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
2022-2023

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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, retention, and graduation rates by offering enhanced peer support, academic resources, and individualized guidance to Lander University 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

Student participation with academic support services is improved and enhanced (i.e. testing, and tutoring services).

Timeframe for this Outcome
Academic year: 2021-2022

Performance Target for "Met"
Accommodate 75-100% of student request for academic support services (i.e., testing and tutoring services).

Performance Target for "Partially Met"
Accommodate 50-74.9% of student request for academic support services (i.e., testing and tutoring services).

Performance Target for "Not Met"
Accommodate less than 50% of student request for academic support services (i.e., testing and tutoring services).

Assessment Measure Used	Frequency of Assessment
Request for student services/fulfillment of requests.	Annually

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

Comments/Narrative
This is a new outcome; therefore, data analysis is not applicable. The current tracking system utilized did not track all tutor request for subjects that were already offered, so the data collated is not measurable. Moving forward, the current tracking system will be updated to include this data. This means that out of the dozens of requests received for tutoring in common courses, the department typically meets those requests since tutoring or Supplemental Instruction for the subject is already offered.

Although the outcome has not been measured previously, the data below does support that utilization of services (specifically tutoring) has positively impacted student performance.

Fall 2021: Pass ratio without Withdrawals (W): A-C=84%, A-D= 95%, DF= 11%. Pass ratio with Withdrawals (W): A-C= 64%, A-D=72%, DWF= 36%. Chemistry was the top requested course with 522 appointments scheduled.

Additional services and other respective summaries can be referenced below.

Peer Academic Coaching:
In the 2020-2021 academic year, the Academic Coaching program was brand new. There were 3 Peer Academic Coaches, and no data was tracked as far as number of appointments. Peer Academic Coaches received the same pay as tutors during this year.

In the 2021-2022 academic year, there were 4 Peer Academic Coaches, but data was only tracked for the Spring 2022 semester. There were 42.25 hours of academic coaching meetings during this semester servicing a total of 50 students. Peer Academic Coaches received the same pay raise as tutors this year.

So far this academic year, there are 6 Peer Academic Coaches. In Fall 2022, there were 42.5 hours of academic coaching that serviced 92 students. Peer Academic Coaches still receive the $9-$10/hour

rate.

Testing: All requests for testing accommodations were met for the academic years: 21-22 and 22-23.

It is noteworthy to mention that the Academic Success Center (ASC) is not an instructional unit, but rather a facility that provides space, infrastructure, furniture and services to support academic learning. The ASC provides a variety of study environments to meet the diverse needs of students. The ASC also provides space for support services such as tutoring, mentoring, academic coaching and advising sessions.

The ASC has successfully increased the number of tutoring sessions through expanded drop-in sessions and group tutoring. There has been a tremendous increase in requests for testing accommodations: Fall 2020 (139), Fall 2021 (578), Fall 2022 (716).

In the 2020-2021 academic year, 63 tutors provided 2650 hours of tutoring and 204.75 hours of supplemental instruction. Tutoring was offered for around 30 different course disciplines with 18 course specific supplemental instruction sessions. Tutors were paid $8 per hour during this academic year.

In the 2021-2022 academic year, 67 tutors provided 2502 hours of tutoring and 932.5 hours of supplemental instruction. Tutoring was offered for around 25 different course disciplines with 30 course specific supplemental instruction sessions. Tutor pay was increased for the 21-22 year and varied from $9 - $10 per hour.

Tutoring was offered for 23 different course disciplines with 20 course specific supplemental instruction sessions in the Fall 2022 semester. Overall, we have increased the number of tutors and the hourly tutor pay rate since the 2020-2021 academic year.

As demonstrated by the summary provided above, the ASC serves as a valuable resource to students; however, previously there were no tangibles that measured the desired outcome (enhancing and improving the services offered). Meeting the stakeholders' (students') needs is a key component when evaluating the larger departmental impact. Data will be collated effective 2022-2023.

Resources Needed to Meet/Sustain Results
Additional tutoring space to accommodate tutoring requests. The significant increase in tutoring requests from Fall 2021 to Fall 2022 indicates a great need for additional space. Tutors and Tutees need a more spacious and quiet area when receiving tutoring. Currently the space is small and congested with little privacy.

Updated furniture to make the environment conducive to learning.

A designated quiet zone for students with testing accommodations.

Purchase of a data management system for the entire ASC to store information in one centralized location, easily accessible and it allows for a more accurate method of tracking data.

Explanation of How Resources Will Be Used
Increased budget category to update the look of the ASC Tutoring Center, purchase new furniture, additional supplies and to secure additional tutors at a starting rate of $10 per hour.

ASC remodel to accommodate needs of students with disabilities (i.e., improvements to walls to reduce sound traveling, more comfortable chairs, ADA accessible, improved lighting, and additional white noise devices).

Updated data management system can be utilized to break down many data silos on campus across subject areas.

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).

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

Enter Outcome
To increase students' knowledge and awareness of the free academic support services available, outreach and collaboration among campus stakeholders are enhanced.

Timeframe for this Outcome
Academic year 2021-2022

Performance Target for "Met"
Collaborate with 10 or more campus units to increase awareness and knowledge of academic success resources, events, and initiatives that can impact student success.

Performance Target for "Partially Met"
Collaborate with 5-9 campus units to increase awareness and knowledge of academic success resources, events, and initiatives that can impact student success.

Performance Target for "Not Met"
Collaborate with 4 or less campus units to increase awareness and knowledge of academic success resources, events, and initiatives that can impact student success.

Assessment Measure Used	Frequency of Assessment
Departmental calendar and tracking the number of collaborative initiatives offered.	Annually

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

Comments/Narrative
This is a new outcome for this goal. Data will be collected in 2022-2023.

The intention is to more effectively collaborate with other organizations across campus to achieve the following: mutual growth, expansion of ASC networks, build connections with other colleagues, and maximize resources (time and finances). Enhancing collaboration with other departments/organizations will allow the ASC to create new avenues for communication with students, fuel growth for all involved, and boost overall retention efforts.

Resources Needed to Meet/Sustain Results
Marketing materials to hand out to students with details on services provided: staff shirts, snacks, pens, notepads, t-shirts, water bottles, and ASC banners.

Explanation of How Resources Will Be Used
Resources will be used to promote services and activities to students to increase student awareness of ASC services.

Goal Summary

Goal Summary/Comments
The mission of the ASC is to support the academic goals of each Lander student and faculty by providing free enhanced services in tutoring, advising, and testing accommodations reflecting current "best practices" in a welcoming environment. The Academic Success Center (ASC) has become the hub of academic support at Lander University (LU). The ASC provides free services such as individual or group tutoring, workshops, supplemental instruction and testing accommodations for students with disabilities. The ASC provides valuable support to Lander University students. The ASC has been under new leadership since the last reporting period. Since the ASC is under new leadership the ASC homepage has been updated with essential information including descriptions of services offered. The ASC is currently implementing plans to assess new programmatic elements included in this report to determine rates and levels of impact on student academic success. Updated and increased outreach practices, including e-mail and marketing campaigns and the use of data analysis has led to improvements through increased usage in both visits and contacts. Increased offerings in tutoring and supplemental instruction are providing students with more variety and frequency of academic support options. The ASC communicates on a regular basis any program updates to campus Deans/Chairs. Challenges include the need for and importance of reaching all LU students, encouraging them to use academic support offerings. The ASC will continue to work towards meeting these challenges. Additional challenges include the significant growth in ASC usage paired with the current staffing levels at the ASC. The ASC plans to continue to increase tutoring and supplemental instruction offerings to better meet student academic needs. These results will be reported in next year's assessment report.

Changes Made/Proposed Related to Goal
Additional advisors to manage increased caseloads with additional office space.

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
Provide enhanced support to new students upon their enrollment at Lander University.

Pillar of Success Supported
Robust Student Experience

Outcomes

Outcome 1

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(alumni, parents, employers, etc.).

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

Enter Outcome
Incoming students' first year academic advising and related academic support experiences are enhanced.

Timeframe for this Outcome
Academic year 2021-2022

Performance Target for "Met"
Time spent meeting with a First Year Advisor exceeds 800 hours.

Performance Target for "Partially Met"
Time spent meeting with a First Year Advisor exceeds 700 hours.

Performance Target for "Not Met"
Time spent meeting with a First Year Advisor is below 700 hours.

Assessment Measure Used	**Frequency of Assessment**
Advising Summary Report	Annually

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Fall 2021: Number of hours spent with an advisor: 722.75	2
Spring 2022: Number of hours spent with an advisor: 704.76	

Comments/Narrative
The threshold for the outcome of "Incoming students' first year academic advising and related academic support experiences are enhanced" was partially met during the 2021-2022 reporting period.

The ASC has seen a high turnover in Academic Advisors and leadership within the department. Turnover within the department has increased staff caseloads and minimized the length of individualized attention that can be provided. Academic advisors will sometimes use the opportunity to seek advancement or alternative pathways within the institution.

Management within the department has implemented several proactive measures to minimize staff turnover challenges (e.g., readjustment of job duties, implementing flex scheduling, improved departmental onboarding, etc.). Through an Academic Advisor's commitment to students, accessibility and expertise academic advisors contribute greatly to retention and student success.

Outcome 2

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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
Transfer Support Services effectively engages with and supports transfer students upon their first semester of enrollment.

Timeframe for this Outcome
Academic year 2021-2022

Performance Target for "Met"
Met with 85-100% of committed transfer students within an academic year.

Performance Target for "Partially Met"
Met with at least 60-84.9% of committed transfer students within an academic year.

Performance Target for "Not Met"
Met with less than 60% committed transfer students within an academic year.

Assessment Measure Used	**Frequency of Assessment**
Registration report, Slate report, outlook calendar/excel	Annually

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
No previous data has been collected on the outcome. This is a new outcome for 22-23.	1

Data collection will begin fall 22-23 academic year.

Comments/Narrative
This is a new outcome for the upcoming reporting period. Data will be collected to assess the performance targets for the upcoming reporting period.

The Transfer Support Specialist position was created due to the number of new students transferring to Lander. While the traditional first-year college student is immediately connected with a first-year advisor, it was noted that transfer students were not provided the same amount of support/guidance. The administration recognized the need to provide more hands-on involvement with the transfer student cohort.

Resources Needed to Meet/Sustain Results
Data Management System.
Hire Graduate Assistant

Explanation of How Resources Will Be Used
Data management system to house all data in one location as well as run necessary reports. Graduate Assistant (GA) to assist with reviewing Degree Evaluations.

Goal Summary

Goal Summary/Comments
Effective the 2022-2023 academic year, a newly established division was created. Previously, the Academic Success Center reported to the Executive Vice President for Academic Affairs. The Vice President for Student Experience and Quality Assurance currently leads the ASC Team. This position was created to develop and oversee initiatives that ensure a quality student experience that drives robust retention and graduation rates. It is noteworthy to mention that a new Director for the ASC was also hired effective the 2022-2023 academic year. As a result of the leadership changes, the department has been in a period of transition. There has been much rebranding and enhancement of departmental services.

Lander University is committed to supporting students' college-life experiences and their success. Throughout the campus departments, Lander is working diligently to provide a broad range of activities, services and programs that give students a well-rounded experience. Having a leader that brings out the best abilities in the team and motivates them to work together in achieving a shared goal is the new direction of the ASC. The following programs fall under the direction of the VP of Student Experience and Quality Assurance: LINK (required course for all incoming freshmen), Student Support Services (Federally funded program that serve the needs of first generation, low income and disabled students), Testing (accommodations), Tutoring, Transfer Services (assists students that have attended another post-secondary institution in any capacity after completion of high school) and First Year Advising (engage first-year students in clarifying their educational goals).

As mentioned previously, high advisor turnover has been a challenge faced by the department in the recent past. Departmental operations have undoubtedly been impacted due to increased caseloads and limited internal training of new hires. The department is working diligently to minimize staffing shortfalls and ensure continuity of operations when staffing shortages do occur.

The creation of the Division of Student Experience and Quality Assurance also gives direction to the University in terms of personalizing the new student experience and establishing foundational campus knowledge for all incoming, first-year students. This new model will help to foster a sense of belonging through coordinated efforts within the department, division, and the university as a whole.

The ASC provides opportunities to develop skills that promote success, practice leadership, and assist

students in becoming self-directed learners. When such skills are introduced, practiced, and finetuned earlier on, this increases the likelihood of long-term success.

Changes Made/Proposed Related to Goal
Assess within the new reporting period.

Upload Files (if needed)