

## MISSION STATEMENT

The Helen Bass Williams Academic Success Center (ASC) provides undergraduate students with opportunities to develop students' transferable academic skills, enhance learning, increase retention, and improve overall student success throughout their academic journey.

## VISION STATEMENT

The ASC aspires to provide all undergraduate students with services and opportunities to define and develop strategies to reach their goals. Driven by a focus on students, the ASC partners with the campus community to facilitate a culture of academic confidence, tenacity, and, ultimately, success.

## PROGRAM ELEMENTS

The Helen Bass Williams Academic Success Center provides free services that support students' learning with a focus on the process strategies and skills that support the content expertise provided in the classroom.

- **Academic Consultations** are individual meetings that provide students with tailored support on study strategies, time management, test-taking strategies, and other academic success topics. These 1-on-1 meetings are with a staff member and require an appointment. Participating students may voluntarily seek support or may be required by an academic program or campus office to meet with an academic consultant.
- **Accountability Groups** offer students with ongoing peer support through weekly meetings (90 minutes) with a consistent group of 8-10 peers and an ASC facilitator. During the group meetings, students discuss current academic challenges and wins, share strategies, set goals, and then work on individual goal tasks.
- **Peer Success Coaching program (PSC)** offers students additional support, campus resources and connections, and accountability as they work toward academic, social, and/or personal goals. Trained peer leaders work 1-on-1 with students to develop strategies, skills, and solutions as they aim for their definition of success.
- **Supplemental Instruction program (SI)** provides students with interactive, peer-led study sessions for traditionally challenging courses. The trained SI leader facilitates group activities that engage students in critically thinking about the course material, applying the concepts, and learning transferable study skills. In fall and spring semesters, SI is offered in 30+ courses with 45+ SI leaders. In summer semesters, SI is offered online for a limited number of courses.
- **Workshops** provide an interactive environment for small to large groups of students to identify and practice strategies for effective studying and learning, including time management, overcoming procrastination, and effective studying. In addition to our open series of workshops, student organizations or classes can request a workshop for their group.
- **Online Resources** are available for students and the campus community through the ASC website, which include success strategy handouts, a GPA calculator, and a searchable database of course-specific help rooms and tutoring programs offered across campus.
- **Test Drive** is a large-scale workshop that offers students in select high-enrollment, first-year chemistry, math, and biology courses the opportunity to take a mock exam in the Elliott Hall of Music environment. The program was started in 2017 to help address a common concern brought up by first-year students – they felt unprepared for their first round of exams due to how intimidating Elliott Hall of Music is as an exam setting.

## OUTCOMES

The Helen Bass Williams Academic Success Center has several categories of outcomes. While this report will focus on our program outcomes, the ASC student employment outcomes and competencies and the ASC student-facing learning outcomes are available in Appendices A and B.

As a result of participating in programs and services offered by the Helen Bass Williams Academic Success Center, students will:

- Achieve better course outcome (grade) than comparable peers who did not participate
- Be retained at a higher rate than peers who did not participate
- Complete more credit hours per semester than peers who did not participate
- Earn a higher GPA (term and cumulative) than peers who did not participate
- Maintain or return to good academic standing status (term and cumulative GPA at or above 2.0) at a higher rate compared to the overall university rate

## ASSESSMENT PLANS

The Helen Bass Williams Academic Success Center assesses the outcomes of our programs and services on an ongoing basis. In addition to the current assessment plans, the ASC staff aspire to deepen the understanding of the influence our programs and services have on students, student leaders, and campus and to make scholarly contributions to the field of learning and academic support. Aspirational assessment and study ideas are available in [Appendix C](#).

### Semester Assessment

- Feedback survey to SI participants about session experience
- Feedback survey to PSC participants about coaching experience
- Feedback survey to participants post-workshop (after each session)
- GS 29001 course assignments (individual student assessment)
- BoilerConnect Case Referral metrics
- ASC Space utilization
- (In Progress) Pre- and Post- survey for Accountability Group participants
- (In Progress) Academic Consultation evaluation/feedback
- Standard GPA, standing, course grade (where relevant), retention, etc. reporting for SI, PSC, consultations, and accountability groups
- (Aspirational) Sense of Belonging measurement embedded into each program's semester assessment

### Annual Assessment

- Student leader performance evaluations on competencies
- (New) Student leader feedback on supervising staff performance
- (New) Course sequencing ANCOVA for specific SI courses
- (Aspirational) Intersectional reporting of current data and metrics: Are we reducing, maintaining, or exacerbating a gap in equity?

### Rotational Assessment and Studies

- Impact of Attending SI Accounting for Self-Selection Bias (study using propensity score matching to evaluate participant and non-participant course outcomes)

- Qualitative study on experience of serving as PSC related to skill development  
see Dufault, K.H. (2023). Peer learning experiences of undergraduate academic coaches. *The Learning Assistance Review*, 28(2), 1-42. <https://nclca.wildapricot.org/resources/Documents/TLARVolume28%20Fall2023.pdf>
- Impact of Academic Consultations (explore outcomes of referral cases comparing students who meet with a consultant to students who do not meet with a consultant; understand student experience of meeting with an academic consultant; what are the values and influences of academic consultations from their perspective, beyond university metrics?) (proposed)

## NOTABLE CHANGES

- **Program Updates:**
  - The ASC was charged with owning the Academic Case Manager (ACM) project for Fall 2022 and has the capability of restarting the outreach program for future needs.
  - On August 5, 2022, the Board of Trustees approved the renaming of the Academic Success Center in honor of co-founder Helen Bass Williams. The ASC celebrated this renaming dedication and our 50<sup>th</sup> anniversary on Sept. 23, 2022. In addition to the renaming, the ASC also added a page on the website to help raise awareness of Helen Bass Williams and her impact at Purdue and beyond.
  - Test Drive returned as an offering for 6 courses that resumed evening exams in Elliott Hall of Music.
  - Workshop offerings were expanded and included Student Office Ambassador-led sessions
  - The Level Up Workshop Series was implemented again in Fall 2022 and Spring 2023. Level Up is a 4-part workshop series that engages students in self-reflection, addresses previous academic challenges, and develops a plan to move forward. This series is recommended for students on academic grade probation or students looking to overcome academic setbacks.
  - Accountability groups were expanded and Student Office Ambassadors became the primary group facilitators
- **Partnerships:**
  - Onboarding New Student Efforts: The ASC collaborated with the Orientation office to redevelop and facilitate new Academic Success sessions during Boiler Gold Rush (fall beginners), Boiler Gold Rush-International, and Boiler Cold Rush (spring beginners). The collaboration has also expanded into the First Year Success Project including the next iteration of Learning at Purdue (self-paced modules on study skills) and a first-semester weekly messaging campaign.
  - Academic Probation Support: The ASC staff continued to work with campus partners in Teaching and Learning and the Office of the Dean of Students on the outreach effort to students who are on academic probation for the first or second semester. Each week, students received a message about a success tip based on research and quotes from students who have previously been on academic probation and returned to good standing. Additionally, the working group utilized assessment data from the outreach effort to continue the campus conversation around the experience of students on academic probation. The working group successfully proposed a language change to the official university policy; starting in Fall 2023, the terms “academic notice” and “academic separation” replaced the previously used terms of “academic probation” and “dropped for scholastic deficiency,” respectively.
- **Staffing:**
  - With the departure of a program coordinator for the SI program in February 2023, the ASC restructured the program coordinator positions to have more autonomous responsibilities: 1

- for workshops and outreach; 1 for Supplemental Instruction; and 1 for logistics and consultations.
- A new program coordinator was hired for the restructured position and began in June 2023, but then shifted into the program coordinator for SI role after another staff transition in early August 2023.
  - Two graduate assistants (GAs) returned from the 2022-2023 academic year, and three new GAs joined the team in August 2023.
  - **Changes in the 2023-2024 Academic Year**
    - The Student Office Ambassador (SOA) role expanded so that all SOAs facilitate an accountability group.
    - The ASC team continued a new senior leader training before the start of the fall semester training to bring together the senior leaders for each student leader group. The leaders are now divided into small, cross-position groups to plan social events for all ASC student leaders each semester.
    - Purdue in Indianapolis: The ASC staff have continued conversations with current IUPUI colleagues and newly established Teaching and Learning staff to make plans for academic support in Fall 2024 for Purdue Indianapolis students. The ASC has proposed and requested support to begin establishing a SI program during Spring 2024 to be prepared for the academic launch in Fall 2024.

## **CONTRIBUTIONS TO SENSE OF BELONGING AND INCLUSIVE EXCELLENCE**

The Helen Bass Williams Academic Success Center works to contribute to sense of belonging and inclusive excellence in the following ways:

- Building community among student leaders through trainings, social events, and opportunities for mentorship
- Actively providing student leaders and staff with training on DIB topics and strategies
- Designing the accountability group program to help students share common experiences and gain a sense of belonging with a consistent group of peers
- Facilitating opportunities for collaborative learning and small group connections in larger enrollment courses through the SI program
- Actively aiming to have [student leaders](#) reflect more demographic diversity than the campus undergraduate student population and monitoring this representation each semester
- Despite documented barriers such as stereotype threat and stigma for seeking academic support ([Massey & Fischer, 2005](#); [Winograd & Gust, 2014](#)), the ASC has been able to connect with and serve students that are historically underrepresented at rates similar or more representative than university metrics, [as noted in throughout the data reports](#)
- [Developing assessment plans](#) and aspirational evaluation plans to know our current contribution to sense of belonging and inclusive excellence and to identify where actions need to be taken to address gaps in belonging and inclusive excellence

## Appendix A.

### **ASC Values**

Our efforts and interactions in the ASC are guided by and should reflect our shared values of:

- Collaboration + Interdependence
- Innovation | Reflection | Growth
- Fun
- Intentionality + Purpose
- Empowering Students (Inclusion | Empathy | Servant Leadership | Student-Centered)

### **ASC Student Leader Competencies**

As a result of student leader employment with the Academic Success Center, student leaders will develop skills and knowledge related to the five Student Leader Core Competencies.

#### 1. Reflective problem solving

- Engage in ongoing self-reflection to identify problems, challenges, and/or areas of growth
- Develop awareness of how values and ethics influence decision-making
- Employ critical, practical, and creative thinking skills to generate possible solutions or strategies for improvement
- Use feedback to strengthen problem-solving skills

#### 2. Effective Communication

- Learn to successfully utilize the four facets of communication (verbal, non-verbal, listening, written)
- Establish rapport with students, peers, and supervisors to provide a welcoming, collaborative, and positive environment
- Assess the situation, process the information, and respond appropriately
- Adapt messaging to ensure clarity for the intended audience and context

#### 3. Professionalism

- Represent the Academic Success Center and its values with integrity and authenticity
- Engage in respectful interactions with peers, students, staff, and faculty members
- Enthusiastically seek, embrace, and implement constructive feedback from peers, mentors, and supervisors
- Strive for continued personal and professional growth

#### 4. Initiative

- Take ownership of all responsibilities and timelines
- Pursue new projects and proactively find areas to contribute to the department
- Use feedback and previous experience to anticipate needs and performance adjustments
- Exhibit resourcefulness, independent action, and professional judgment that are position appropriate

## 5. Inclusion

- Understand how diverse perspectives, backgrounds, beliefs, cultures, and experiences can influence individuals and enhance a group's effectiveness
- Embrace opportunities to increase awareness of diversity and inclusion issues
- Recognize biases and reflect on how these biases impact behavior
- Interact and learn with diverse students, faculty, and staff
- Foster an environment in which people feel welcomed, valued, and a sense of belonging

These competencies are woven throughout the student leader experience. They are utilized as selection criteria, training outcomes and topics, and leader evaluations.

### **ASC Professional Staff Core Competencies**

Like our student leaders, our professional staff aim to possess and strengthen the following competencies:

- Problem-Solving
- Self-Awareness and Development
- Productive Relationships
- Inclusion
- Effective Communication

## Appendix B.

### **Student-Facing Learning Outcomes**

The following are outcomes written with the student audience in mind and answer the questions posed by Fink (2013):

...what kind of impact would you most like to have on your students? That is, when the course is over and it is now one or two years later, what would you like to be true about students who have participated in your courses that is not true of others? What is the distinctive educational impact you would like for your teaching and your courses to have on your students? (p. 10)

As a result of participating in programs and services offered by the Academic Success Center, students will:

- Engage with peers to problem-solve and increase learning
- Identify and utilize relevant ASC services and campus resources to achieve their goals
- Identify, explain, and implement strategies for effective studying and learning
- Evaluate and adapt study plans and strategies to address changes and challenges in meeting learning goals and needs
- Assess strengths and areas in need of improvement in academic skills and course content
- Gain transferable strategies for future semesters with increasingly rigorous material and career after graduation
- Demonstrate stronger learning comprehension as measurable by course grade(s)
- Develop critical thinking skills beyond memorization
- Achieve better course outcome (grade) than comparable peers who did not participate
- Maintain or return to good academic standing status (term and cumulative GPA at or above 2.0)
- Increase self-efficacy and confidence in academic setting and performance

These learning outcomes are assessed in different ways depending on the program/service, though most are informal and formative assessment conducted during the program/session through course activities and assignments, workshop, or session activities, exiting prompts, and end of semester surveys.



## Appendix C.

### **Aspirational Assessment and Studies**

The ASC staff aspires to continuously explore the effectiveness of our work, to understand its impact from a variety of perspectives, and to contribute to the scholarship of teaching and learning. We would like to answer the following research questions and/or ideas:

- Qualitative study on SI participant experiences (Does it make a difference from their perspective? Other values or influence beyond university metrics? Culture of sessions? Motivation for attending?)
- Qualitative study on students in SI-linked courses who do not utilize SI (What are the barriers? What is their understanding and perception of SI?)
- Qualitative study on PSC participant experiences (Does it make a difference from their perspective? Other values or influence beyond university metrics? Motivation for signing up? Motivation for continuing to meet with a PSC?)
- Mixed methods study into Accountability Groups (Investigate sense of belongingness, SRL (co-regulated?), and academic emotions; What are their experiences of having psychoeducational support via weekly groups?)
- Campus Awareness of ASC with variety of stakeholder groups – advisors, faculty/instructors, students (multiple groups)
- Understanding students' experiences and outcomes with campus-wide academic support programs and services
- Short-term vs. Long-term effects of academic support
- Comparison of student leader experiences to those of students served by the ASC programs (consider their academic emotions, SRL strategies, sense of belongingness, etc.)
- Influence of student leader representation for students in SI-linked courses (Does the leader's identities influence who attends SI sessions? outcomes of students overall and with similar identities)
- Student leaders' metacognition and SRL strategies changes over time serving in student leader role
- Understanding student utilization of multiple ASC services vs. single service (What motivates students to use different services and/or multiple services? What is the students' awareness of all of the ASC services when they are engaged in one ASC offering? How does using multiple services impact the students' experience and outcomes?)
- Influence of working as an ASC graduate assistant and academic consultant on graduate students' academic experience and strategies



## Appendix D.

### WEBSITE ANALYTICS

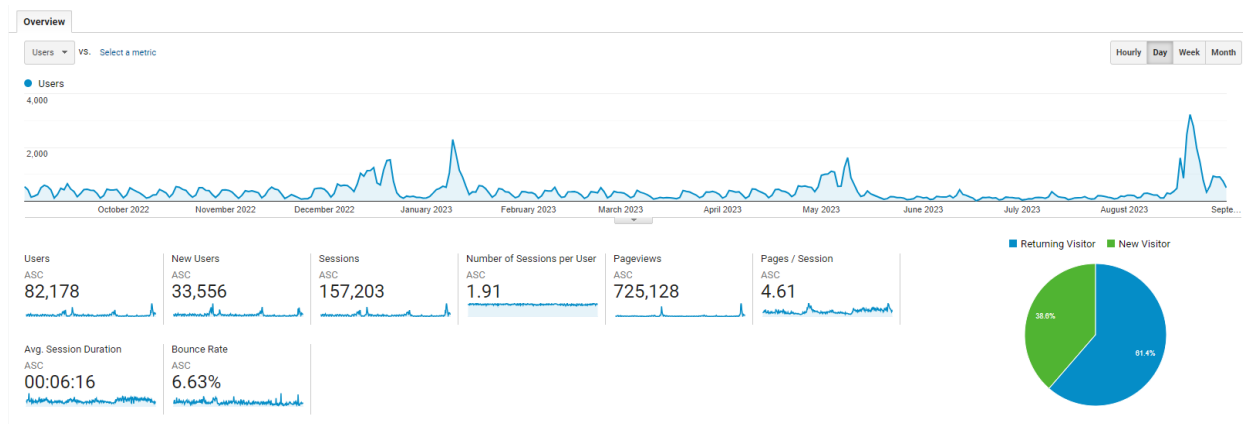
The following data is gathered from Google Analytics, a data tracking website used across the world to learn about website performance, user demographics, and more. In many places, data is taken from a small percentage of users, who may or may not accurately represent the whole dataset.

All data was collected from the following dates: **Sept. 1, 2022 – Sept. 1, 2023**

The following report is broken up into three main sections:

- **Website Usage**
  - These are general statistics about total numbers of website users, page views, session times, and more. Generally, these will help to see large trends across the site such as popular times for the site throughout the year, and how users interact with the site on a basic level.
  - This section also discusses which pages on the site are most popular, and is particularly interesting for noting the success/failure of newly created pages.
- **User Demographics**
  - This section explores the types of users on the website with categories such as age, gender, and geolocation. This section can be particularly interesting for sites with very particular expected audiences, such as “undergraduate students in West Lafayette”, because we can explore the expected vs. actual audiences.
- **Technology**
  - This section shares information about the types of devices and browsers that users are utilizing. This can be helpful for web development & design purposes, because it will help us know on which devices to test the website more extensively.
- **Acquisition**
  - This section shows the ways in which users reach the website, such as via a social media post or an email.

### WEBSITE USAGE – GENERAL OVERVIEW













#### Notable Data Points:

Last updated: November 30, 2023

- On average, users during this time frame visited **4.61 pages per session**. This is far above the typical 2.0 that we expect, which is a positive sign that the website is engaging and users are willing to explore multiple pages to learn more.
- On average, users spent **just over 6 minutes per session** on the website. This is significantly longer than other Purdue University websites, and is indicative of one of two things:
  - 1) Users are willing to read our content deeply, not just skim OR
  - 2) Users are unable to find the information they are looking for in a short amount of time, and the site is too content heavy. More information will be needed to discover which is more correct
- There is a clear spike in website traffic in mid-August, and three small spikes in late December, early January and early May. This is likely because:
  - December/May: traffic likely increases due to students wanting to use the Purdue GPA calculator tool: <https://www.purdue.edu/asc/resources/gpa-calc.html>
  - January: traffic may increase due to students wanting to get connected with the ASC after a fall semester with worse grades than desired.
  - August: traffic likely increases due to students wanting to get connected with ASC workshops, accountability groups, SI, and more.

## WEB USAGE – TOP VIEWED SECTIONS OF THE WEBSITE

| ASC   | 240,836<br>% of Total: 0.15% (165,843,885) |
|---|--|
| 1.  <a href="#">/resources/</a>                  | <b>128,927</b> (53.53%)                    |
| 2.  <a href="#">/si/</a>                         | <b>38,032</b> (15.79%)                     |
| 3.  <a href="#">/</a>                            | <b>26,492</b> (11.00%)                     |
| 4.  <a href="#">/peer-success/</a>               | <b>8,367</b> (3.47%)                       |
| 5.  <a href="#">/handouts.html</a>               | <b>7,676</b> (3.19%)                       |
| 6.  <a href="#">/about/</a>                      | <b>7,508</b> (3.12%)                       |
| 7.  <a href="#">/workshops.html</a>              | <b>6,259</b> (2.60%)                       |
| 8.  <a href="#">/index.html</a>                  | <b>5,472</b> (2.27%)                       |
| 9.  <a href="#">/consultations.html</a>          | <b>4,875</b> (2.02%)                       |
| 10.  <a href="#">/accountability-groups.html</a> | <b>3,372</b> (1.40%)                       |

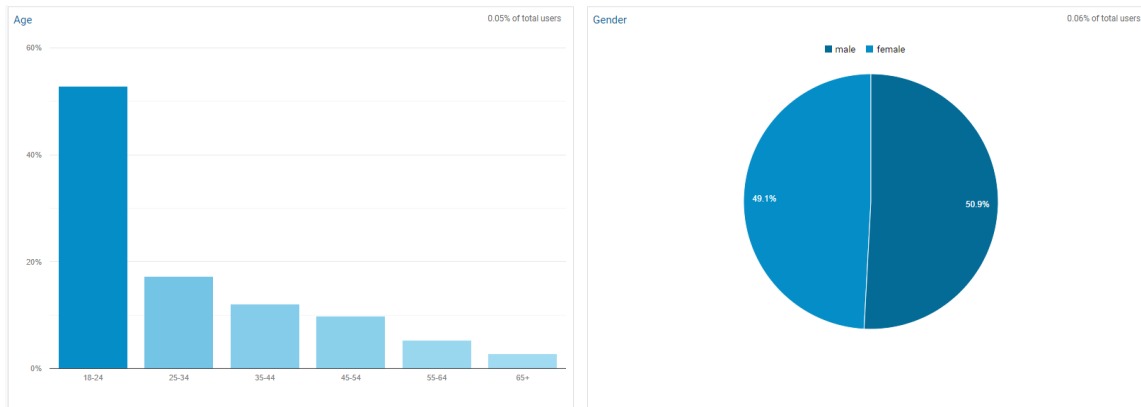
### Explanation of Graphic

The chart pictured above shows the ten most viewed sub-sections associated with the URL “purdue.edu/asc/”. This also includes websites that users visited directly before or after our site.

### Notable Data Points:

- Pages listed under the '/resources' section of the website received significantly more traction than any other section. **This is mostly due to the GPA Calculator page**, which received about 65,000 views during this time frame.
- It is also worth noting that the 'Engage in Your Learning' page received almost 37,000 views, far more than any other page on the site (excluding the GPA Calculator page).  
<https://www.purdue.edu/asc/resources/get-engaged.html>
- SI continues to be more heavily visited than any other ASC program (Workshops, Acc. Groups, etc.). The closest program, in website views, has 30,000 fewer views (38,000 vs. 8,000 for Peer Success Coaching).

## USER DEMOGRAPHICS



### Explanation of Graphics

The charts above break down users by age range and gender. This data is gathered from three third-party sources who pay for user information for marketing/analytics usages.

### Notable Data Points:

- **Slightly more than half of all users were identified as undergraduate student age or below (18-24).** Although this data is not always reliable, this implies that a nearly half of all users are staff/faculty/parents. It may be worth considering adding information specifically for that audience.

## TECHNOLOGY – DEVICE TYPE AND BROWSER

| ASC                      |            | 82,178<br>% of Total: 0.20%<br>(40,888,746) | ASC                      |                    | 82,178<br>% of Total: 0.20%<br>(40,888,746) |
|--------------------------|------------|---|--------------------------|--------------------|---|
| <input type="checkbox"/> | 1. desktop | 52,658 (63.43%)                             | <input type="checkbox"/> | 1. Chrome          | 41,319 (49.98%)                             |
| <input type="checkbox"/> | 2. mobile  | 29,596 (35.65%)                             | <input type="checkbox"/> | 2. Safari          | 30,750 (37.20%)                             |
| <input type="checkbox"/> | 3. tablet  | 766 (0.92%)                                 | <input type="checkbox"/> | 3. Edge            | 6,556 (7.93%)                               |
|                          |            |   | <input type="checkbox"/> | 4. Firefox         | 1,750 (2.12%)                               |
|                          |            |   | <input type="checkbox"/> | 5. Safari (in-app) | 1,156 (1.40%)                               |

### Explanation of Graphics

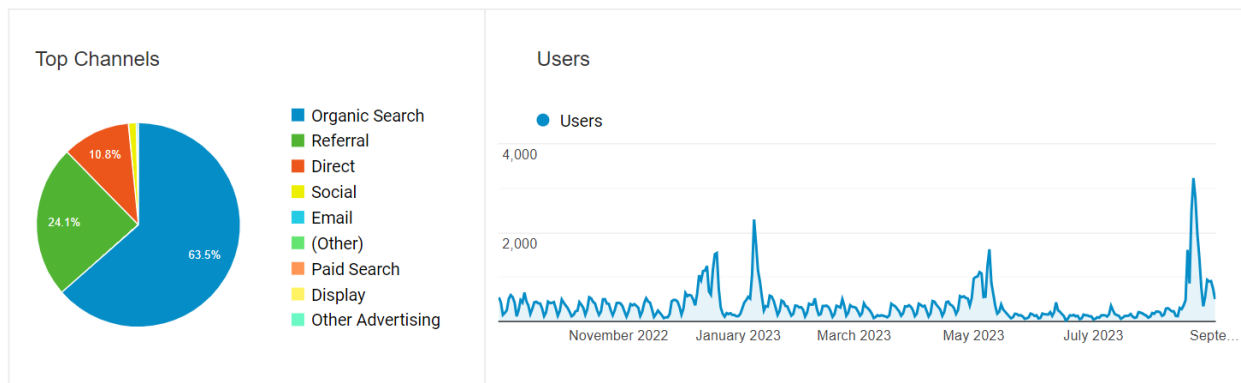
**Left:** The chart above breaks up website users into categories based on the type of device the user was using. The percentages are calculated based on a small number of users, assuming they are indicative of total usage.

**Right:** The chart above lists the most popular browsers for users on the ASC website, listed from most popular (top) to least popular (bottom)

### Notable Data Points

- Safari continues to sit towards the top of the list for Browser popularity, yet we remain unable to test our websites on Safari due to Purdue staff technology (e.g. Purdue uses Windows machines, which are unable to run Safari without additional administrative support). **This may be an issue for web and UX design.**

### Acquisition



### Explanation of Graphics

- “Organic Search” refers to users who found the site via a search engine (e.g. Google, Bing, Yahoo)
- “Direct” refers to users who came to the site via directly typing the link directly into their browser.
- “Social” refers to users who came to the site via a link on a social media platform
- “Referral” refers to users who came to the site via a link on another website
- “Email” refers to users who came to the site via a link from an email (this number is extremely unreliable, because these users are often lumped into other categories such as “Referral” or “Direct”)

### Notable Data Points

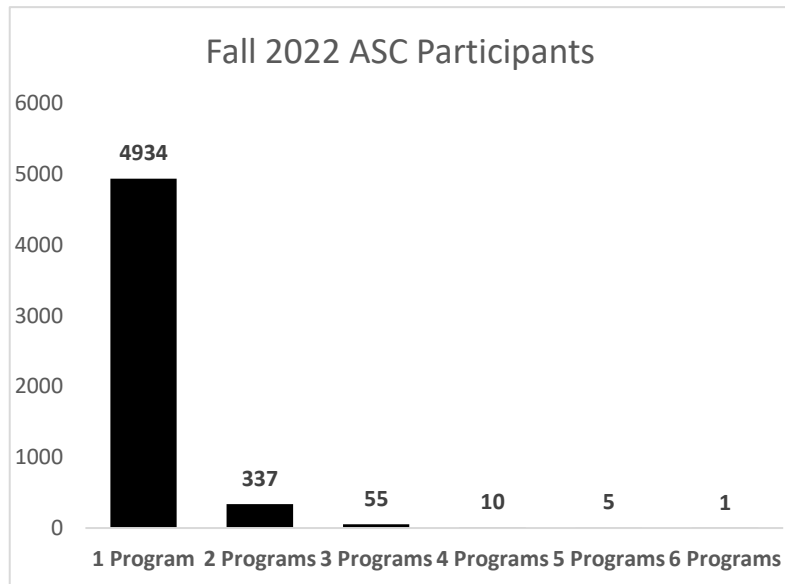
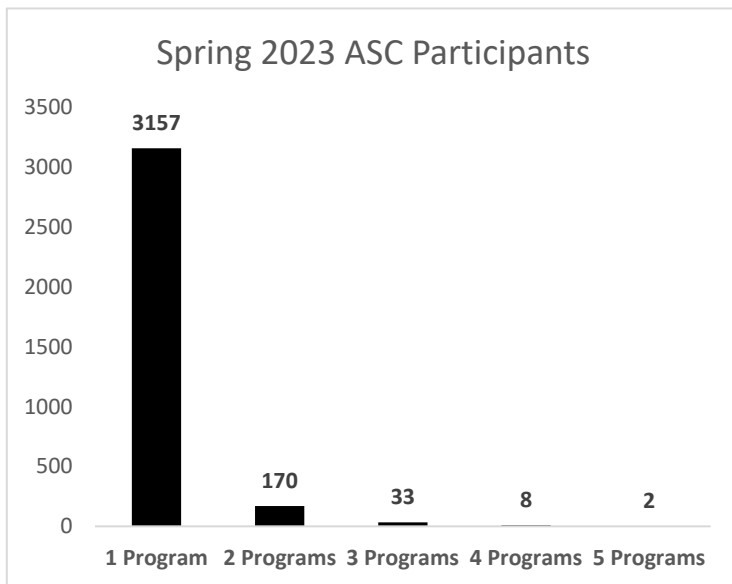
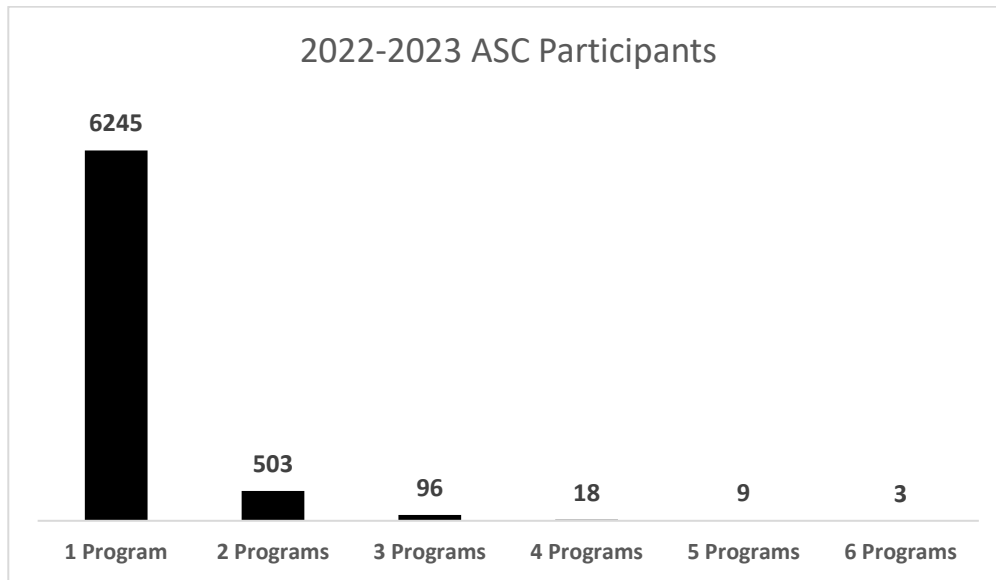
- Nearly 25% of all users who visit the ASC website come from a link off of another website. This means that if we choose to rename any of our URLs or update our navigation, we will need to be diligent in searching for where those links exist (a list of top referral websites can be generated, if needed).

## Appendix E.

### 2022-2023 Academic Success Center Data

#### Overview

In the 2022-2023 academic year, the Academic Success Center offered Supplemental Instruction, Peer Success Coaching, Academic Consultations, Workshops, Accountability Groups, and Study Space. A total of 6,874 students utilized the Academic Success Center’s services in the 2022-2023 academic year. The charts below show the distribution of how many programs ASC students participated in.



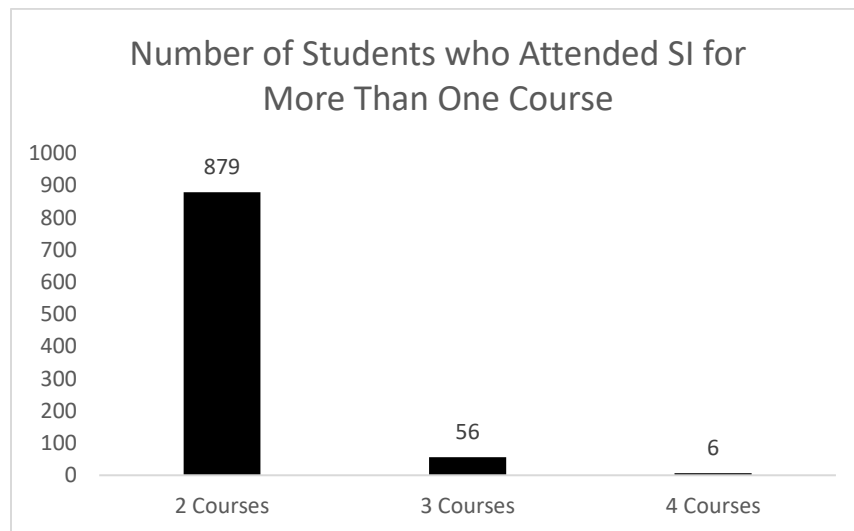
## Supplemental Instruction

### Fall 2022 SI Attendance

Of those who attended SI eight or more times, 93% earned a C or better, 77% earned a B or better, and 41% earned an A. The DFW rate was 10% higher for those who never attended when compared to those who attended eight or more times. Of students enrolled in SI eligible courses, approximately 22% participated in SI which is 3% more students than those who participated in Fall 2021.

|                       | No Sessions | 1-2 Sessions | 3-4 Sessions | 5-7 Sessions | 8+ Sessions |
|-----------------------|-------------|--------------|--------------|--------------|-------------|
| <b>A</b>              | 33%         | 32%          | 32%          | 37%          | <b>*41%</b> |
| <b>B or better</b>    | 63%         | <b>*67%</b>  | <b>*69%</b>  | <b>*72%</b>  | <b>*77%</b> |
| <b>C or better</b>    | 83%         | <b>*89%</b>  | <b>*92%</b>  | <b>*91%</b>  | <b>*93%</b> |
| <b>DFW</b>            | 17%         | <b>*11%</b>  | <b>*8%</b>   | <b>*9%</b>   | <b>*7%</b>  |
| <b>Total Students</b> | 20,789      | 3,902        | 1,015        | 395          | 474         |

Significance: \*=p<0.01

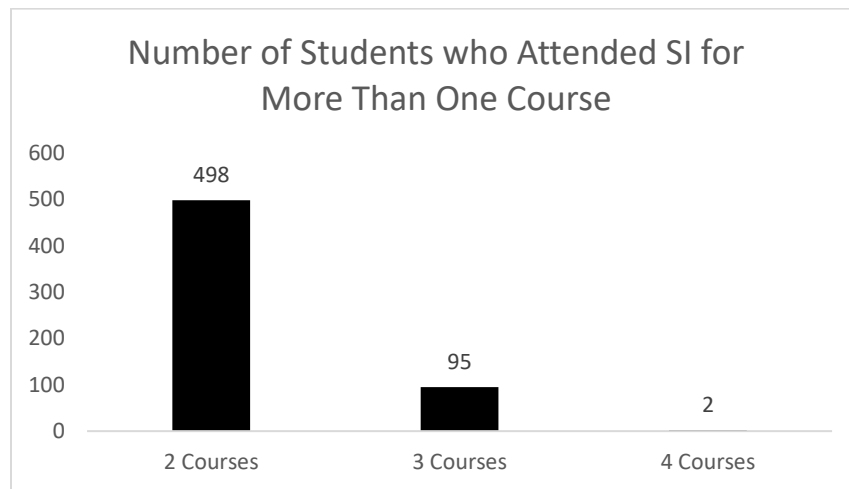


### Spring 2023 SI Attendance

Of those who attended SI eight or more times, 92% earned a C or better, 77% earned a B or better, and 39% earned an A. The DFW rate was 9% higher for those who never attended when compared to those who attended eight or more times. Of students enrolled in SI eligible courses, approximately 19% participated in SI which is 3% more students than those who participated in Spring 2022.

|                       | No Sessions | 1-2 Sessions | 3-4 Sessions | 5-7 Sessions | 8+ Sessions |
|-----------------------|-------------|--------------|--------------|--------------|-------------|
| <b>A</b>              | 33%         | 34%          | <b>*39%</b>  | 31%          | 39%         |
| <b>B or better</b>    | 63%         | <b>*70%</b>  | <b>*74%</b>  | 70%          | <b>*77%</b> |
| <b>C or better</b>    | 83%         | <b>*91%</b>  | <b>*93%</b>  | 87%          | <b>*92%</b> |
| <b>DFW</b>            | 17%         | <b>*9%</b>   | <b>*7%</b>   | 13%          | <b>*8%</b>  |
| <b>Total Students</b> | 15,617      | 2,473        | 611          | 200          | 292         |

Significance: \*=p<0.01



### Summer 2023 SI Attendance

In 2023, Summer SI was offered in CHM11500, CHM11600, CS15900, and MA16010. 47 unique students participated in Summer SI for a participation rate of 7%. Only 4 students who participated in Summer SI earned an F or W in their course. Of those who attended SI eight or more times, 100% earned a B or better, and 50% earned an A. The DFW rate was 20% higher for those who never attended when compared to those who attended eight or more times.

|                       | No Sessions | 1-2 Sessions | 3-4 Sessions | 5-7 Sessions | 8+ Sessions |
|-----------------------|-------------|--------------|--------------|--------------|-------------|
| <b>A</b>              | 21%         | 29%          | 40%          | 0%           | 50%         |
| <b>B or better</b>    | 52%         | 62%          | 80%          | 25%          | 100%        |
| <b>C or better</b>    | 80%         | <b>*94%</b>  | 100%         | 50%          | 100%        |
| <b>DFW</b>            | 20%         | <b>*6%</b>   | 0%           | 50%          | 0%          |
| <b>Total Students</b> | 643         | 34           | 5            | 4            | 4           |

Significance: \*=p<0.01



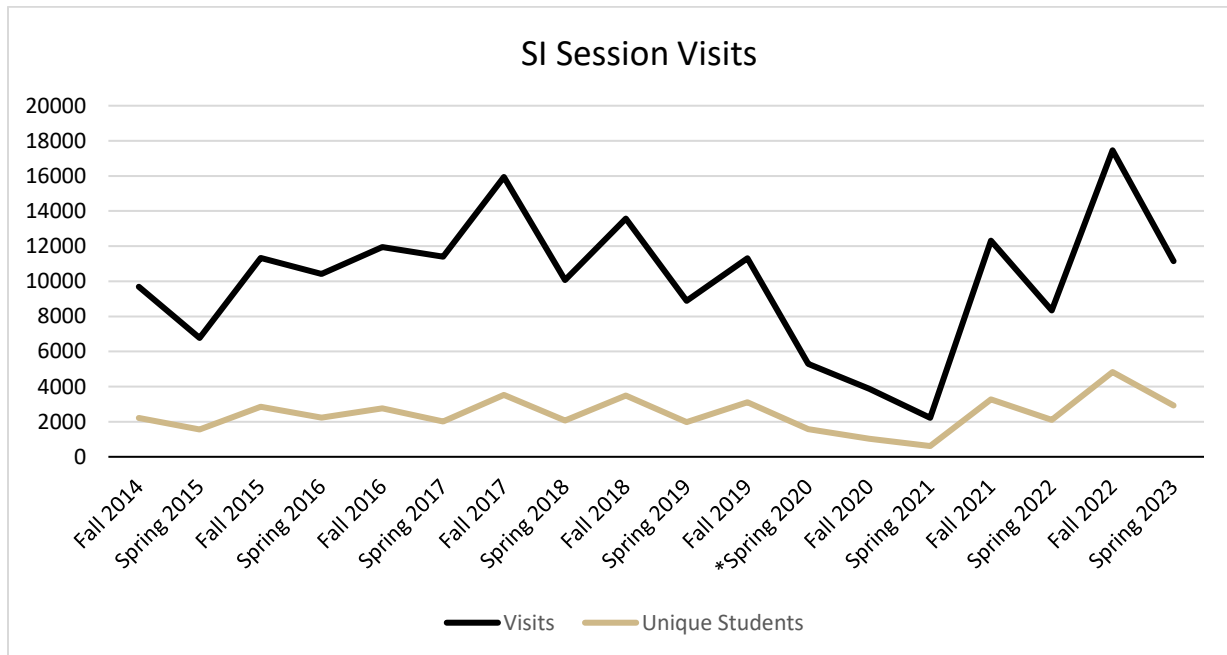
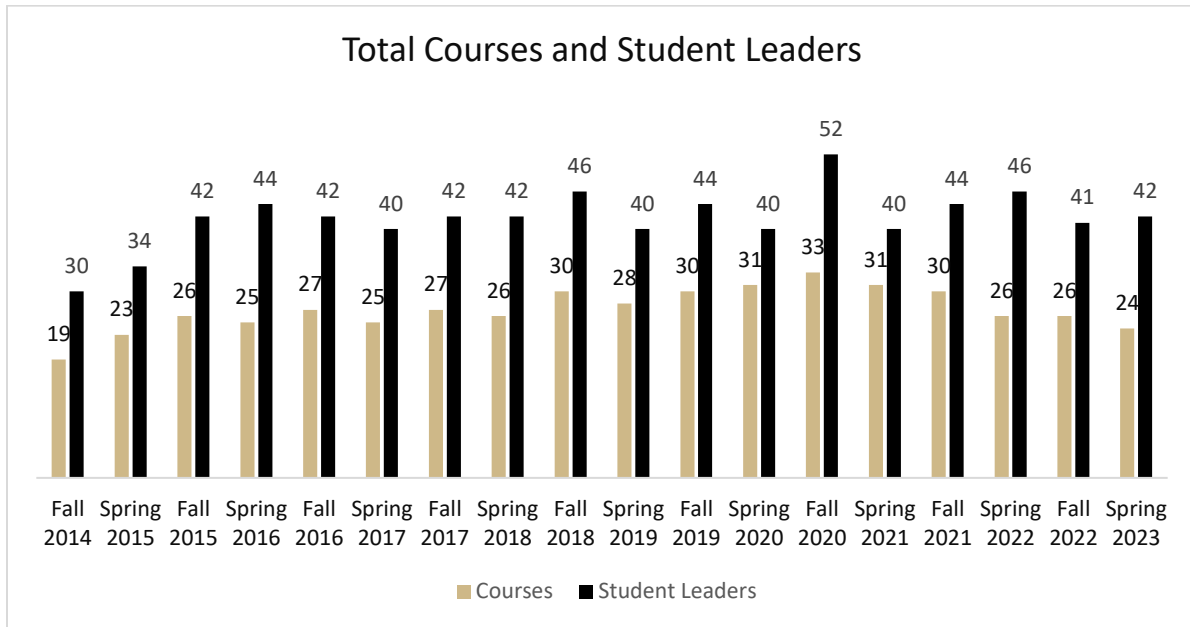
## Retention Data

- For the 2017 cohort, the six-year graduate rate is 9% higher for students who attended one or more SI sessions their first year than for students who did not attend SI their first year.
- For the 2022 cohort, the one-year retention rate is almost 6% higher for students who attended one or more SI sessions this year than for students who did not attend SI

Table 1: FTFT Retention and Graduation Rates by SI/Non-SI (for students who attended SI in first year)

| Academic Year | Cohort |      | One Year Retention Rate | Two Year Retention Rate | Three Year Retention Rate | Four Year Graduation Rate | Five year Graduation Rate | Six Year Graduation Rate |
|---------------|--------|------|-------------------------|-------------------------|---------------------------|---------------------------|---------------------------|--------------------------|
| 2011          | SI     | 989  | 95.15%                  | 90.80%                  | 87.56%                    | 56.32%                    | 82.20%                    | 87.06%                   |
|               | Non-SI | 5671 | 89.77%                  | 83.21%                  | 79.79%                    | 50.64%                    | 72.79%                    | 77.29%                   |
| 2012          | SI     | 1478 | 94.38%                  | 90.80%                  | 88.36%                    | 59.54%                    | 81.80%                    | 86.60%                   |
|               | Non-SI | 4851 | 89.98%                  | 84.66%                  | 81.26%                    | 54.73%                    | 75.74%                    | 79.53%                   |
| 2013          | SI     | 1799 | 95.11%                  | 91.50%                  | 87.27%                    | 57.75%                    | 80.04%                    | 85.77%                   |
|               | Non-SI | 4520 | 91.64%                  | 86.17%                  | 81.99%                    | 58.83%                    | 77.39%                    | 80.77%                   |
| 2014          | SI     | 1312 | 95.05%                  | 92.61%                  | 88.64%                    | 63.41%                    | 81.71%                    | 88.49%                   |
|               | Non-SI | 5096 | 92.17%                  | 86.85%                  | 82.81%                    | 59.44%                    | 78.63%                    | 81.93%                   |
| 2015          | SI     | 2451 | 94.37%                  | 90.58%                  | 87.43%                    | 62.50%                    | 82.62%                    | 87.07%                   |
|               | Non-SI | 4404 | 90.30%                  | 85.42%                  | 80.52%                    | 59.47%                    | 77.09%                    | 80.79%                   |
| 2016          | SI     | 2432 | 94.24%                  | 91.69%                  | 87.83%                    | 64.84%                    | 83.10%                    | 88.16%                   |
|               | Non-SI | 4797 | 90.33%                  | 85.28%                  | 80.55%                    | 61.52%                    | 77.92%                    | 81.15%                   |
| 2017          | SI     | 2782 | 95.26%                  | 92.34%                  | 89.07%                    | 67.97%                    | 85.77%                    | 89.58%                   |
|               | Non-SI | 4766 | 90.01%                  | 85.14%                  | 79.58%                    | 63.28%                    | 77.61%                    | 80.47%                   |
| 2018          | SI     | 2973 | 95.19%                  | 92.06%                  | 89.24%                    | 70.06%                    | 87.25%                    |                          |
|               | Non-SI | 5355 | 89.56%                  | 84.86%                  | 79.01%                    | 63.08%                    | 76.96%                    |                          |
| 2019          | SI     | 2482 | 96.41%                  | 92.87%                  | 88.32%                    | 71.15%                    |                           |                          |
|               | Non-SI | 5529 | 92.26%                  | 85.75%                  | 79.63%                    | 64.57%                    |                           |                          |
| 2020          | SI     | 958  | 95.51%                  | 93.01%                  | 87.68%                    |                           |                           |                          |
|               | Non-SI | 7820 | 91.10%                  | 86.21%                  | 80.84%                    |                           |                           |                          |
| 2021          | SI     | 2805 | 95.97%                  | 92.66%                  |                           |                           |                           |                          |
|               | Non-SI | 7337 | 88.66%                  | 84.52%                  |                           |                           |                           |                          |
| 2022          | SI     | 3778 | 95.55%                  |                         |                           |                           |                           |                          |
|               | Non-SI | 5497 | 90.01%                  |                         |                           |                           |                           |                          |

## History of Courses, Leaders, Visits, and Unique Students

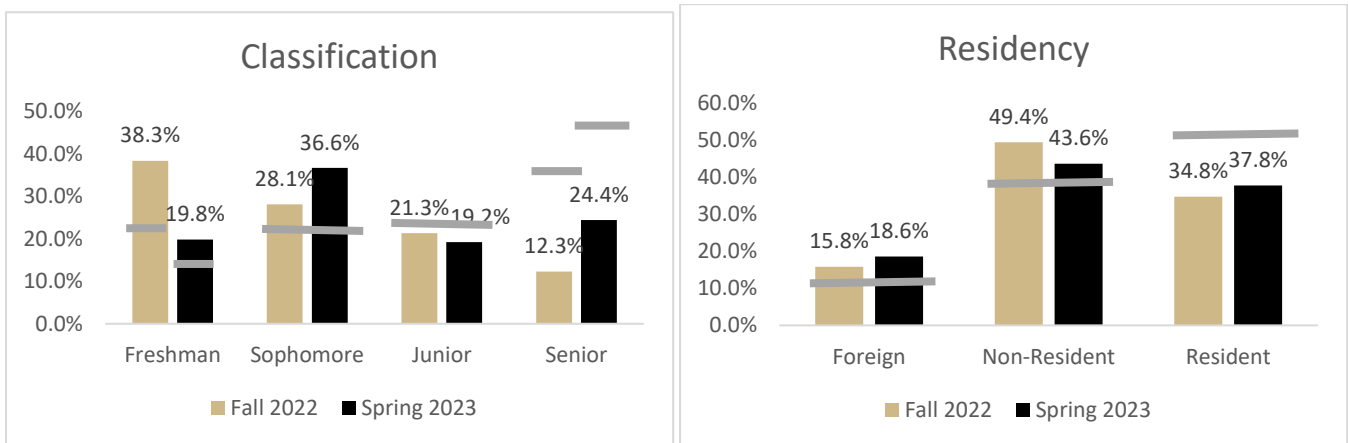
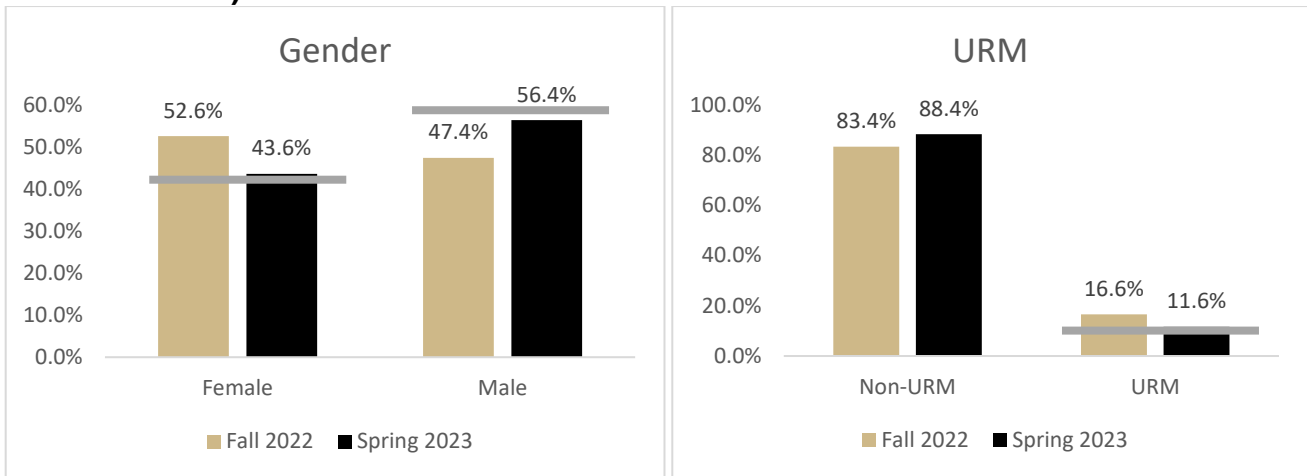


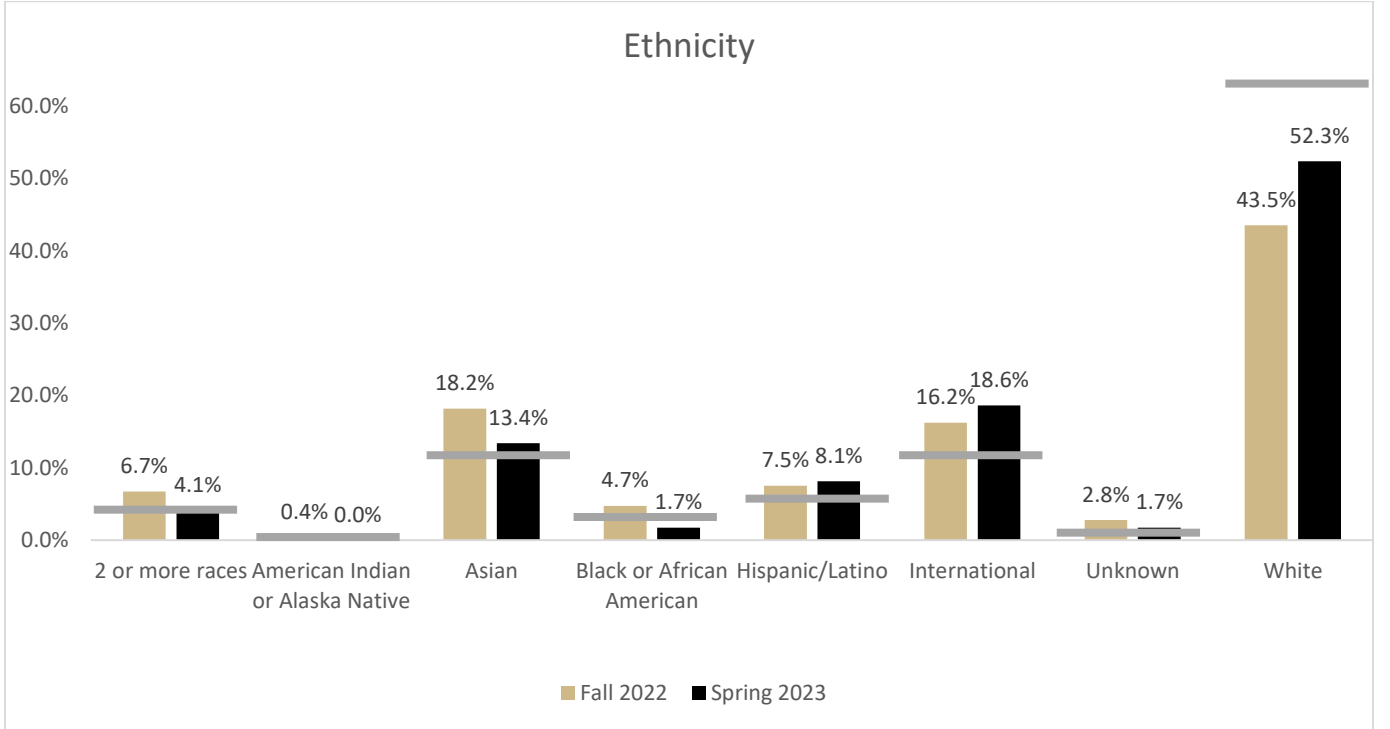
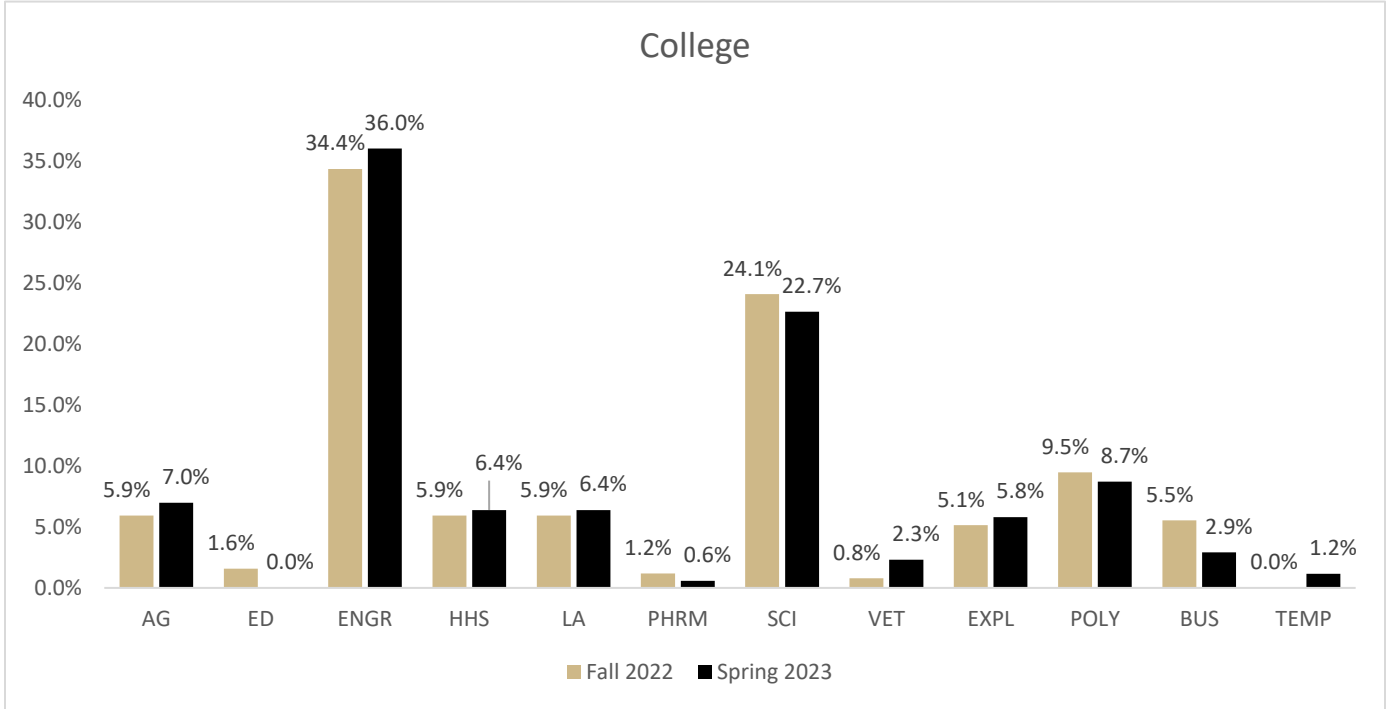
## Consultations

During the 2022-2023 academic year, the ASC held a total of 532 consultations for 425 unique students.

|                               | Fall 2022 | Spring 2023 | 2022-23 Total |
|-------------------------------|-----------|-------------|---------------|
| <b># of Visits</b>            | 303       | 218         | 521           |
| <b>Unique Students Served</b> | 253       | 172         | 416           |

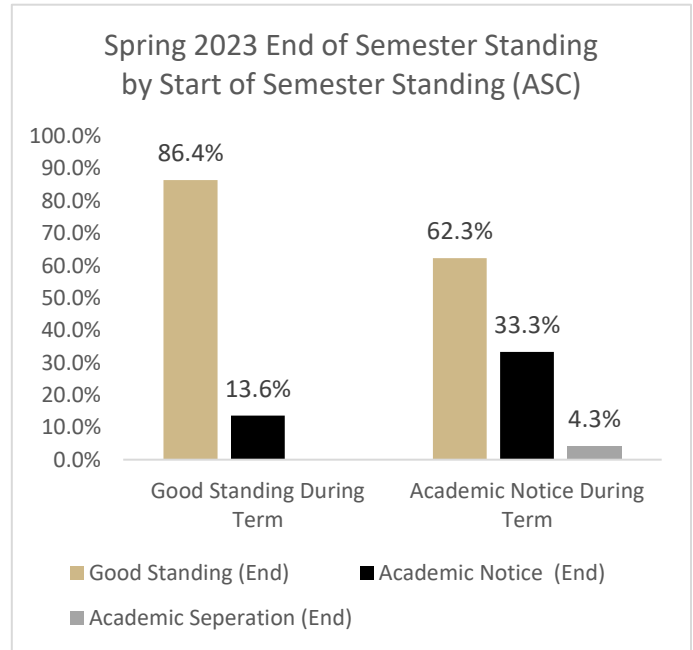
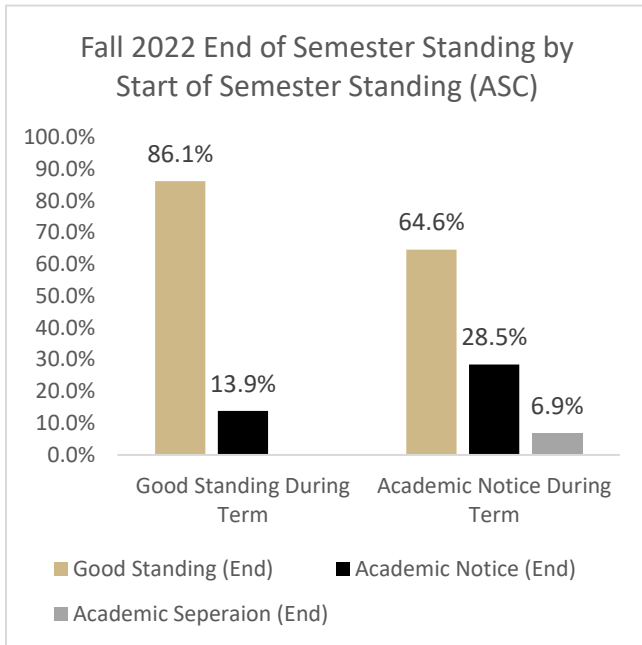
### Demographic Information of Students Served through Consultations (with All Purdue Reference Lines)





### Academic Standing of Students Served through Consultations

One of the outcomes the ASC has for academic consultations is participating students will “maintain or return to good academic standing status (term and cumulative GPA at or above 2.0).” When looking at the outcome of a semester’s academic standing, it is helpful to consider the academic standing the participating students were in during the semester they received support. For students in good standing, the goal is to maintain their academic good standing. For students on academic notice, the ideal goal is to earn a cumulative and term GPA of 2.0+ so they can return to good standing. However, depending on the student’s cumulative GPA, it may not be mathematically possible to return to good standing in just one semester; in these situations, remaining on notice is a neutral to positive outcome. For all students, being academically separated is not the desired outcome. The charts below show the academic standing outcomes of participating students versus all Purdue students based on their standing groups during the semester. In Fall 2022, 86.1% of participating students who were in good standing when seeking support remained in good standing at the end of the term. That same semester, 64.6% of the participating students who were on academic probation during the semester of support returned to academic good standing. In Spring 2023, 62.3% of students who were on probation during the semester of support returned to academic good standing.



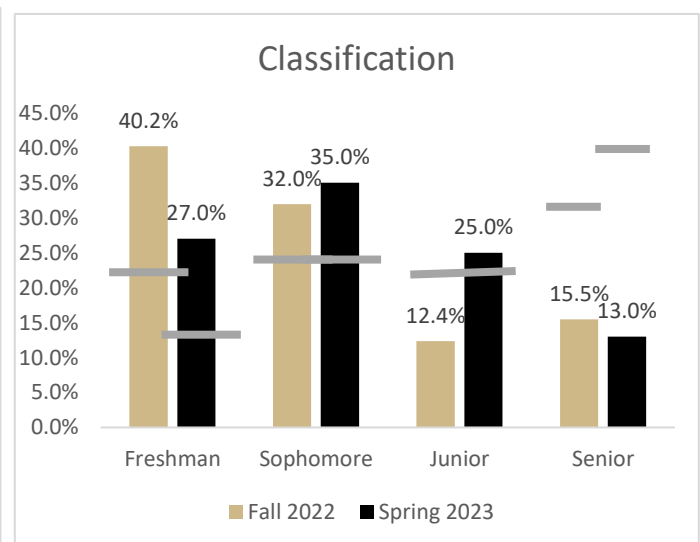
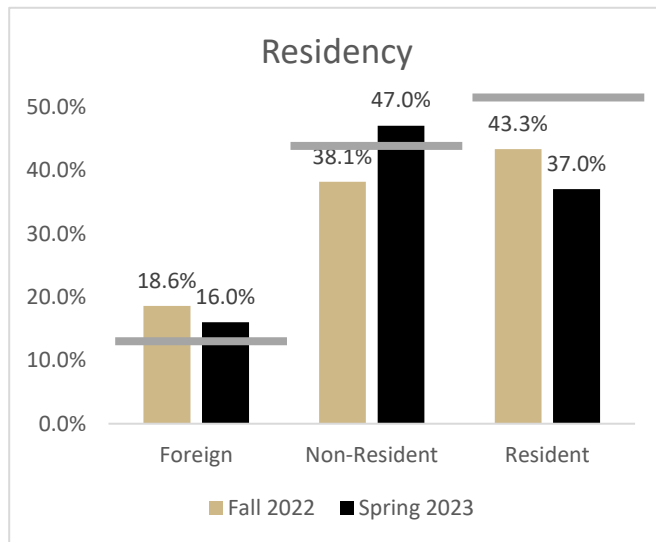
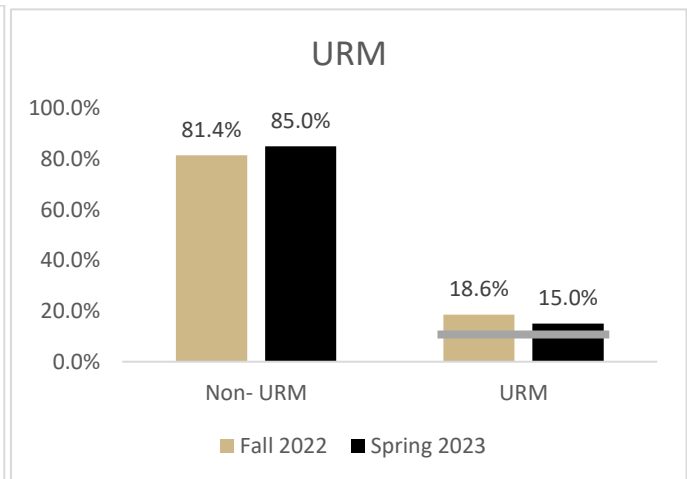
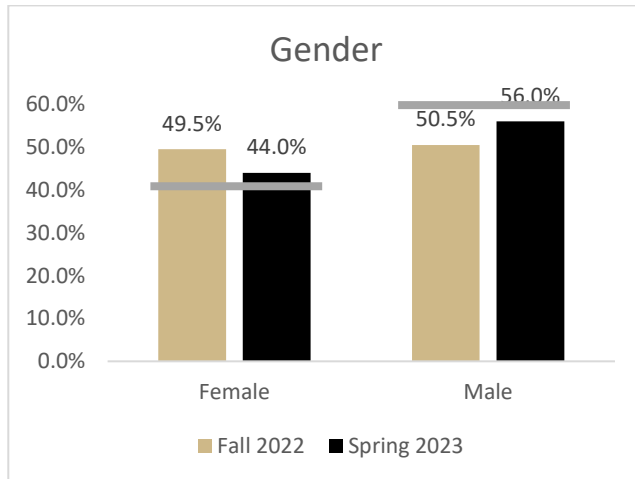
| Average GPAs of Participating Students 2022-2023 |           |             |
|--|-----------|-------------|
|  | Fall 2022 | Spring 2023 |
| <b>Average Cumulative GPA</b>                    | 2.97      | 2.77        |
| <b>Average Term GPA</b>                          | 2.72      | 2.31        |
| <b>Average Credit Hours Completed</b>            | 12.63     | 12.69       |

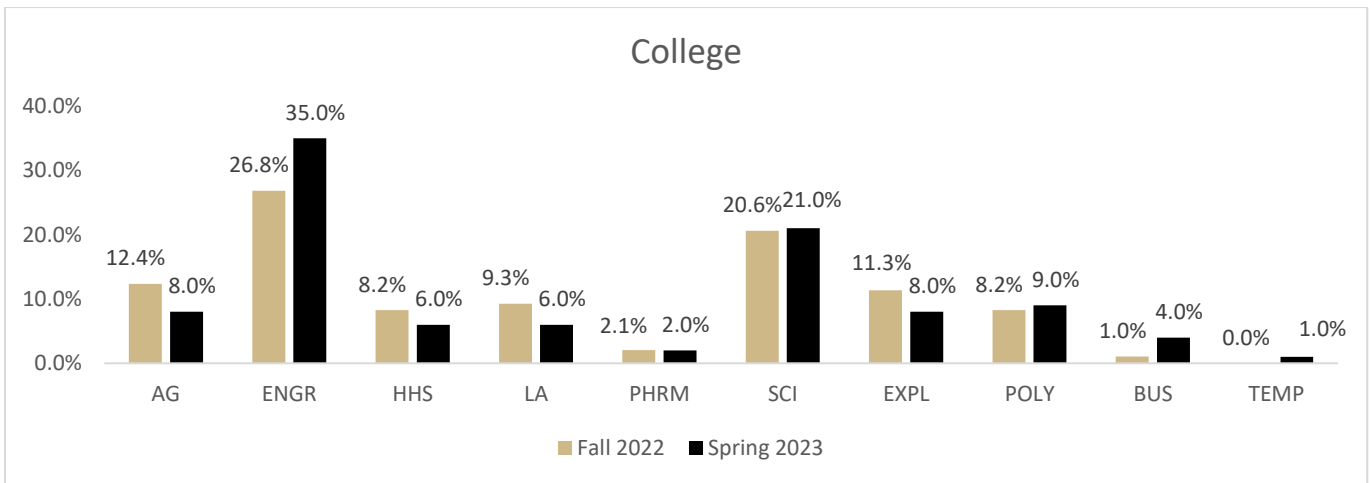
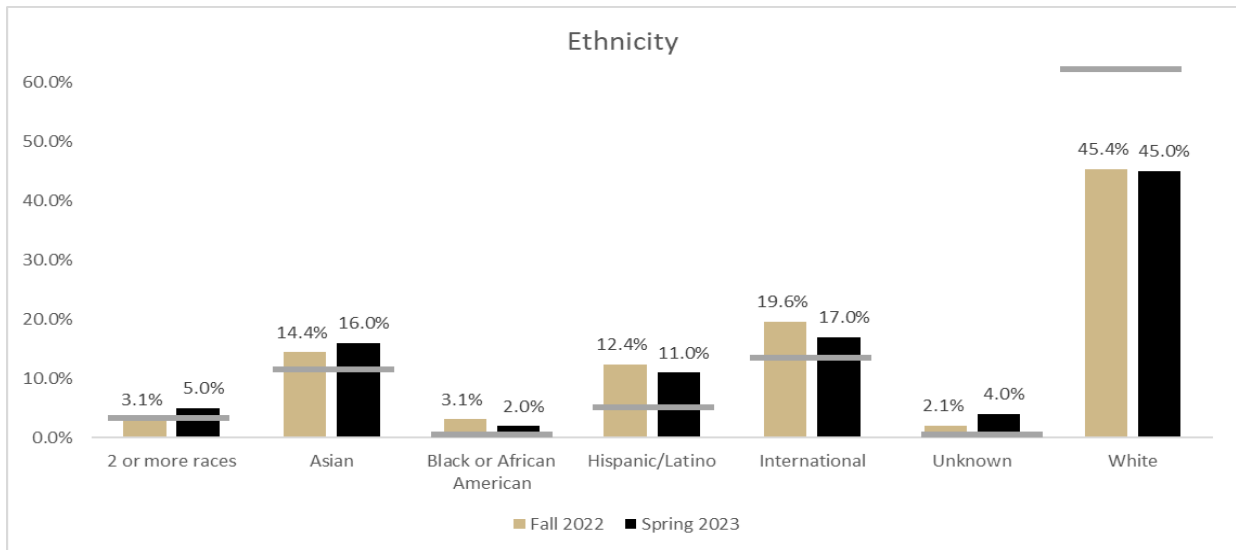
## Peer Success Coaching Program

During the 2022-2023 academic year, the PSC program served 153 unique students and conducted 1,275 meetings.

|                               | Fall 2022 | Spring 2023 | 2022-23 Total |
|-------------------------------|-----------|-------------|---------------|
| <b>Visits</b>                 | 611       | 664         | 1,275         |
| <b>Unique Students Served</b> | 97        | 100         | 153           |

### Demographics of PSC Program Participants (with All Purdue Reference Lines)





### Additional PSC Data

The table below shows that on average in the 2022-2023 academic year, students met with their Peer Success Coach 8 times per semester. The minimum number of visits is 1 and the maximum is 28.

| N   | Minimum | Maximum | Mean | Std. Deviation |
|-----|---------|---------|------|----------------|
| 153 | 1       | 28      | 8.33 | 6.37           |

The table below shows the end of semester academic standing for PSC participants who were on probation at the beginning of the semester. No PSC participants who were on probation were dropped at the end of the semester.

|                                       | End of Semester Standing |           |         |
|---------------------------------------|--------------------------|-----------|---------|
|                                       | Good Standing            | Probation | Dropped |
| Fall 2022 Probation Students (N=23)   | 66.7%                    | 26.0%     | 7.4%    |
| Spring 2023 Probation Students (N=43) | 65.1%                    | 32.6%     | 2.3%    |

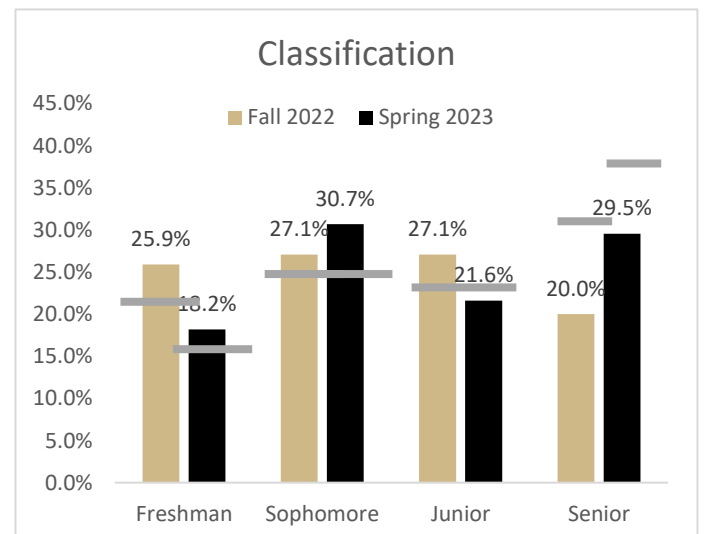
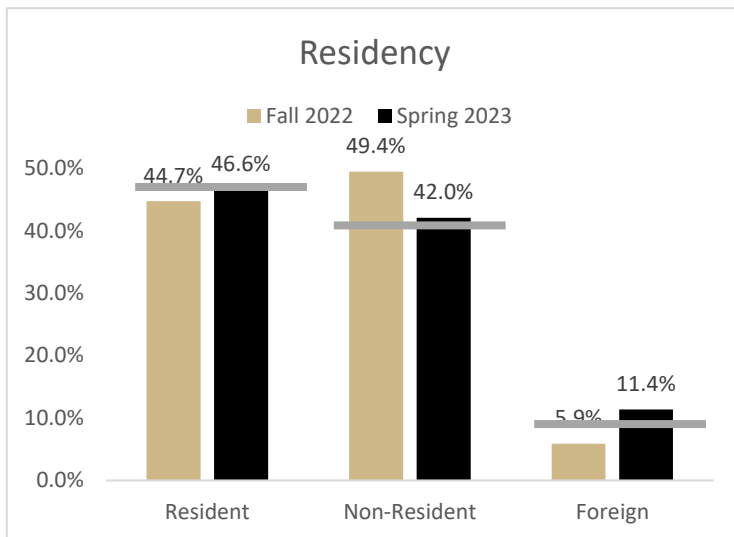
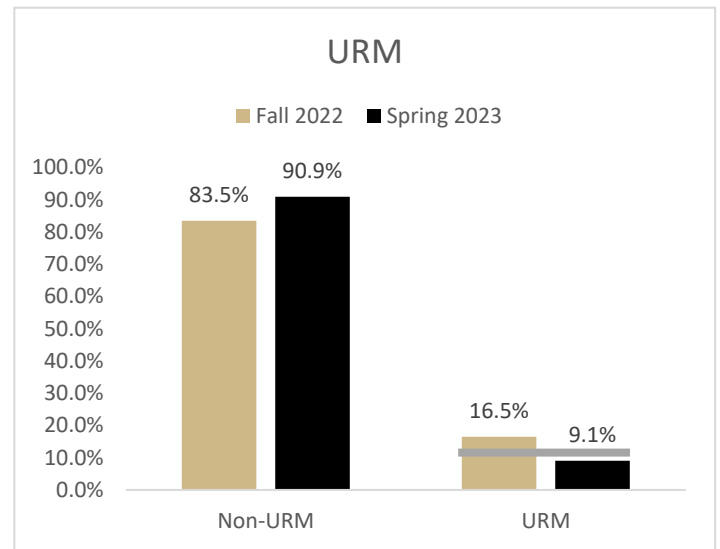
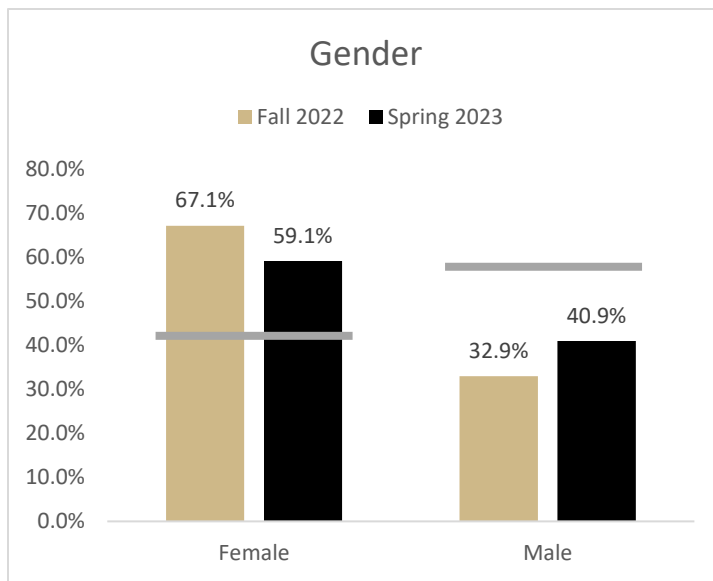


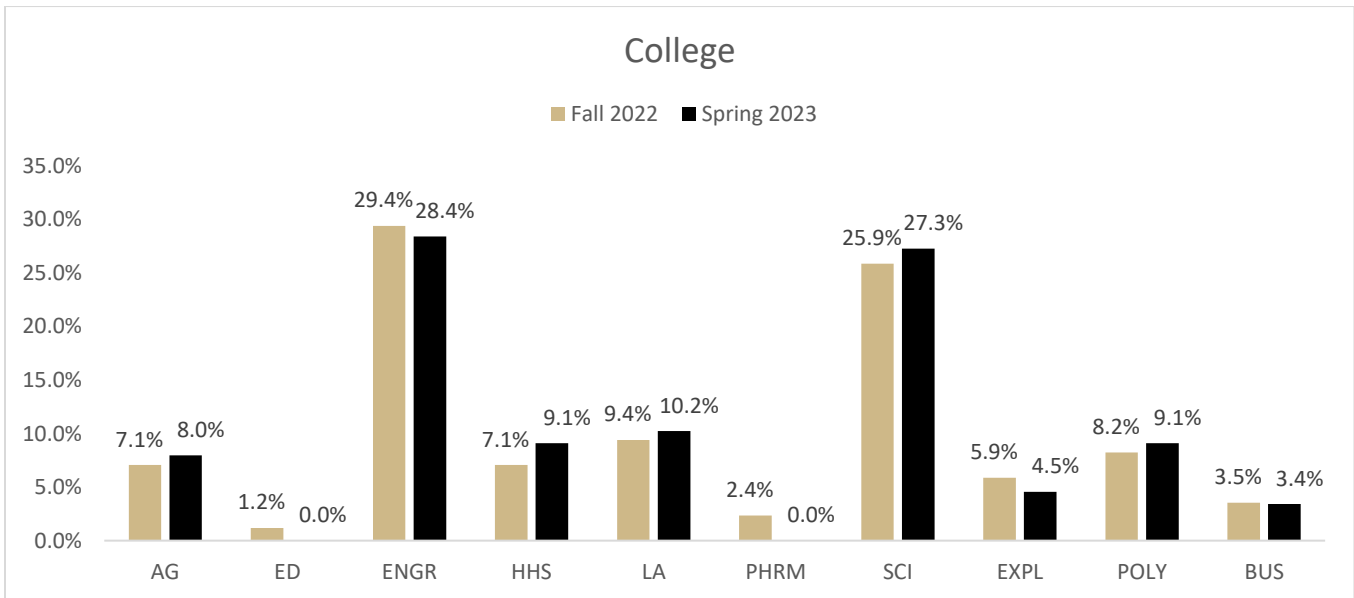
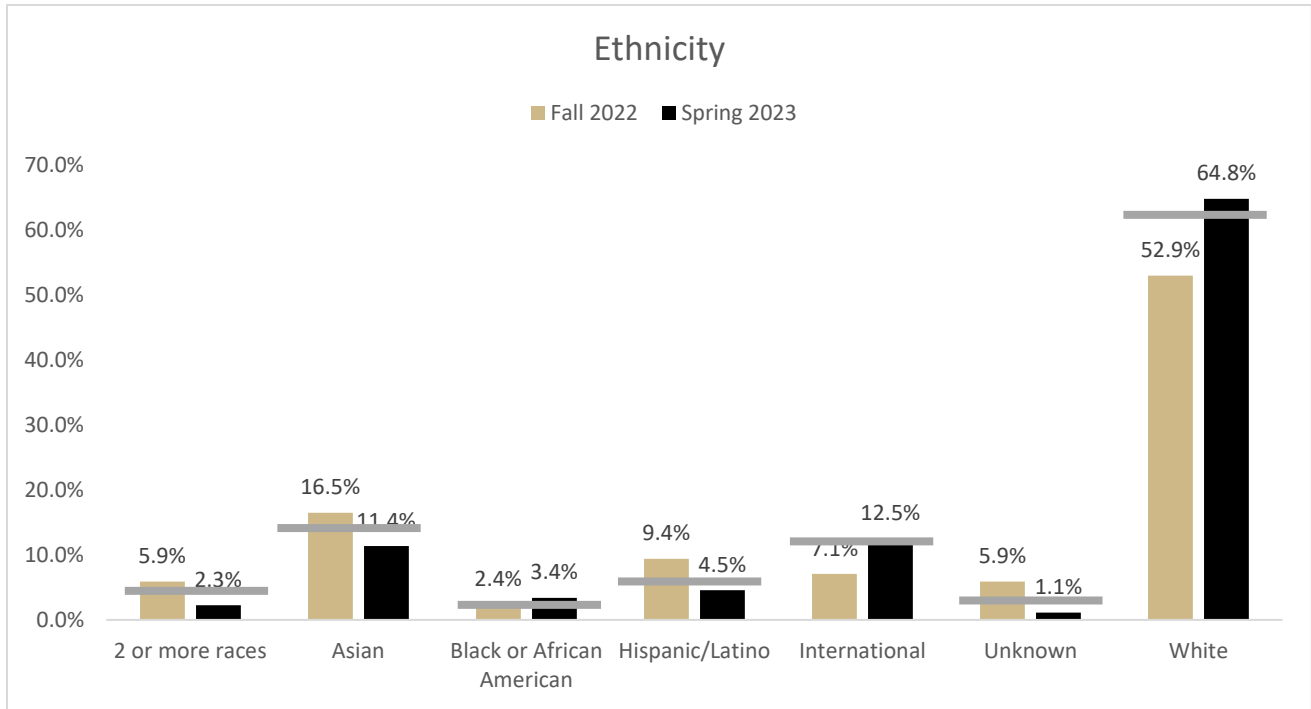
## Accountability Groups

In Fall 2021, the ASC began hosting Accountability Groups. Accountability Groups offer ongoing support to undergraduate students in a group setting to help them strengthen their study skills and stay motivated.

|                               | Fall 2022 | Spring 2023 | 2022-23 Total |
|-------------------------------|-----------|-------------|---------------|
| <b># of Visits</b>            | 483       | 545         | 1028          |
| <b>Unique Students Served</b> | 85        | 88          | 150           |

## Demographic Information of Students Served through Accountability Groups (with All Purdue Reference Lines)





| Average GPAs of Participating Students 2022-2023 |           |             |
|--|-----------|-------------|
|  | Fall 2022 | Spring 2023 |
| <b>Average Cumulative GPA</b>                    | 2.93      | 3.00        |
| <b>Average Term GPA</b>                          | 2.80      | 2.80        |
| <b>Average Credit Hours Completed</b>            | 13.09     | 13.76       |

## ASC Study Space Visits

In Fall 2022 and Spring 2023, 602 unique students checked into the Academic Success Center for general purposes or to attend ASC leader office hours.

### ASC Study Space

|                               | Fall 2022 | Spring 2023 | 2022-23 Total |
|-------------------------------|-----------|-------------|---------------|
| <b># of Visits</b>            | 1,488     | 1,377       | 2,865         |
| <b>Unique Students Served</b> | 460       | 259         | 600           |

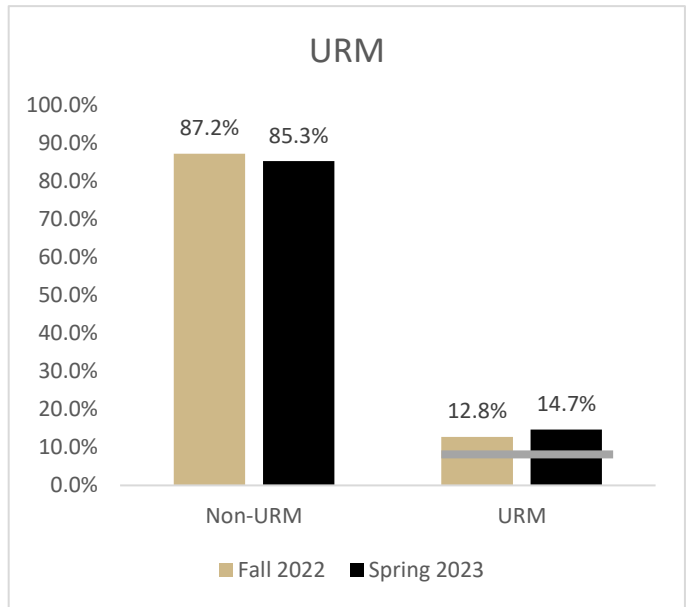
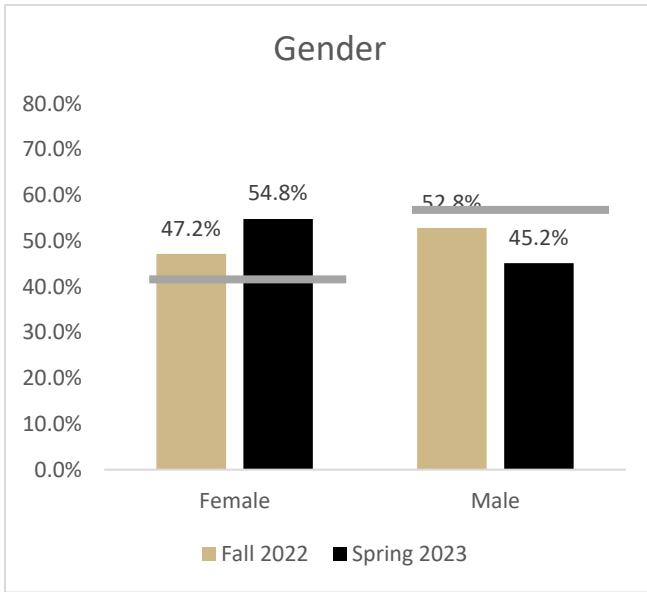
### ASC Leader Office Hours

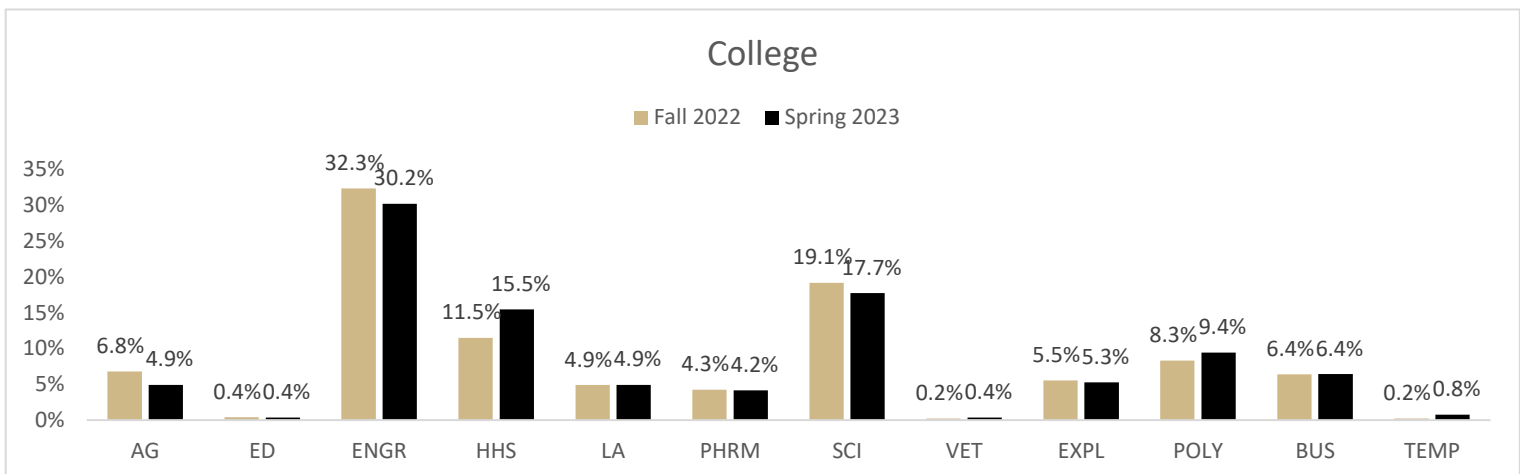
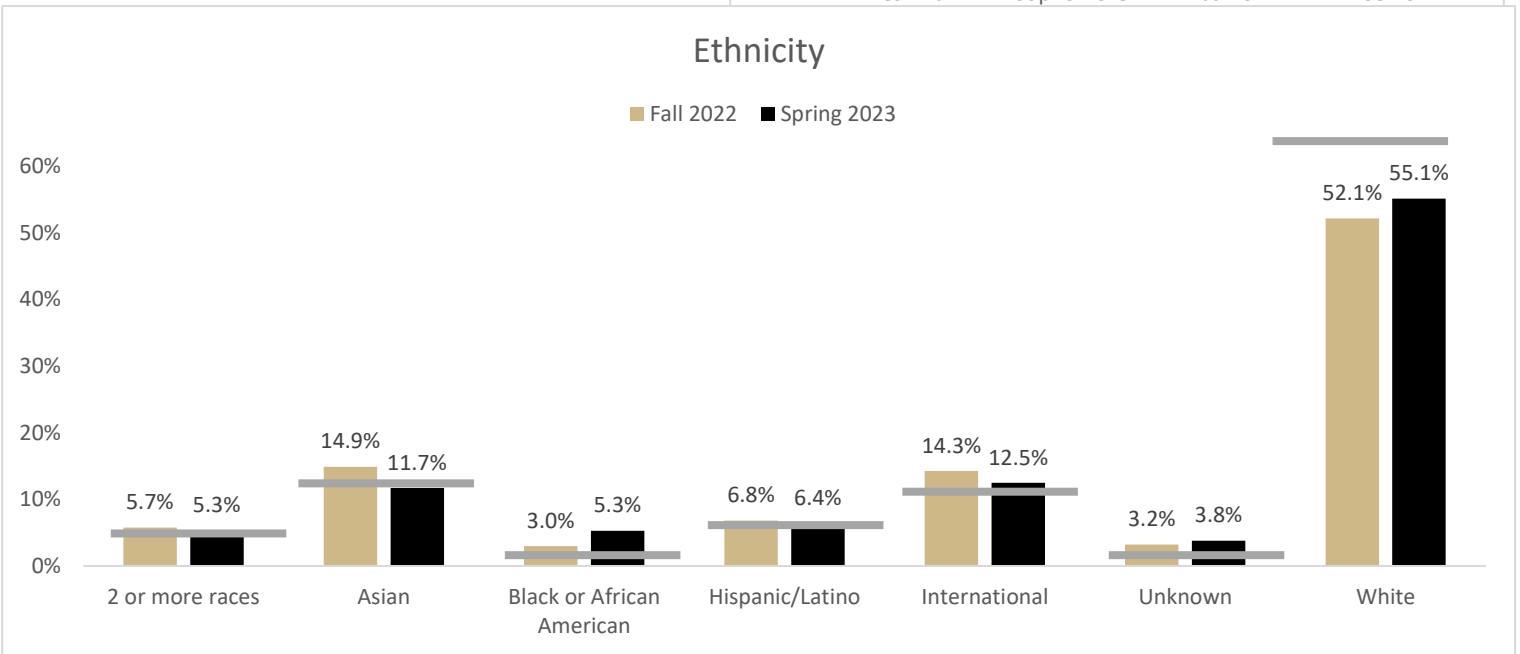
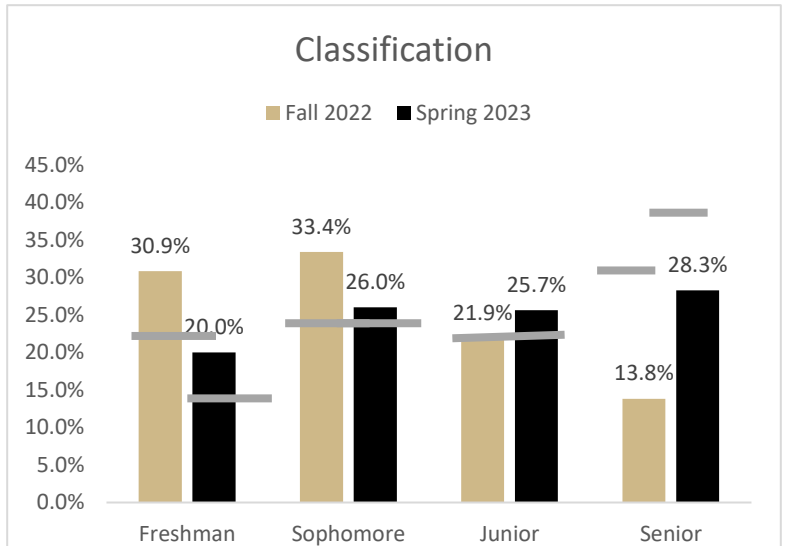
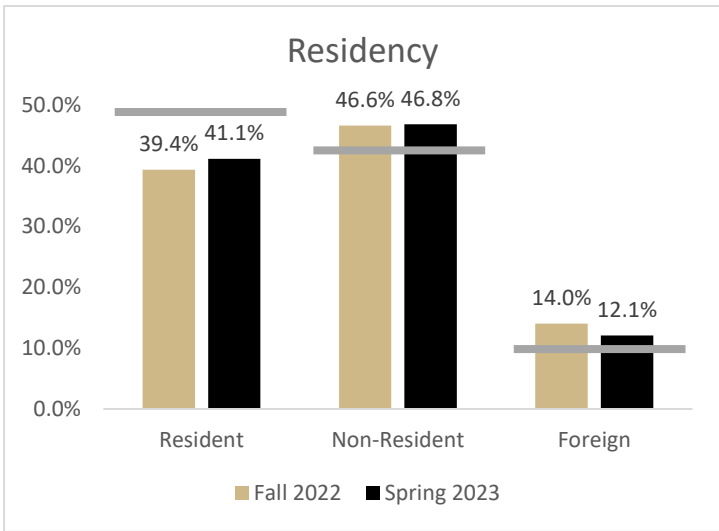
|                               | Fall 2022 | Spring 2023 | 2022-2 Total |
|-------------------------------|-----------|-------------|--------------|
| <b># of Visits</b>            | 883       | 822         | 1,705        |
| <b>Unique Students Served</b> | 81        | 66          | 97           |

### Average GPAs of Checked In Students 2022-2023

|                                       | Fall 2022 | Spring 2023 |
|---------------------------------------|-----------|-------------|
| <b>Average Cumulative GPA</b>         | 3.43      | 3.30        |
| <b>Average Term GPA</b>               | 3.34      | 3.30        |
| <b>Average Credit Hours Completed</b> | 14.71     | 14.49       |

## Demographic Information of Students Who Checked into the ASC (with All Purdue Reference Lines)





## ASC Workshops

The ASC offers workshops on various academic skills. These interactive and engaging workshops are designed to tackle some of the most pressing challenges students face today. Workshops are facilitated by professional staff and Student Office Ambassadors. They are offered throughout the semester in the ASC space and can be requested by faculty and student organizations. Custom workshops can also be requested. All workshops include a brief overview of ASC services and resources.

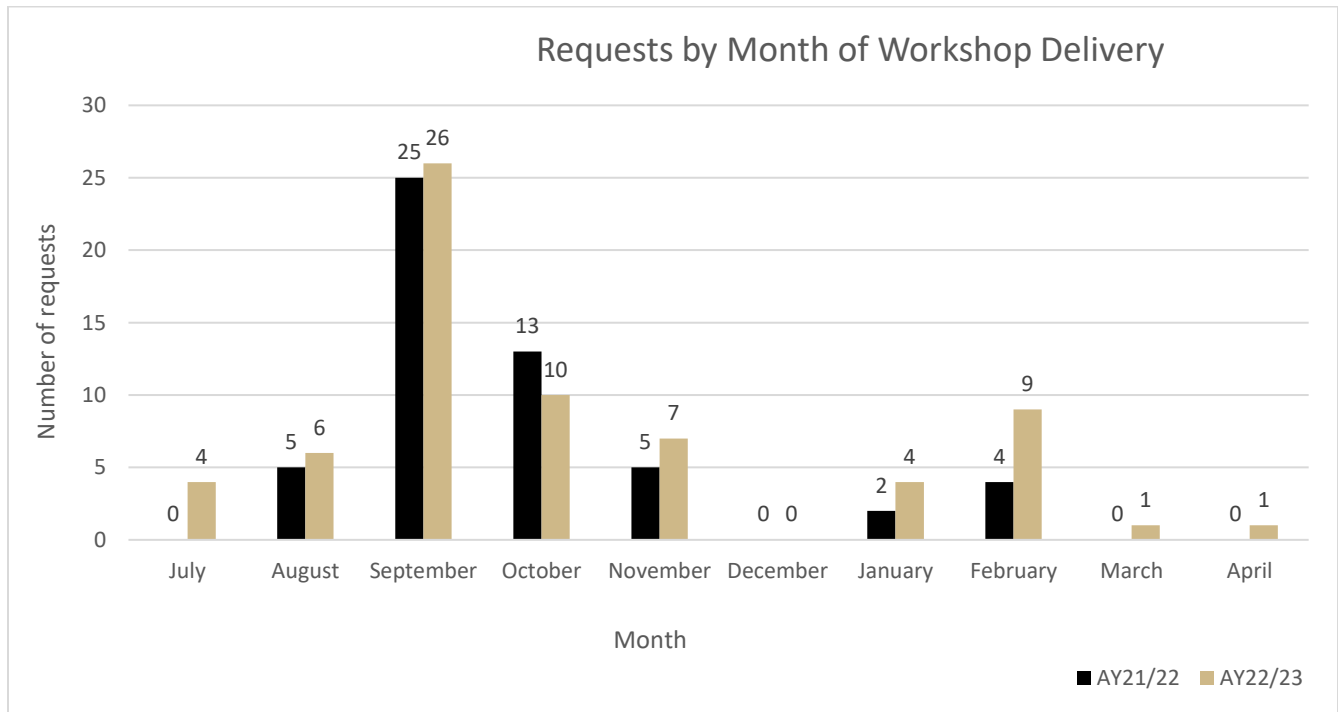
The workshops offered during Fall 2022 and Spring 2023 included:

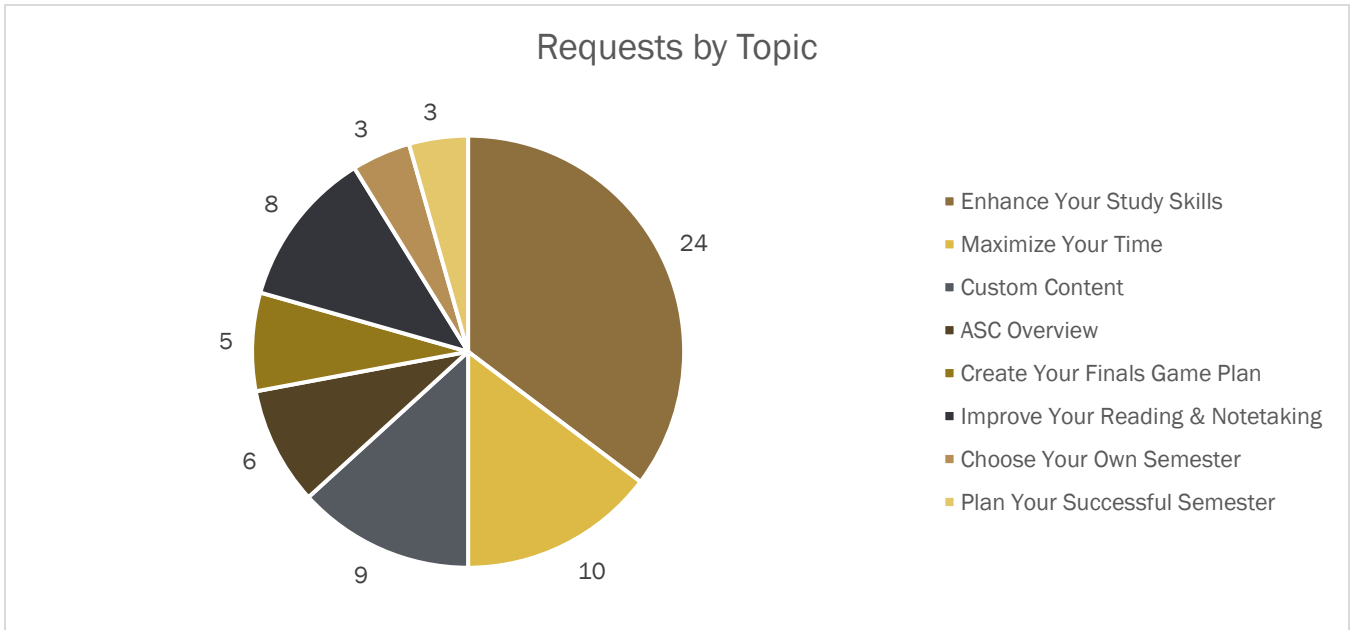
- Plan Your Successful Semester
- **Choose Your Own Semester\***
- Enhance Your Study Skills
- Maximize Your Time
- **P.A.S.S. Your Exams\***
- **Practice Your Pomo\***
- **Improve Your Reading & Note-taking\***
- Create Your Finals Gameplan

\*New or revamped during the Academic Year

## Workshop Requests

In Fall 2022 and Spring 2023, the ASC received 68 workshop requests and reached an estimated 3,709 students.



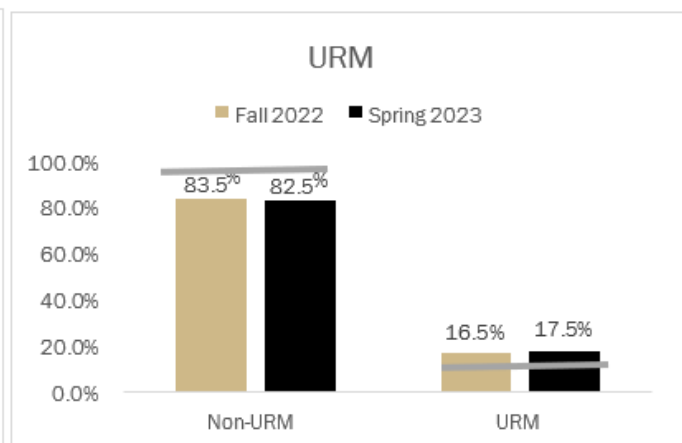
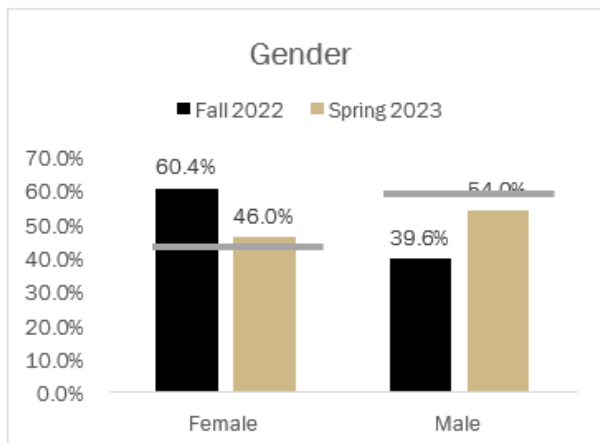


### ASC Hosted Workshops

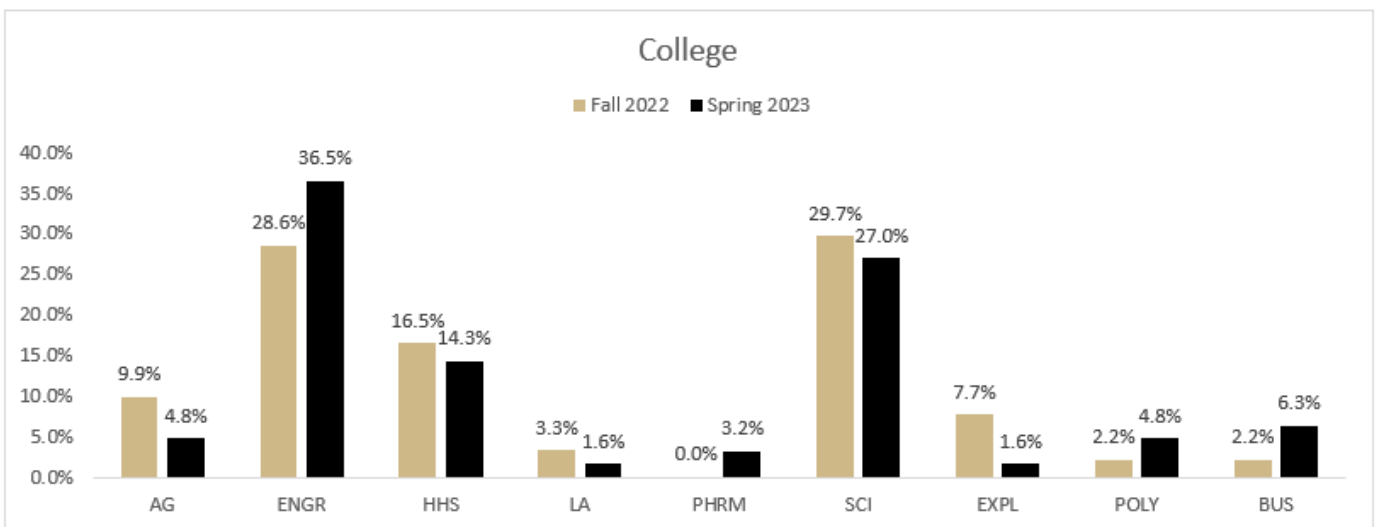
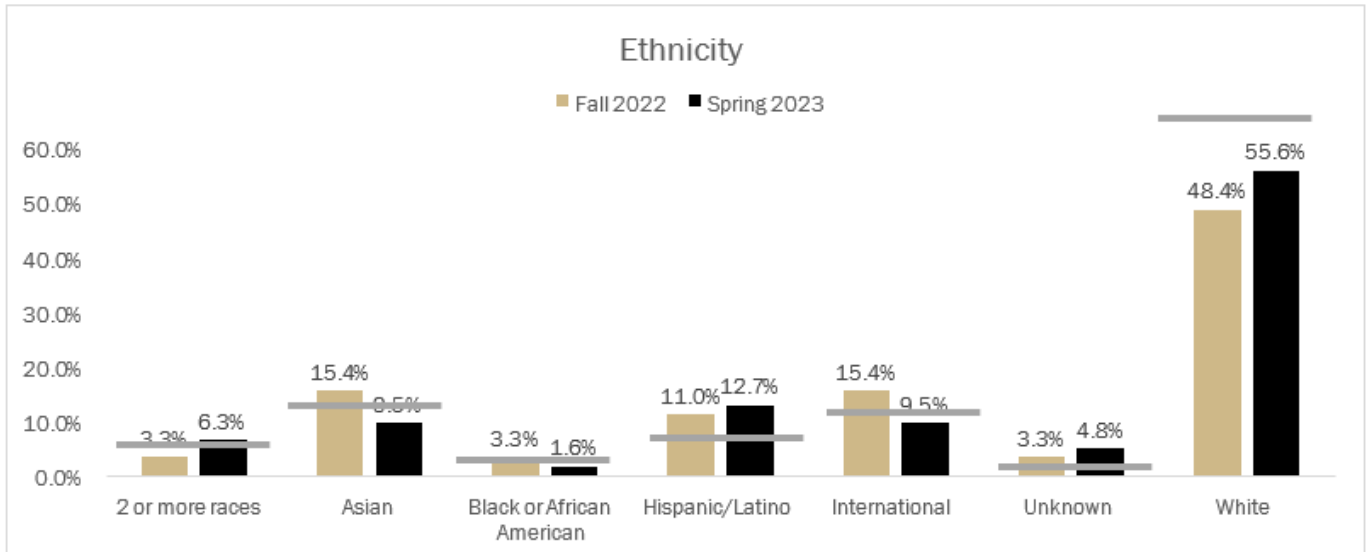
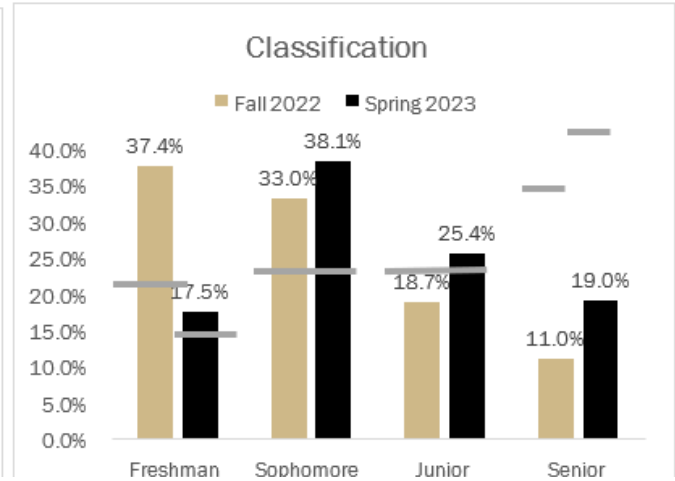
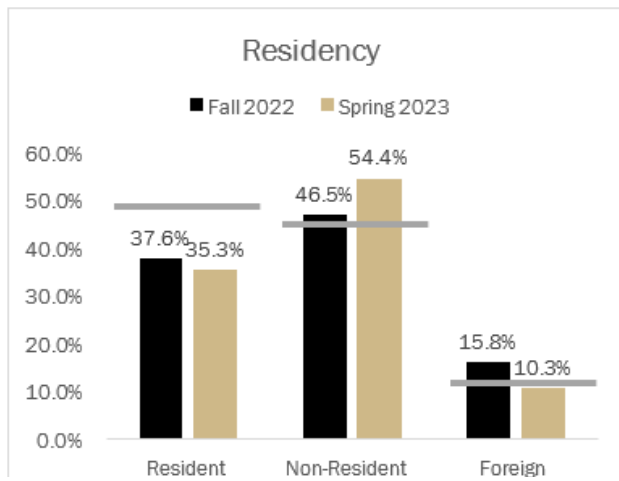
The ASC hosted 16 workshops during the 2022-2023 academic year. Workshops served 144 unique students through a total of 185 workshop visits, excluding the Level Up series.

| Average GPAs of Checked-In Workshop Attendees 2022-2023 |           |             |
|---|-----------|-------------|
|   | Fall 2022 | Spring 2023 |
| <b>Average Cumulative GPA</b>                           | 3.33      | 3.33        |
| <b>Average Term GPA</b>                                 | 3.23      | 3.02        |
| <b>Average Credit Hours Completed</b>                   | 14.83     | 14.94       |

### Demographic Information of Students Who Checked into ASC Workshops (with All Purdue Reference Lines)







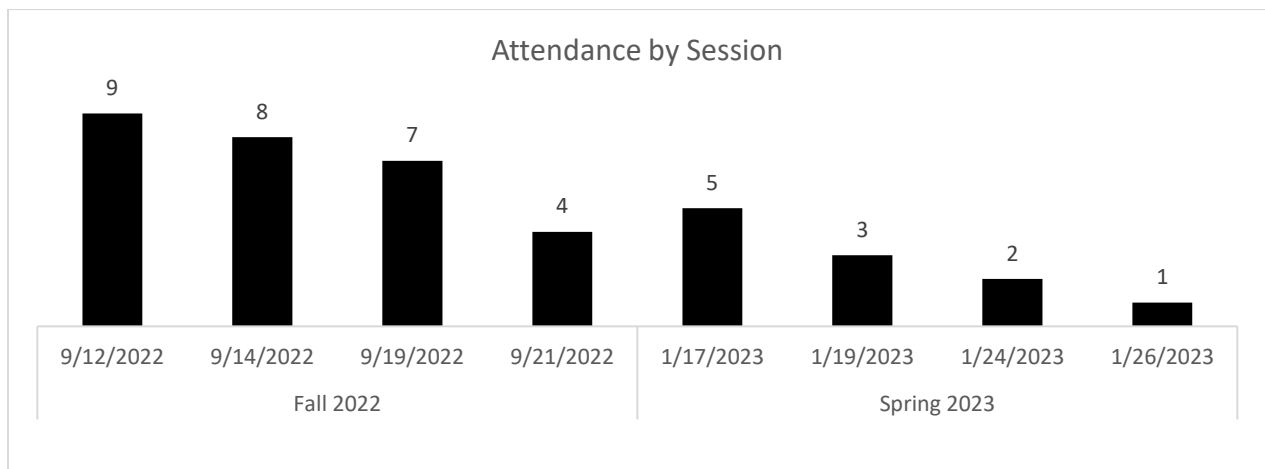
## Level Up Your Academic Success Workshops

Level Up Your Academic Success is a 4-part workshop series designed for students on academic grade probation or facing an academic setback. The series was designed using Kamphoff, Huston, Amundson, and Atwood’s Motivational/Empowerment Model (2007); and creates a “table” for success through activities regarding goal setting, personal responsibility, self-management, and positive affirmations.

Level Up was offered during both the Fall 2022 and Spring 2023 Semester. The 4 sessions were extended from a typical 50-minute workshop to 1.5 hours to allow for individual work time. The time of Level Up was also added as an Accountability Group and offered to participants. This year, areas of interest during this analyzation extended to registrations information versus participation, and students who opted into ongoing support from the ASC through participation in Accountability Groups.

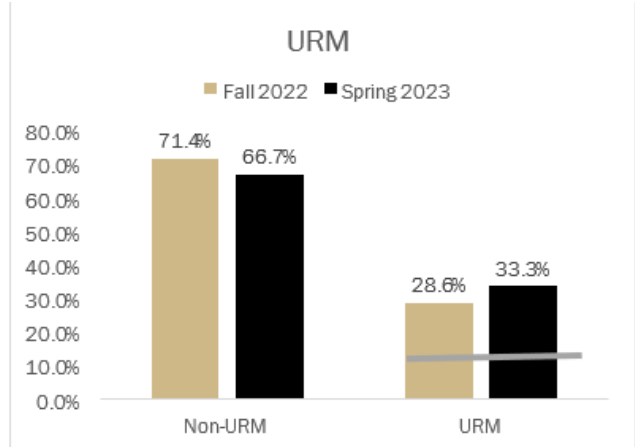
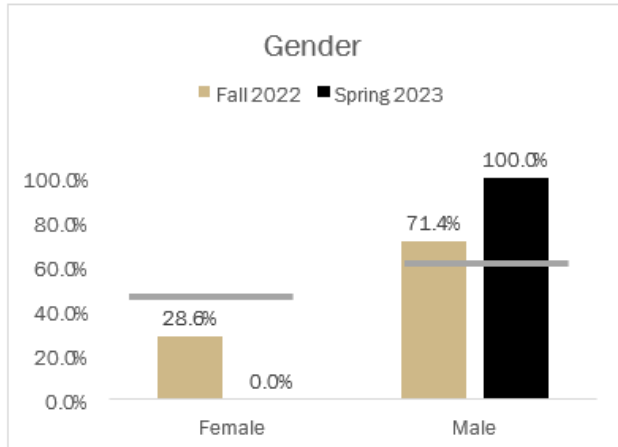
## Attendance by Session

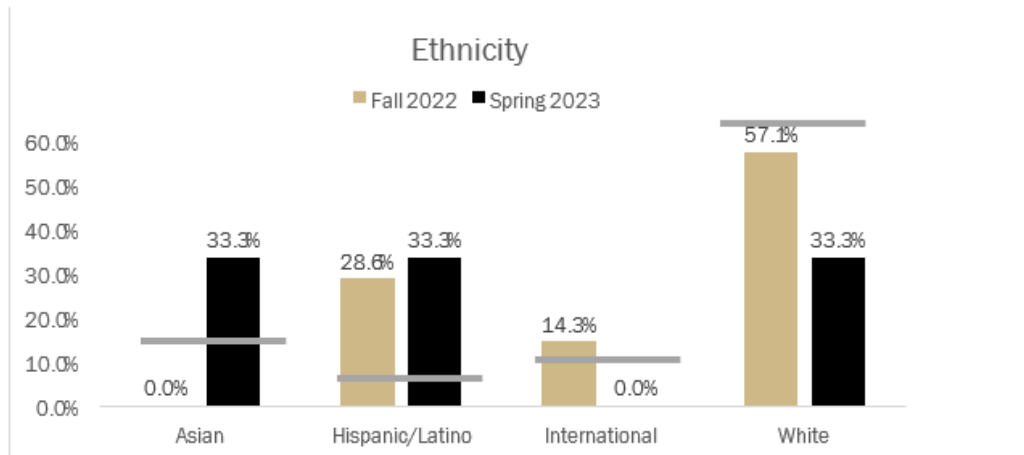
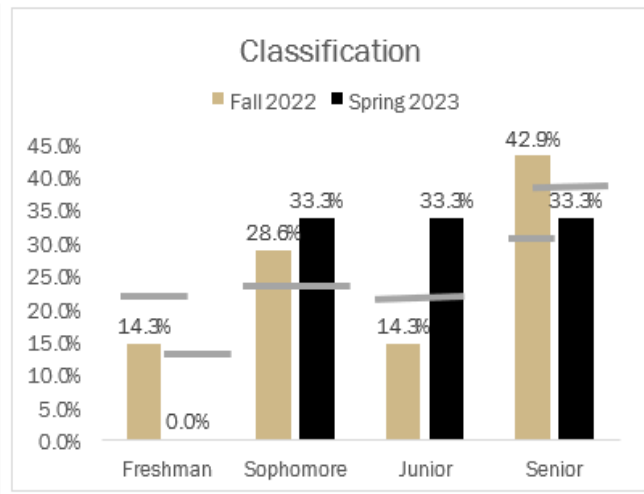
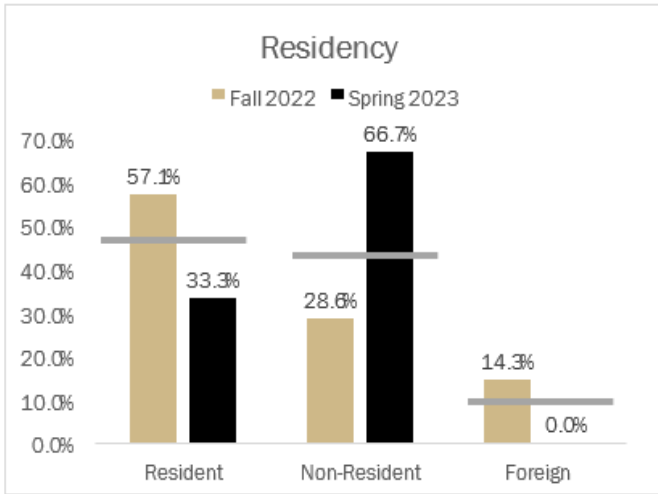
Unlike other ASC workshops, registration is required for Level Up sessions. 18 students registered for Fall 2022 and 15 students registered for Spring 2023. An academic year total of 42% of registered students never attended a Level Up session. 7 students attended only one session and have been removed from the participant data. 4 students attended two sessions, 3 students attended three sessions, and 5 students attended all four sessions. Of the students who attended Level Up sessions, four participated in an optional instructor check-in and six opted to continue meeting in an accountability group.



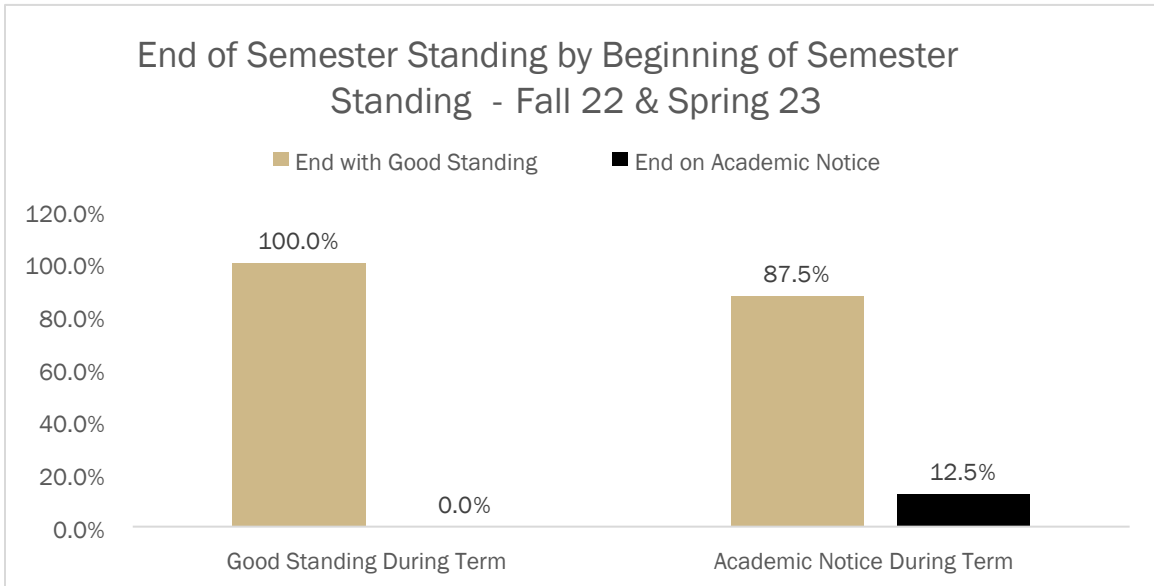
| Average GPAs of Checked In Students 2022-2023 |           |             |
|---|-----------|-------------|
|   | Fall 2022 | Spring 2023 |
| <b>Average Cumulative GPA</b>                 | 2.72      | 3.27        |
| <b>Average Term GPA</b>                       | 2.73      | 2.75        |
| <b>Average Credit Hours Completed</b>         | 13.00     | 13.00       |

### Demographic Information of Students Who Checked into Level Up Workshops (with All Purdue Reference Lines)





Of Level Up participants who were in good standing during the semester, 100% remained in good standing. Of Level Up participants who were on probation during the semester, 87.5% returned to good standing. Overall, 90% of Level Up participants ended both Fall 2022 & Spring 2023 semesters in good academic standing.



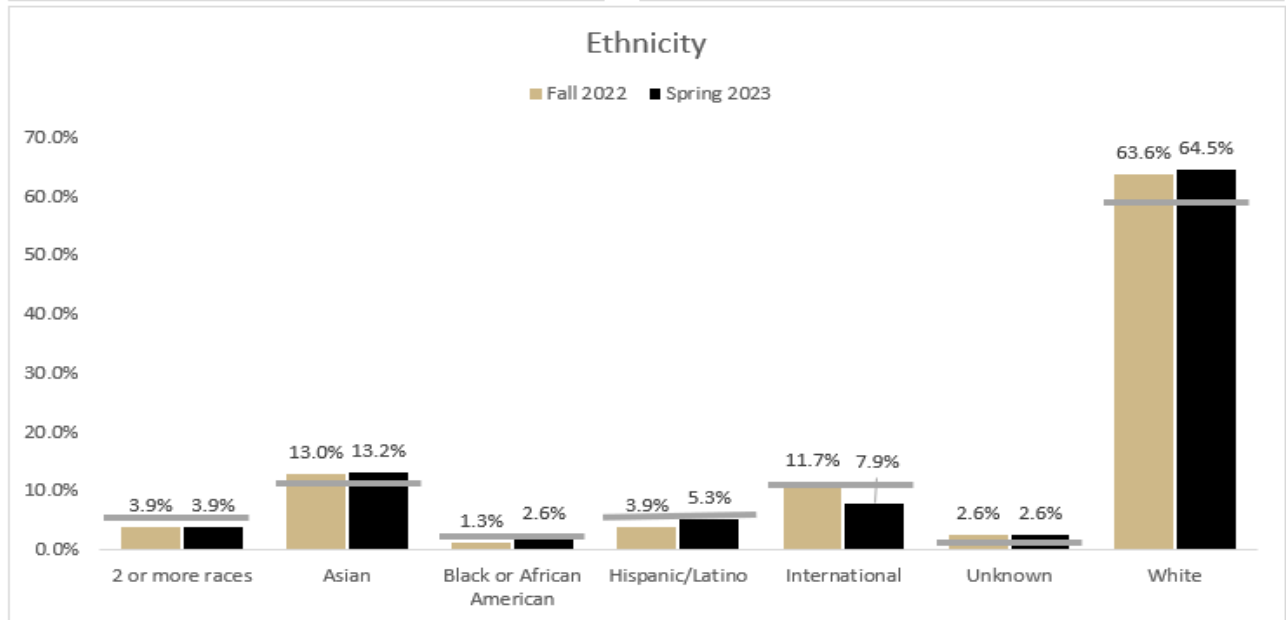
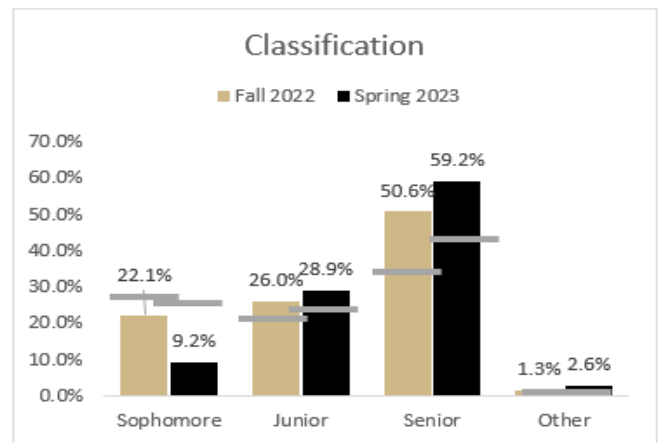
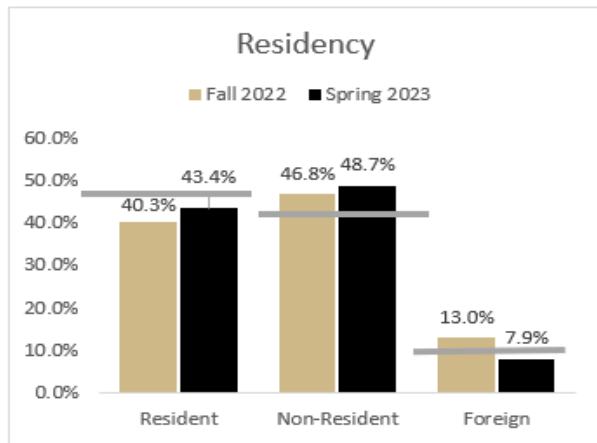
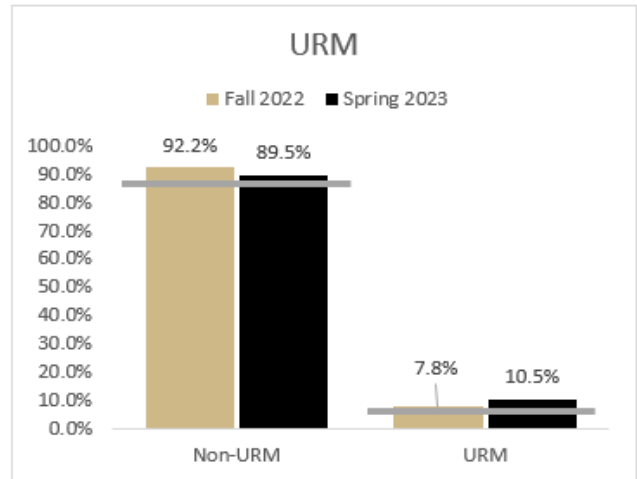
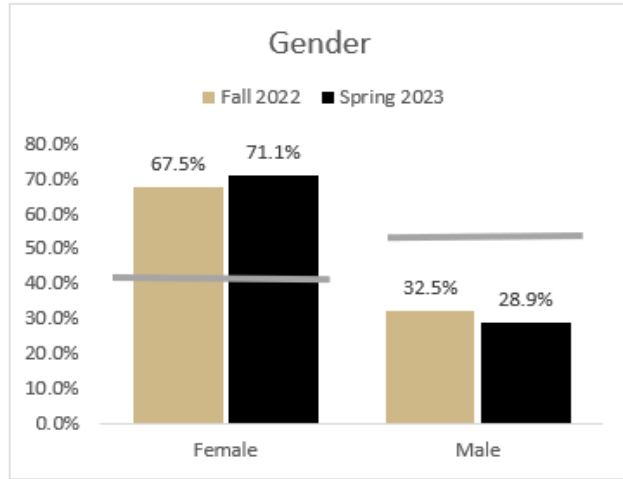
## Student Leaders

Many of the ASC's programs and services utilize undergraduate peer leaders to facilitate learning and support. The ASC staff aims to have a team of student leaders that represent diverse academic college and departments, demographics, and experiences. The ASC staff is invested in not only the learning outcomes of students supported through the programs and services but also the learning outcomes and development of the student leaders employed by the ASC.

| Semester           | Student Leaders |
|--------------------|-----------------|
| Fall 2022          | 77              |
| Spring 2023        | 76              |
| <b>Grand Total</b> | <b>153</b>      |

### Average GPAs of Student Leaders 2022-2023

|                                       | Fall 2022 | Spring 2023 |
|---------------------------------------|-----------|-------------|
| <b>Average Cumulative GPA</b>         | 3.67      | 3.71        |
| <b>Average Term GPA</b>               | 3.60      | 3.67        |
| <b>Average Credit Hours Completed</b> | 15.23     | 14.57       |



## Demographic Information of Student Leaders (with All Purdue Reference Lines)