There was a 45% decrease in advising appts. from fall 2022 to Spring 2024. A total of 2689 advising appointments for both fall 2023 and spring 2024.	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 a student success advisor was met. Combining Fall 2023 and Spring 2024 (appointments)= 2689. Unfortunately, the amount of time spent with each student has not been tracked as it has been done in the past. Numerous reasons: Issues experienced throughout the semester: change in frontline staff (not familiar with data collection needed), student workers having different methods of ensuring students were logging out properly, some students were logging in, but not out, office scanning systems were not properly working at all times. A new scanning system will be implemented Fall 2024 to track time spent with students. This will be a desktop system that advisors will have total control of how time is tracked when students come in to meet with them. The target goals were 2600 advising appointments. The data reported fell within the "met" range. There was only a 29% decrease in advising appts. from fall 2023 to spring 2024. 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 by meeting with their assignment advisor at least twice during the semester. Students have often stated that 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 a bit overwhelming. Students may be anxious and fearful their first semester in 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 normally. The average advising load per advisor has grown due to an increase in freshmen enrollment and the moves to the individual colleges. All colleges do not move students to faculty advisors using the same rubric. Students have a tendency to not schedule appts to meet with their Student Success 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 an increase in enrollment, sophomore advisees rather than those with less than 30 credit hours. Advisors do not have a 100%

semester check in rate each semester. Having a dedicated Student Success Advisor within each college has proven to be beneficial to the student faculty and Student Success advisor as well. 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. This new approach allows advisors to receive college updates in a timely manner. They are becoming familiar with the department, faculty and staff and feeling more comfortable about their new setting. Although advisors are now only concentrating on the majors/minors within their colleges, they still must be knowledgeable of what their colleges offer to ensure they are relaying the correct information to their advisees.

Resources Needed to Meet/Sustain Results
Increase in advisor salaries to retain advisors within 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 complacent and want to leave for many reasons: better opportunities, lack of recognition, limited opportunity for career growth, repetitive work, constant outreach to students and receiving no response back and frustration. The Advising area has lost 3 advisors for various reasons as described above. Advisors are given many opportunities to share their viewpoints on departmental decisions during weekly team meetings and divisional meetings.

Funding to attend conferences in state and out for professional development opportunities and stay abreast of best practices.

Explanation of How Resources Will Be Used
Incentives to increase salaries of advisors. Additional advising staff will help better support students and allow advisors more time to dedicate to each student on their caseload.

University survey: 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 caseloads per advisor, it is difficult for them to spend more than 30 minutes with each student more than once or twice a semester. Those advisors that spend at 45-60 minutes sometimes have a tendency to see fewer students and not be able to meet the needs of all those that need attention on their caseloads. 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 4-year universities and colleges within SC. This will help to support increased advising functions including additional support for faculty advisors and retention of advising staff. Since last reporting period we have lost several Student Success Advisors. Advisors have recently been hired as temp employees. We initially hired 2 temp advisors that later became fulltime. Having the Student Success Advisors embedded within each college allow for a deeper understanding of specific program requirements, increased accessibility to advisees, stronger faculty-advisor collaboration.

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 interact with students from an academic standpoint. A retention software system will greatly improve workflow efficiency for advisors, students and several others across campus. Some platforms are only privy to certain areas. This can sometimes be a downfall when assisting students. 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 hiring additional advisors and a retention

software solution will more than pay for itself in the long run.

Goal Summary

Goal Summary/Comments
The threshold for the outcome was met. The data reported fell within range. Fall 2023 there were 1573 visits: General advising: 1371, Probation:18, Transfer: 99, SAP: 8, Other: 27, Withdrawal: 50. Spring 2024: There were 1116 appointments: General advising: 868, Probation: 54, Transfer: 88, SAP: 9, SUSP: 5, Other: 23, Withdrawal: 69. Spring 2024: Students reach out to their Student Success Advisors for various reasons. Students are encouraged to meet with their Student Success Advisor at least twice per semester. Some students never meet with their advisor.Advisors note in the Banner system (SZANOTE) advisee appt deals, no shows, major changes, etc.

Advisors keep students informed of events/activities scheduled around campus, 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. All temp positions have been moved to permanent fulltime. Most Student Success advisors are Lander Grads including Director. The Director also has a caseload of special population students to include undeclared, senior citizens, non-degree seeking, undeclared degree seeking and undeclared non degree seeking. Offering competitive compensation packages can help attract and retain strong candidates for the open positions.

Division Mentor Roles:
There have been many initiatives implemented between Fall 23-Spring 24:
Part of the vision for the VP of Student Experience and Quality Assurance is to retain employees by connecting new staff that join our division with seasoned faculty/staff across campus as they come on board. The role allows both to develop personally and professionally. Mentees are able to share their goals for the mentoring relationship and work together to achieve them. This is also an opportunity to create a lasting professional friendship no predetermined responsibilities or commitments and timeframes.
Other division initiatives:
Table tents were placed all over campus to highlight some of the great things happening on campus during the summer/fall. Block Party: Collaborating with Campus Rec, Housing and Student Life: An opportunity for students to mix and mingle with others while enjoying games, fun and food. Advisors were also available for advising questions. Advisors send weekly newsletters via email and monthly electronic birthday cards to their advisees. Smores Event offered during the Fall 2023 semester to give students an opportunity to visit the newly renovated SSC and feel more comfortable in coming to the center for academic assistance. Another opportunity for fun and fellowship that allowed students to mix and mingle with staff outside of the office setting.

During New Student Orientation late night advising is offered to incoming freshmen. Gives students an opportunity to meet one on one with their assigned advisor and ask questions and make necessary schedule adjustments due transcripts arriving later, AP and Dual Enrollment credits that may not have arrived when advisors were creating schedules. Spring 2024 Welcome Back Event held in Student Commons. Mardi Gras Event: Paint stations set up in the commons area along with games and snacks.

Midterm Mania: Advisors were available for students on probation to discuss classes and a game plan for the upcoming semester. Registration Refresher: to assist students with the registration process before priority registration opened. How to be a Super Student: On the spot tutoring was offered to students in many different subject areas: Academic Coaching and a Destress station was also available. Campus Pop Ups: set up throughout campus to check in with students and to share little trinkets and treasures. Staff have had many opportunities provided for professional development: Advisors were allowed to attend the Region NACADA conference during the spring semester last year. Student Success Advisors were given an opportunity to Newtwork with other professional advisors and hopefully take back some ideas and share with others at their campuses. In house training opportunities: Provided to staff by the Office of Financial Aid, Power BI Reports, Admissions (SLATE) texting, FERPA (Registrar's Office). Study Halls were provided to athletes. Attendance has not been the best. Will continue with pilot program for this academic initiative for one more semester and revisit the effectiveness of the offering.

Changes Made/Proposed Related to Goal
Advisors are no longer using the office scanning system to track appointments. Each advisor has a desktop scanning icon installed. This makes it easier for advisors to enter time spent with students and document notes during their meetings. Advising appointments are scheduled through a bookings link and each advisor has their own unique link that is shared with students during orientation and embedded within their email signatures. A Link tree is also added to email signatures. Students can have firsthand information on services provided. It makes scheduling appointments for students less of a headache.

The supervision of the SSC advisors continues to be centrally located within the Student Success Center while advisors are housed in each college. One advisor has two colleges as her responsibility (College of Science and Math and the College of Behavioral and Social Sciences).

In the near future, hiring an additional advisor to assist all colleges would be beneficial to the entire team. Student Success Advisors play an important role by providing guidance and support to students when they need it most. They also assist with registering for classes, plan for graduation and developing educational goals, points of contact when they do not know where to go for help. SSC Advisors also work with students on academic suspension.

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 2023-2024

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.	3

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

The threshold for the outcome to streamline the student experience process for students with accommodations was met. Implemented an electronic contract process to secure 100% of student signatures for those that requested to receive proctored testing accommodations.

Due to the lack of previous formal and inconsistent record keeping processes, fall of 2023 the Student Success and Retention Coordinator (As of Fall 2024 is now the Interim Director of Accessibility Services) 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. Previously there was no streamlined process in place to track request.

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 items are allowed in the testing area during test, and it also describes 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 students. The new process allows room for less error and a more streamlined process for the students and easier to track for data purposes. Electronic form process began fall 2023.

Resources Needed to Meet/Sustain Results
A fax machine is needed as many physicians' offices will not email documentation and request that they be allowed to send documents via fax. Resources that will benefit students are better headsets for students that listen to their test using natural reader. Additional fidget and sensory devices will benefit students with stress reduction, the current offering for students are spiky sensory rings and stress balls. Bringing back simple items such as peppermints and essential oils will also benefit the students coming in for testing.

Explanation of How Resources Will Be Used
Upgrades to office equipment set up and additional sensory devices will benefit students with stress reduction. Having a fax machine in the Director's office makes receiving confidential information more secure. Currently, any information that is faxed, there was no way to secure the information received before the Interim Director could pick up.

Goal Summary

Goal Summary/Comments
The previous Student Success and Retention Coordinator (SSRC) took over this role early August Fall 2023. She has now moved into an Interim role of Director of Accessibility Services. The Director oversees implementation and services for students with disabilities under the mandates of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. She oversees the delivery of accommodations and support services to students with a range of disabilities. Before accepting the Interim position, she was responsible for testing,
those students on academic suspension and academic early alerts. She is now solely responsible for Accessibility Services and meets with some students on academic suspension. Having only one area of responsibility, she now has more time dedicated to planning, implementing and evaluating projects and services related to accommodations and accessibility services throughout the University. She is continuously monitoring, evaluating and improving processes and procedures within her area to provide service improvements for students with documented disabilities.

She currently has two GA's that assist with this area. She makes all students feel at ease before testing and ensures students are receiving the required accommodations. She collaborates with faculty and staff

to facilitate student academic success and works with students to help them adapt to the challenges of college. The Director's main goal is to remove barriers and provide equal opportunities for everyone, regardless of their disabilities.

Changes Made/Proposed Related to Goal
Implemented a more streamline process for securing signatures to request the use of accommodations for proctored testing.

Upload Files (if needed)