

# CENTER FOR ACADEMIC SUCCESS

## DEVELOPING CONFIDENT ACTIVE LEARNERS



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# 2023

## ANNUAL REPORT

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## MISSION

The Center for Academic Success is the primary comprehensive academic support resource for the University. We strive to provide an inclusive and accessible experience while assisting students with their development as confident, independent, and active learners.



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# MEET OUR STAFF



**JASON WESTMAN**  
DIRECTOR

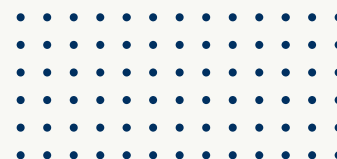
**LINDSAY STEPAN**  
ASSISTANT DIRECTOR,  
TUTORING CENTER

**TERESA NEUBERT**  
ASSISTANT DIRECTOR,  
WRITING CENTER



**KATY CLAY**  
MAVERICK SUCCESS  
PROGRAM ADVISOR

**MICHELE THROLD AHL**  
OFFICE MANAGER



Featured Mav Minute video with President Inch and GA Carson Fields



Workshops for graduate writers

Students who visited the CAS 6+ times had a 6.7% higher retention rate

Tutoring Center usage increased 42% over last year

Employed 34 graduate and undergraduate student workers

Memorial Library 1st floor highly utilized for walk-in writing appointments

## YEAR-END HIGHLIGHTS

Teresa Neubert awarded the Student Government's Vic Swenson Student Friendly Award

Upgraded TracCloud scheduling software

\*provides easier access to virtual appointments

\*features automated satisfaction surveys

MavPASS collaborative document was created to provide information for advisors, faculty, and staff

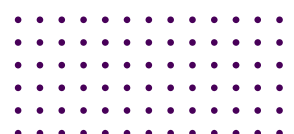
\*Contains language to normalize academic support

\*Lists courses supported by both areas

CETL/Art of Equity collaboration to develop summer faculty workshop and embedded student success skills

Writing Center meeting limits increased to enhance student experience based on conversations with student government reps

Proposal submission for re-envisioning MSP support. Main outcomes included:  
\*additional GA funding  
\*additional student touch points through FYEX instruction





# ACADEMIC TUTORING

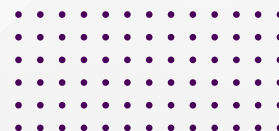


## HIGHLIGHTS

### WHAT'S NEW!

- NEW TRACKING SOFTWARE — IMPROVED EASE OF USE
- EMBEDDED TUTORING IN CHEMISTRY COURSES
- TUTORING ON THE FIRST FLOOR OF THE LIBRARY

Student increase	% increase	Visits increase	% increase
131	39%	474	42%



# ACADEMIC TUTORING HIGHLIGHTS

## TOP TEN COURSES:

1. MATH 112 (19.2%)
2. CHEM 201 (9.1%)
3. MATH 121 (5.8%)
4. MATH 115 (5.7%)
5. STAT 154 (5.5%)
6. MATH 130 (4.2%)
7. MATH 113 (3.1%)
8. BIOL 220 (3.0%)
9. CIS 121 (2.7%)
10. CHEM 202 (2.2%)



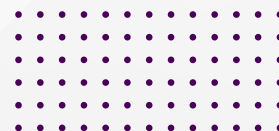
■ Math 112 ■ Chem 201 ■ Math 121 ■ Math 115 ■ Stat 154  
■ Math 130 ■ Math 113 ■ Biol 220 ■ Cis 121 ■ Chem 202

**41.7% OF USERS WERE FIRST YEAR**  
**27.6% OF USERS WERE SECOND YEAR**

**18.3 % OF USERS WERE**  
**INTERNATIONAL STUDENTS**

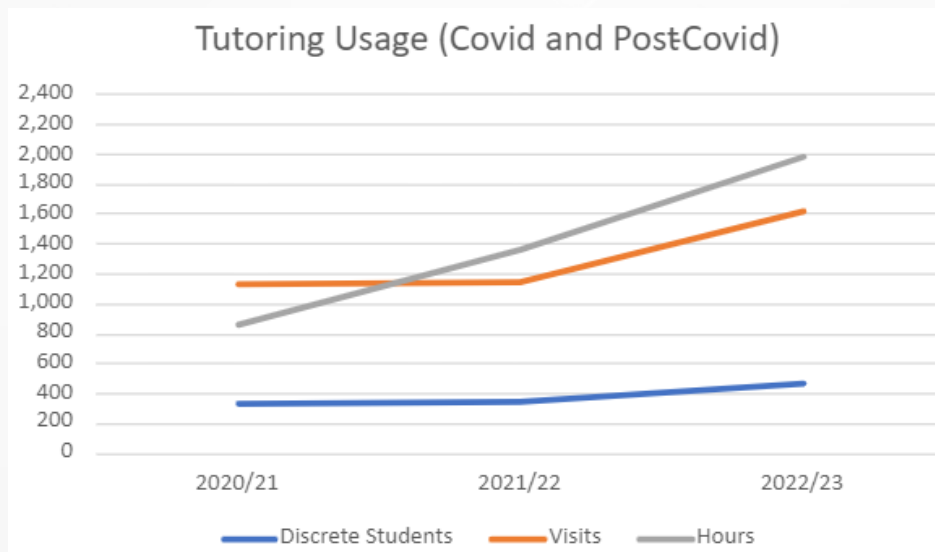
**2.7% OF USERS WERE VETERANS**

**5.9% OF USERS WERE STUDENT**  
**ATHLETES**



# ACADEMIC TUTORING HISTORIC USAGE

Academic Year	Discrete Students	Visits	Hours
2015/16	1,509	5,989	8,343
2016/17	1,629	7,216	13,168
2017/18	1,299	5,921	8,829
2018/19	1,087	5,102	7,874
2019/20	988	3,669	5,256
2020/21	338	1,127	858
2021/22	340	1,140	1,362
2022/23	471	1,614	1,990



# ACADEMIC TUTORING SURVEY QUOTES

"IT WAS TERRIFIC, ESPECIALLY WORKING WITH MARIA,  
WHO HELPED ME WORK ON ALL OF MY PROBLEMS  
AND GAVE ME THE TYPE OF HELP I WANTED. SO I REALLY  
WANT TO ADMIRE HER TUTORING SKILLS."

"YES, SHE EXPLAINED THE WORKSHEET I DIDN'T  
UNDERSTAND IN A GREAT MANNER!"

"YES GERARD IS SO HELPFUL!!!!!"

"YES, IT HELPS ME CLARIFY WHAT PROBLEMS I WAS HAVING"

"YES. THEY ADDED VALUE ON MY MATHEMATICAL  
CONCEPTS IN POLYNOMIAL FACTORING"

"YES BECAUSE SHE HELPED WITH PROBLEM  
I WAS CONFUSED ABOUT"

"YES THE TUTOR THAT HELPED ME WAS REALLY GREAT.  
I KNOW HER NAME STARTED WITH AN M.  
SO I WOULD THANK HER AGAIN IF I COULD."

"IT WAS HELPFUL FOR MYSELF AND THE TUTOR  
ANSWERED MY QUESTIONS"

"YES, VERY HELPFUL."





# WRITING CENTER



## HIGHLIGHTS

### WHAT'S NEW!

- TRACCCLOUD STUDENT-FRIENDLY SCHEDULING SYSTEM
- DROP-IN PAPER REVIEWS ON LIBRARY FIRST FLOOR
- ONLINE STUDENT-EXPERIENCE SURVEYS
- NEW ADVERTISING VENUES

### FAST FACTS!

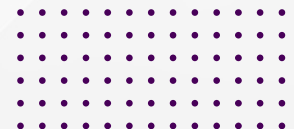
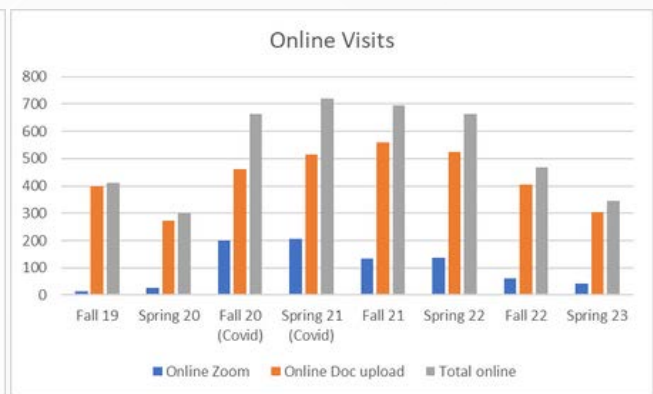
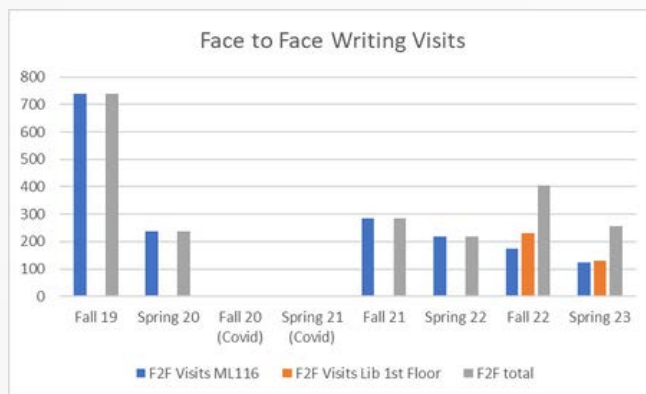
AY 22-23

- TOTAL VISITS: 1475
- NEW FIRST FLOOR VISITS: 362
- MOST POPULAR APPOINTMENT TYPE: ONLINE DOCUMENT UPLOAD
- 90% REPORTED THE CENTER WAS HELPFUL AND MET THEIR NEEDS



# WRITING CENTER HISTORIC USAGE

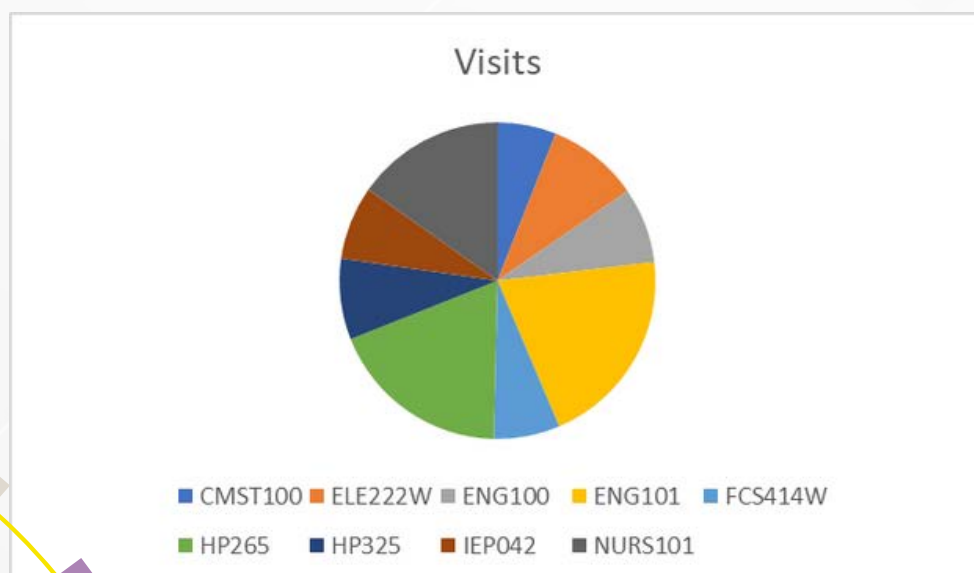
Semester	Face to Face Visits (F2F)			Online Visits			Total F2F and Online	
	F2F Visits ML116	F2F Visits Lib 1st Floor	F2F total	Online Zoom	Online Doc upload	Total online	Total Visits by Semester	Total visits by AY (excluding summer)
Fall 19	738	0	738	13	398	411	1149	AY 19-20 visits: 1686
Spring 20	237	0	237	28	272	300	537	
Fall 20 (Covid)	0	0	0	201	462	663	663	AY 20-21 visits: 1384
Spring 21 (Covid)	0	0	0	205	516	721	721	
Fall 21	286	0	286	135	559	694	980	AY 21-22 visits: 1860
Spring 22	218	0	218	137	525	662	880	
Fall 22	174	232	406	62	406	468	874	AY 22-23 visits: 1475
Spring 23	125	130	255	43	303	346	601	



# WRITING CENTER USAGE

## TOP COURSES 2022-23

Course Name	Visits	Hours
CMST100	32	38
ELE222W	50	42
ENG100	41	47
ENG101	109	79
FCS414W	36	32
HP265	99	105
HP325	44	35
IEP042	40	41
NURS101	81	125



# WC SURVEY QUOTES

"I WAS VERY HAPPY I GOT SO MUCH HELP  
AT THE WRITING CENTER."

"THE TUTOR ALLISON WAS VERY HELPFUL AND SUPPORTIVE.  
GREAT SERVICE"

"SHE WAS VERY HELPFUL AND KNOWLEDGEABLE. I APPRECIATE  
THE SUGGESTIONS FOR HOW BEST TO STRUCTURE MY PAPER  
AS WELL AS FIX GRAMMATICAL ERRORS. THANK YOU SO MUCH!!"

"MY FEEDBACK WAS EXACTLY WHAT I NEEDED  
TO CLEAN UP MY PAPER!"

"I DIDN'T HAVE MANY QUESTIONS, BUT THE FEW  
I HAD WERE ANSWERED."

"KAT HELPED ME WITH NOT ONLY ONE BUT TWO PERSONAL  
STATEMENTS FOR APPLICATIONS!"

"AARON WAS VERY HELPFUL AND HAD A VERY CALM DEMEANOR!"

"FEEDBACK WAS VERY HELPFUL AND I FEEL CONFIDENT  
I'LL GET A GOOD GRADE ON MY PAPER."

"I'VE GONE TO PRILIA FOR ALL THE WRITING HELP I'VE NEEDED  
OVER THIS SEMESTER. SHE IS ABSOLUTELY EXCELLENT, GIVES  
GREAT CORRECTIONS AND IS INCREDIBLY KIND."



# MAVERICK SUCCESS PROGRAM



## HIGHLIGHTS

- STREAMLINED ORIENTATION WITH D2L MODULE, ONLINE CONTRACT SUBMISSION, AND PROMO VIDEO
- ADVISOR MEETINGS AVAILABLE IN PERSON OR VIA ZOOM
- STUDENT-SPECIFIC RESOURCE BINDERS
- COORDINATED MSP FIRST-YEAR SEMINAR COURSE CONTENT
- CETL COLLABORATION TO FACILITATE SUMMER FACULTY WORKSHOP
- ASSISTED IN GOAL AREA DESIGNATION UPDATE FOR CSP 110

### FAST FACTS!

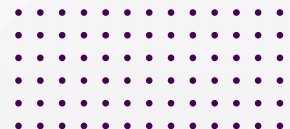
AY 22-23

#### TOTAL CAS MSP STUDENTS (FALL)

- NEW: 137
- RETURNING: 5

#### TOTAL STUDENT MEETINGS (FALL)

- IN PERSON: 387
- ONLINE: 205





# MAVERICK SUCCESS PROGRAM

## FALL SEMESTER

# of Meetings	GPA
1-2	2.27
3-4	2.6
5-6	2.6
7+	2.91

STUDENTS WHO MET WITH THEIR MSP  
ADVISOR ON AVERAGE EVERY TWO WEEKS,  
AS REQUIRED IN THE CONTRACT, SAW A  
**0.64 INCREASED GPA** OVER STUDENTS  
WHO ONLY MET WITH THEIR ADVISOR  
ONCE OR TWICE DURING FALL SEMESTER.

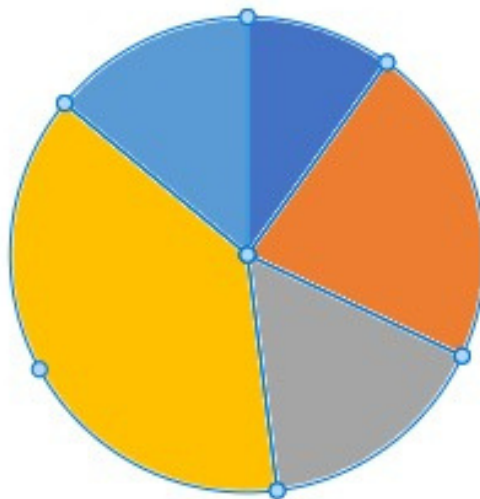


# MAVERICK SUCCESS PROGRAM

## SPRING SEMESTER

	Online	In-Person	No Show	Cancelled
Grad Assistants	71	183	84	86
MSP Staff	132	116	72	45
%	24%	40%	20%	17%

GPA of MSP Students



■ GPA > 3.5 ■ 3.0 < GPA < 3.5 ■ 2.7 < GPA < 3.0 ■ 1.7 < GPA < 2.7 ■ suspended



Had a major physical injury at age 12; does absolute best to hide disability; was bullied in school and has low self-esteem; wants to sell prosthetics to help kids in similar situations

Student struggling with severe anxiety--unable to answer check in questions at start of class; worked on techniques to reduce anxiety and empower student to reach out to instructors

Dad died from OD while she was in HS; Gma just died and dealing with family infighting; has kidney disease, missed class, trying to make up work

Parents divorced when he was young; recently unpacking childhood trauma and abuse; MSP advisor first person he ever told; now connected to counseling center

Mom died from cancer in HS; student was primary caretaker; made dean's list in fall; will be a CA next year; has asked several times to continue checking in regularly

Has ADHD; didn't care in HS; came to MSU, was intentional with studying and finding a quiet space (study rooms in library basement); just missed dean's list in fall

## MSP STUDENTS: A SNAPSHOT

Student left after fall; couldn't pay tuition; wants to be a police officer; his 5 strengths included community building and connection; plans to join Air Force for tuition benefits

Plans to marry HS bf who's a police officer; wants to be SAH mom but needs a backup in case something happens; started in edu as 3rd gen teacher family but doesn't want to be a teacher

Dad died by suicide in HS; has eating disorder as a result from childhood food insecurity

Parents divorced; left with dysfunctional father; cared for himself; starting using drugs in HS; realized it was a crutch so quit; wants to be a nurse to help others

MULTIPLE STUDENTS WITH DIAGNOSED AND UNDIAGNOSED DISABILITIES, INCLUDING:  
ADD/ADHD  
DEPRESSION AND ANXIETY  
DYSLEXIA, DYSGRAPHIA, AND DYSCALCULIA

\*based on student self-disclosure, specific numbers are unavailable

Fall to spring/fall to fall  
retention data here

Student met 0 times in fall  
semester. Ended with 1.5  
GPA and 50% completion.  
Met 5 times in spring and  
earned 3.1 GPA and 73%  
completion rate.

Student was often told she  
wasn't very smart and  
didn't think she'd be able to  
go to college; made dean's  
list fall semester (including  
an A in Math 112!)

Relationship issue led to  
missed MSP meetings &  
grades dropping--GPA 2.8  
with 50% completion rate;  
took 18 credits in spring  
w/3.29 GPA

Transfer student on  
spectrum w/ADHD; didn't  
make eye contact at start  
of year; met for weekly  
check ins; connected him  
w/tutoring center, using  
body doubling approach;  
earned 2.9 GPA in fall

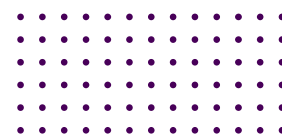
Student ended fall  
semester with 1.2 GPA and  
53% completion. Changed  
major during MSP meeting  
and earned 2.5 GPA and  
80% completion in spring.

Made multiple course  
corrections to student  
schedules to avoid goal  
area overlap and/or to  
complete major pre-reqs

Helped more than  
15% of MSP students  
decide on and  
declare a major

Connected numerous  
students to  
Counseling Center,  
Health Services, and  
Accessibility Resources

## MSP SUCCESS STORIES



# MAVERICK SUCCESS PROGRAM SURVEY QUOTES

"ALL OF MY EXPERIENCES THROUGH THE MAVERICK SUCCESS PROGRAM WERE POSITIVE AND I WAS FILLED WITH A COMMUNITY OF SUPPORT."

"HAVING HER AS MY MAIN RECOURSE WAS AWESOME AND I LOVED HAVING MEETINGS EVERY OTHER WEEK OR EVEN MORE JUST TO CHECK IN!"

"I WAS GOING THROUGH A DIFFICULT TIME IN MY LIFE AND SHE WAS THERE TO HELP ME THROUGH IT AND TALK WITH ME ABOUT IT."

"IT'S ALWAYS NICE TO BE ABLE TO TALK TO SOMEONE AND HAVE THEM BE SUPER ACCESSIBLE TO YOUR NEEDS."

"WITHOUT JUDGEMENT SHE WAS ABLE TO HELP ME THROUGH MY HARD TIMES WHEN I WAS STARTING TO FALL BEHIND IN CLASSES BY ENCOURAGING ME TO TALK TO MY PROFESSORS (WHICH I HAVE A HARD TIME DOING) AND GIVING ME SOME ADVICE ON HOW TO APPROACH EACH PROFESSOR FOR HELP."

"KNOWING I HAD SOMEONE TO TALK TO AND ASK FOR HELP! IT MADE SCHOOL EASIER KNOWING I HAD SOMEONE TO HELP ME IF I NEEDED IT!"

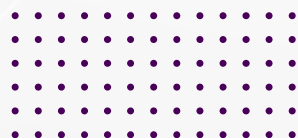
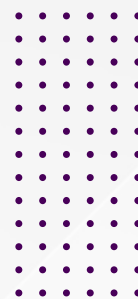
"I AM SO HAPPY I WAS WAS IN THIS PROGRAM. I LEARNED A LOT OF SKILLS THAT REGULAR CLASSES OR EVEN HS DIDN'T TEACH ME ABOUT SCHOOLWORK."

"IT WAS GREAT KNOWING I HAD HER ON MY SIDE CHEERING ME ON!"



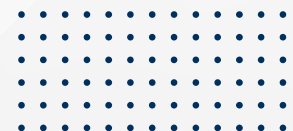
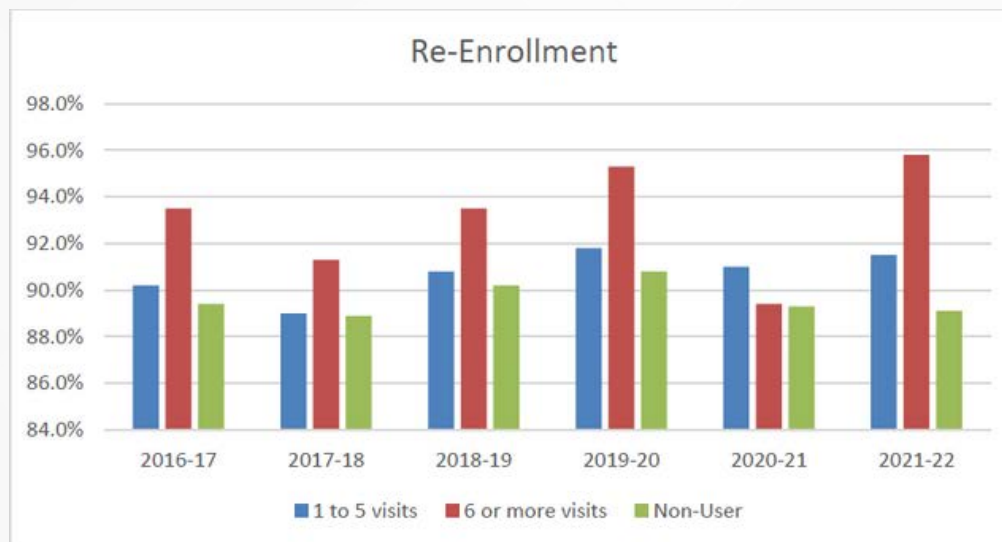


# CAS ALIGNMENT WITH UNIVERSITY INITIATIVES



# SERVING STUDENTS & MANAGING ENROLLMENT

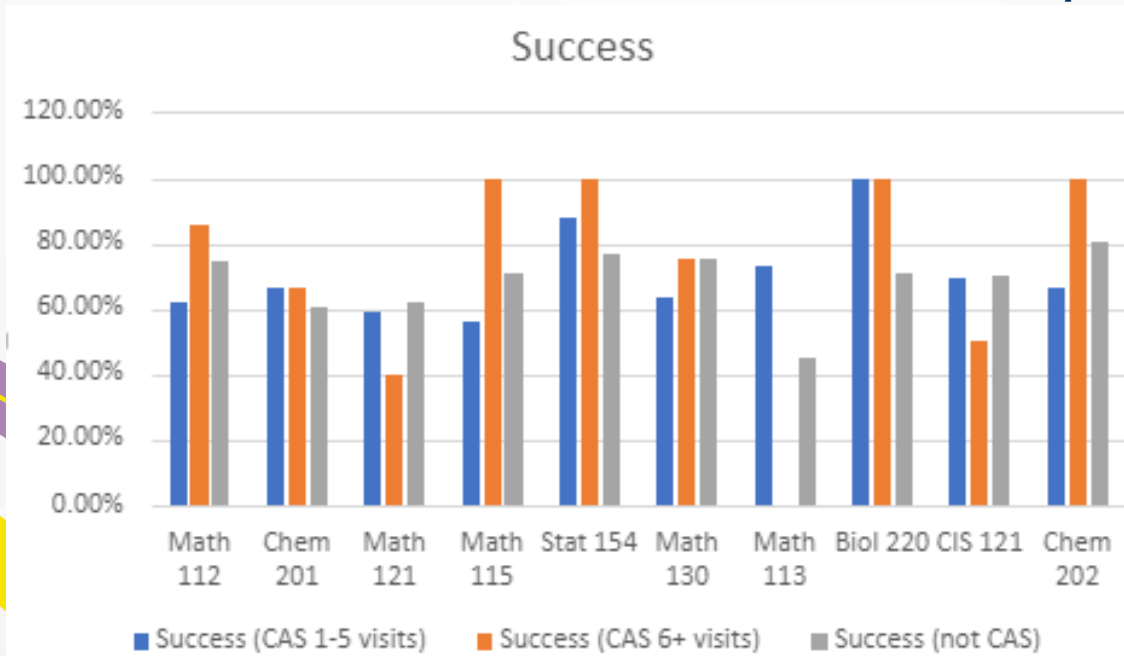
Academic Year	Not a CAS visitor re-enrollment	CAS visitor 6+ visits re-enrollment	Difference
2016/17	89.4%	93.5%	4.1%
2017/18	88.9%	91.3%	2.4%
2018/19	90.2%	93.5%	3.3%
2019/20	90.8%	95.3%	4.5%
2020/21	89.3%	89.4%	0.1%
2021/22	89.1%	95.8%	6.7%



# SERVING STUDENTS & MANAGING ENROLLMENT

Academic Year	Discrete Students	Visits	Hours
2022/23	1016	3089	3503
2021/22	530	1644	1794
2020/21	338	1127	858
2019/20	1377	4694	6162
2018/19	1543	6419	8824
2017/18	1838	7679	9949
2016/17	2175	9063	15262
2015/16	2085	8156	10037

## LOOKING AT JUST THE TOP TEN COURSES FOR 2022/23:



# FOCUSING OUR RESOURCES

## NEWEST PROGRAMS AND PARTNERSHIPS

A STRENGTH OF OUR DEPARTMENT IS OUR ABILITY TO FOCUS OUR RESOURCES. THE EXAMPLES BELOW DEMONSTRATE CAMPUS-WIDE PARTNERSHIPS FOR COST SAVINGS AND SHARED STUDENT WORKFORCE.

- **CELP**—SAVINGS OF \$10000 FOR CELP. CAS HIRES AND TRAINS CELP TUTOR. OUR DEPARTMENTS ALSO SHARE THE TUTOR.
- **DEI , SSS, CIS**—CAS TRAINS AND SHARES DEI , SSS, AND CIS TUTORS
- **MAVPASS**—WE CREATED A COLLABORATIVE DOCUMENT OF SERVICES AND COURSES SUPPORTED TO SHARE WITH ADVISING, WE HAVE SHARED ADVERTISING, SAME STUDENT WAGES, SHARED OFFICE SPACE, SHARED ADMIN ASSISTANT, SHARED WORKFORCE POOL
- **MUSIC DEPT**—CAS HIRES, TRAINS, AND SUPERVISES THE MUSIC TUTOR WHO WORKS IN OUR PA SATELLITE LOCATION
- **ENGLISH DEPT**—SHARED TUTOR TRAINING
- **PSYCHOLOGY DEPT**—ACADEMIC ENRICHMENT PARTNER FOR FACULTY DEVELOPMENT
- **ADVISORY BOARD**—CROSS-CAMPUS INPUT FOR OUR TUTORING SERVICES AND HOW THEY ARE MEETING CAMPUS NEEDS
- **L&L**—SHARED PROGRAMMING, SHARED SPACES, WORKSHOP PARTNERSHIPS



# STUDENT EXPERIENCE

OUR AREA HAS ENJOYED SEVERAL  
AESTHETIC IMPROVMENTS THIS YEAR  
TO ENHANCE THE STUDENT EXPERIENCE.  
SOME OF THESE ARE PICTURED BELOW.

Minnesota State University, Mankato  
**UNIVERSITY  
ADVISING CENTER**  
**TUTORING &  
WRITING CENTER**

IMPROVED SIGNAGE



NEW PAINT AND  
WALL DECALS.  
NEW CHAIRS AND  
CARPET HAVE BEEN  
REQUESTED



FIRST FLOOR  
TUTORING



IMPROVED HWY 101 FURNITURE  
FOR COMFORTABLE STUDENT SPACES



# HEALTH AND WELL-BEING

STUDENT HEALTH AND WELL-BEING  
ARE CENTRAL TO OUR MISSION.



**NATIONAL TUTORING  
WEEK CELEBRATION**



**CRLA TRAINING CERTIFICATES  
FOR YEAR-END CELEBRATION**



**WHAT OUR STUDENT  
EMPLOYEES ARE  
SAYING**

**"HOURS ARE  
FLEXIBLE AROUND  
MY SCHOOL  
SCHEDULE."**

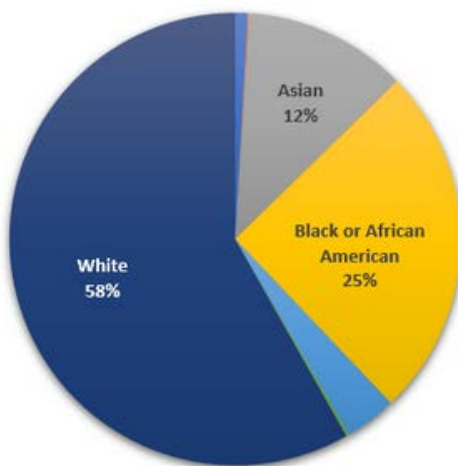
**"I LOVE THE WORK  
ENVIRONMENT AND THE  
SUPPORT  
OF THE MANAGEMENT"**

**"I LOVE INTERACTING WITH  
THE STUDENTS AND WORKERS  
THAT COME/WORK HERE.  
ALWAYS  
SO HAPPY AND UPBEAT! FUN  
TO TALK TO!"**

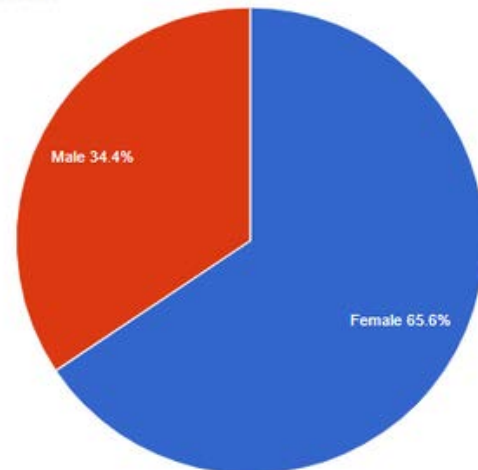
# EQUITY AND INCLUSIVITY

Ethnicity	Students	Visits	Hours	Percent
[blank]	29	116	132.24	3.8%
American Indian or Alaska Native	2	2	1.76	0.1%
Asian	123	471	479.46	15.2%
Black or African American	193	702	939.70	22.7%
Hispanic or Latino	32	93	79.29	3.0%
Unknown	13	34	47.02	1.1%
White	624	1,671	1,823.54	54.1%
<b>Ethnicity Totals:</b>	<b>1,016</b>	<b>3,089</b>	<b>3,503.01</b>	<b>100%</b>

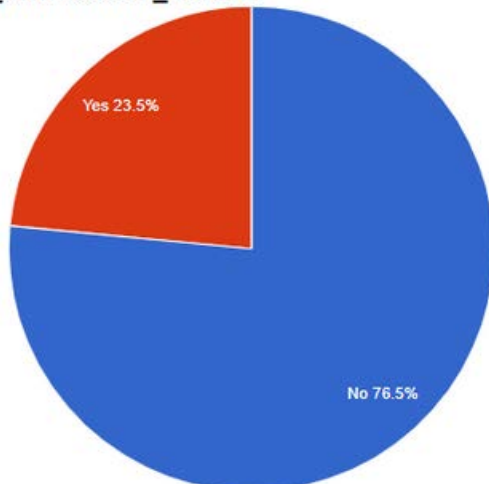
**Ethnicity**



**By Gender**



**By Is\_International\_Student**

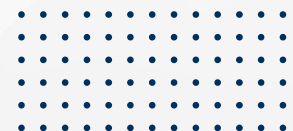
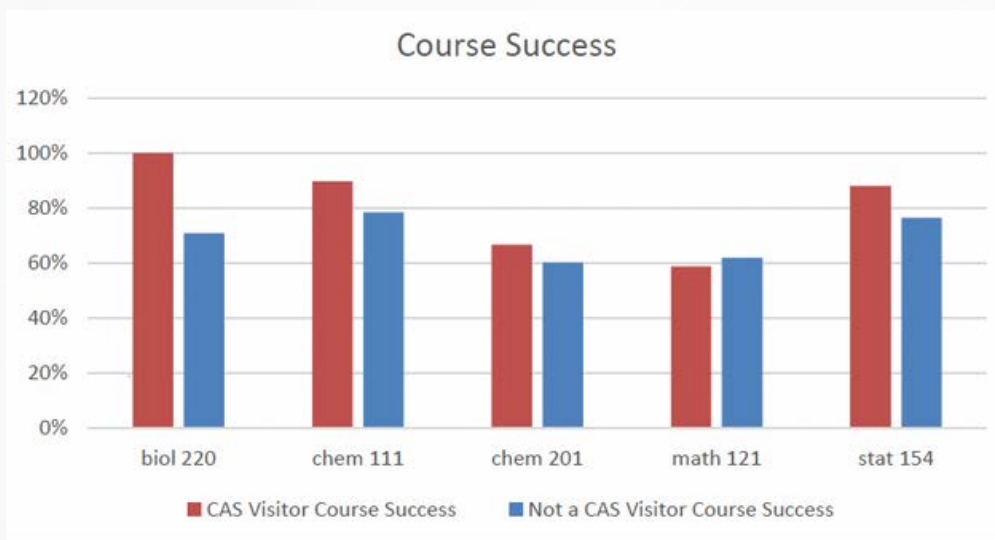


**By Is\_Veteran**

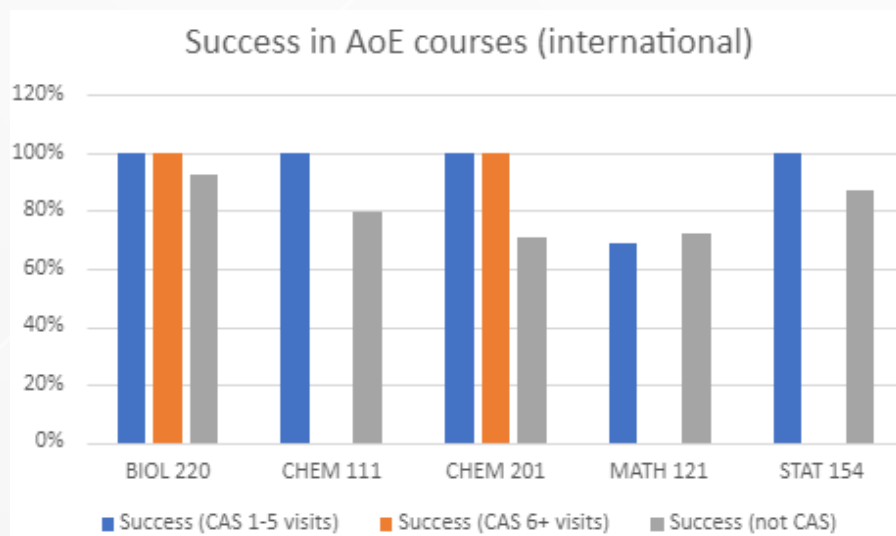
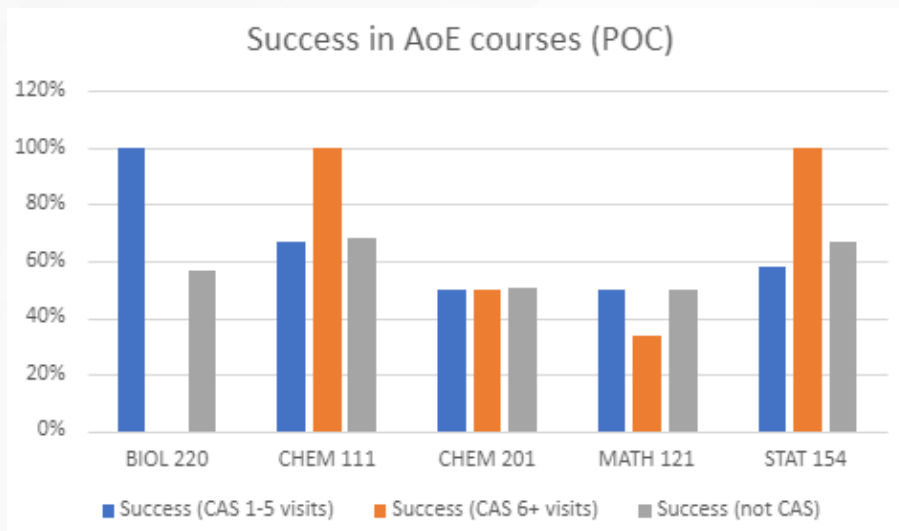
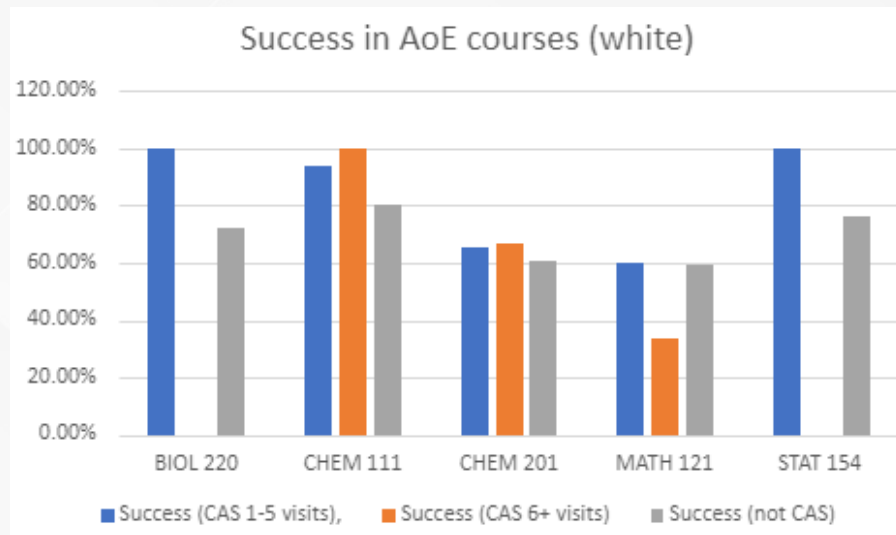


# EQUITY AND INCLUSIVITY

ART of Equity Course	Not a CAS Visitor Course Success	CAS Student Users/Visits	CAS Visitor Course Success	Difference
BIOL 220	70.9%	21/49	100%	29.1%
CHEM 111	78.5%	39/94	89.7%	11.2%
CHEM 201	60.2%	44/147	66.7%	6.5%
MATH 121	61.9%	37/94	58.8%	-3.1%
STAT 154	76.5%	43/89	88.1%	11.6%



# EQUITY AND INCLUSIVITY

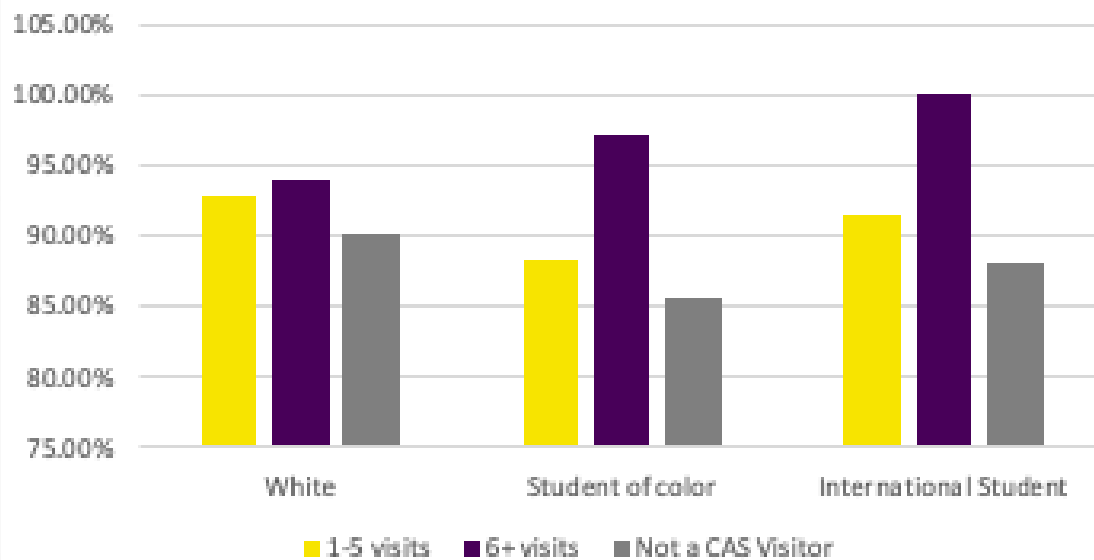


# EQUITY AND INCLUSIVITY

## ART OF EQUITY COURSES CAS USAGE AND RE-ENROLLMENT RATES BY ETHNICITY

Ethnicity	Not a CAS Visitor	1-5 visits	6+ visits
WHITE	90.2%	92.9%	93.9%
STUDENT OF COLOR	85.5%	88.3%	97.2%
INTERNATIONAL STUDENT	88.0%	91.5%	100%

ART of Equity courses and re-enrollment rates



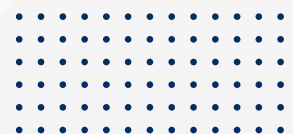


# FINAL THOUGHTS

THIS YEAR WAS IN SOME WAYS A "RETURN TO NORMAL" FOR OUR STAFF. AS NOTED IN LAST YEAR'S ANNUAL REPORT, THE PREVIOUS YEAR WAS EXHAUSTING. CAS STAFF ARE ALWAYS KIND, CARING, EMPATHETIC, AND ENGAGED, BUT LAST YEAR TOOK A TOLL EVEN ON THEM. EVERY YEAR PRESENTS CHALLENGES, BUT STRESS AND FATIGUE WERE MUCH LOWER THIS YEAR. OUR STAFF WERE NOTICEABLY EXCITED FOR THE COLLABORATIVE SERVICES MODEL AND OTHER OPPORTUNITIES. STUDENTS BEGAN RETURNING TO TUTORING, MSP MEETINGS INCREASED, THE WRITING CENTER SAW SIGNIFICANT USAGE ON THE 1ST FLOOR OF THE LIBRARY, AND OUR DEPARTMENT UNDERTOOK MANY NEW VENTURES.

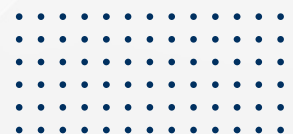
TUTORING NUMBERS, WHICH TOOK A DIVE NATIONWIDE DURING COVID, BEGAN TO RECOVER. WE ARE NOT BACK TO OUR ALL-TIME HIGH NUMBERS, BUT SAW A SUBSTANTIAL 42% INCREASE IN VISITS TO THE TUTORING CENTER OVER LAST YEAR. CAS USERS HAD A HIGHER RE-ENROLLMENT RATE THAN NON-USERS AND THAT WAS EVEN HIGHER FOR STUDENTS OF COLOR AND INTERNATIONAL STUDENTS IN ART OF EQUITY COURSES.

WE ACHIEVED MANY SUCCESSES AND BEGAN MORE COLLABORATIVE AND PROGRAMMATIC VENTURES THAT WILL FURTHER ENHANCE STUDENT SUPPORT IN YEARS TO COME. IT WAS A VERY STRONG YEAR, THANKS TO THE CAS FULL-TIME AND STUDENT STAFF.



# GOALS GOING FORWARD

- ART OF EQUITY OUTREACH
  - LINDSAY STEPAN MET WITH INSTRUCTORS TEACHING ART OF EQUITY COURSES THIS FALL. OUTCOMES ARE BELOW:
    - ART OF EQUITY FACULTY ASSISTANCE WITH TUTOR RECOMMENDATIONS
    - ONLINE AND AFTER HOURS TUTORING FOR AOE COURSES
    - ENHANCED TUTORING SUPPORT WITHIN CHEM 201
    - SUMMER WORKSHOPS FOR ART OF EQUITY FACULTY ON EMBEDDED ACADEMIC SKILLS AND SUPPORT
- MEMORIAL LIBRARY 1ST FLOOR
  - CAS PROPOSAL TO HOLD ALL WRITING CENTER HOURS ON 1ST FLOOR NEXT YEAR
  - AFTER HOURS AND WEEKEND TUTORING CENTER HOURS WILL BE HELD ON THE 1ST FLOOR
- MAVERICK SUCCESS PROGRAM
  - ADVISOR-LED MSP SECTIONS OF FYEX
  - 2-3 GA'S AND INTERN WILL ASSIST WITH
    - INDIVIDUAL STUDENT MEETINGS
    - INVESTIGATION OF SOPHOMORE YEAR SUPPORT
    - CAMPUS-WIDE ACADEMIC SKILLS SUPPORT



# GOALS CONTINUED

- TUTORING CENTER
  - ENHANCE MARKETING CAMPAIGN TO ALL COURSES SUPPORTED BY CAS
  - COLLABORATION WITH MATHEMATICS & STATISTICS LEARNING CENTER
    - CAS SUPPORT FOR HIGHER LEVEL COURSES
    - CAS SUPPORT FOR MATH AND STATS AFTER HOURS AND ON WEEKENDS
    - ADDITIONAL ONLINE SUPPORT
  - STUDENT USAGE DATA PROVIDED TO INSTRUCTORS TO INCREASE TRANSPARENCY AND ENGAGEMENT
    - SECURING RELEASE OF DATA STUDENT AGREEMENTS
      - INSTRUCTORS CAN USE DATA TO PROVIDE CITIZENSHIP POINTS OR EXTRA CREDIT
  - TRACCLOUD ACCESS/USE OFFERED TO OTHER DEPARTMENTS OFFERING TUTORING
- LIBRARY & LEARNING
  - 3 STAFF MEMBERS TRAVELING TO UNIVERSITIES TO INVESTIGATE LEARNING COMMONS MODELS

