LEARNING ASSISTANCE PROGRAMS

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STUDENT SUCCESS CENTER PROGRAM REVIEW

2018-2021

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PART 1. MISSION

1.1 Programs and Services Mission

Mission Statement: The MACU Student Success Center challenges students to reach their personal potential by supporting the development of independent and interdependent graduates who bring knowledge to life to solve local and global problems for the glory of God through Jesus Christ and the good of society.

Learning Assistance Programs are one of the functional areas of the Student Success Center.

The mission statement was developed in the spring semester of 2013 and reviewed in 2018 and 2021.

The MACU Student Success Center mission statement aligns closely with the MACU mission statement. The Student Success Center is housed in Academic Affairs and aligns with the goals of Academics in developing the academic knowledge of students in their fields of study.

The mission is student-focused and appropriate for the work done in the Student Success Center to promote the growth and development of students.

1.2 Mission Statement

MACU Mission Statement:

> Mid-America Christian University prepares students through a Wesleyan perspective to create, collaborate, and innovate to solve local and global problems for the glory through Jesus Christ and the good of society.

The Student Success Center's Learning Assistance Programs assist MACU in achieving its mission in the following ways:

- Providing resources to help students master content

- Helping students develop the skills needed to be successful in college and their chosen vocation/field

- Removing barriers to the student's success

PART 2. PROGRAM AND SERVICES

2.1 Program and Services Goals

The Student Success Center has three ongoing goals, or program outcomes, that drive its services:

1. This program exists to provide students with academic resources needed to be successful in college.

2. This program exists to help students develop the skills needed to be successful in college and life.

3. This program exists to assist students in removing barriers to success.

The goals of the Student Success Center align with the institution's priorities of increasing the institution's retention and graduation rates. Retention is the primary purpose of the Student Success Center within the institution.

The SSC is in the process of developing operational outcomes related to the three goals. The operational outcomes related to the SSC's goals are assessed and reviewed regularly. Assessment outcomes of operational outcomes are reported annually to the Office of Institutional Effectiveness. The Vice President of Academic Affairs is also notified of these outcomes.

Additionally, the SSC develops 1-2 Wildly Important Goals (WIGs) each year as part of the institution's strategic planning process. The SSC's WIGs are developed annually and reported through the department's Strategic Planning Notebook to the Office of the President. The outcomes of these WIGs are due annually by May 31.

2.2 Program Information and Services

CAS Tutoring

Purpose

The CAS Tutoring Program exists to assist students with understanding and mastering course content. While the primary focus of the tutoring program is general education courses, tutoring is also available in many program courses. This service is specifically designed for traditional students in the College of Arts and Sciences (CAS).

History

The Peer Tutoring Program at Mid-America Christian University began at the end of the Fall 2005 semester as an initiative to improve the academic performance and retention of student-athletes. This program was initiated by Dr. Ron Roddy, the Vice President for Academic Affairs. He commissioned Dr. Melva Curtis, the former Vice President for Academic Affairs at Mid-America Christian University, to pioneer this endeavor. Dr. Curtis hired tutors and developed a process for Faculty members to report grades of struggling student-athletes. The program was developed to serve the needs of traditional students in the College of Arts and Sciences (CAS).

Upon her retirement from the position in the summer of 2007, Dr. Curtis recommended Morgan Thompson, a tutor beginning her junior year at MACU, as her replacement to coordinate the Peer Tutoring Program.

In the summer of 2009, the Peer Tutoring Program was renamed the Academic Success Center and placed under the governance of Student Affairs. Upon her graduation in December 2009, Morgan Thompson was hired full-time as the Coordinator of Academic Success.

Since the fall of 2009, a variety of new services have been added to help students succeed academically. These services include writing assistance, academic success workshops/seminars, time management, and services targeting high-risk students.

In August of 2013, the Academic Success Center became the Student Success Center to reflect its expanding services. Morgan Thompson became the Dean of Student Success. In the Fall 2013 semester, the Student Success Center expanded its services to include tutoring for students in the College of Adult and Graduate Studies (CAGS), Accommodations for students with disabilities, and Career Services. Since then, additional staff have been hired to assist in providing services and support to students.

Explanation of Offerings

The Student Success Center provides tutoring services for all MACU students. The tutoring program includes a designated on-campus location called the Tutor Room, which is a space for students to have the opportunity for walk-in tutoring as well as have appointments. This space is an in-person location that students visit to be connected with student staff tutors. These are tutors with exemplary grades in the subjects that they tutor as well as recommendations from instructors and peers. Tutors cover the full range of subjects so there is always an expert in any given class. Additionally, Student Success sets up one-on-one meetings with students outside of the tutor room for an in-depth look into the students' classes as well as study sessions for upcoming tests while coordinating with the

instructors for guidance with the exam-preparation materials. Online meetings are available to all CAS students, which is especially helpful for those who live off campus or are out of town due to sporting or other events.

Marketing

The Student Success Center markets the tutoring program through a number of methods. These include through the classroom by partnering with the instructors who have upcoming exams, social media platforms that are run by Student Success, and flyers on campus to spread awareness about available tutoring and study sessions. The service is also advertised in time management meetings, which are part of Student Success's program for athletes and students on academic probation; this allows for one-on-one interactions and recommendations for students to use the available tutoring services and increases assistance for students who are in need of it the most. The service is also available directly on D2L under the Services and Support tab on every page. This service is mentioned during New Student Orientation as well.

Annual Program Cost

The annual program cost for CAS Tutoring is between $11,000 and $12,000 per year. This includes a variety of elements such as the following:

- Study Hall is staffed by a tutor for Evangel AAA and is open Monday through Thursday each week for drop-in tutoring.

- Study sessions at the request of instructors and students

- Individual study hall appointments for one-on-one tutoring

- Training sessions for the tutoring staff

Tutors have designated availability times that are posted on D2L and in the Student Success Center. These are times that tutors keep available for appointments each week. The tutors are also stationed in the Tutor Room for a total of 40 hours per week: Monday through Thursday from 12pm to 10pm.

Number of Tutors

The Student Success Center typically employs seven to ten tutors, depending on the areas of expertise of each tutor as well as their scheduling availability. The goal is to have one tutor per CAS School. Many tutors are able to cover subjects in addition to their primary one, providing overlap and additional coverage for each subject. The covered subjects are as follows: Ministry, Bible, Business, General Education courses, English, Accounting, Science, and Math.

Number of Students

Below is a chart on how many CAS students utilized tutoring during each semester between Fall 2018 and Spring 2021. An average of 69 students per semester used the tutoring service on campus. Spring semesters had an average of 58 students while Fall semesters had an average of 79 students. Spring 2020 had fewer students than usual due to campus going virtual for social distancing during the pandemic.
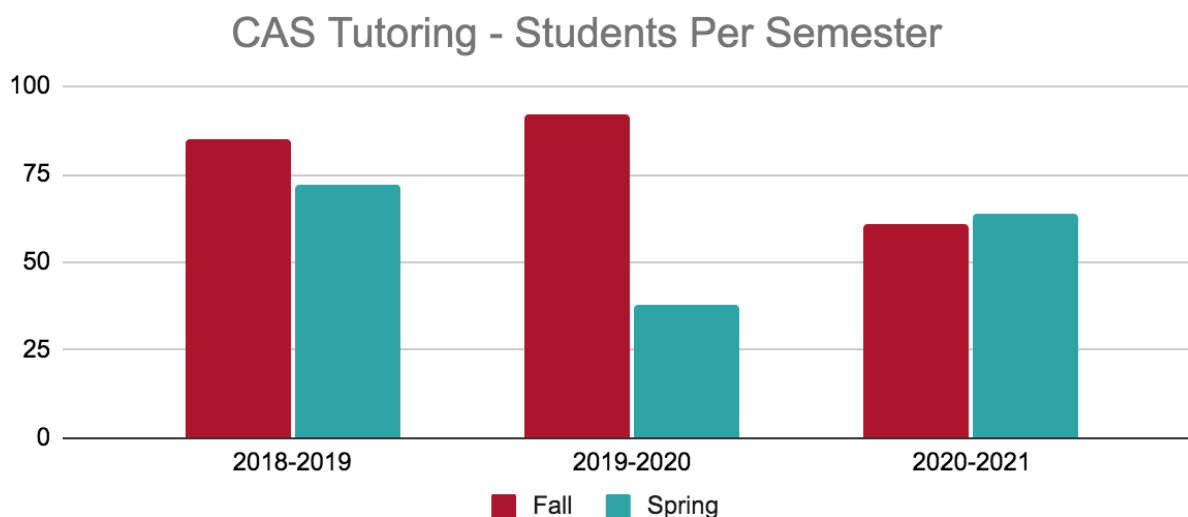
Number of Sessions

From 2018 to 2021, there were 235 scheduled one-on-one study sessions with an average of 39 sessions per semester and 113 group study sessions with an average of around 19 group study sessions per semester.

Number of Study Sessions

The Tutoring program works closely with the instructors to provide opportunities for students to review class materials before exams. Student Success coordinates study sessions with study materials provided by the instructors while connecting with students in the corresponding class. The tutor over the subject typically hosts at least two study sessions at different times to allow for students with differing schedules to have the opportunity to review the materials before the exam. Study sessions are available at the request of the instructor as well as the students.

From 2018 to 2021, tutors hosted a total of 113 group study sessions with an average of nineteen unique study sessions per semester with duplicate opportunities for each study session. The average number of students attending study sessions is around 78 students per semester. Students attending the study sessions over this three-year period have made

an average of nine percent higher than students in the same classes who did not attend the study sessions.

CAGS Tutoring

Purpose

The CAGS Tutoring Program exists to assist students with understanding and mastering course content. While the primary focus of the tutoring program is general education courses, tutoring is also available in many program courses and graduate courses. This service is designed for adult learners in the College of Adult and Graduate Studies.

History

In the Fall of 2013, Morgan Thompson transitioned from Student Life to solely working in the Student Success Center with the purpose of expanding tutoring to CAGS students. This was in response to retention concerns. Prior to that time, a paper review service had been available and required for CAGS students; however, it quickly became unsustainable and did not meet the needs of the CAGS population.

Smarthinking - MACU contracted with Smarthinking to provide online tutoring to CAGS students from 2013-2017.

Upswing - MACU currently contracts with Upswing to provide online tutoring to CAGS students. This began in 2017.

Explanation of Offerings

Student Success provides CAGS students with an online tutoring service that is available seven days a week. Through Upswing, an online tutoring platform, students set up appointments to meet with a tutor and schedule time to meet with them. The students have the option of uploading documents for the tutoring session beforehand and can message the tutors directly even before or after the session. Each tutor is on camera for the online tutoring session and has a text chat available as well. This allows for students to either be on camera or communicate through the text chat option exclusively. After a session, the student is able to schedule another appointment either with the same tutor or a different one if they prefer.

Statement from Student Handbook

Tutoring is available for CAGS students through UpSwing. UpSwing offers online tutoring for many classes as well as assistance with Microsoft Word, Excel, and PowerPoint. To access these services, CAGS students can use the link in the Tutor Tab at the top of your D2L class or through the App on the OneLogin homepage.

Marketing

Marketing is targeted toward probation students and those who request assistance with their classes. The service is available directly on D2L under the "Services & Support" tab on every page. Some instructors directly encourage their students to use this service at the beginning of their classes and promote it with students who appear to be struggling. This service is mentioned during New Student Orientation as well.

Annual Program Cost

Student Success spends between $11,000 and $12,000 each year. This covers the cost of the contract with Upswing and the individual hours for tutoring. Students are limited to 4 hours of tutoring per week due to budgeting limitations but are able to request more on an as-needed basis.

Annual Usage Report Information

From 2018-2021, our CAGS tutoring program served an average of 11 unique students per month.
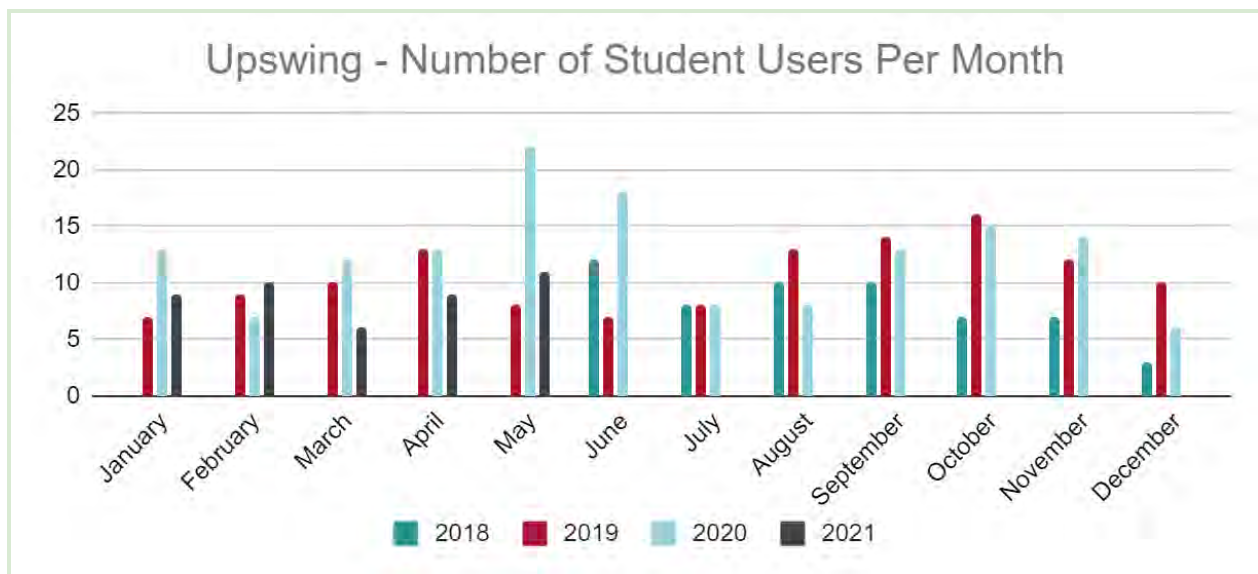
CAGS Tutoring hosted an average of 50 tutoring sessions per month during this three-year period.

Upswing - Sessions Per Month
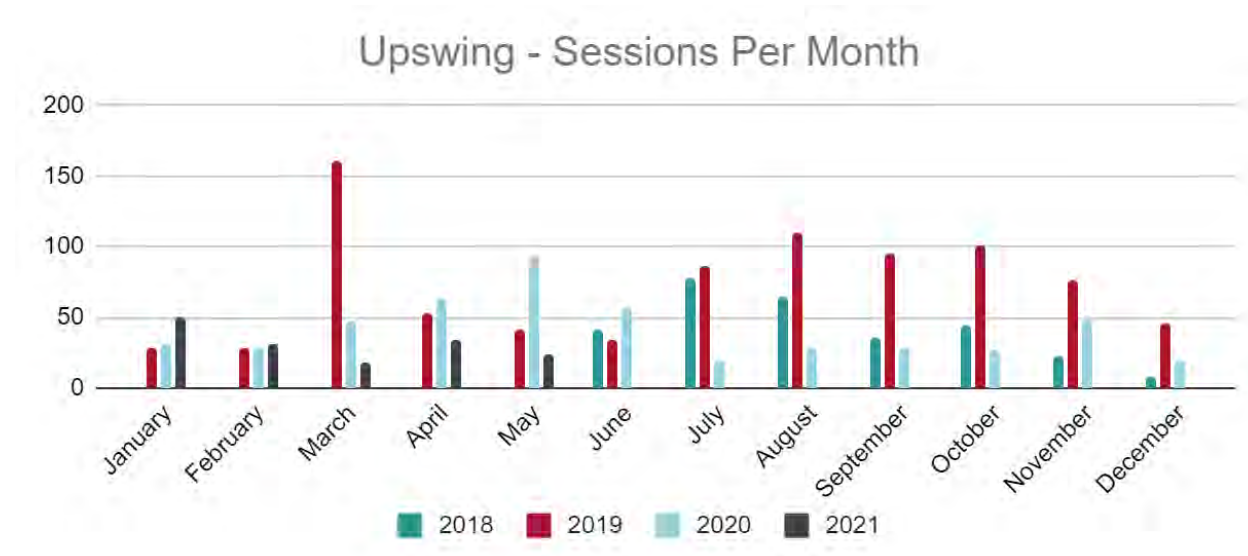
CAGS Tutoring used an average of 29.5 hours per month. This number spiked in April through June 2020, which was toward the beginning of social distancing due to COVID-19.

Upswing - Cost Per Month
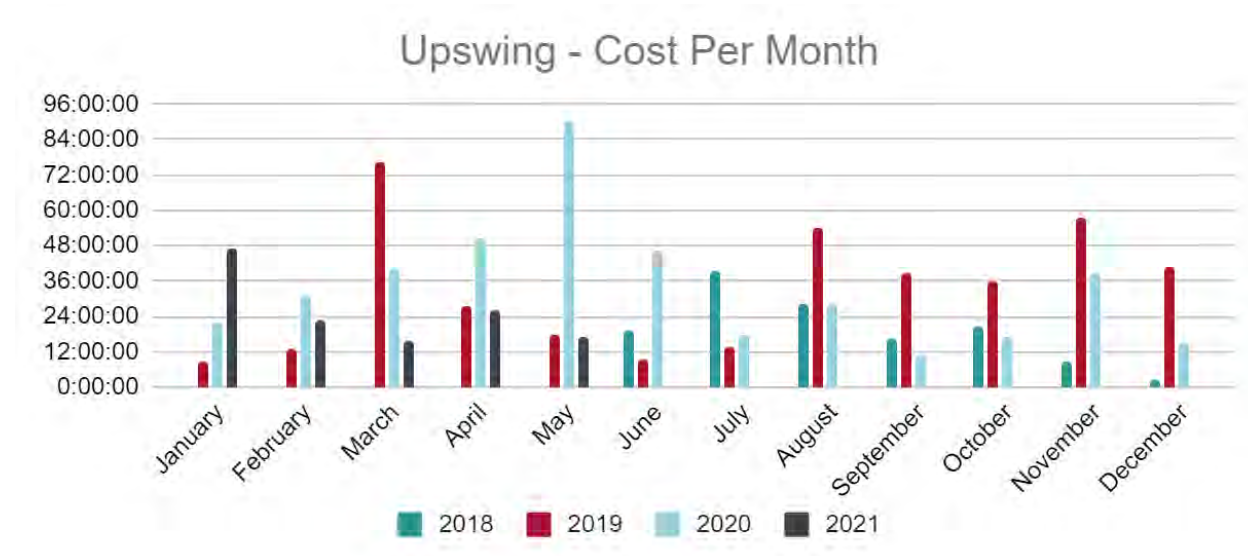
Number of Students

From 2018-2021, 273 unique students have utilized the CAGS Tutoring program. Students who used this service used it an average of 6 times.

Number of Sessions

From 2018-2021, students have attended 1,298 tutoring sessions through the CAGS Tutoring program. The following years held the shown number of tutoring sessions:

- 2018-2019: 608

- 2019-2020: 812

- 2020-2021: 386

Online Writing Center

Purpose

The Online Writing Center exists to assist students with writing and developing writing skills by reviewing papers and providing encouraging feedback related to grammar, formatting, and structure.

History

The Online Writing Center began operations in January 2016 in response to a variety of unmet student needs:

- Coaching in APA Formatting

- Detailed, in-paper coaching about grammar

- Overall writing coaching

- Encouragement

Prior to this the Online Writing Center, students could submit papers for review through Smarthinking; however, students often received broad feedback that they struggled to implement in the paper. Additionally, they received very little feedback within the paper itself, making it difficult for them to apply grammar and formatting feedback.

Cost was also a contributing factor in transitioning from Smarthinking to the Online Writing Center. Smarthinking allowed tutors to work for 35 minutes on each paper they reviewed, no matter the length, and MACU was charged the same for each paper. Knowing that each paper had differing needs and believing that the money used for Smarthinking could be utilized to serve more students in a better way, the Dean decided to develop and implement the Online Writing Center.

Explanation of Offerings

The MACU Student Success Center provides online writing consultation for all MACU students, including CAS and CAGS. By filling out the online form available on D2L, students submit papers for review by writing consultants, which are returned to the students within 24 hours of their submission time. This provides assistance with writing, formatting, and any additional assistance needed.

Statement from Student Handbook

Students may submit a paper for review by an Online Writing Consultant through the Online Writing Center. The student will be returned to the student with individualized feedback and comments within 24 hours of submission. To submit a paper, click on the link in your D2L class at the bottom of the NewsFeed or by using the Tutoring Tab at the top of your D2L class.

Marketing

This service is marketed to all students through its prominent placement under the "Services & Support" tab on D2L. Additionally, all CAGS probation students are required to use the service as part of their probationary status. A member of the Student Success staff reviews this service with each probation student, including CAS and CAGS. Instructors also often direct students to this service and implement the use of it throughout their courses. This service is mentioned during New Student Orientation as well.

Annual Program Cost

During 2018 through 2021, this program averaged a cost of $11,000 to $12,000 per year.

Annual Usage Report Information

The Online Writing Center typically faces its busiest times during the fall semesters. The spring semesters are popular as well, and these are contrasted with the time during Christmas break and mid-summer when the OWC is slower.

OWC - Submission Per Month
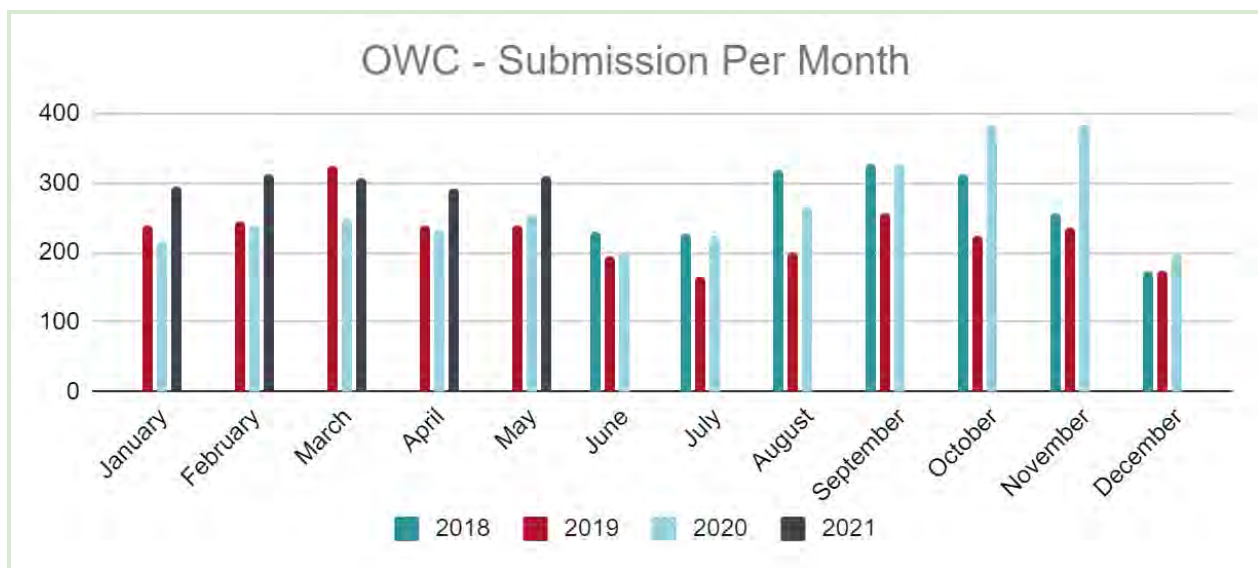
On average, the Online Writing Center assisted the following number of unique students per month in each of the following years:

- 2018-2019 - 107

- 2019-2020 - 97

- 2020-2021 - 113
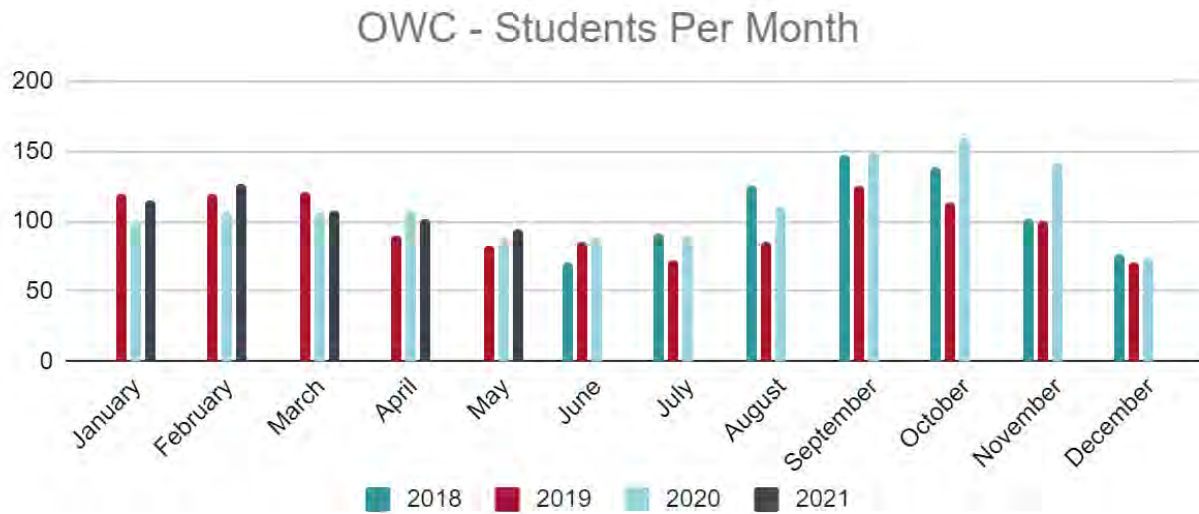
The following chart shows how much time writing consultants used when reviewing papers for the Online Writing Center, which is shown per month. The averages per month per year are as follows:

- 2018-2019 - 90 hours 26 minutes

- 2019-2020 - 92 hours 38 minutes

- 2020-2021 - 111 hours 56 minutes

OWC - Time Per Month

Legend: 2018, 2019, 2020, 2021
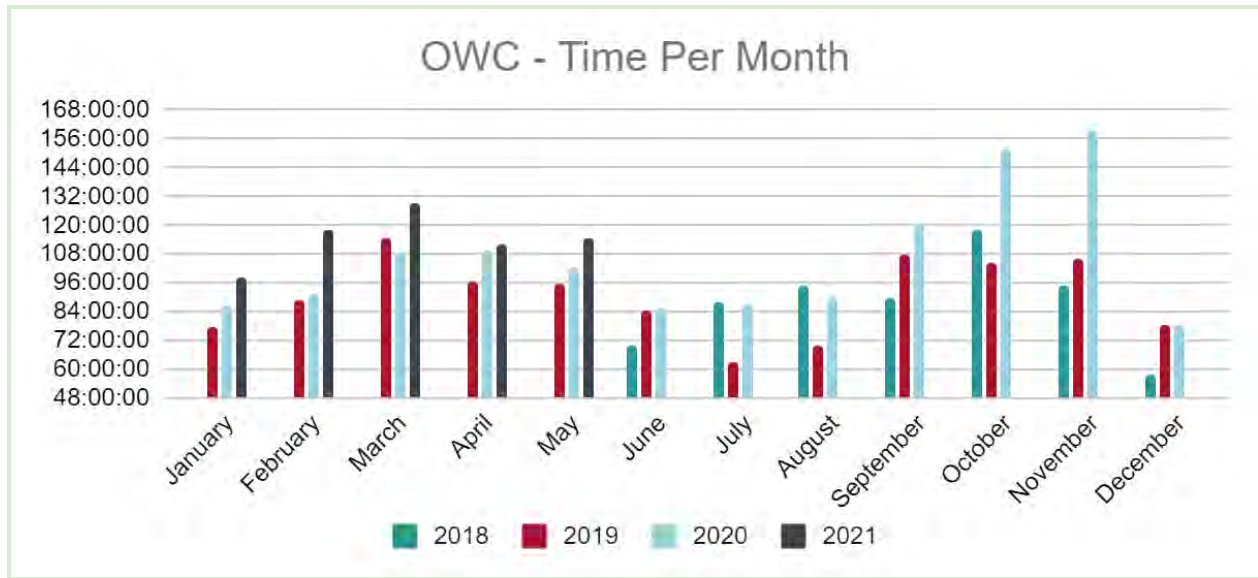
Number of Students (CAS/CAGS)

The Online Writing Center averages 280 CAGS students and 105 CAS students per semester. CAGS student use has historically outnumbered CAS student use in the OWC, which is expected as MACU has a greater number of CAGS students.

Number of Papers

The Online Writing Center averaged 1,545 submissions per semester and 257 papers a month from June 2018 through May 2021.

Average Time/Paper

Reviewing papers takes anywhere from five minutes to two hours, depending on the paper submissions and the amount of comments that are required for each paper. The Online Writing Center's writing consultants spend roughly 23 minutes of work on each paper.

The OWC averages 98 hours and 20 minutes per month reviewing papers. The busiest months are March through May and September through November. The summer months of May, June, and July average 87 hours and 45 minutes per month while the semester months average 101 hours and 51 minutes per month.

Average Cost/Paper

The Online Writing Center averages around 23 minutes per paper, which results in a cost of around $3.90 per paper as writing consultants are paid $10.00 per hour.

Number of Writing Consultants

The Online Writing Center averages five writing consultants. These are term/part-time staff members of Student Success and are degree-possessing staff who work remotely.

Evangel AAA

Purpose

Evangel AAA exists as a support system for student athletes and at-risk students to provide accountability and resources to aid in success.

History

MACU's Student Success Center began as a Peer Tutoring Program in Fall 2005 with a focus on student athletes and athletic eligibility. In the beginning, student athletes were required to participate in weekly tutoring for any class with a failing grade on the weekly grade report; however, this proved cumbersome for scheduling and difficult for long-term sustainability. While tutoring was available for all CAS students through this program, scheduling was difficult and inconsistent.

In 2015, Morgan Thompson, the Dean of Student Success, and Sarah Buck, the Coordinator of Student Success, collaborated with Marcus Moeller, the Athletic Director, to develop the Evangel AAA Program. This program addressed some of the coach and student concerns about the tutoring program while also increasing the level of accountability for students. Since then, minor adjustments have been made to the program to maintain its viability and better meet the needs of all students.

Explanation of Offerings

As student athletes have additional weekly responsibilities due to participation in athletic events, MACU Student Success works to assist student athletes with their time management and completion of homework assignments. This is done through the use of Evangel AAA, which stands for Evangel Advanced Academic Accountability. This is a service in which tutors and time management mentors are employed to assist students with their homework assignments during the semester. Additionally, CAS probation students are required to participate in Evangel AAA as part of their Student Success Plans. Student Success partners with the Athletics Department by updating them weekly with students' participation. Those who do not fulfill the weekly requirements face penalties through the Athletic Department. The weekly requirements for Evangel AAA are as follows:

- 3 hours of supervised activity (tutoring, supervised study hall, or study sessions)

- 1.5 hours of individual study hall

- 1 Time Management meeting every week

The athletes who fall into the following categories are required to participate in Evangel AAA:

1. athletes who are freshmen

2. athletes who had a GPA of under 2.5 in their previous semester or grade check

3. athletes who had an F in their previous semester or grade check

4. athletes who had more than one D in their previous semester or grade check

5. students who are on probation or were provisionally accepted through the Admissions Retention Committee

Students are able to volunteer to be put on Evangel AAA by request as well.

Time Management appointments take place weekly on Mondays or Tuesdays with an option for students to make-up a session later in the week. These sessions last approximately fifteen minutes and are led by a peer mentor. Sessions include an overview of a time management tenant or strategy, a discussion of where students are struggling with time management, recommendations for strategies for improvement, and a time to write down or note all upcoming assignments for the week.

Statement from Student Handbook

"ADVANCED ACADEMIC ACCOUNTABILITY FOR STUDENT ATHLETES, STUDENT LEADERS & EVANGEL AAA Specific academic accountability is designed for student athletes and student leaders at MACU. Grades and class attendance for these students are monitored weekly by the Student Success Center and reported to coaches and supervisors. Coaches and supervisors may require students to participate in further academic support based on these reports. Additionally, specific student athletes and student leaders are required to participate in the Evangel AAA Program. Participation is required for student athletes and students [sic] leaders who meet any of the requirements listed below. Participation in the program is reviewed at the beginning and middle of each semester. Freshmen Status Sophomore or Above Previous full-time semester GPA below 2.5 Failed any class in previous full-time semester More than one D in previous full-time semester These students are required to complete a total of five (5) hours of participation with SSC services each week during the semester. The following is a breakdown of the Evangel AAA weekly requirements: Time Management Meeting Supervised Study Hall or Tutoring (3 hours/week) Individual Study Hall (1.5 hours/week) Attending a Seminar or Workshop hosted by the Student Success Center may count towards a student's Supervised Study Hall time for a maximum of one (1) hour/week Failure to complete all five (5) hours each week

may results in repercussions, including removal from position and/or reduction of scholarship." - *MACU Student Handbook 2020-2021*, p. 81

Marketing

Evangel AAA is introduced to incoming students at MACU events for potential students as well as at the beginning of each semester. Student Success works to inform students and coaches about the program and re-introduces it to students, especially those who will be a part of the program. This is done through in-person presentations, email outreach, text communication, and on-campus flyers. This service is mentioned during New Student Orientation as well.

Weekly Completion Rates

Student Success tracks completion rates across all athletic programs and compiles the percentages per team. For example, if 95 percent of students on the Baseball team completed Evangel AAA in Week 1, their team is counted as 95 percent. The charts below reflect AAA completion data as an average of the team completion rates.

The first half of the semester typically has better attendance than the second half. For example, Weeks 1 through 6 across all three years have an average team attendance of 70 percent. The second half of the semester has an average attendance of 57 percent.
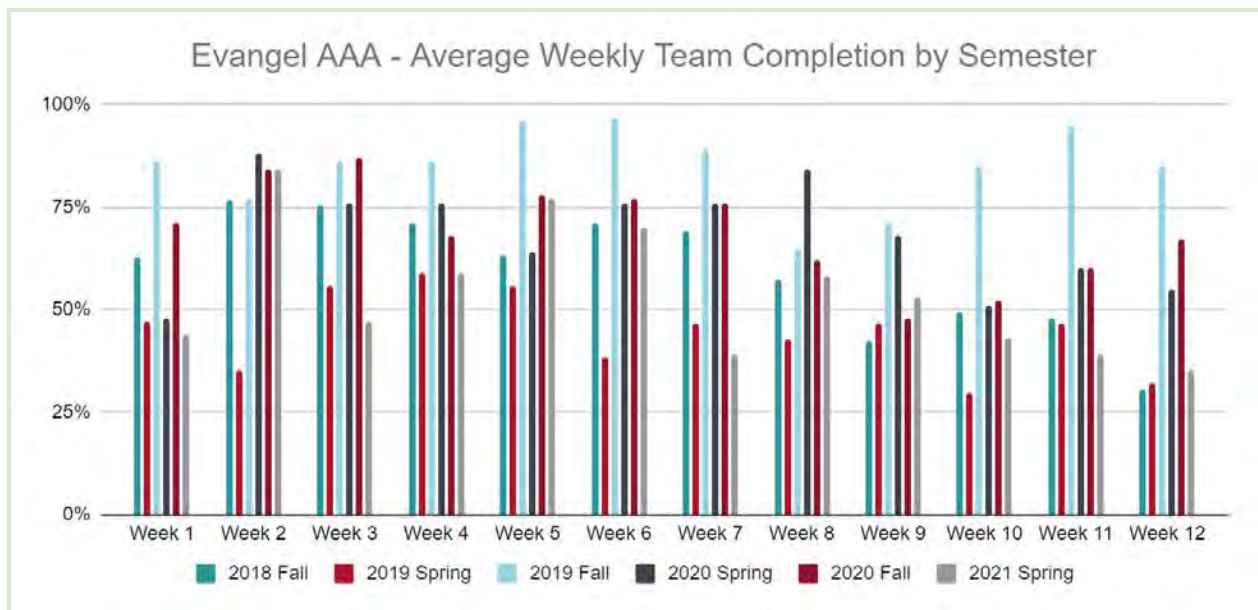
The following chart is a reflection of team completion averages for Evangel AAA, which is broken down by week and is a culmination of each semester from Fall 2018 through Spring 2021. Typically, athletes complete AAA more consistently at the beginning of the semester. Between Week 6 and Week 7, athletes have the opportunity to be removed from AAA if

their GPA is at least 2.5, they have no letter grades of F, and they have no more than one letter grade of D. When the students with these higher grades are released from AAA participation for the semester, these students are also typically the ones who are diligent with completing AAA, which results in lower attendance averages starting in Week 7 with the students who are still on AAA.

Evangel AAA - Weekly Team Completion Average by Semester
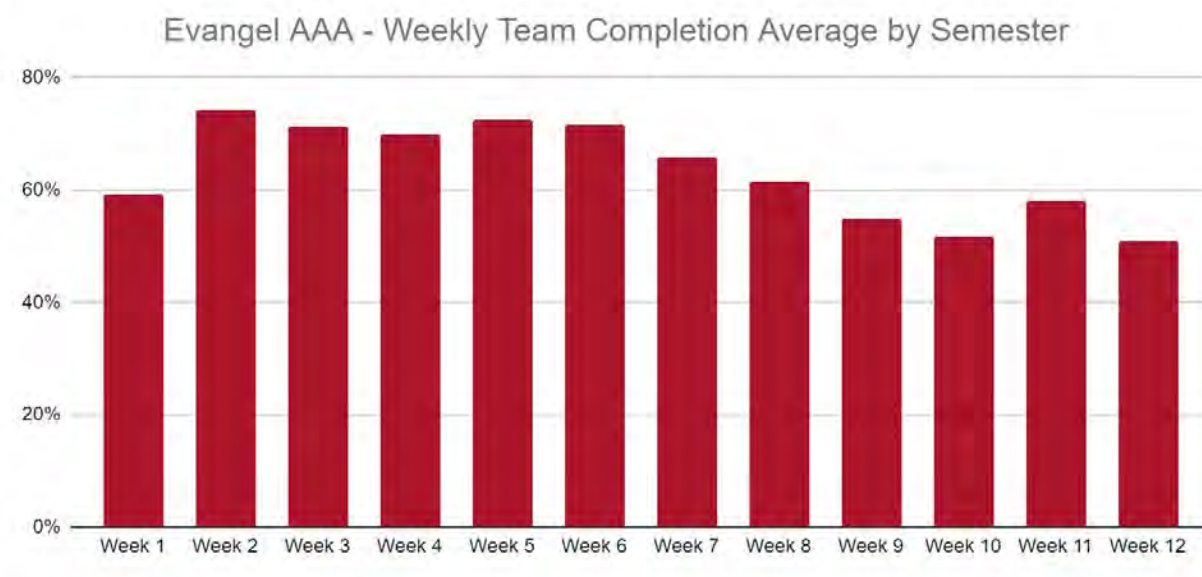
Number of Students Involved

Each academic year of Evangel AAA is broken down into four sections. These are called "Parts" and are designated as follows: Fall A, Fall B, Spring A, and Spring B.

Students are added and removed at the start of each Part. For example, those on Evangel AAA at the start of Fall A (the first section of the Fall program) may have grades that are high enough for them to be released from participation in AAA for the start of Fall B, which is halfway through the semester. They are then removed from AAA for the rest of the semester, which is the duration of Fall B.

On the other side, there may be students who were not required to be on AAA at the start of Fall A, but due to their declining grades, they are placed on AAA at the start of Fall B. Freshman athletes are always required to be on AAA during Fall A and Spring A as these are at the start of each semester. If their grades are high enough, they are removed from AAA for Fall B and Spring B.

AAA - Students Per Part Per Year
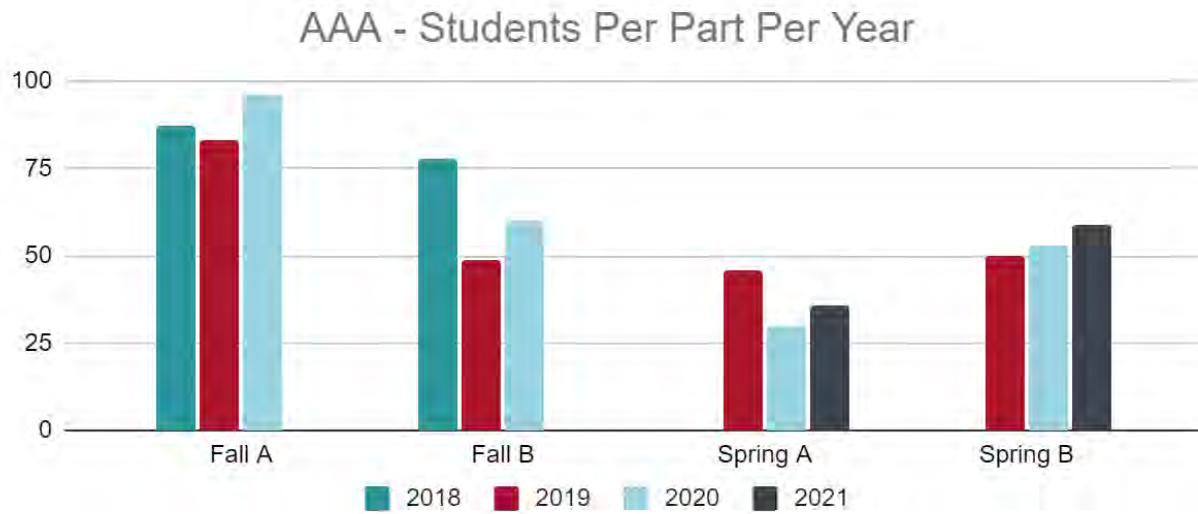
The above chart shows how many students per transition per year participate in Evangel AAA. The chart below is an average of these numbers. Spring A, which is the start of the Spring semester, typically has fewer students on AAA as there are fewer incoming freshmen in contrast to the start of Fall A, which is at the start of the Fall semester and has a higher number of incoming freshmen athletes.

AAA - Average Students Per Part
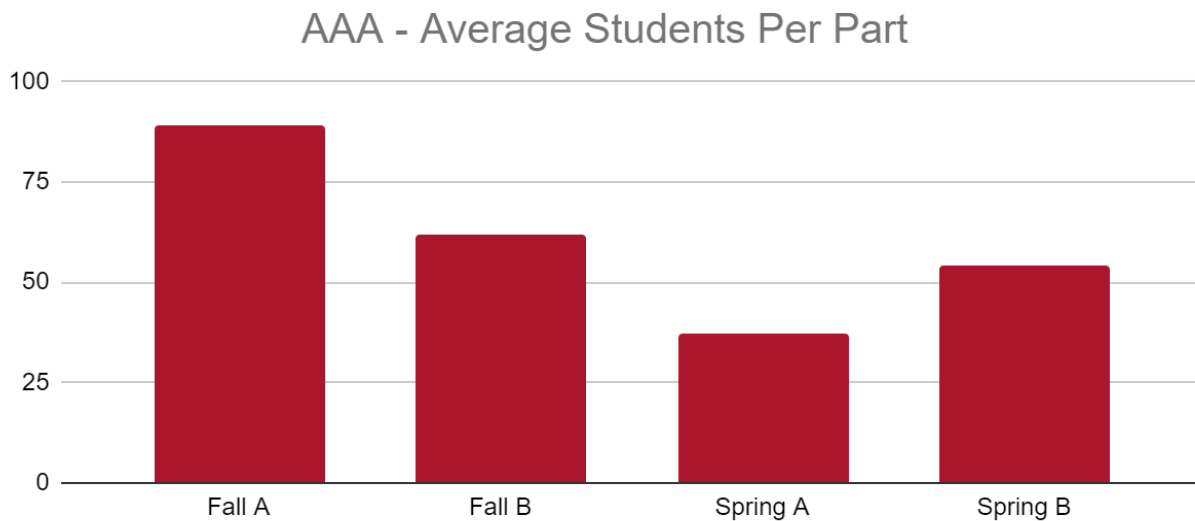
Interventions - Student Success Plans

Purpose

Student Success Plans exist to provide accountability and support for undergraduate students in CAS and CAGS who were provisionally admitted to MACU or who are on

academic probation. These plans include well-documented strategies for student success and ongoing accountability through the Student Success Center.

History

Student Success Plans, formerly Academic Success Contracts, were first implemented in the Spring 2011 semester to address retention concerns related to students who were on academic probation in the CAS population. Proposed by Morgan Thompson, then Coordinator of Academic Success, the CAS Admissions Retention Committee approved these plans as a strategy to require students on academic probation to participate in services designed to help them be successful. After seeing the success of this increased support, the plans were later approved for use with students admitted provisionally because of not meeting entrance requirements and later to CAGS undergraduate provisional and probation students.

Explanation of Offerings

Student Success works with CAS and CAGS undergraduate students in regard to Student Success Plans.

For CAS students, this applies to probation and provisionally accepted students. This includes students who come through the Admissions Retention Committee process. Students in these categories are placed on Student Success Plans to provide them with a point of contact at the university, guide them through their semester, and provide them with resources to utilize as they progress. Student Success monitors these students' grades each week and continues to communicate with them on a weekly basis to ensure their continued success. Their class registration is reviewed for optimum scheduling to increase their GPA as well.

For CAGS students, Student Success communicates with all students who are on probation and are in undergraduate programs. These students are provided with the opportunity to participate in Student Success Plans to show that they are using MACU's free services such as the Online Writing Center and Upswing tutoring multiple times per class. Their class registration is reviewed for optimum scheduling to increase their GPA as well.

Statement from Catalog

Probationary Acceptance — Transfer students who have a cumulative (overall college) GPA below 2.0 or who are on suspension at their most recent academic institution may be admitted under probationary acceptance. For those granted probationary acceptance, continued enrollment at MACU will depend upon their cumulative GPA during the first term of attendance. The cumulative GPA standards by class level (see Academic Probation and Suspension section below) will be applied at the end of the first term of probationary

enrollment. It is highly recommended that undergraduate students sign and abide by a Student Success Plan. Failure to do so may result in discontinued enrollment. - *MACU 2020-2021 Catalog Update 12-15-2020,* p. 14

Provisional Acceptance — Applicants who fail to meet the admission requirement(s) for a given program or require readmission after suspension/dismissal may submit a written appeal to the Admissions and Retention Committee for further considerations for provisional acceptance. If admitted via the Admissions and Retention Committee, students may have additional provisions required to ensure the best possible opportunity of academic success. Students who fail to meet those provisions outlined by the committee may be suspended from the University. It is highly recommended that undergraduate students sign and abide by a Student Success Plan. Failure to do so may result in discontinued enrollment. - *MACU 2020-2021 Catalog Update 12-15-2020*, p. 14

Student Success Plan — A Student Success Plan, prepared by the Student Success Center in coordination with the student's academic advisor or the Admissions/Retention Committee, is highly recommended for students on academic probation or provisional acceptance by Mid-America Christian University Catalog 2020-2021 December 15, 2020 45 the Admission/Retention Committee. Students on this plan who fail to comply with the plan may result in discontinued enrollment. - *MACU 2020-2021 Catalog Update 12-15-2020*, p. 44-45

Statement from Student Handbook

"ACADEMIC SUCCESS PLANS — Some students may be required to complete an Academic Success Plan as part of their enrollment at MACU. These Plans are overseen by the Student Success Center and include requirements that are designed to help students be successful at MACU. For more information, contact the Student Success Center at studentsuccess@macu.edu or (405) 692-3159." - *MACU Student Handbook 2020-2021*, p. 81

Marketing

Student Success communicates with all CAS students on Student Success Plans before each semester. As these are students who are on probation or were provisionally accepted, Student Success works with the Registrar and Admissions to determine which students fall into these categories. For CAGS students, Student Success communicates with all undergraduate probation students each class period throughout the year, working with students by assisting them with using MACU's free assistance programs and reminding them about using them in regard to the Student Success Plan.

Annual Program Cost

The Student Success Plans are part of the full-time staff schedule in Student Success and do not cause an additional cost per year.

Annual Usage Report Information

Student Success Plans - CAGS

Student Success assists all undergraduate CAGS probation students with Student Success Plans. Below are the numbers of undergraduate CAGS students who were on Student Success Plans during each semester:

Student Success Plans - CAGS — bar chart of Students by semester: 2018 FA ~55, 2019 SP ~23, 2019 FA ~36, 2020 SP ~62, 2020 FA ~40, 2021 SP ~61.
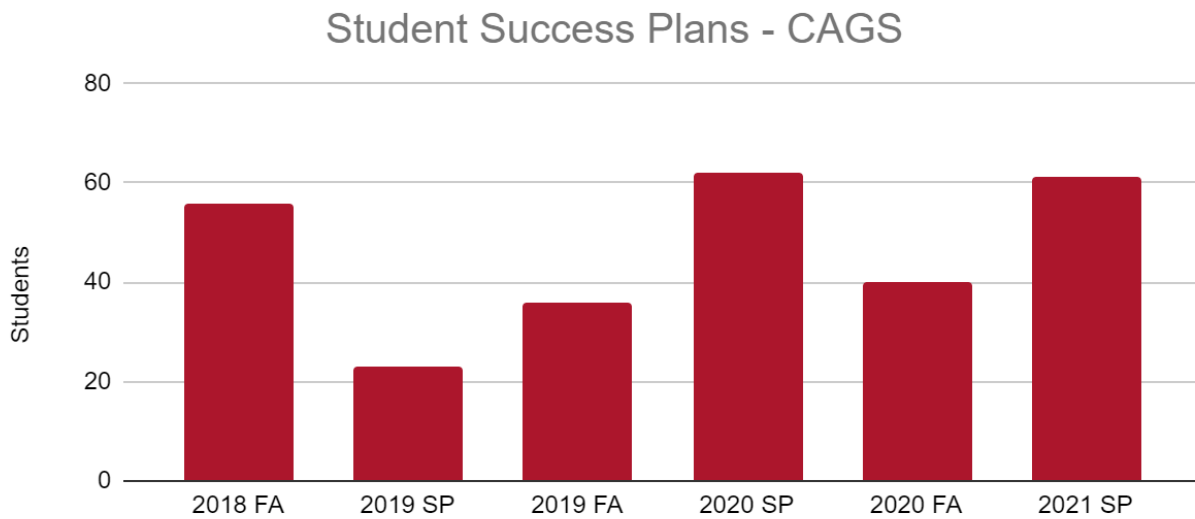
Student Success Plans - CAS

Student Success connects with all probation and provisionally accepted CAS students with Student Success Plans. Below are the numbers of CAS students on Student Success Plans during each of the following semesters:
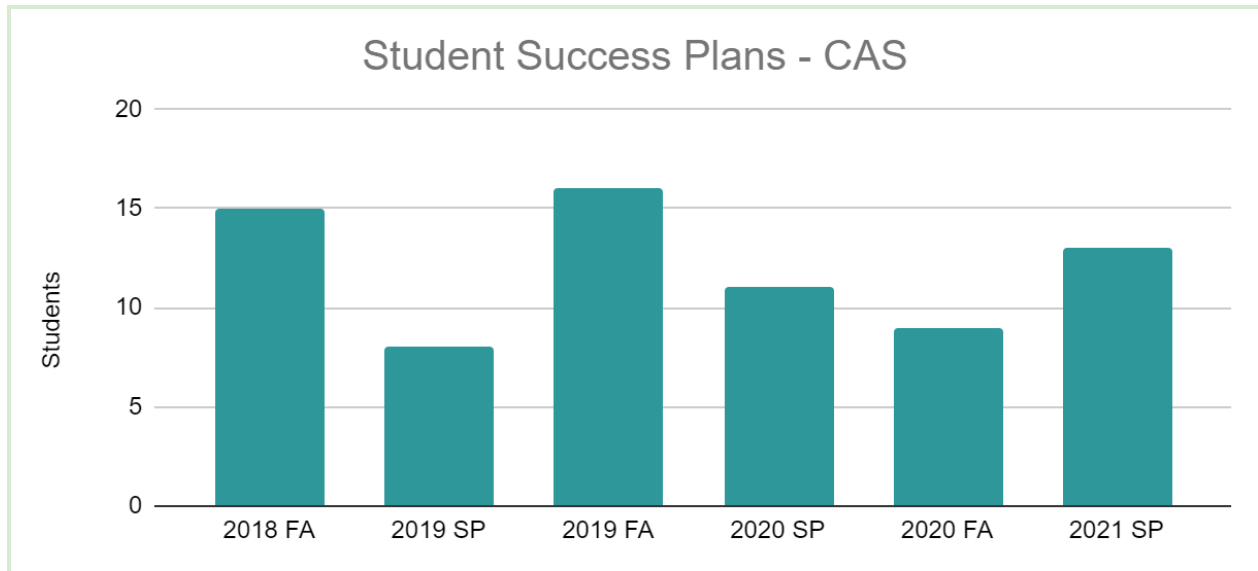
Interventions - CAS Students in CAGS Classes

Purpose

Traditional CAS students often participate in five-week CAGS courses. As the schedules for these classes are quite different from semester classes, being five-weeks long instead, Student Success works with these students by communicating with them about their five-week classes. Student Success reminds them of their upcoming classes, keeps track of their grades throughout the classes, and provides assistance as needed. This includes connecting students with tutors and the Online Writing Center if applicable. This is done on a five-week rotation as each new class period begins. Student Success connects with all of the CAS students in CAGS classes one week before each class starts and works with them throughout their entire classes.

History

The Student Success Center is committed to identifying barriers to student success and helping students identify and overcome those barriers. As part of an analysis in 2016, the Student Success Team identified that CAS students enrolled in CAGS classes often struggled to be successful.

After meeting with the Vice President of Academic Affairs, the Dean of CAS and the Dean of CAGS, the Student Success Team developed a set of notifications and interventions to assist CAS students in being successful in these accelerated courses.

Explanation of Offerings

Student Success provides assistance to CAS students in five-week CAGS courses. This is accomplished by communicating with the students before each class begins as well as throughout the classes for those who appear to be falling behind with their assignments. Student Success partners with advisors, instructors, and Faculty in this process by alerting them of upcoming classes in which they have CAS students registered. Through this, advisors are able to keep an eye out for these students, and instructors are aware of the traditional students who are enrolled in each course.

Marketing

Student Success communicates with all CAS students in CAGS classes one week before each class and throughout the duration of each CAGS course. This is done via email, text, and often in person. Student Success also alerts the students' advisors as a reminder so they are aware of the classes starting and are ready to help students through their shorter-than-usual classes.

Annual Program Cost

This program does not incur any additional costs. It is integrated in the full-time staff schedule of the Student Success Center.

Annual Usage Report Information (Charts)

The chart below shows how many unique CAS students are enrolled in CAGS classes per semester. Classes that begin in one semester are counted toward that semester. The semesters are broken down in accordance with the budget year: Spring is January through May while Fall is June through December. The Spring semesters average 128 students, and the Fall semesters average 158 students.

CAS Students Enrolled in CAGS Classes
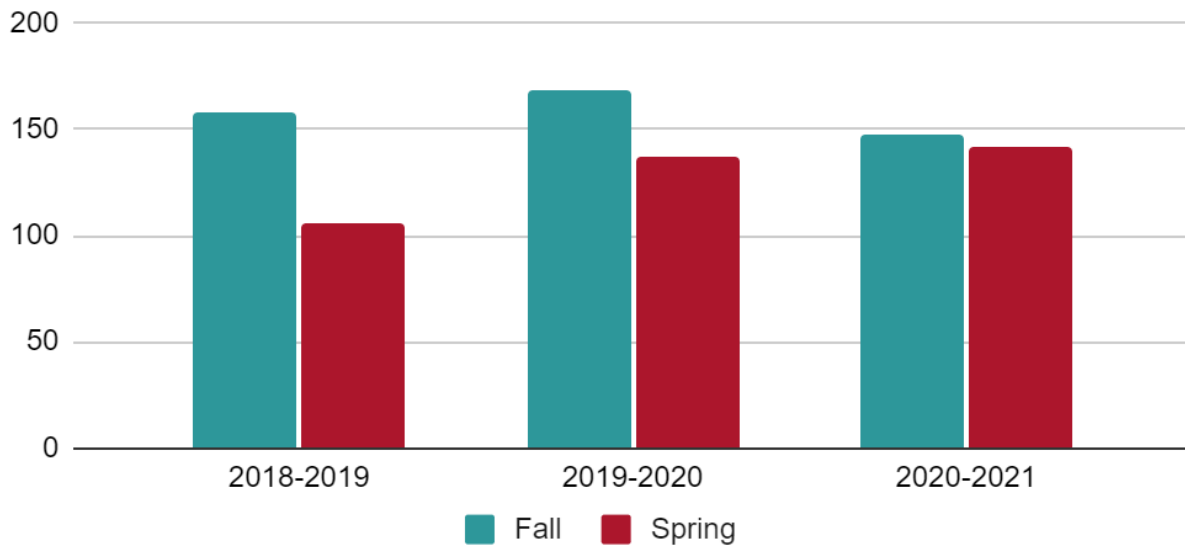
The chart below shows the number of CAS students in CAGS classes per month. The following years had the average number of unique CAS students per month per year:

- 2018-2019 - 261

- 2019-2020 - 220

- 2020-2021 - 291

CAS Students Enrolled in CAGS Classes
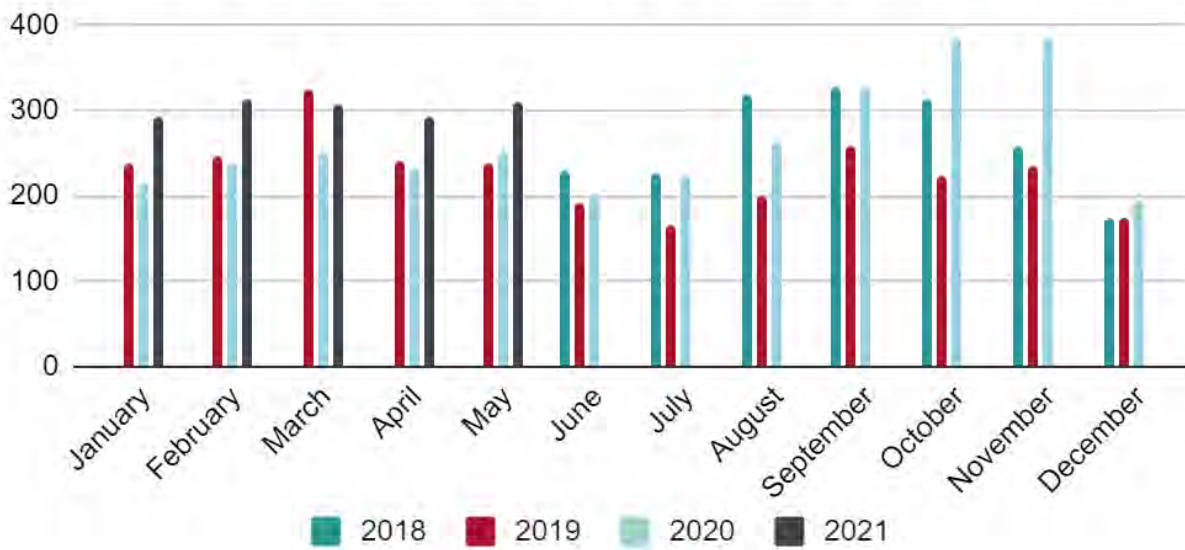
Interventions - CAS Mid-Term & Withdrawal Interventions

Purpose

These interventions exist to identify CAS students who are failing a class and provide effective interventions to help the students effectively complete courses and persist to the next semester and graduation.

Explanation of Offerings

At the middle of the semester and one week prior to the last day to withdraw from classes, grades are pulled for all CAS students. Students who are failing a class or earning a D in a class that requires a C or higher are contacted multiple times via email, text message, and phone call to discuss the class(es) of concern or set up a meeting for this discussion. Additionally, these grades are shared with Academic Advisors to ensure they are aware of students who are struggling and have the option to reach out to these students.

Intervention meetings include a brief discussion with the student to get to know the student, questions about the class(es) of concern, identification of the root of the issue causing the poor grade, a plan for improvement or referral to other services, and a plan for following up with the student at a later date. Sometimes students consider withdrawing from a course; in these situations, students are encouraged to talk with their Faculty member, Academic Advisor, coach, and financial aid counselor.

Intervention meetings are primarily conducted by members of the Student Success Team; however, some collaborators from across campus, such as coaches or staff from Student Affairs, often assist with specific students with whom they have regular contact and/or relationships.

Annual Program Cost

These interventions are conducted by full-time staff members in the Student Success Center and have no additional cost.

Annual Usage Report Information

Each semester, an average of 97 students are failing a class at the mid-semester checkpoint. This typically decreases slightly as the withdrawal date approaches, with an average of 95 students who are failing a class at the withdrawal date report. Semester totals are shown below.

Students with Failing Grade(s)
Mid-Semester and Withdrawal Date
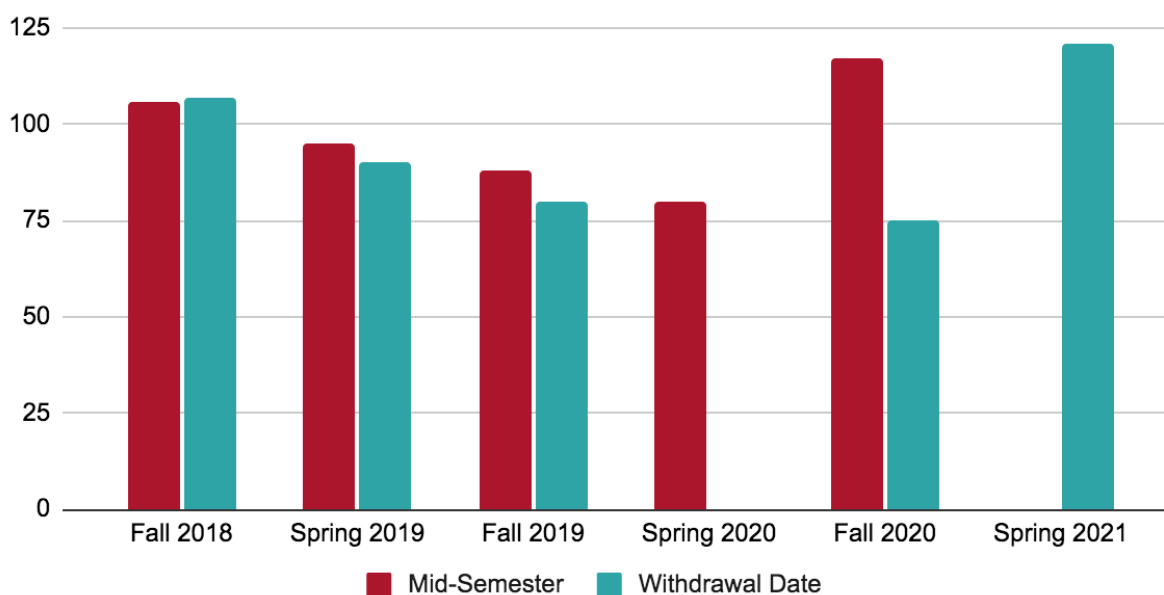
Figures are missing for the withdrawal report for Spring 2020; for this semester, the Student Success Team pulled grades weekly and reached out to students on an ongoing basis. Figures are also missing for the Spring 2021 mid-semester grade report; this report did not take place due to short staffing at the time of the report.

Interventions - CAS Grade Reports

Purpose

Grade Reports exist to share information with coaches regarding grades of concern for the purpose of early interventions with these students to aid in persistence to the next semester and graduation.

History

Grade Reports have been a staple of the Student Success Center since its inception in 2005. While systems of grade reporting have adapted over the years based on available technology, coaches continue to receive ongoing reports of student athlete grades and class attendance.

Over the past three years, the following changes have been made to the grade reporting processing to better meet the needs of coaches and students:

- Student athletes enrolled in CAGS classes now have grades included on the report.

- Student athletes enrolled in graduate classes are not included on the report.

- Grade reports continue weekly throughout the summer to allow coaches to track the progress of their student athletes enrolled in summer CAS classes, CAGS classes, or graduate classes.

- Final grades reported throughout the semester are incorporated into weekly reports. This includes CAS 8-week class grades and CAGS 5-week or graduate class grades.

Explanation of Offerings

Each week on Friday, a Student Success Team member pulls grades and class attendance for student athletes through the Business Intelligence/Analytics Portal. These reports are sorted by team, adapted as needed, and shared through Google Drive with coaches. The goal is to have this report to coaches by noon each Friday to allow them to discuss grades with students before, during, or after practices.

Annual Program Cost

Grade Reports are pulled by a full-time staff member in the Student Success Center and have no additional cost.

2.3 Program Structure and Framework

The Learning Assistance Programs at MACU are constantly adapting to meet the needs of students. To ensure needs are being met, the following Program Outcomes and Operational Outcomes have been developed.

Program Outcomes and Operational Outcomes:

1. This program exists to provide students with academic resources needed to be successful in college.

    a. To provide CAS students with tutoring

    b. To provide CAGS students with tutoring

    c. To provide quality tutoring sessions

    d. To provide qualified tutors

2. This program exists to help students develop the skills needed to be successful in college and life.

          a. To provide timely writing feedback to students

          b. To provide quality writing feedback to students

          c. To help students on Student Success Plans become successful in their classes

          d. To conduct effective time management sessions with CAS students

3. This program exists to assist students in removing barriers to success

          a. To conduct effective interventions with CAS students struggling in the middle of the semester

          b. To conduct effective interventions with CAS students struggling at the end of the semester

          c. To conduct interventions with concurrent students struggling in their classes

          d. To provide coaches with grade reports on their students

Policies and procedures are reviewed every three years and updated in the appropriate policy/procedure training guide/handbook.

Personnel responsibilities are outlined in job descriptions and policy/procedure training guides/handbooks.

The Student Success is housed in the Division of Academic Affairs; the Dean of Student Success reports to the Vice President of Academic Affairs.

The Student Success Center employs four (4) full-time employees. The Assistant Director of Student Success oversees a majority of the Learning Assistance Programs; however, all employees in the department oversee some aspect of these programs:

● Morgan Thompson, Dean of Student Success & Accommodations Director, Started 12/16/09

● Daniel Peaslee, Asst. Director of Student Success & Esports Head Coach, Started 3/19, 2018

● Connor Knudsen, Coordinator of Career Development, Started 6/1/21

● Maddi Willman, Administrative Assistant for Student Success, Started 5/3/21

The boxes highlighted in blue represent a responsibility related to Learning Assistance Programs.
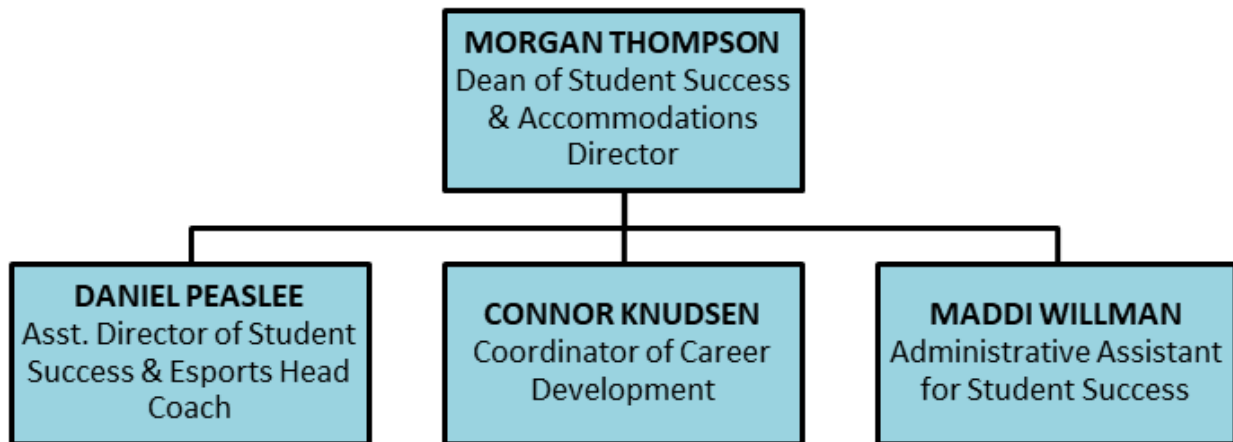
Morgan Thompson, the Dean of Student Success and Accommodations Director, oversees the following Learning Assistance Programs:

- Concurrent Student Connections & Interventions

- CAS Mid-Semester/Withdrawal Date Interventions
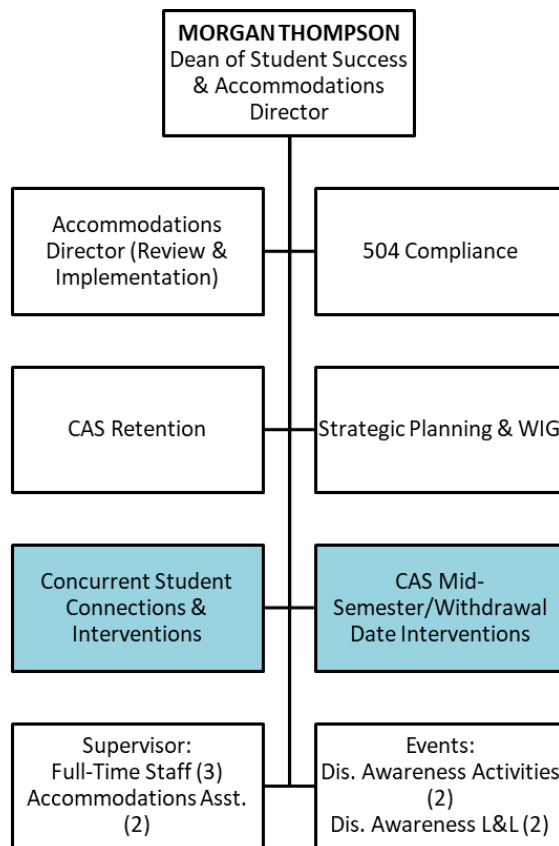
Daniel Peaslee, the Assistant Director of Student Success & Esports Head Coach, oversees the following Learning Assistance Programs:

- CAS Tutoring & Study Sessions

- CAGS Tutoring (Upswing)

- MACU Writing Center

- Evangel AAA

- Student Success Plans

- CAS Students in CAGS Classes
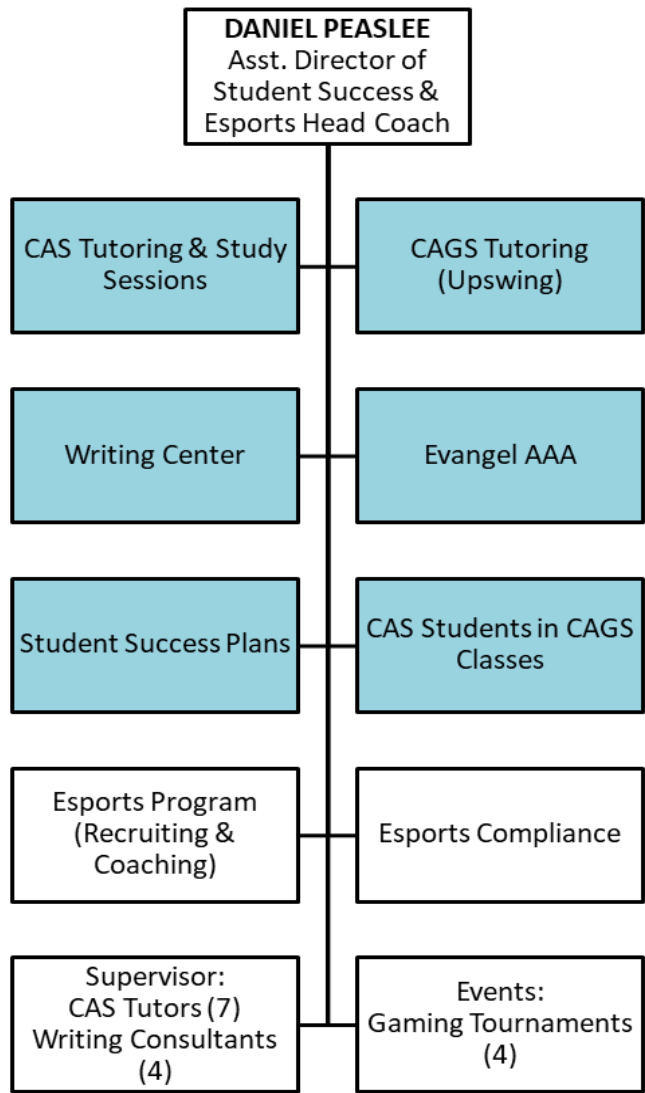
Connor Knudsen, the Coordinator for Career Development, oversees the Time Management Program.
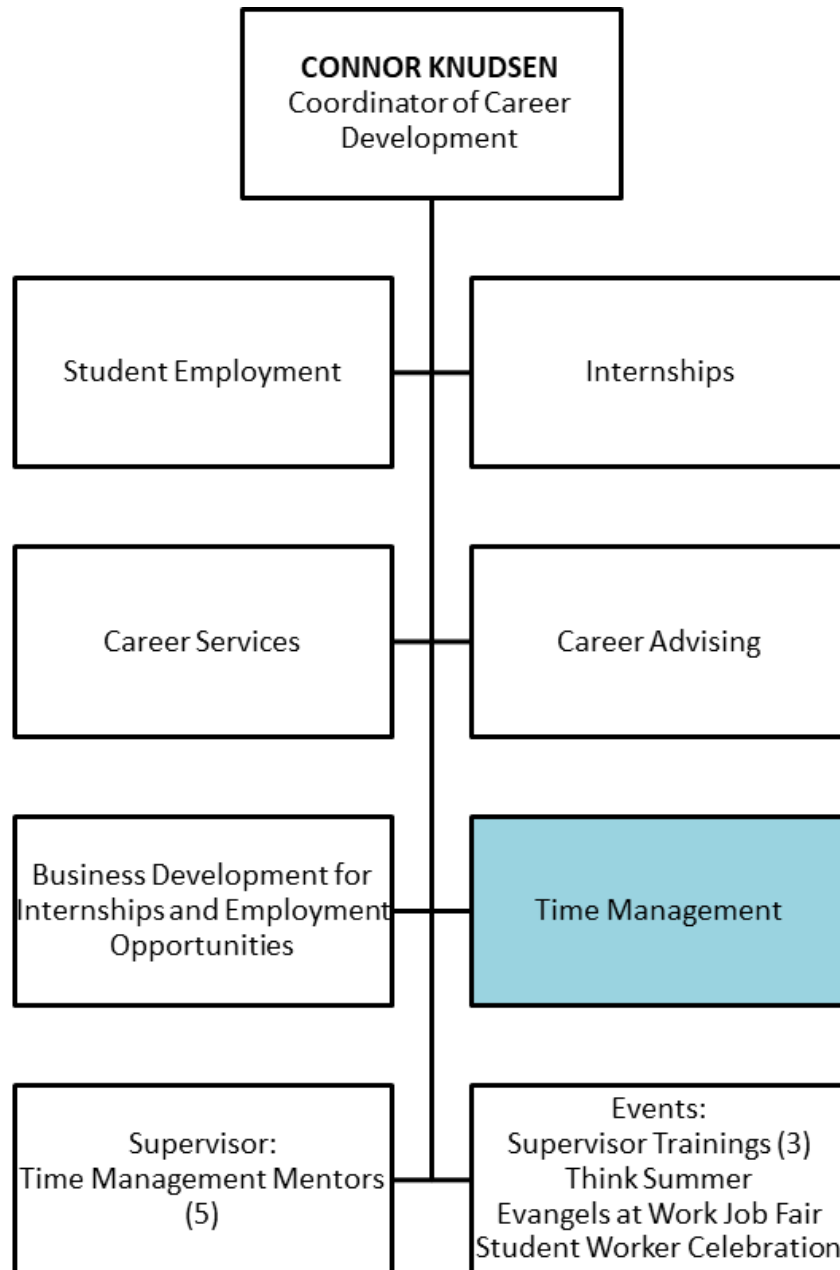
Maddi Willman, the Administrative Assistant for Student Success, oversees Grade Reports and assists with administrative functions for various Learning Assistance Programs across the department.
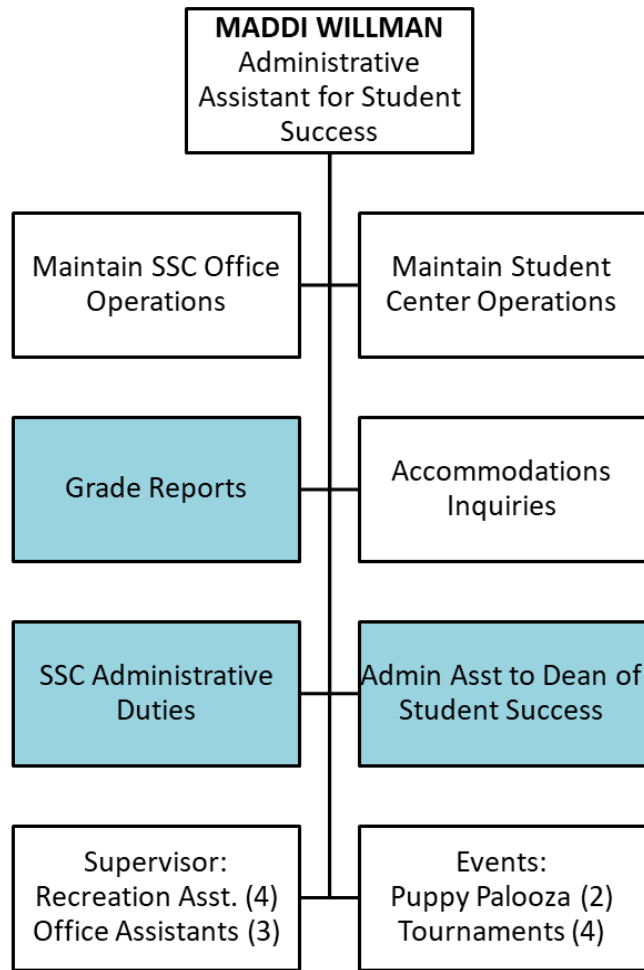
The Student Success Center, while housed in Academic Affairs, works closely with Student Affairs for both traditional and adult students. The Dean of Student Success is a member of the Student Affairs Leadership Team that meets weekly. Additionally, the Dean is in ongoing communication with the College of Adult and Graduate Studies (CAGS) Student Services Team and Leadership Team.

The Dean of Student Success regularly attends Faculty meetings for the College of Arts and Sciences to share information, provide professional development, and stay informed about upcoming programmatic and class changes.

2.4 Program Design

The services offered through the Student Success Center are designed to meet the needs of the varied constituencies represented in the MACU student body. Examples of this include the following:

- CAS Drop-In Tutoring is available Monday through Thursday from 12pm-10pm. This allows students who work or have practice to find a time that works best for their needs.

- CAS Tutoring is also available by appointment, allowing students to schedule appointments in the morning, at a specific time with a specific tutor, or over the weekend.

- CAS Tutoring is also available for virtual appointments by appointment. While this was part of the strategic plan for the SSC, it was able to be implemented earlier due to COVID-19 adaptations.

- CAGS Tutoring is available through Upswing, a program that meets the needs of adult learners.

  - Students can schedule an appointment with a tutor at any hour of the day that meets their scheduling needs.

  - Additionally, these appointments take place over the computer; students do not have to physically come to campus for tutoring.

  - Tutors are required to use audio and video chat, but students can choose whatever mode works best for them.

- The Online Writing Center returns papers to students in less than 24 hours. This meets the needs of students enrolled in accelerated courses who have a limited amount of time to work on papers.

- The Online Writing Center provides feedback to students regarding multiple formatting options, including APA, MLA, and Chicago.

- The Online Writing Center provides both broad feedback to students through general statements in an email and specific feedback throughout the paper.

- Student Success Plans, while generally standardized, can be adapted based on the needs of the student, the student's goals, and the student's struggles in previous semesters.

- Outreach to students regarding areas of concern takes place in at least three different mediums: email, text, and call.

- Students have quick access to tutoring services.

  - Upswing is available as a tile on the OneLogin page.

    ○   CAS Tutoring is available as a link on D2L.

    ○   The Online Writing Center is available as a link on D2L.

The Learning Assistance Programs are based on theories and strategies established throughout the literature and in common practice for similar programs. These theories and strategies include the following:

- Bloom's Taxonomy

- Problem-Posing Education (vs. Banking Model of Education)

- Pedagogy vs. Andragogy

- SMART Goals

- Myers-Briggs Type Indicator

- VARK Learning Modalities

- Information Processing Model

- Formative and Summative Assessment of Student Learning

- Collaborative Learning

- Active Listening Strategies

- Active Learning Strategies

PART 3. STUDENT LEARNING, DEVELOPMENT, AND SUCCESS

3.1 Program Contribution to Student Learning, Development, and Success

The Learning Assistance Programs at MACU are integrated into the academic program of the institution. Within the organization, the Student Success Center, home to the Learning Assistance Programs, is part of Academic Affairs. Additionally, there is ongoing collaboration and connection between the Faculty of the institution and the Student Success Center.

By supporting student learning through interventions, tutoring, and various other services, the Learning Assistance Programs contribute to the retention and graduation of students.

Throughout the programs offered, students are exposed to and trained in the types of behaviors that contribute to student success. This includes time management, organization, study strategies specific to learning styles, note-taking strategies, goal-setting techniques, anti-procrastination techniques, how to access various resources for success, and how to assess and adjust personal motivation.

The Learning Assistance Programs assist students in preparing for their careers by helping them master their course content, discussing how course content and required courses contribute to their career preparation, and helping students manage their time and learn other self-regulatory skills.

3.2 Student Learning and Development Domains and Dimensions

Student Learning Outcomes (SLOs) that align with the learning model of the Council for the Advancement of Standards in Higher Education and MACU's Outcomes are being developed and will be implemented initially in the 2021-2022 academic year.

3.3 Assessment of Student Learning and Development

Assessment of SLOs will begin in the 2021-2022 academic year.

<u>PART 4. ASSESSMENT</u>

4.1 Establishing a Culture of Assessment

The Student Success Center began formally assessing outcomes in the Fall 2019 semester. Prior to this point, the Student Success Center had developed reports with reflections and adjustments; however, Program Outcomes and Operational Outcomes were established in Fall 2019. Since then, the number of Operational Outcomes has increased to reflect the broad programs housed in the Student Success Center. Each Operational Outcome has a specific time in which it is assessed each semester or each year. Results of these assessments inform decision-making about the applicable service.

4.2 Program Goals, Outcomes, and Objectives

Program Outcomes for Learning Assistance Programs align with the Program Outcomes for the Student Success Center as a whole. These goals, along with Operational Outcomes, are listed below.

Program Outcome 1: This program exists to provide students with academic resources needed to be successful in college.

- Operational Outcome 1.1: To provide CAS students with tutoring

- Operational Outcome 1.2: To provide CAGS students with tutoring

- Operational Outcome 1.3: To provide quality tutoring sessions

- Operational Outcome 1.4: To provide qualified tutors

Program Outcome 2: This program exists to help students develop the skills needed to be successful in college and life.

- Operational Outcome 2.1: To provide timely writing feedback to students

- Operational Outcome 2.2: To provide quality writing feedback to students

- Operational Outcome 2.3: To help students on Student Success Plans become successful in their classes

- Operational Outcome 2.4: To conduct effective time management sessions with CAS students

Program Outcome 3: This program exists to assist students in removing barriers to success

- Operational Outcome 3.1: To conduct effective interventions with CAS students struggling in the middle of the semester

- Operational Outcome 3.2: To conduct effective interventions with CAS students struggling at the end of the semester

- Operational Outcome 3.3: To conduct interventions with concurrent students struggling in their classes

- Operational Outcome 3.4: To provide coaches with grade reports on their students

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4.3 Assessment Plan and Process

Assessment processes are still in development in the Student Success Center. Operational Outcomes 1.1 and 1.2 have been in since Fall 2019 and have been assessed at appropriate times based on their individual assessment plans.

The assessment plan for each operational outcome includes specific times for collecting data, an analysis of that data, and the development of a report that details reflections and any needed changes based on the data.

MACU gages student satisfaction each year using the Student Satisfaction Inventory. Based on these results and student comments, adjustment can be made to programming and services.

Assessment: Operational Outcome 1.1

Assessment Plan

Timeline: Prior to the start of the Fall and Spring semesters each year.

Responsible Party: Assistant Director of Student Success

Explanation of Assessment Process:

1. A list of CAS classes for the semester is pulled from Jenzabar, including the name of the instructor for each course and the number of students enrolled in each course.

2. A list of each tutor's completed courses and final grades in those courses is pulled from Jenzabar.

3. Available tutors are assigned to each course based on their qualifications to tutor for the course.

4. Each course is evaluated to determine the appropriate classification on the 4-point scale.

Scale:

1 - Does Not Meet - No tutor available

2 - Needs Improvement - Tutor available that meets the following requirements: A or B in the same completed course OR currently enrolled in the course with instructor's permission to tutor, 3.0 CGPA, not comfortable tutoring for the course

3 - Meets Expectations - Tutor available that meets the following requirements: A or B in the same completed course OR currently enrolled in the course with instructor's permission to tutor, 3.0 CGPA, comfortable tutoring for the course

4 - Exceeds Expectations - Tutor available that meets the following requirements: A or B in the same completed course with the same instructor in the same mode, 3.0 CGPA, comfortable tutoring for the course

Targets/Goals:

- General Education Courses: 90% Meet or Exceed Expectations

- Program Courses: 50% Meet or Exceed Expectations, based on enrollment trends and student needs

Reporting: Results are reported to the Office of Institutional Effectiveness. Additionally, a brief report is developed and kept on file in the Student Success Center.

Findings

- Based on the results of the assessment at the beginning of each semester, courses without tutors available are reviewed to determine if a tutor is needed for the course based on enrollment and rigor of the course. Faculty are often consulted in this process.

- The Student Success Center seeks to employ at least one tutor from each School in CAS; this helps provide adequate coverage for program courses while covering most general education courses.

- These findings have helped to prioritize tutor hiring in classes that are historically more difficult for students while continuing to provide the overall needed tutoring coverage.

Assessment: Operational Outcome 1.2

Assessment Plan

Timeline: Prior to the start of the Fall, Spring, and Summer terms each year.

Responsible Party: Assistant Director of Student Success

Explanation of Assessment Process:

1. A list of CAGS classes for the term is pulled from Jenzabar, including the name of the instructor for each course and the number of students enrolled in each course.

2. Tutor and hour availability for each course is reviewed in Upswing.

3. Each course is evaluated to determine the appropriate classification on the 4-point scale.

Scale:

1 - Does Not Meet - No tutor available

2 - Needs Improvement - Tutoring is available for less than 10 hours/week

3 - Meets Expectations - Tutoring is available for 10+ hours (Offered only on 1 or 2 days OR not available for morning [12am-12pm], afternoon [12pm-6pm], and evening [6pm-12pm])

4 - Exceeds Expectations - 2+ tutors are available with combined availability of 10+ hours on 3+ days with hours in the morning, afternoon, and evening

Targets/Goals:

● General Education Courses: 90% Meet or Exceed Expectations

● Undergraduate Program Courses: 50% Meet or Exceed Expectations, based on enrollment trends and student needs

● Graduate Program Courses: 25% Meet or Exceed Expectations, based on enrollment trends and student needs

Reporting: Results are reported to the Office of Institutional Effectiveness. Additionally, a brief report is developed and kept on file in the Student Success Center.

Findings

● Based on the results of the assessment at the beginning of each semester, courses

with a 1 or 2 rating are reviewed. The Assistant Director coordinates with the Upswing Representative to determine if tutoring is or can be available for these courses as soon as possible.

- ○ Example 1: Tutoring was not available for College Foundations; Upswing did not understand that this course was developmental math and English. The assessment helped us identify this hole and work with Upswing to get tutors assigned for the course.

- ○ Example 2: Professional Development Review did not have a tutor assigned from Upswing; however, the content of the course is primarily writing about the student's informal and nonformal learning experiences. The Assistant Director was able to work with Upswing to get a writing tutor assigned to this course to assist students.

- Programs for which tutoring is not available are reviewed by the Dean of Student Success and Assistant Director. These staff review enrollment trends in these courses and grades in these courses to determine if tutoring is needed. Program Directors may also be consulted. If it is determined that a Program needs tutoring, The Assistant Director makes this request officially to our Upswing Representative to be added as soon as possible.

Assessment: CAS Student Satisfaction Inventory

Assessment Plan

Timeline: Annually in February

Responsible Party: Office of Institutional Effectiveness

Explanation of Assessment Process: Students are surveyed in order to get feedback on the overall student experience as well as experiences in specific areas of the institution.

Findings

The Student Success Center is reviewed in two questions on the SSI related to friendliness and helpfulness. In each of the past three years, the Student Success Center has ranked in the top three offices at the institution in both categories; fourteen different offices were included.

Friendliness: The following data shows the student responses, indicating the percentage of students who selected "Usually true for me" or "Always true for me."

2019 - 82%

2020 - 93.34%

2021 - 95.55%

Trends for this data can be seen in the chart below, which shows a dramatic increase in 2021 in the "Always true for me" category.

Helpfulness: The following data shows the student responses, indicating the percentage of students who selected "Usually true for me" or "Always true for me."

2019 - 80%

2020 - 91.3%

2021 - 97.76%

Trends for this data can be seen in the chart below, which shows an increasing trend toward the "Always true for me" category

Staff in this Office are Helpful - CAS SSI
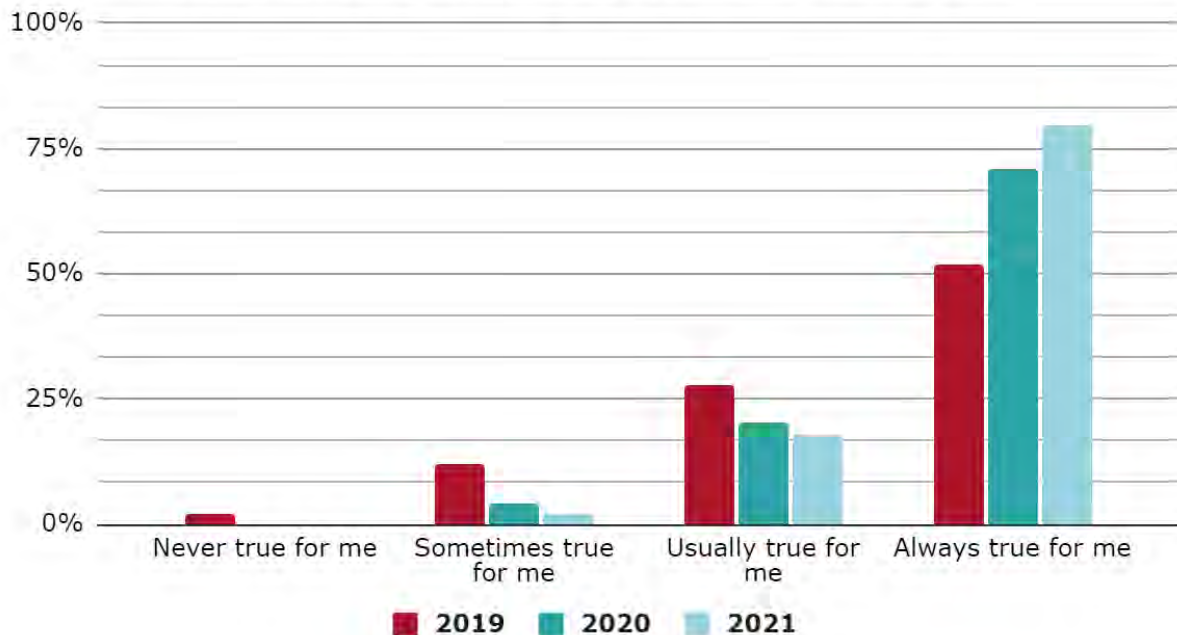
The staff of the Student Success Center is proud of these results and continues to seek to provide quality experiences for students. Additionally, hiring staff, both full-time staff and student staff, that are friendly and helpful is a priority. These categories are also covered in training, and training for all staff incorporates a broad understanding of the department as a whole so all staff members can assist students with basic office information and processes.

Assessment: CAGS Student Satisfaction Inventory

Assessment Plan

Timeline: Annually in March

Responsible Party: Office of Institutional Effectiveness

Explanation of Assessment Process: Students are surveyed in order to get feedback on the overall student experience as well as experiences in specific areas of the institution.

Findings

The Student Success Center is reviewed in two questions on the SSI related to friendliness and helpfulness. In each of the past three years, the Student Success Center has ranked in the top three offices at the institution in both categories.

Friendliness: The following data shows the student responses, indicating the percentage of students who selected "Usually true for me" or "Always true for me."

2019 - 91.57%

2020 - 64.55%

2021 - 73.72%

The dramatic decrease in 2020 can be attributed to the introduction of a response option: I have never interacted with this office. However, trends continue to show that those students who have interacted with the Student Success Center primarily find the staff to be friendly.
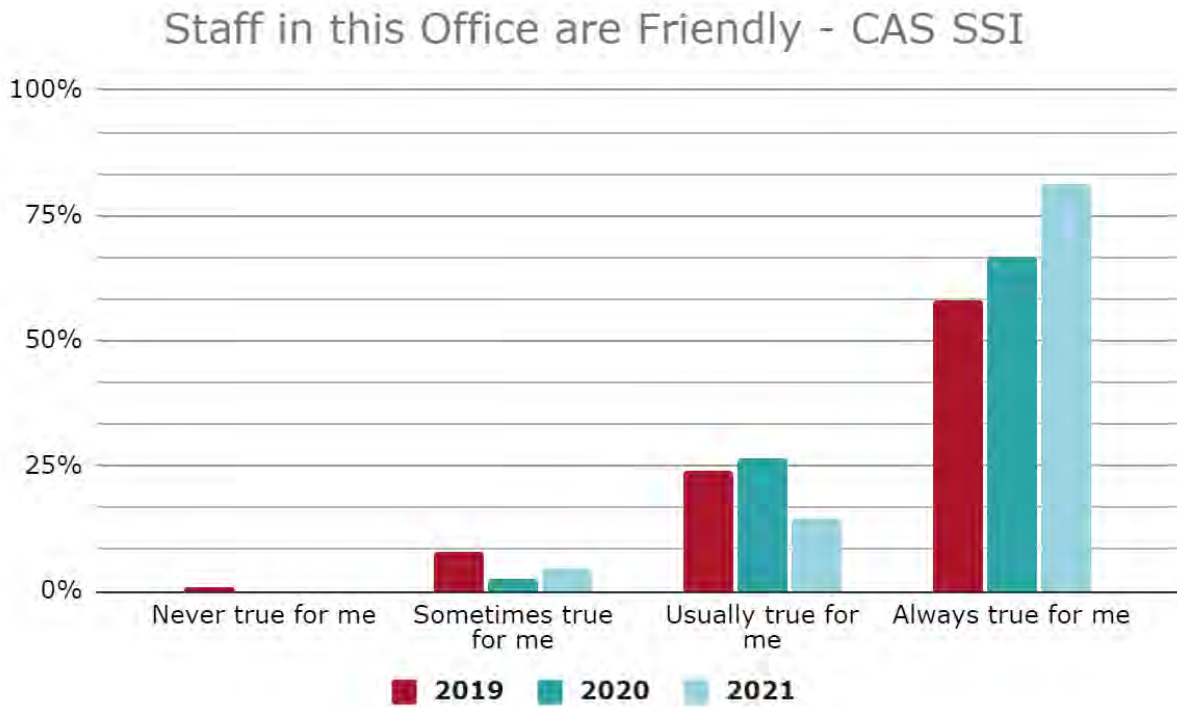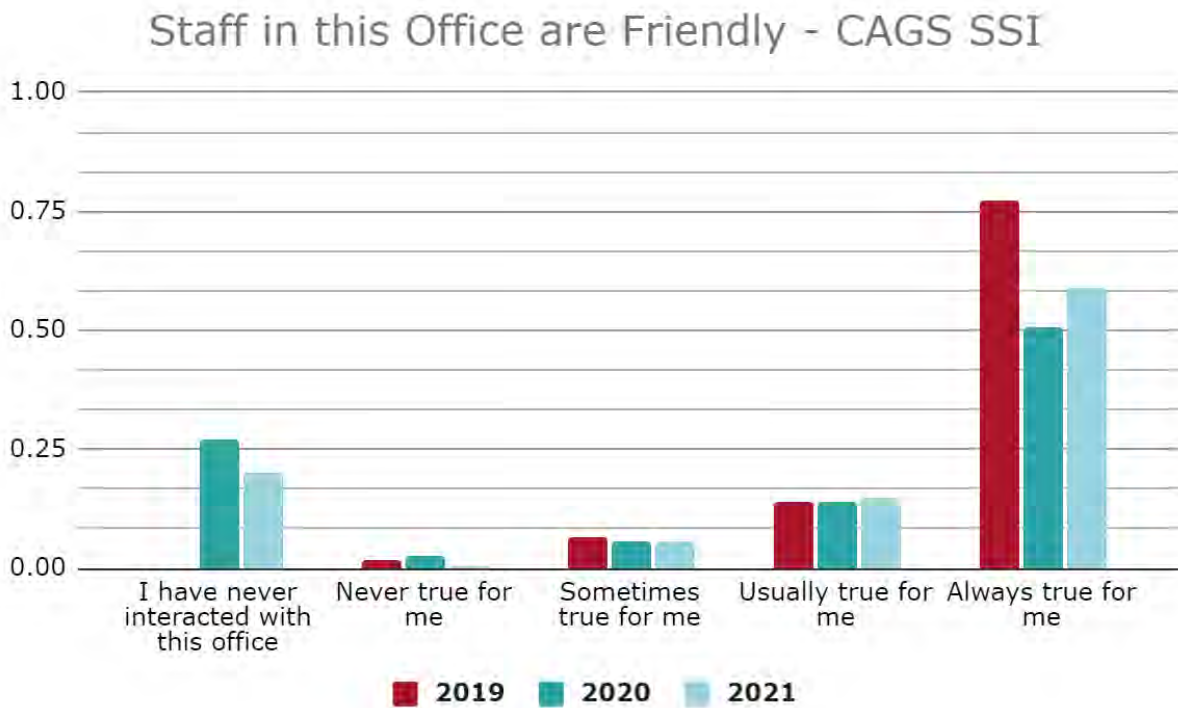

Helpfulness: The following data shows the student responses, indicating the percentage of students who selected "Usually true for me" or "Always true for me."

2019 - 91.38%

2020 - 64.55%

2021 - 73.71%

Again, the dramatic increase from 2019 to 2020 can be attributed to the addition of the

response option: I have never interacted with this office. However, the trend is still strongly toward the "Always true for me" category.
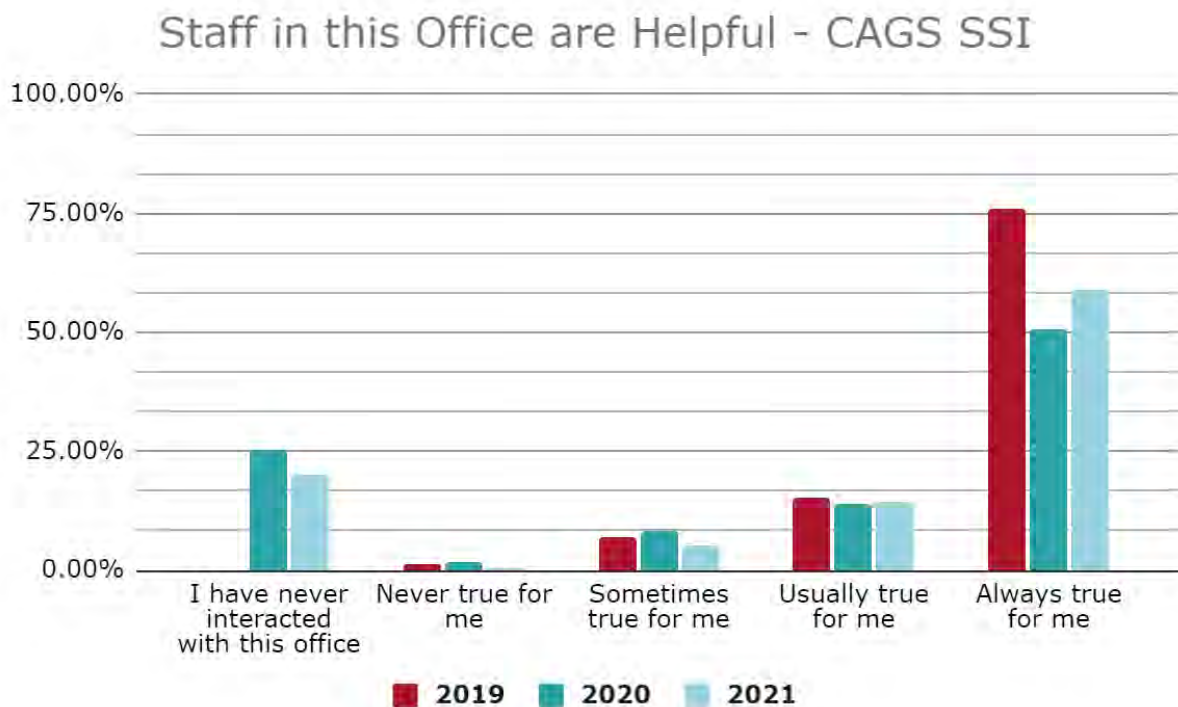
The staff of the Student Success Center is proud of these results and continues to seek to provide quality experiences for students. Additionally, hiring staff, both full-time staff and student staff, that are friendly and helpful is a priority. These categories are also covered in training, and training for all staff incorporates a broad understanding of the department as a whole so all staff members can assist students with basic office information and processes. Specific training is provided to student workers on how to interact with adult learners and listen to understand their needs.

Additionally, we are working to increase the number of CAGS students who utilize our services by increasing marketing and outreach efforts related to LAPs.

PART 5. ACCESS, EQUITY, DIVERSITY, AND INCLUSION

5.1 Inclusive and Equitable Educational and Work Environments

The Learning Assistance Programs within the Student Success Center is available to all MACU students without discrimination. The Student Success Center is designed to be a welcoming environment where students feel comfortable asking for assistance. This is a priority in hiring both full-time and student staff and is evaluated regularly. Results of the Student Satisfaction Inventories indicate that a vast majority of students find staff to be friendly and helpful.

5.2 Organizational Aspects of Access, Equity, Diversity, and Inclusion

All MACU students have access to the Learning Assistance Programs of the Student Success Center. Specific programs are designed to meet the needs of specific types of learners; however, adjustments to these programs have been made based on student needs. For example, exceptions have been made to allow CAGS students to utilize a CAS tutor or for CAS students to utilize Upswing (CAGS Tutoring) on an as needed basis.

For all students, tutoring is limited to 4 hours of one-on-one tutoring each week; however, students who are struggling with a specific course or who need additional help may request additional tutoring for a short period of time.

The Student Success Center hours of operation are designed to meet the needs of MACU students. Examples of this include the following:

- Regular office hours extend into the evening to accommodate adult learners, students who work, and student athletes.

- CAS Tutoring is available for drop-in hours in the afternoons and evenings; appointments can be made for any time that meets the needs of a student and based on a tutor's availability.

- CAS Tutoring and Time Management are also available virtually to meet the needs of commuters or working students.

- Upswing (CAGS Tutoring) is designed to meet the needs of adult learners whose primary role is not to be a student. These tutors have availability at various times of day for various subject areas. By hosting tutoring online, our students are able to

meet with a tutor from their own home or personal study place rather than coming to campus.

5.3 Advocating for Access, Equity, Diversity, and Inclusion

The Student Success Center seeks to ensure that facilities, resources, and services are available to all constituents and meet accessibility needs. SSC Staff are trained to adapt services to accommodate the needs of students whenever possible, whether that is in regard to learning modalities, personality types, or a disability.

Full-time staff are trained through MCore in regard to valuing the diversity others bring to the workplace in regard to personality type, voice, and experience. The SSC Team also participates in periodic training sessions that address issues related to marginalized and underrepresented populations in higher education.

Tutors are trained to be aware of and appreciate individual and cultural differences in the students they tutor and those with whom they work.

When hiring students in roles that lend themselves to peer mentoring, attention is paid to ensure a diverse group of students is hired. This helps to ensure that students are able to find a peer mentor with whom they are comfortable and can relate.

5.4 Implementing Access, Equity, Diversity, and Inclusion

Besides the trainings listed above, there are not current goals or additional training planned.

PART 6. LEADERSHIP, MANAGEMENT, AND SUPERVISION

6.1 Leadership

Morgan Thompson, the Dean of Student Success, provides overall leadership for the Learning Assistance Programs in the Student Success Center. In addition to providing supervisory oversight of staff members, she also leads the team in strategic planning and developing goals to advance and improve its program offerings.

Additionally, Thompson collaborates with other strategic areas of the institution to build teams to support student learning. Faculty buy-in is critical to the success of LAPs, and Thompson works closely with Faculty to help identify student needs and develop strategies to meet those needs.

Additionally, Thompson challenges both full-time and student staff to think critically and creatively to meet the needs of students; however, this is always done in alignment with the institutional missions and within budgetary constraints.

Thompson advocates for the department's needs through strategic planning and budgeting processes that take place annually.

During the COVID-19 pandemic, Thompson led the team in developing a 5-phased pandemic protocol for the department that clearly outlined each LAP and how it could be adapted to continue to meet the needs of students during the pandemic. An example of this with one LAP is listed below.

Scenario	1	2	3	4	5	Recovery
Human to Human Transmission	Limited/ isolated cases	Confirmed US Cases	Triggering Event or Cases in OK	Local Widespread or Isolated Cases in the MACU Community	Government-Declared Emergency or Widespread Cases in the MACU Community	Limited new human cases
Campus Response	-Normal operations -Planning process continues -Implement business continuity practices	-Campus open -Planning revisited and refocused -Increased communication to campus	-Prepare to reduce campus operations -Initiate plans for required support services -Employ Social	-Consider Transition to Virtual Classes -Reduce operations across campus begin with Accommodation of vulnerable	-Transition to Virtual Classes -Maintain only critical support services -Close Residential	-Recall staff and faculty -Prepare to resume classes -Return to normal operations

		constituents -Increase Cleaning Frequency	Distancing -Accommodation for vulnerable population	population -Maintain only critical support services	Housing -Support medical center operations -Support county health initiatives	
CAS Tutoring/ Time Management	-Normal in-person sessions in SSC -Online sessions available to all -Sanitize areas weekly	-Maintain Normal Operations -Prepare for future scenarios -Communicate with Staff regarding SSC Pandemic Scenarios	-In-Person sessions in SSC; area sanitized after each session -Online sessions available to all	-In-Person sessions in large classroom or using plexiglass divider; participants must wear masks; area sanitized after each session -Limited numbers of students in session -Online sessions available to all	All sessions take place online	All sessions take place online

Thompson is actively engaged in learning and is currently pursuing a Ph.D. in Adult and Higher Education. Additionally, she actively seeks to help others learn and grow by presenting information in both institutional and professional contexts. The following presentations are from the 2018-2021 period:

- Thompson, M. (2021, June 9). Animals on Campus: What Every Student Affairs Professional Needs to Know. Conference of the Association for Christians in Student Development (ACSD), Virtual.

- Thompson, M. & Dillman, R. (2020, November 5). MACU Retention and Satisfaction Overview. Presidential Forum, Mid-America Christian University, Oklahoma City, Oklahoma.

- Thompson, M. & Dillman, R. (2020, October 13). MACU Retention and Satisfaction Overview. Board of Trustees Fall Meeting, Mid-America Christian University, Oklahoma City, Oklahoma.

- Thompson, M. (2019, March 12). MACU Retention and Assessment Overview. Board of Trustees Spring Meeting, Mid-America Christian University, Oklahoma City, Oklahoma.

- Thompson, M. (2019, March 5). Giving Effective Feedback to Student Workers. Training for Supervisors of Student Workers, Mid-America Christian University, Oklahoma City, Oklahoma.

- Thompson, M. (2019, February 26). Correlation vs. Causation: What Higher Education Administrators Need to Know. University Retention Committee Meeting, Mid-America Christian University, Oklahoma City, Oklahoma.

- Thompson, M. (2018, November 27). Bean's Theory of Student Attrition (1980). University Retention Committee Meeting, Mid-America Christian University, Oklahoma City, Oklahoma.

- Thompson, M. & Peaslee, D. (2018, October 30). Student Employment as a High-Impact Practice and Budgeting. Training for Supervisors of Student Workers, Mid-America Christian University, Oklahoma City, Oklahoma.

Thompson also attends professional development conferences in order to constantly improve in areas related to LAPs. Many conferences were canceled or held virtually during the time of this review because of the COVID-19 pandemic. These are the conferences attended in the 2018-2021 period:

- Jenzabar Annual Meeting, Virtual, June 2-4, 2021.

- Higher Learning Commission Annual Conference - Accreditation Workshop and General Program, Virtual, April 4-7, 2021..

- Higher Learning Commission Annual Conference - Accreditation Workshop and General Program, Chicago, IL, April 6-9, 2019.

- Jenzabar Annual Meeting, San Francisco, CA, May 29-June 1, 2019.

- Oklahoma Association for Higher Education and Disabilities, University of Central Oklahoma, Edmond, OK, April 5, 2018.

6.2 Management

Morgan Thompson, the Dean of Student Success is responsible for overseeing the budget for Learning Assistance Programs. This includes budget allocations from MACU and Federal Work Study allocations. In addition to submitting a budget proposal each year, Thompson manages the budget and ensures funds are available to meet all planned student needs.

Additionally, Thompson engages with people from across campus to gain perspective and inform decisions made about LAP. A vital part of these perspectives come from Faculty and students.

6.3 Supervision

Each full-time staff member in the Student Success Center supervises either full-time staff or part-time staff.

- Morgan Thompson, the Dean of Student Success, supervises 3 full-time staff members and 2 Student Accommodations Assistants.

- Daniel Peaslee, the Assistant Director of Student Success, supervises 4 Online Writing Consultants (term employees) and approximately 7 CAS Tutors.

- Connor Knudsen, Coordinator of Student Success, supervises 5 Time Management Mentors.

- Maddi Willman, Administrative Assistant for Student Success, supervises 3 Student Office Assistants and 4 Recreation Assistants.

Ideally, work experiences in the Student Success Center are both financially and professionally beneficial for all employees. Supervisors provide training on the functional aspects of a position in addition to the ethos of MACU and the SSC. Student workers are also coached on basic work protocols, such as answering phones and following dress codes, in order to prepare them for their future careers.

Formal feedback is given to full-time staff during annual performance reviews as well as informal feedback during regular one-on-one meetings with the Dean. Staff are encouraged to provide feedback, both formally and informally, to their student staff to help them perform better in their roles and prepare them for future career opportunities.

6.4 Strategic Planning

Strategic planning for the Student Success Center takes place during the summer and takes on two different forms: Long-term planning and Wildly Important Goals (WIGs).

Long-Term Planning

The Dean of Student Success is responsible for long-term planning for the Student Success Center; however, this is done in conjunction and consultation with the full-time staff within the department. The team works together through a SWOT analysis each year to determine trends that may impact the department and for which plans need to be made. Additionally, the Dean speaks into the future direction of the department. The Strategic Plan is shared

with the Student Success Team to allow for collaboration and cooperation toward the goals.

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WIGs

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Each year, the department develops 1-2 goals on which to focus for the year. These are established during the summer and monitored on a weekly basis through WIG meetings. WIGs and their outcomes from 2018-2021 are listed below.

WIGs for 2018-2019

WIG #1: Decrease copier usage from approximately $1000/year to $500/year by May 31, 2019.

Results: We spent less than $350 on copier usage for the 2018-2019 fiscal year!

	16-17	17-18	18-19 Target	18-19 Actuals
June	16	15.35	10	4.75
July	28.1	48	20	14.45
August	59.2	153.5	70	43.35
September	101.65	143.85	70	32.25
October	127.2	125.85	65	34.8
November	61.05	81.75	30	25.05
December	55.1	60	20	13.25
January	88.35	101.1	40	35.05
February	127.05	91.05	45	23.7
March	86.45	64.85	40	49.85
April	126.1	95.1	50	40.15
May	76.65	34.2	40	29.1
	952.9	1014.6	500	345.75

WIG #2: Increase the number of trainings for student workers from 8 to 26 by 4/30/18

Results: 26 trainings were conducted with student workers in the Student Success Center. This includes trainings on tutoring, time management, basic office procedures, and various other topics.

WIGs for 2019-2020

WIG#1:   Increase the number of CAS students served by the Student Success Center from 78% of the CAS population to 83% of the population by 4/30/20

Results: 83% of CAS students were served through the Student Success Center. (Note: This was particularly difficult at the end of the Spring 2020 semester due to the pandemic impacting classes and campus.)

WIG #2: Increase the number of policies/procedures reviewed annually from 1 to 10 by 5/31/20

Results: Ten policies/procedures were written and/or reviewed as part of this WIG, including the following:

- Policy: Accommodations

- Policy: Assistance Animals

- Procedure: Assistance Animals

- Procedure: CAS in CAGS

- Policy: Evangel AAA

- Procedure: Evangel AAA

- Procedure: Student Employment Approval

- Procedure: Student Employment Separation

- Procedure: Student Employment Change

- Procedure: CAGS Tutoring (Upswing and On-Ground)

WIG #3: Increase the number of campus-wide student worker trainings from 1 to 6 by 4/30/20

Results: Six trainings were conducted and made available to all MACU student workers. The first training was focused on FERPA and customer service. The other five trainings were each focused on one of the institution's Operational Values. (Note: The final training was

recorded and made available to students. It could not be held in person due to the closure of campus for the pandemic.)

WIGs for 2020-2021

WIG #1: Increase the opportunities for student feedback related to the Student Success Center from 4 to 10 by 5/1/21.

Results: This WIG was 55% complete as of 5/31/21 and is being finished in the summer of 2021.

WIG #2: Increase the opportunities for Faculty/staff and student interaction available through the Student Success Center from 8 to 14 by 5/1/21.

Results: The Student Success Center hosted 83 events that allowed for positive interaction between Faculty/staff and students. These events included tournaments, de-stress activities, job fairs, and various other activities.

PART 7. HUMAN RESOURCES

7.1 Staffing and Support

Full-Time Staff: The Student Success Center has had various staffing changes throughout its history in regard to full-time staff. Throughout the period of this review, there have been three full-time staff positions with ongoing requests for one additional full-time staff member. In January 2021, a fourth full-time position for an Administrative Assistant was approved. The fourth full-time staff member began working 5/3/21.

Term and Student Staff: The Student Success Center employs a variety of part-time staff that include term staff members and student staff members necessary to support its mission.

Position	Number	Staff Type
Tutor	7-9	Student Staff
Writing Consultants	3-5	Term Staff
Time Management Mentors	4-6	Student Staff
Office Assistants	3-5	Student Staff

Morgan Thompson, Dean of Student Success & Accommodations Director

Educational Background:

- M.Ed. Adult & Higher Education, emp. Institutional Research, University of Oklahoma

- B.S. Multidisciplinary Studies in Christian Ministries and Mathematics, Mid-America Christian University

Experience:

- Tutor for Math, Bible/Theology, English, 5+ years

- Student Success Center Oversight, 2007-present

Daniel Peaslee, Assistant Director of Student Success & Esports Head Coach

Educational Background:

- B.S. Multidisciplinary Studies in Christian Ministries and English, Mid-America Christian University

Experience:

- English Tutor, MACU, 2 years

- Writing Consultant, MACU, 2.5 years

- Editor at Tate Publishing Company

- Customer Service Experience, 8+ years

Connor Knudsen, Coordinator of Career Development

Educational Background:

- M.Div. Baylor University's Truett Theological Seminary

- M.S. in Education - Informal Education, Baylor University

- B.A. Ethics and Religion, University of Oklahoma

Experience:

- Writer for The Game Haus (516 articles), 1.5 years

- Working with College Students, 5+ years

- Customer Service Experience, 7+ years

Maddi Willman, Administrative Assistant for Student Success

Experience:

- Customer Service Experience, 4+ years

Tutor Requirements:

- CGPA of 3.0 or higher

- A or B grade in each class in which the tutor will tutor students

- Recommendation from Faculty member in subject area for tutoring

- Recommendation from Student Affairs staff member

- Strong writing ability

Writing Consultant Requirements:

- Bachelor's degree completed, preferably in the area of English or Composition

- OR Editing experience

- Complete editing assessment as part of interview process with high marks

Employee Responsibilities Outside of Learning Assistance Programs (LAP)

All full-time staff members who hold an appointment in LAP are solely employed by the Student Success Center. However, each employee also has responsibilities related to other programs within the Student Success Center.

- Morgan Thompson:
    - LAP - Concurrent Students Connections and Interventions, CAS Mid-Semester/Withdrawal Date Interventions
    - Disability Resources and Services
    - Oversight of Career Services
    - Oversight of Esports
- Daniel Peaslee:
    - LAP - Tutoring, Writing Center, Evangel AAA, Student Success Plans, CAS Students in CAGS Classes
    - Esports
- Connor Knudsen:
    - LAP - Time Management

- ○ Career Services & Internships

- ● Maddi Willman, Administrative Assistant for Student Success

    - ○ LAP - Grade Reports

    - ○ Administratively Supports LAP

    - ○ Administratively Supports Career Services

    - ○ Administratively Supports Disability Resources and Services

Staffing and Responsibility Transitions in 2018-2021

David Rodriguez worked in the Student Success Center from March 2017-July 2019. His responsibilities included Grade Reports, Evangel AAA, Time Management, CAS Tutoring, and various other responsibilities. Following his departure, these responsibilities were absorbed by Morgan Thompson (Grade Reports and Time Management) and Daniel Peaslee (Evangel AAA and CAS Tutoring).

Jaidan Alley-Carter, a former student worker, took on the role of Assistant Coordinator of Career Development following Rodriguez' departure and her graduation in December 2019. She worked in the department, overseeing Student Center Operations, Student Employment, and Career Services, from December 2019-March 2021.

The Student Success Center was approved for a fourth full-time position in January 2021 to begin following Thompson's maternity leave. Maddi Willman filled the new Administrative Assistant position beginning on 5/3/21.

Connor Knudsen began working in the Student Success Center on 6/1/21, replacing Jaidan Alley-Carter's position.

Daniel Peaslee was named the Esports Head Coach in February 2020. Some of his responsibilities were adjusted to allow for him to take on this new role. Additionally, he was named the Assistant Director of Student Success in January 2021.

Following each staff resignation, responsibilities were reviewed and adjusted as needed.

Technological Resources

The LAP areas at MACU utilize Google Drive, primarily Google Forms and Google Sheets.

MACU's IT department has engaged with the Dean of Student Success to discuss potential IT solutions related to tracking participation in Evangel AAA; however, these have not come to fruition at this time.

Weekly Grade Reports and Intervention Grade Reports are pulled using a Business Intelligence/Analytics Portal. This pulls grades directly from the institution's LMS, Desire2Learn (D2L).

7.2 Employment Practices

The Student Success Center seeks to employ qualified individuals whose values align with the mission of MACU and the SSC. Each full-time position in the office is focused both on administrative skills and interpersonal skills. These are qualities that are vital in student positions as well.

All positions in the department have written job descriptions on file in the Human Resources Office. Additionally, each staff member has access to their job description.

As part of the hiring process for full-time positions, a set of panel interviews is utilized to glean multiple perspectives on the candidate. Interviewers include the Dean of Student Success, other full-time staff in the department, student workers in the department, and Faculty or staff from other areas with whom the department regularly works. The Dean, who makes the hiring decision in consultation with the Vice President for Academic Affairs, uses the feedback from these interviewers in the decision-making process.

Schedules

The Student Success Center operates various hours to meet the needs of its constituents.

Monday-Thursday	8am-10pm
Friday	8am-12am
Saturday	6pm-12am
Sunday	6pm-10pm

Full-time staff generally work from 8am-5pm with an hour break for lunch; however, each staff member is assigned a night to work until 6pm, if needed, Monday-Thursday. Generally, the shift from 5pm-6pm is covered by knowledgeable Student Office Assistants that can answer most questions from students; however, if an Office Assistant is not available, the assigned staff member for the night is expected to stay until 6pm.

CAS Study Hall/Drop-In Tutoring Hours are Monday-Thursday from 12:30pm-10pm.

Time Management sessions take place on Mondays between 9am and 10pm, with make-up sessions on Thursday evenings and Friday mornings.

Staff are evaluated on an annual basis in the month in which their employment began. These evaluations are sanctioned by the Human Resources Office at MACU and housed in the employee's personnel file. Additionally, full-time employees meet weekly with the Dean of Student Success to discuss operations. Informal performance feedback is provided during these meetings, with follow-up emails sent, as needed.

There are not any Faculty members assigned to LAP at this time.

7.3 Personnel Training and Development

MACU provides annual training on Title IX and FERPA training for all staff members. Additionally, Student Success staff attend webinars throughout the year related to their areas of focus in the department. Funding is available in the budget to send each full-time staff member to a local (within Oklahoma) conference each year for ongoing training and development and networking opportunities.

LAP staff are trained by the Dean of Student Success on their specific responsibilities. Procedure manuals are also in place to assist in this training and to serve as a reminder for ongoing implementation. Specific training is provided to LAP staff on how to conduct effective interventions with students who are struggling and on the multiple services to which students can be referred both in the department and across the institution.

Tutors are trained using an 8-lesson curriculum based on *A Training Guide for College Tutors and Peer Educators*. The training program has been certified with International Tutor Training Program Certification through the College Reading and Learning Association. Lessons focus on theoretical models of tutoring as well as practical applications for tutoring interactions. The lessons are listed below:

- 1.1 - Your Role as a Peer Educator
- 1.2 - Promoting Active Learning
- 1.3 - Incorporating Critical Thinking and Questioning Skills
- 1.4 - Assessing Student Learning
- 1.5 - Collaborative Learning and Group Work
- 1.6 - Tutoring as a Proactive Process
- 1.7 - Valuing Diversity among Students
- 1.8 - Effective Peer-Led Sessions

7.4 Paraprofessional Personnel

There are currently no paraprofessional staff employed in the Learning Assistance Programs.

PART 8. COLLABORATION AND COMMUNICATION

8.1 Collaboration

The Student Success Team works closely with personnel across campus to ensure the success of students. These collaborations include sharing of reports, meeting attendance, partnerships for effective student interventions, sharing of grades when appropriate, and various informal connections.

Staff in the Student Success Center work very closely with Faculty, ensuring that there are qualified tutors to support student learning, discussing student learning needs, and sharing concerns and strategies regarding student performance and persistence to graduation.

The Dean of Student Success has a variety of committee appointments that keep her informed of various developments across campus that could impact Learning Assistance Programs. Additionally, updates about LAP are often reported in these meetings. Appointments include the following:

- CAS Faculty Meeting

- Academic Affairs Weekly Briefings

- Criterion 3 Writing Team, Higher Learning Commission Self-Study

- University Compliance Committee

- University Care Team/Behavioral Intervention Team

- CAGS Admissions Committee

- CAS Admissions/Retention Committee

- University Retention Committee

- Student Affairs Leadership Team

- Teacher Education Committee

- CAGS Business Meeting

The Student Success Team is trained to have a holistic approach to student success, understanding that a student's academic struggles may be rooted in another issue or area. Because of this, staff are trained to help students identify the root cause of an issue and address that fundamental issue. Sometimes these issues require referrals to other offices or resources on campus, such as the MACU Counseling Center, Financial Aid, Housing, or other

areas. Staff are trained to work with students to address these needs and often go with the student to other offices on campus to address these concerns.

8.2 Communication

Basic information about many of the services of the Student Success Center area detailed in the Academic Catalog and/or the Student Handbook.

Additionally, services are marketed through partnerships with Faculty, flyers, emails, texts, and various other forms of communication appropriate to the service. These are detailed in Part 2.

The department's marketing guidelines indicate that events and information should be shared in at least three different mediums beginning 1-3 weeks prior to the event, whenever possible. Likewise, student outreach must take place in at least three different mediums (email, text, call, in-person, etc.) until the student responds.

8.3 Procedures and Guidelines

The Student Success Center follows institutional policies and guidelines in regard to communication and social media. Examples of this include the following:

- Noting communications with students in the Jenzabar Notepad
- Including the institution's confidentiality notice on each email
- Identifying ourselves in text messages to students and alumni
- Having all contracts reviewed by the CFO

PART 9. ETHICS, LAW, AND POLICY

The Student Success Center seeks to maintain and follow ethical standards in its practices.

Tutoring:

- Tutors sign a Tutor Code of Ethics at the beginning of each academic year. This is taken directly from the Tutor Code of Ethics from the National Tutoring Association and is kept on file in the office. Tutors found to be in violation of the Code of Ethics may face penalties or loss of position.
- While tutors can schedule appointments with students on their own, they are required to notify their supervisor of any tutoring appointments prior to the appointment. This ensures that the supervisor is aware of the situation. They are also limited to scheduling appointments to 3 hours/week outside of their normal tutoring hours.
- Tutors are observed by the supervisor periodically during tutoring sessions to ensure that they are utilizing best practices, maintaining professionalism, and maintaining academic integrity.
- Tutors are required to report any concerns about academic integrity to their supervisor immediately following a session. These concerns are addressed by an SSC Team member with the appropriate Faculty member(s).

Time Management

- Students are given a single opportunity to schedule a make-up appointment each week, if needed. This ensures that there are adequate make-up sessions available to all students, and that all students have the same opportunity to make up a session.
- Time Management Mentors cannot individually schedule an appointment with a student. This protects them from being overwhelmed by requests to complete an appointment over the weekend or at the last minute. Additionally, it gives all students the same opportunity for make-up appointments.
- Time Management Mentors are observed by the supervisor periodically during tutoring sessions to ensure that they are utilizing best practices, maintaining professionalism, and not compromising ethical standards.

Online Writing Center

- The Online Writing Center intentionally does not make any changes to student papers; rather, they make comments that recommend changes with instructions on how to make the change and why the change is needed.

Policies and Procedures

- Policies and procedures are written and in place for approximately 90% of the areas within LAP.
- Policies and procedures are on a rotation for review every three years; however, they may be updated prior to their assigned review date if major changes have been made to the policy or procedure.
- The Student Success Center has a plan in place for responding to pandemics, school cancellations, and various other emergency situations.
- At this time, there is not a policy in place regarding retention of records for LAP.

PART 10. FINANCIAL RESOURCES

The Student Success Center is funded through MACU's annual budget. Budget requests are submitted in the fall semester each year for the next academic year. Budgeting requests are part of the strategic planning process and incorporate costs for normal operating procedures as well as items that will move the department forward in meeting the needs of students.

The Student Success Center has Federal Work Study funds to hire student workers in various positions in the department. The Student Success Center also has budget funds to hire student workers, as needed. This is to ensure that the best possible tutors and time management mentors can be hired, even if they are not Federal Work Study eligible.

PART 11. TECHNOLOGY

The Student Success Center utilizes technology throughout its program offerings to track participation, reach out to students, and for various other functions. The SSC Team primarily works in Google Drive to allow documents to be easily accessible and shared between team members.

Basic technology support is available from the institution for Upswing; further support is available through Upswing itself.

While all full-time staff have their own MACU emails, the department also has functional emails for various areas. These allow staff members to collaborate to meet the needs of students, despite staff absences or changes. These include the following emails:

- studentsuccess@macu.edu
- checkmypaper@macu.edu
- studentemployment@macu.edu
- accommodations@macu.edu

The Student Success Center also uses various Analytics Portals to check student grades and participation in classes.

PART 12. FACILITIES AND INFRASTRUCTURE

12.1 Design of Facilities

The Tutor Room is located in the Student Success Center office adjacent to the Student Center. It has an open floor plan with seating along the walls and air ventilation throughout the room. It has heating and air conditioning throughout the year as well as standard lighting consistent with the rest of the department's standards. The Time Management Room is located in the department as well and is located a few paces away from the Tutor Room. This room is also ventilated, well lit, air conditioned, and heated. There is an additional lamp for soft light for those who prefer it.

The Student Success Center is housed adjacent to the Student Center. The front desk is positioned for staff to receive students and process their requests. The Tutor Room and Time Management Room are both visible from the front desk and are a few paces away from it. There are four PCs available for students to use as well as outlets and power strips for students to maintain a charge for their laptops and other electronic devices. The Time Management Room is in use during limited and specific times each week and doubles as a quiet space with a soft-light option for students to take tests behind windowed doors. This maintains privacy, prevents unnecessary noises, and fosters a low-stress environment.

For confidentiality, the staff desks either face students or face outer walls but do not fall directly in eye shot of immediately incoming Student Success patrons. Additionally, staff are trained to lock their computers with a password when stepping away for a moment and also go through university-mandated FERPA training. There are also lockable cabinets and desk drawers to maintain privacy of documents that are best kept behind a barrier.

The Student Success Center houses a variety of equipment that is used for study and recreation. These items must be checked out by a staff member and checked in by a staff member. Student Success also houses testing materials through Accommodations that are kept within a locked cabinet in the department. These materials are exclusively accessible to Student Success Accommodations staff members.

12.2 Work Space

The Student Success Center has multiple work spaces available for full-time and student staff. The main office suite has two private offices, occupied by the Assistant Director of Student Success and the Coordinator of Student Success. The Office Suite area also houses three cubicle workstations that are used by the Esports GA and various other student office staff.

The Dean of Student Success has a private office located next to the Tutor Room. The Administrative Assistant uses the front desk and has a locking cabinet to store private information.

NEXT STEPS

Based on this review, reflections over the last three years, and goals in the current strategic plan for the Student Success Center, the following areas will be focused on as areas for improvement or growth over the next three years:

- Assessment

  - Develop Assessment Plans for all Operational Outcomes for LAP

  - Implement Assessment Plans for all Operational Outcomes for LAP

  - Develop Student Learning Outcomes in alignment with CAS Standards and MACU's Outcomes

  - Develop Assessment Plans for SLOs for LAP

  - Implement Assessment Plans for SLOs for LAP

- Update tutor training and submit for renewed certification through the College Reading and Learning Association

- Update statements in the Catalog and Student Handbook for thoroughness and consistency

- Develop stronger systems for tracking intervention effectiveness for Student Success Plans, Mid-Semester Interventions, and Withdrawal Date Interventions

- Gather more data for improvement from students at their point of service in regard to LAPs

- Hold tutors more accountable to complete tutoring forms more consistently through each week

- Establish goals related to access, equity, diversity, and inclusion based on best practices for LAPs

- Prioritize attendance of professional conferences for all full-time staff

- Review Time Management Curriculum

- Develop Time Management Mentor Training

- Create a Time Management Code of Ethics

- Develop a records retention plan for LAP

Program Review Evaluation
Learning Assistance Programs, June 2021

Assistant Director of Student Success: Daniel Peaslee

Signature_____   date signed_6/16/21_____

Dean of Student Success & Accommodations Director: Morgan Thompson

Signature_____   date signed_06/16/21_____

Director of Institutional Effectiveness: Ray Dillman

Signature_____   date signed_6.16.2021_____

Dean of Student Development and Engagement: Dr. Alicia McCullar

Signature_____   data signed_6.16.21_____

Vice-President of Academic Affairs: Dr. Sharon Lease

Signature_____   date signed_6.16.21_____