

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 identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement 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

2025-2026

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 2024-2025

Performance Target for "Met"

Reach a target goal of 1000 appointments for tutoring, PAC and PASS combined; Reach a target goal of 700 combined hours spent with a tutor, peer academic coach and PASS leader.

Performance Target for "Partially Met"

Reach a target goal of 800 appointments for tutoring, PAC and PASS combined; Reach a target goal of 500 hours combined spent with a tutor, peer academic coach and PASS leader.

Performance Target for "Not Met"

Did not reach either target goal for the number of appointments for tutoring, PAC and PASS combined; Did not reach the target goal for the number of hours spent with tutoring, PAC and PASS.

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 (Fall 2024 - Summer 2025): Fall 2024: there were 272 appointments for tutoring, 118 appointments for PAC and 96 appts with a PASS leader. Total appts:486 Fall 2024. There were 226.75 hours spent with a tutor, 35.40 hours spent with a Peer Academic Coach (PAC) and 96 hours spent with a PASS leader. Total appts (Fall 24 - Summer 25):486; Total hours 471.85

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

3

Spring 2025, there were 551 appointments for tutoring, 261 appointments with an academic coach and 119 appts with a PASS leader. There were 512.50 hours spent with tutoring, 78.30 hours spent with an academic coach and 117.50 hours spent with a PASS leader.

Summer 2025: There were only 2 appointments with a tutor totaling 1.50 hours. There was no PASS sessions held.

Fall 2024 - Summer 2025 combined total of 1419 appointments for tutoring, PAC and PASS services provided to students. Total of 1067.95 hours spent with a tutor, PAC and PASS leader.

Comments/Narrative

The Tutoring Coordinator role has seen a change in oversight since the tenured staff member transitioned to a faculty position within the University. There have been 3 different staff members to

serve in the role. A Student Success and Retention Coordinator was recently hired full time. In talking with students and tutors, the following thoughts were shared: some felt they had lost the trusting relationship they had with longtime member. Disruption in program consistency created a sense of declining quality. Students looked up to the former staff member as a mentor. During the mentors' absence they did not feel that same sense of belonging. Having to get accustomed to new staff and procedures made it difficult. The performance targets were adjusted this academic year due to changes in student requests. Students were not signing up for tutoring compared to previous semesters. We saw a decrease in requests for services provided from Fall 2024 to Spring 2025. Fewer students were coming into the SSC and utilizing services. Before securing a full-time staff for the role, the role was shared amongst several team members in which sometimes made it difficult for students and tutors to know who to contact when needed. The threshold for the outcome to increase student participation with academic support services was met. The data reported fell within the "met" range. Fall 2024 there were 206 tutor requests, 104 requests spring 2025 and 2 request summer 25.

As per the data identified above: Top Subjects

Fall 2024: Summary of appointments for top subjects requested: MATH: number of appointments: 104; summary of hours: 80, CHEM: number of appointments: 80; summary of hours: 68.75

Spring 2025: Summary of appointments for top subjects requested: BIOL: number of appointments: 173; summary of hours: 146.25, NURS: number of appointments: 135; summary of hours: 155.00

Overall participation: Fall 24: 206 tutor requests, spring 2025: 104 tutor requests and summer 25: 2 tutor requests. Total: 312 tutor requests for the academic year. Change by semester: Spring 2025 requests decreased by 49.55% compared to fall 2024.

Top subjects by semester: MATH 104 of the total 206 requests for all subjects (50.5%) - 80 hours spent for MATH tutoring (38.3% of total hours). CHEM 80 of 206 requests (38.8%)- 68.75 hours (32.9% of total hours). Combined: MATH and CHEM accounted for 89.3% of all tutoring requests in Fall 2024.

Tutor requests decreased from Fall 24- Spring 25. BIOL and NURS combined represented nearly 1005 of tutoring appointments and hours in spring 2025.

The participation threshold was met, showing steady student engagement with academic support services. Highest engagement occurred in Fall 2024 (206 requests). STEM and NURS courses (Math, Chemistry, Biology, Nursing) remain the most requested tutoring subjects accounting for nearly all sessions each term.

Both Fall 2024 and Spring 2025: The most requested topics (PAC): time management and study strategies. 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 time dedicated to spending on request than they would during an advising session. Advisors also share information about academic resources during advising appointments and their monthly newsletter. Students are well informed of services offered.

Budget monitored closely to ensure we are staying within the limits granted for tutoring, PAC and PASS 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. Student Success and Retention Coordinator also have her own system for checking budget status. 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. Student Success and Retention Coordinator work closely with Dept. Chairs and Deans when additional tutors are needed for subjects that are not covered. Services are offered in person and online.

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. Extended tutoring hours have 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 continue to see a downtick in utilizing tutoring services from last reporting period. There have been several changes in staff (i.e. moved to different departments within the University, promotions and change in careers). Many students wrongly believe that seeking help is only for those who are "incompetent", preventing them from using the tutoring center. Some worry their peers or even the tutors themselves, will judge them for not understanding the material. We have found that more students are securing jobs, live off campus or have other family responsibilities that make it difficult to attend during normal operating hours. Although virtual appointments are also offered in many different subjects. Most students prefer in person appointments. Lack of tutors for specific subjects also makes accessibility more difficult for students. New staff had to be trained. Graduate Assistants 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 Coaches as well as Graduate Assistants have 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 Lab. 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. 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.

Resources Needed to Meet/Sustain Results

Increase in line item for student workers to assist on frontline along with tutoring duties. Request for budget increase to provide additional tutors as the request for tutoring may increase each semester 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 high demand courses that are only offered every other semester. Additional funds will allow an increase in the number of academic coaches available to students. Academic Coaching requests increased due to College Seminar assignment requirements. It made it difficult for students to schedule appointments with coaches since there were only 5 and the need had increased tremendously.

Budget increase will also provide an opportunity for Student Success and Retention 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. Tutors and Coaches could also assist with calling projects to students not doing well after midterm grades have posted. Opportunities to recognize tutors more for their dedication and hard work. Student Success Center pilot program (Fall 2024) for students on probation ended Summer 2025. There is an anticipation of an increase in numbers for this service compared to previous semesters. Lander's Student Success Center plays a vital role in the University's college setting. The services offered within the center 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 and academic coaches hired. Some PASS leaders volunteer their time in order to meet medical school requirements. Allowing the Student Success and Retention 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.

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 2024-2025

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)

Tutoring Fall 2024 pass rate without "W": The pass rate for students who engaged with tutoring at least once was
Grades of A-C: 82.46% Grades: A-D:94.74% D-F: 16.67%

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

2

Tutoring Spring 2025 pass rate without "W": The pass rate for students who engaged with tutoring at least once was: Grades: A-C: 81.21% Grades A-D:91.52% and D-F 14.55%

Spring 2025 grades A-C decreased by 1.52% from Fall 2024. 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 partially met. The data reported fell within the "partially met" range. Between Fall 2024 (82.46%) and Spring 2025 (81.21%) there was a 1.52% decrease in grades A, B or C. Several factors could have contributed to this slight decline. 1.Course load and student fatigue. Students often experience academic fatigue by spring semester, especially if they had a rigorous fall term. This can lead to reduced motivational and lower academic performance. 2. Many students advance into more challenging courses during the spring, some sequenced courses such as BIOL, CHEM, MATH. Skills learned during the fall semester are tested during spring. Math was the top course requested tutoring during fall and Biology was the top course requested during spring. 3. Spring semesters have a tendency to see lower participation in academic support services (i.e. tutoring, study sessions) which can also impact overall performance. Students may also take on additional work hours or extracurricular commitments in the spring reducing available study time.

Top subjects requested Fall 2024: Top requested subject MATH 121 (29). Second top requested topic: CHEM 105 (23), Third top requested topic: CHEM 111 (21). Top subjects requested for Spring 2025 were Math 121 (10), second top requested topics tie between Biol 202 (7) and CHEM 112 (7) and CHEM 105 (6).

Fall semester only 49 athletes took part in tutoring services. Spring semester the numbers decreased by 2 only 47 attended tutoring. Fall 2024 15 athletes took part in PASS sessions as well as spring 2025 only 6.

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 Student Success and Retention 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. 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 adding additional academic coaches to meet demand of those on academic probation as well as the student body as a whole, 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 (tutor sign up and data tracking system). 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 Student Success and Retention 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 Student Success and Retention Coordinator. Power BI platform allows staff to analyze, visualize and share data. The system connects to excel and makes data tracking easily accessible and reporting more streamlined. Data retrieved for Unit Assessment pulled from Power BI and Access reports within the SSC shared folders.

Goal Summary

Goal Summary/Comments

Target goal to increase course success rate among students who engaged with tutoring was partially met. Data indicates that at least 80% of participants earned a passing grade (A, B,C) without withdrawing, demonstrating a positive impact of tutoring on academic performance. Continued efforts are needed to expand participation and strengthen early intervention strategies to further improve outcomes. This also reflects measurable progress toward improving academic success, though additional outreach and sustained engagement may help increase the overall pass rate beyond the target threshold. Future plans include enhanced promotion of tutoring services, earlier referrals from faculty, and targeted support for high demand or high failure rate courses. Staff will launch targeted campaigns encouraging students to access tutoring within the first three weeks of the semester. Strengthen referral processes and progress report follow ups to identify at risk students earlier. Encourage athletes to take part in services offered. Fall only 27.8% athletes took part in tutoring: Spring 2025 only 12.0%. Fall 2024 15 athletes took part in PASS sessions offered (CHEM 111, 221. Spring 2025: 6 athletes took part in PASS sessions offered (BIOL 202).

Changes Made/Proposed Related to Goal

Continued advertising of services provided on many different platforms: Facebook, Instagram and University webpage. Posters hung throughout campus with directions on how to request tutoring. Steps are discussed during advising appointments. Work closely with Director of CARE and Advocacy (academic early alerts). Offer additional Supplemental Instruction options within each college. Extended hours offered to improve access for working or commuter students as well. Offered more subject specific group tutoring sessions to reach more students efficiently. Additional funding will help secure more tutors for those courses with lower pass rates.

Need to implement post session surveys to capture student satisfaction and areas for service improvement. Proposed changes will focus on earlier intervention, expanded faculty collaboration and enhanced access to tutoring. These efforts will aim to increase student engagement with academic services and raise the course pass rate for tutoring participants above the 85% target threshold.

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 2024-2025

Performance Target for "Met"

Serve incoming student population with 2000 advising appointments.

Performance Target for "Partially Met"

Serve incoming student population with 1500 advising appointments.

Performance Target for "Not Met"

Serve incoming student population with less than 1500 advising appointments.

Assessment Measure Used

Tracking the number of advising appointments.

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

Fall 2024 advisors met with students for a total of 1066 advising appointments. Spring 2025 advisors met with students for a total of 1263 advising appointments. There was a 18.48% increase in advising appts. from fall 2024 to Spring 2025. A total of 2383 advising appointments for both fall 2024 and spring 2025.

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 a student success advisor was met. Combining fall 2024, spring 2025 and summer 2025 (appointments) = 2329. The performance target adjusted this academic year due to changes in staff turnover. Research shows that the length of service for an academic advisor role varies significantly by institution. Some stay at least 3 years in the position. As academic advisors leave and change roles the Director is responsible for managing caseloads along with other duties until someone has been hired. Advisors are now seeing changes in the student body with students wanting to spend more time during appointments (i.e. mental health issues, navigating their freshmen year, belongingness, study and test taking strategies). This does not allow for much time to meet with other students especially for those that have larger caseloads. Nursing student success advisor currently has the largest caseload that also includes Exercise Science. The advisor has to incorporate creative ways to meet with students so that no one will feel left out. Advisors have offered group advising several times before registration opens. They also encourage students to begin meeting early in the semester. A new Banner (SGAADVR) screen created for advisors (Fall 2025). This allows advisors to document time spent and have access to several Banner screens in one location (SZISSUM, SZANOTE, student profile). Sometimes advisors have appointments back-to-back and are either too busy or forget to log students in to capture time spent. They are actually spending more time than is actually documented, especially during peak times and group advising sessions. There is time spent with students that has not been captured. The target goal of 2000 advising appointments reported fell within the "met" range. There were a total of 2383 visits with advisors. Students spent 1019.25 hours with students. There was a 18.48% increase in advising appts. from fall 2024 to spring 2025. 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 assigned 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. First year students can find the experience a bit overwhelming initially. 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 hand holding due to needing 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. Average time spent with advisees is 25 min. Total of advising visits (hours spent): 1019.25 fall 24 - summer 25. 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 worthy to note that advisors are adjusting quickly to the 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 has been beneficial to the student as well as the advisor. Advisors meet their deans regularly to receive college updates in a timely manner. They have become familiar with the department, faculty and staff and feeling comfortable about their new setting. Moving advisors to each college was a great decision made by leadership.

Resources Needed to Meet/Sustain Results

Advisors need a combination of institutional resources such as updated curriculum information, and professional development resources. Academic advisors leave higher education primarily due to low pay, excessive workloads and burnout from high job intensity and underappreciation as well as lack of career advancement opportunities. 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 could utilize the system to manage caseloads which helps them monitor student progress, provide personalized support and ensure that students with the greatest needs are identified and supported (i.e. Starfish, Zogotech, Pharos). Advisors can easily become complacent and want to leave the institution 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 2 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. Secure 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 two Student Success Advisors. Advisors.

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 2024 there were 1066 visits: academic advising was the highest reason for appointments (2106 appts). Academic Recovery was next (188 visits). There were only 3 appts for resource assistance. Students are not needing as much assistance with resources as they have in past years. Spring 2025: There were 1263 appointments: Academic advising (1015 appts). Academic recovery: 167. There was only 1 appt. for resource assistance. 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, lack of opportunity for upward mobility, and assisting during periods of advisor transitions.

Advisors in Higher Education that have transitioned 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. 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 continue within the department for new employees. 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. Advisors no longer are asked to assist with events/activities outside of the SSC due to a full team managing student engagement.

Advisors did attend the Region NACADA conference during the spring semester due to being unable to submit proposals for the conference. Advisors are hoping to submit future proposals to attend conferences.

Changes Made/Proposed Related to Goal

Advisors are no longer using the office scanning system to track appointments. Office scanning systems are no longer utilized. Each advisor has access to Banner screen (SGAAADVR) to track notes, time spent and easy access to student profiles when meeting with students. 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.

The supervision of the SSC advisors continues to be centrally located within the Student Success Center

while advisors are housed in each college. The College of Nursing, Human Performance also includes exercise science and fitness wellness students. There have been several changes within colleges: Computer Information Systems, Data Science, Graphic Design moved to the College of Business and Technology.

Student Success advisors assist with other events within the University: Launch into Lander and Graduation. Staff Senate has representatives from each division of the University. Director is a part of Staff Senate.

In the near future, hiring an additional advisor to assist those colleges that have the largest caseloads 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)