

## 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.
- The **Academic Case Manager Project** was moved under the ASC portfolio. When the university needs to require isolation/quarantine of students, the ASC is equipped to provide impacted students with an academic case manager (ACM). The ACM offers the student support in navigating their academics during that time, including how to contact faculty, advocate for their needs, and structure their time to meet extended deadlines.
- **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.

- **Study Skills Course-** GS 29001 is a one-credit hour, first 8 weeks course that focuses on discussing and applying effective academic strategies including goal setting, time management, and study skills.
- **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)
- Course evaluation to GS 29001 students
- BoilerConnect Case Referral metrics
- (New) ASC Space utilization
- (New) Pre- and Post- survey for Accountability Group participants
- (Need) Academic Consultation evaluation/feedback
- Standard GPA, standing, course grade (where relevant), retention, etc. reporting for SI, PSC, consultations, and accountability groups

### 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 (in progress)
- 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

- In response to the evolving regulations around the COVID-19 pandemic, our general offerings adapted in the following ways:
  - Academic consultations, PSC coaching meetings, and student leader supervision meetings were offered both in-person and virtually, at the student's choice.
  - Student leader trainings and ASC Student Leader Summit returned to an in-person format
  - Workshops returned to in-person offerings
  - SI sessions returned to in-person sessions without registration or limited participant availability
  - Test Drive was not offered in Fall 2021 due to uncertainty of exam regulations
- **Program Updates:**
  - SI offered hybrid office hours with SI leaders available in-person at the ASC and online via Zoom which increased office hour utilization
  - SI continued the SI Information auto-enrolled Brightspace page for all students enrolled in a SI-supported course, including using it to push announcements for schedule changes and as a hub for quick shifts to virtual sessions during a weather-related closure
  - Workshop curriculum was updated to correspond with revised and streamlined handouts
  - The Level Up Workshop Series was developed and successfully implemented in Spring 2022. 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.
  - GS 29001 curriculum was revised for fall 2021 and modified based on feedback for spring 2022; enrollment has continued to be low since the shift to pre-registration
  - Accountability groups were piloted, including the spring pilot of a group for student with executive functioning support needs in partnership with the Disability Resource Center
- **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

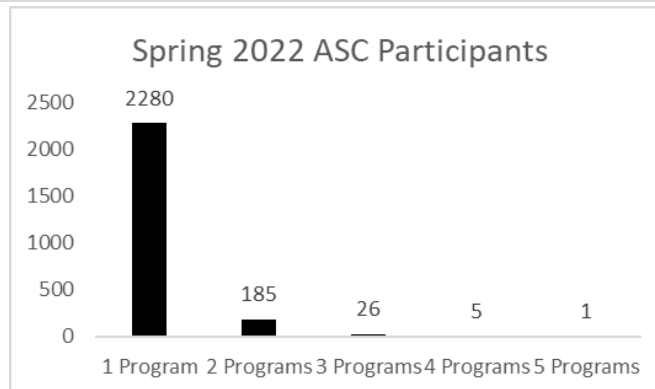
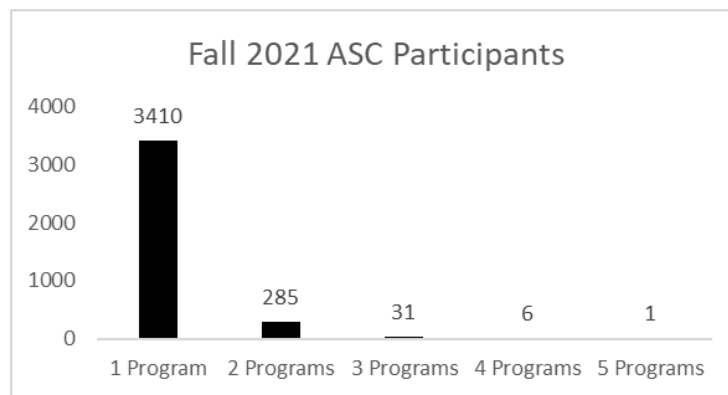
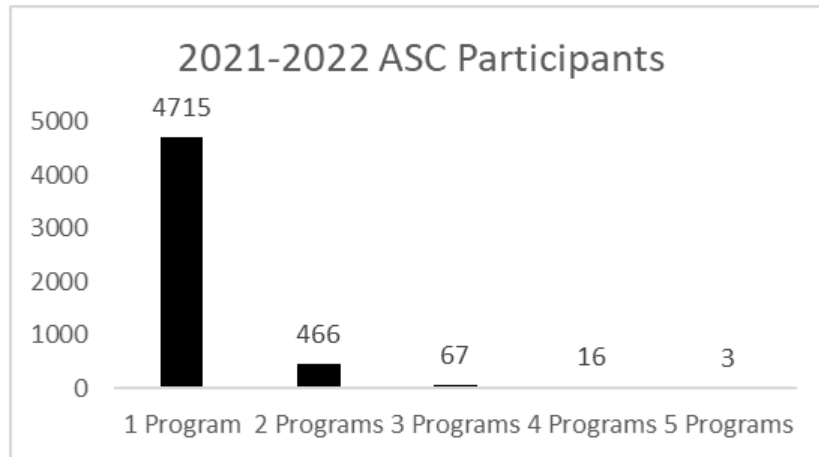
collaboration has also expanded into the First Year Success Project including the next iteration of Learning Online 101 (self-paced modules on study skills) and a first-semester weekly messaging campaign.

- Learning Online 101: The Innovative Learning team was charged with creating self-paced, online modules to help students strengthen their approaches to learning in online and hybrid classroom contexts. The ASC served as Subject Matter Experts (SMEs) and developed module content related to time management, class engagement, note-taking, and study strategies. All Purdue undergraduate students were automatically enrolled in the modules through Brightspace; graduate students, faculty, and staff could request access as well. This effort will continue and broaden to a variety of learning environments.
- Academic Probation Support: In fall 2020, the ASC in addition to other partners in Teaching and Learning and the Office of the Dean of Students began a new outreach effort to students who were on academic probation or who would have been placed on academic probation had the spring 2020 policies been temporarily modified due to the pandemic. 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. This effort was continued into spring 2021 with two messaging groups – students on probation for the first time (never received messaging) and students repeating probation (have received first set of messages). Efforts to assess the outreach and increase quotes/messages are part of the 2021-2022 plan.
- **Staffing:**
  - A new program coordinator for the SI program began in June 2022, and we have been able to operate at full staff.
  - Several graduate assistants (GAs) who had been with the ASC for several years graduated in May 2022. With the hiring of four new GAs, we opted to specialize each position to help with GA recruitment and defined responsibilities.
  - The Student Office Ambassador (SOA) role expanded to include opportunities to serve as a workshop facilitator, accountability group facilitator, or to work on social media and outreach efforts. The shift in the SOA responsibilities better aligns the role with our student leader competencies.
- **Changes in the 2022-2023 Academic Year**
  - The ASC was charged with owning the Academic Case Manager (ACM) project. Currently the project includes ACMs from outside of the ASC in addition to some ASC staff.
  - 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.

# 2021-2022 Academic Success Center Data

## Overview

In the 2021-2022 academic year, the Academic Success Center offered Supplemental Instruction, Peer Success Coaching, Academic Consultations, Workshops, Accountability Groups, and Study Space. A total of 5,267 students utilized the Academic Success Center’s services in the 2021-2022 academic year. The charts below show the distribution of how many programs ASC students participated in.



## Supplemental Instruction

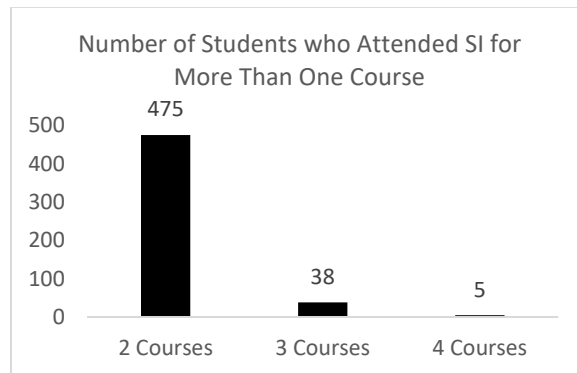
### Fall 2021 SI Attendance

In Fall 2021, SI sessions returned to a fully in-person experience after moving to online sessions due to COVID-19. SI office hours continued to be held in-person and online via Zoom.

Of those who attended SI eight or more times, 97% earned a C or better, 78% earned a B or better, and 44% earned an A. The DFW rate was 15% 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 13% more students than those who participated in Fall 2020.

|                | No Sessions | 1-2 Sessions | 3-4 Sessions | 5-7 Sessions | 8+ Sessions |
|----------------|-------------|--------------|--------------|--------------|-------------|
| A              | 33%         | 31%          | 35%          | 34%          | 44%         |
| B or better    | 61%         | <b>*64%</b>  | <b>*73%</b>  | <b>*72%</b>  | <b>*78%</b> |
| C or better    | 82%         | <b>*87%</b>  | <b>*91%</b>  | <b>*94%</b>  | <b>*97%</b> |
| DFW            | 18%         | <b>*13%</b>  | <b>*9%</b>   | <b>*6%</b>   | <b>*3%</b>  |
| Total Students | 23,651      | 2,563        | 505          | 316          | 389         |

Significance: \*=p<0.01

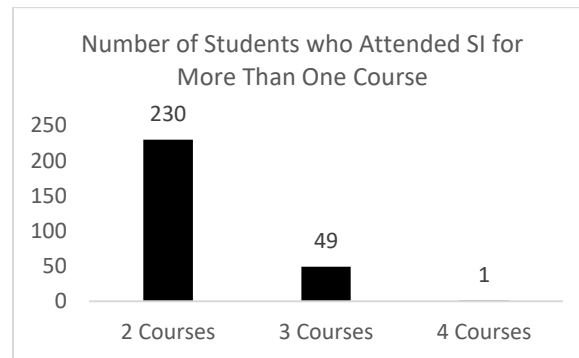


### Spring 2022 SI Attendance

Of those who attended SI eight or more times, 95% earned a C or better, 78% earned a B or better, and 38% earned an A. The DFW rate was 11% higher for those who never attended when compared to those who attended eight or more times. Of students enrolled in SI eligible courses, approximately 16% participated in SI which is 10% more students than those who participated in Spring 2021.

|                | No Sessions | 1-2 Sessions | 3-4 Sessions | 5-7 Sessions | 8+ Sessions |
|----------------|-------------|--------------|--------------|--------------|-------------|
| A              | 32%         | <b>*29%</b>  | 33%          | 31%          | 38%         |
| B or better    | 62%         | <b>*65%</b>  | 67%          | <b>*72%</b>  | <b>*78%</b> |
| C or better    | 84%         | <b>*88%</b>  | <b>*89%</b>  | <b>*97%</b>  | <b>*95%</b> |
| DFW            | 16%         | <b>*12%</b>  | <b>*11%</b>  | <b>*3%</b>   | <b>*5%</b>  |
| Total Students | 18,320      | 1,611        | 323          | 178          | 261         |

Significance: \*=p<0.01



### Summer 2022 SI Attendance

In 2022, Summer SI was offered in CHM11500, CHM11600, CS15900, ECON25100, MA15300, and MA16010. 44 unique students participated in Summer SI for a participation rate of 4%. Only 2 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 33% earned an A. The DFW rate was 19% 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 |
|----------------|-------------|--------------|--------------|--------------|-------------|
| A              | 28%         | 22%          | 43%          | 33%          | 33%         |
| B or better    | 60%         | 59%          | 86%          | 67%          | 100%        |
| C or better    | 81%         | 88%          | 100%         | 100%         | 100%        |
| DFW            | 19%         | 13%          | 0%           | 0%           | 0%          |
| Total Students | 1,010       | 32           | 7            | 3            | 3           |

Significance: \*=p<0.01

### Impact of Attending SI Accounting for Self-Selection Bias

#### Background

To understand how SI influences students' academic performances in critical courses, a study was conducted to investigate the differences in course grades between SI attendees and non-attendees. This study utilizes propensity-matching method, which matches students based on a series of characteristics between SI and non-SI groups so we can compare their achievement differences. The matching characteristics used in this study are:

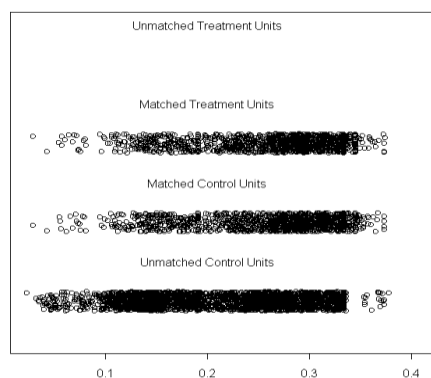
- *Course: course title*
- *SI Indicator: whether the student attended SI*
- *International: domestic or international residency status*
- *Gender: male or female*
- *URM: Under-represented minority or not*
- *First Generation Status: whether a first-generation student in college*

- *Ethnicity: a student's reporting ethnicity (e.g., White, Asian, etc.)*
- *Prior GPA: a student's cum GPA in the semester before their SI attendance*
- *High School GPA: only used when students have no prior GPA in the system*

The outcome variable is the course grade in the SI-participating course, converted to the 4.0 scale.

### Process

First, SI attendees are matched with their counterparts in the non-attendee group based on the series of characteristics listed above. Taking BIOL for example, we can see that all SI attendees were successfully matched with non-attendees. The matching results are shown in the graph below.



Next, the numeric course grades are compared between SI attendees and non-attendees within the course. For example, in BIOL courses, the analysis shows that at  $p < 0.001$ , SI attendees generally tend to have higher course grades than their matched counterparts who did not attend SI – 2.81 vs 2.61.

### Findings

Using data from Spring 2017 and Fall 2017 semesters, the analysis revealed that for some disciplines, there is a difference in the academic achievement between SI attendees and non-attendees, such as in MATH and BIOL, and the results are statistically significant. However, this does not seem to be the case with STAT, CS, ECE, or MGMT. Upon further investigation into specific courses within these disciplines, it is found that within CS, SI attendees do differ academically from non-attendees in CS180 and CS240, but not in CS158/159.

**Table 1. Summary of findings in this study**

| Discipline | non SI Attendee Grade | SI Attendee Grade | Sig |
|------------|-----------------------|-------------------|-----|
| MATH       | 2.53                  | 2.73              | *** |
| BIOL       | 2.61                  | 2.81              | *** |
| CHEM       | 2.7                   | 2.78              | **  |
| STAT       | No difference         |                   |     |
| CS         | No difference         |                   |     |



|           |               |      |   |
|-----------|---------------|------|---|
| CS158/900 | No difference |      |   |
| CS18000   | 2.16          | 2.51 | * |
| CS24000   | 2.53          | 2.76 | * |
| ECON      | 2.69          | 2.73 | * |
| ECE       | No difference |      |   |
| AGEC      | 2.53          | 2.7  | * |
| MGMT      | No difference |      |   |
| PHYS      | 2.40          | 2.46 | * |

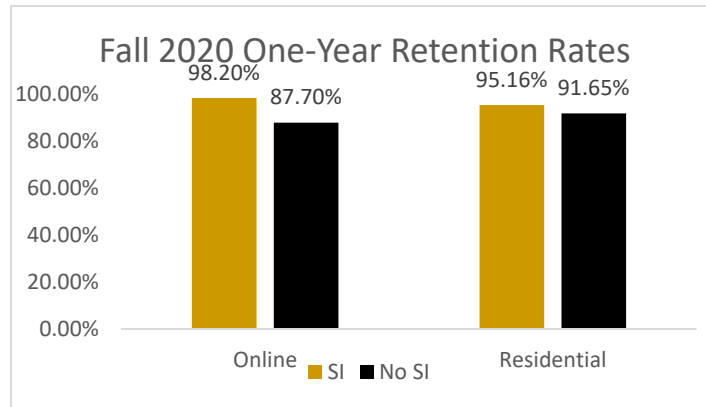
## Retention Data

- For the 2016 cohort, the six-year graduate rate is 7% 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 2021 cohort, the one-year retention rate is 7% higher for students who attended one or more SI sessions this year than for students who did not attend SI

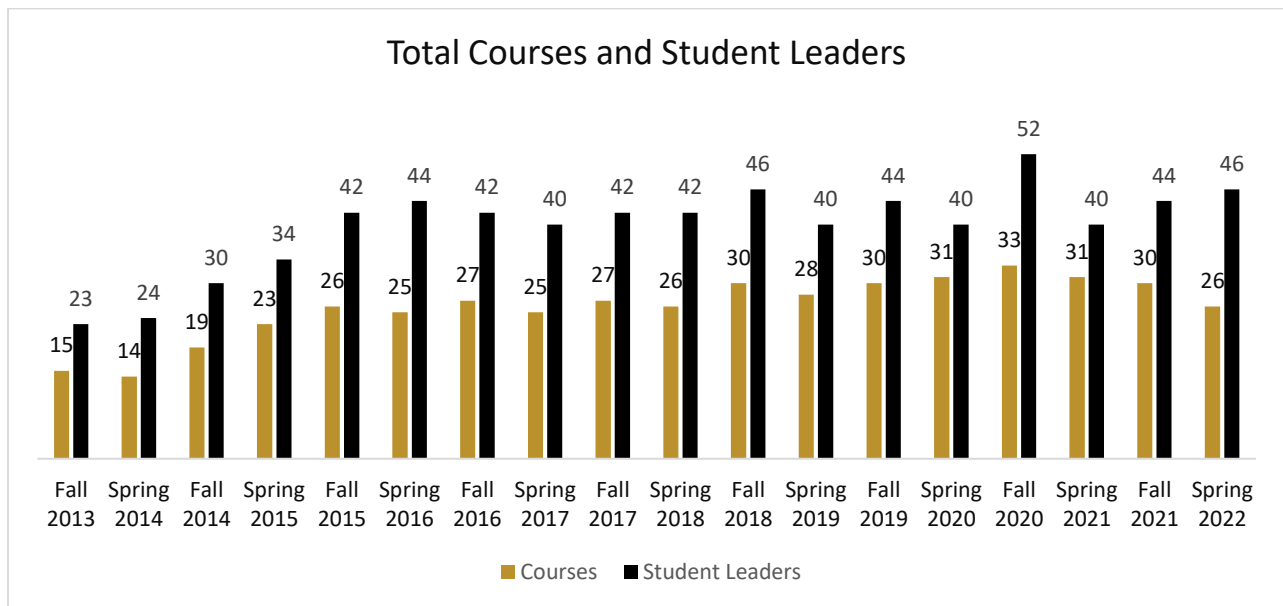
Table 1: FTFT Retention and Graduation Rates by SI/Non-SI (for students who attended SI in first year)

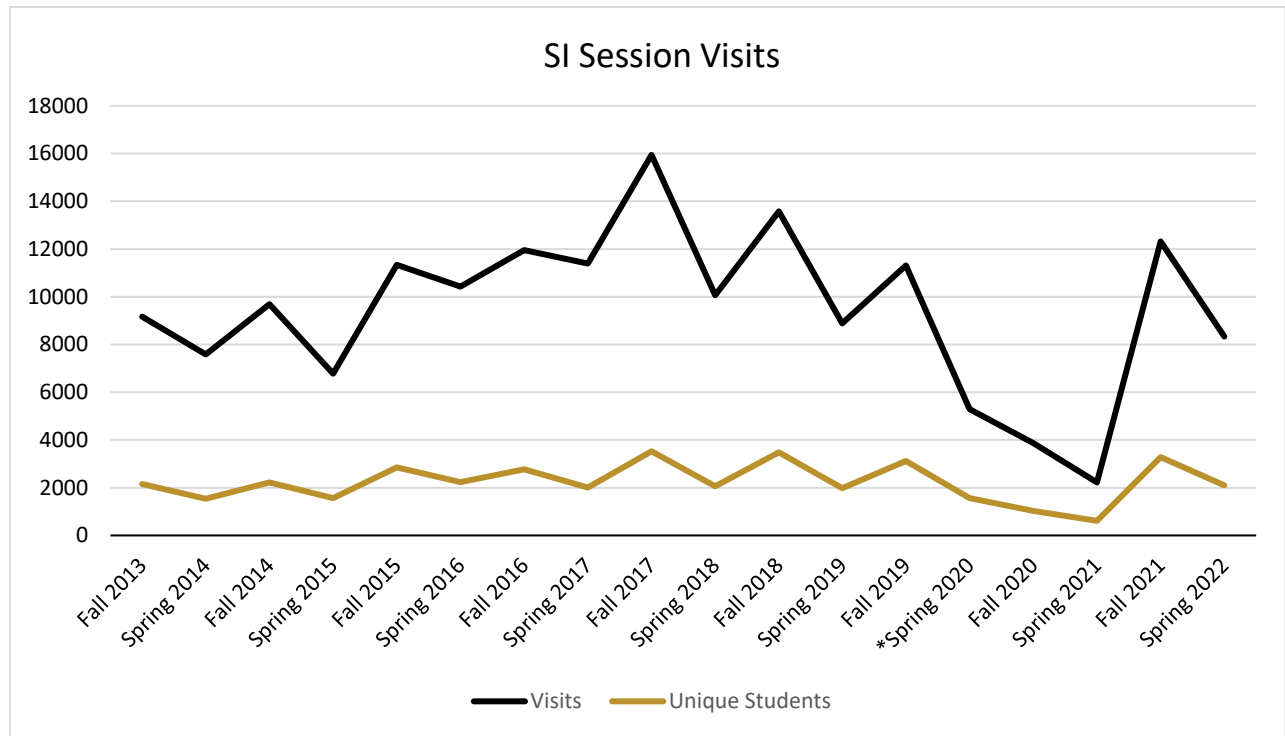
| Academic Year | Cohort |      | One Year Retention Rate | Two Year Retention Rate | Three Year Retention Rate | Four Year Graduation Rate | Five year Graduation Rate | Six Year Graduation Rate |
|---------------|--------|------|-------------------------|-------------------------|---------------------------|---------------------------|---------------------------|--------------------------|
| 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%                    |                          |
|               | Non-SI | 4766 | 90.01%                  | 85.14%                  | 79.58%                    | 63.28%                    | 77.61%                    |                          |
| 2018          | SI     | 2973 | 95.19%                  | 92.06%                  | 89.24%                    | 70.06%                    |                           |                          |
|               | Non-SI | 5355 | 89.56%                  | 84.86%                  | 79.01%                    | 63.08%                    |                           |                          |
| 2019          | SI     | 2482 | 96.41%                  | 92.87%                  | 88.32%                    |                           |                           |                          |
|               | Non-SI | 5529 | 92.26%                  | 85.75%                  | 79.63%                    |                           |                           |                          |
| 2020          | SI     | 958  | 95.51%                  | 93.01%                  |                           |                           |                           |                          |
|               | Non-SI | 7820 | 91.10%                  | 86.21%                  |                           |                           |                           |                          |
| 2021          | SI     | 2805 | 95.97%                  |                         |                           |                           |                           |                          |
|               | Non-SI | 7337 | 88.66%                  |                         |                           |                           |                           |                          |

Due to COVID-19, students had the option to opt-in to an online cohort in Fall 2020. Students in the online cohort who participated in SI were retained at a rate 10% higher than online students who did not participate in SI.



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



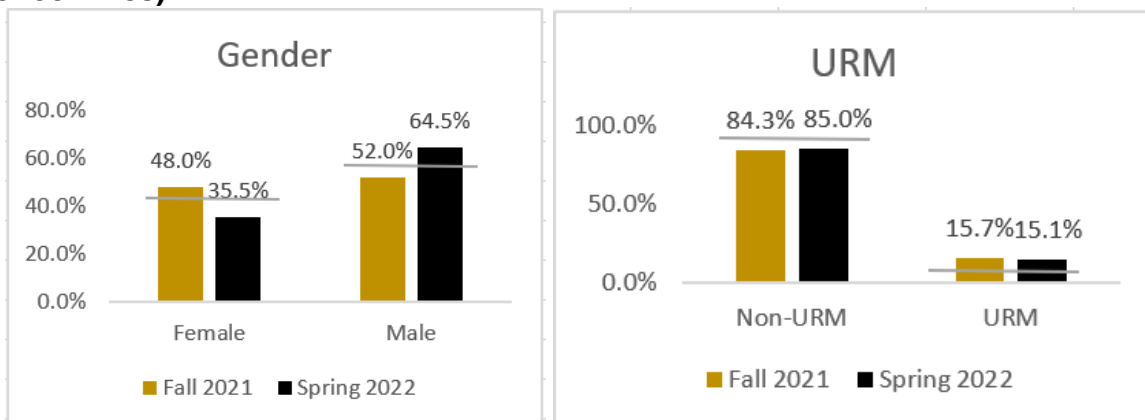


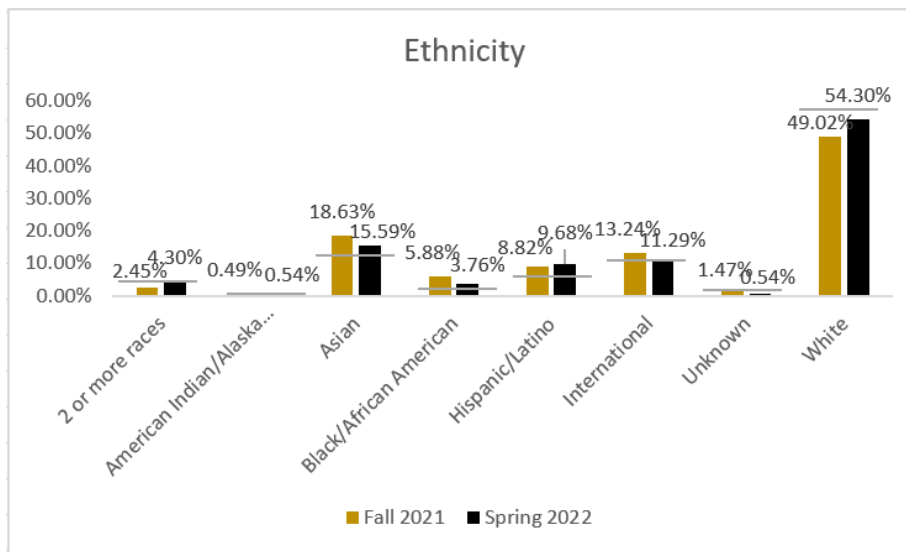
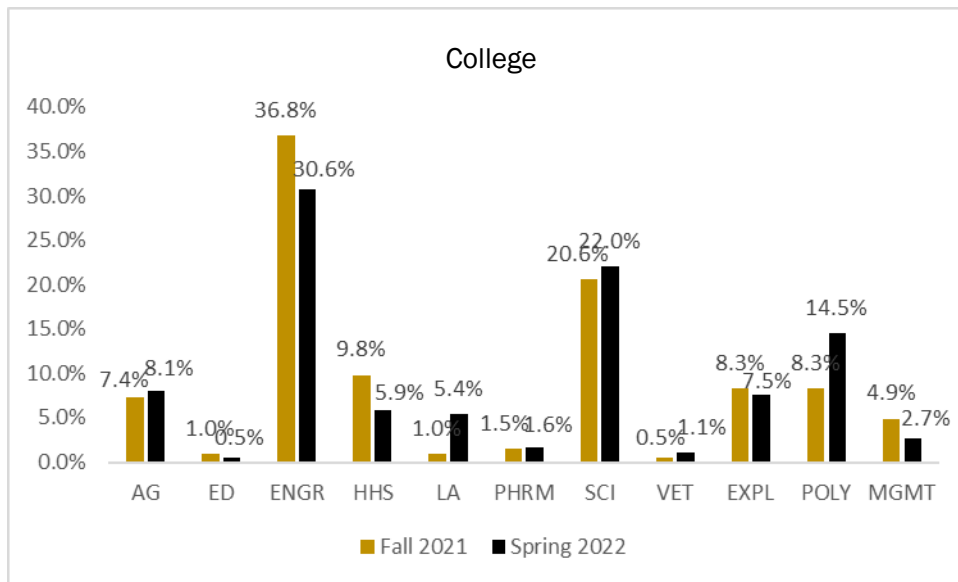
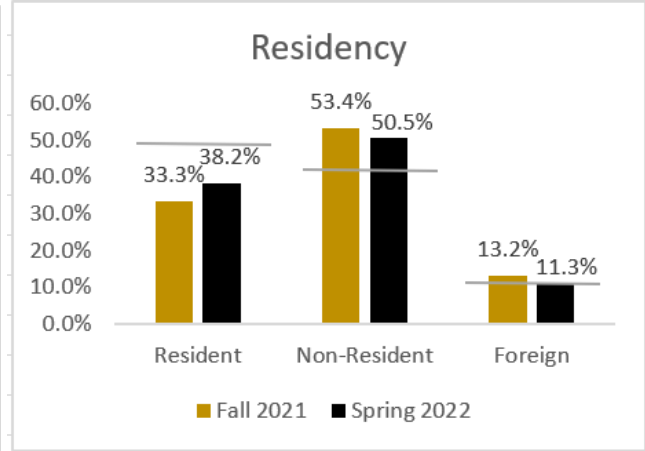
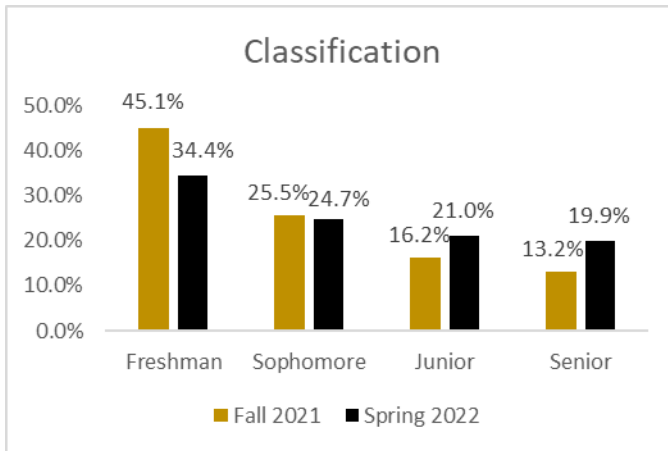
## Consultations

During the 2021-2022 academic year, the ASC held a total of 493 consultations for 378 unique students.

|                               | Fall 2021 | Spring 2022 | 2021-22 Total |
|-------------------------------|-----------|-------------|---------------|
| <b># of Visits</b>            | 259       | 234         | 493           |
| <b>Unique Students Served</b> | 204       | 186         | 378           |

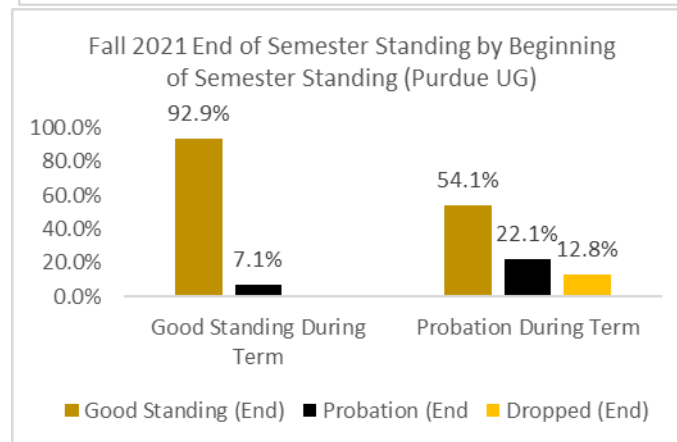
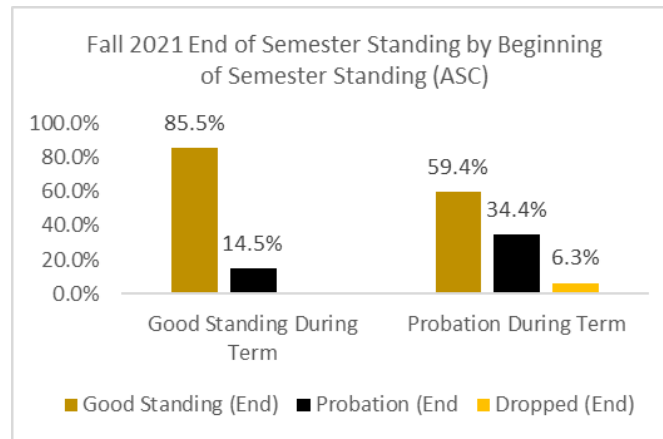
## Demographic Information of Students Served through Consultations (with All Purdue Reference Lines)

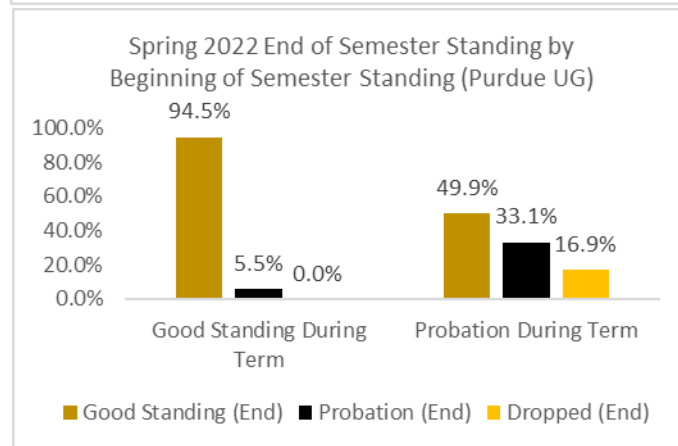
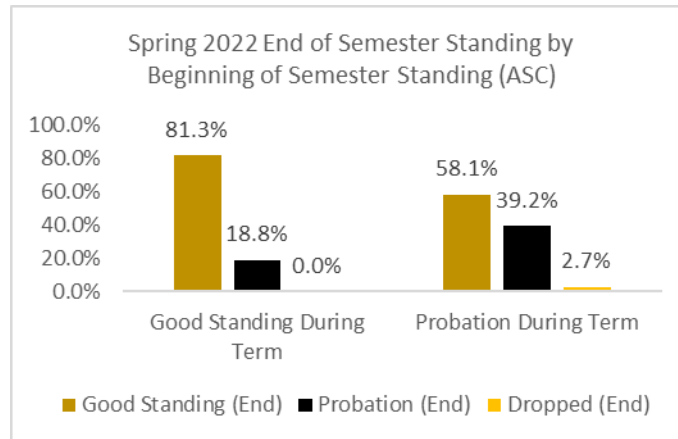




### Academic Standing of Students Served through Consultations

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 probation, 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 probation is a neutral to positive outcome. For all students, being academically dismissed or “dropped” 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 2021, 87.5% of participating students who were in good standing when seeking support remained in good standing at the end of the term. That same semester, 59.4% of the participating students who were on academic probation during the semester of support returned to academic good standing. In Spring 2022, 58.1% of students who were on probation during the semester of support returned to academic good standing.





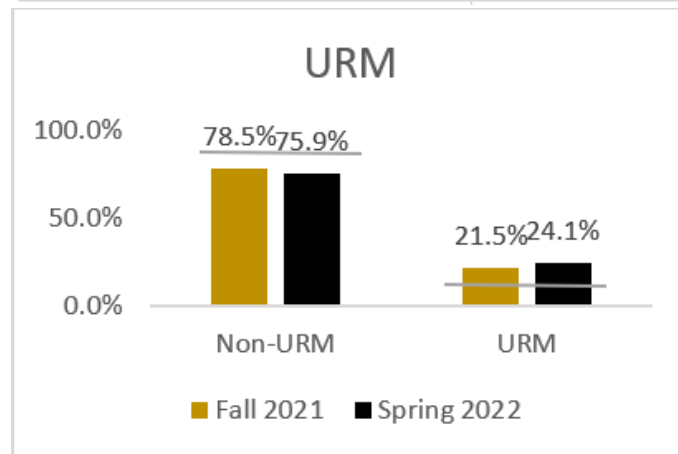
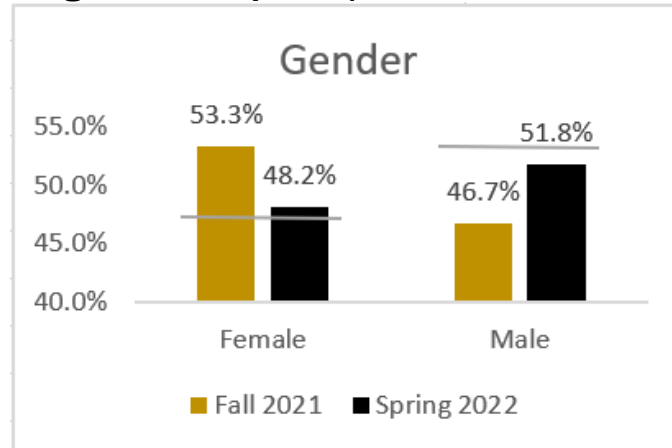
| Average GPAs of Participating Students 2021-2022 |           |             |
|--|-----------|-------------|
|  | Fall 2021 | Spring 2022 |
| Average Cumulative GPA                           | 2.94      | 2.76        |
| Average Term GPA                                 | 2.68      | 2.46        |
| Average Credit Hours Completed                   | 13.01     | 12.37       |

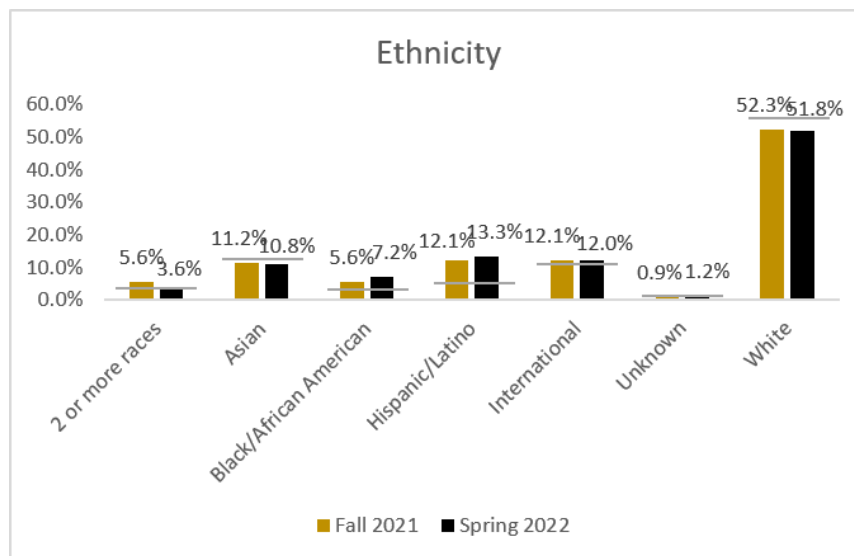
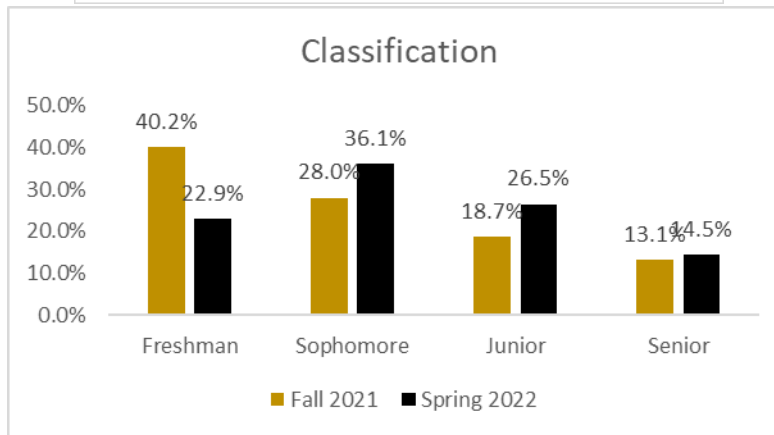
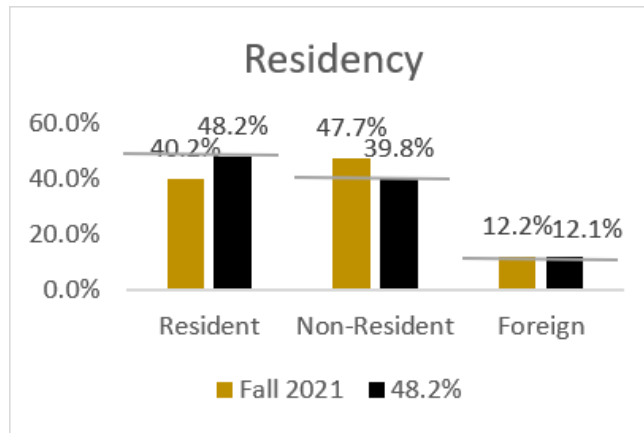
## Peer Success Coaching Program

During the 2021-2022 academic year, the PSC program served 147 unique students and conducted 1,245 meetings.

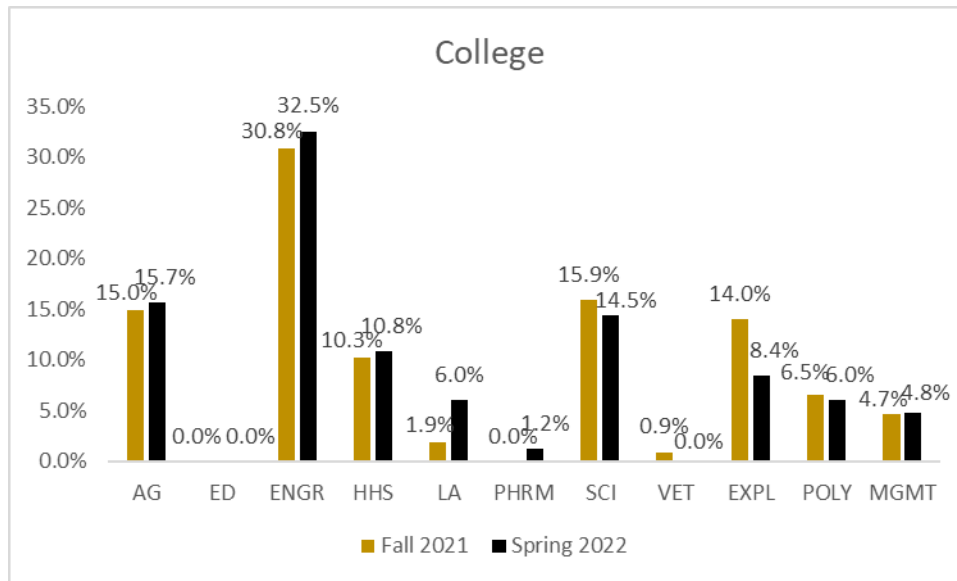
|                        | Fall 2021 | Spring 2022 | 2021-22 Total |
|------------------------|-----------|-------------|---------------|
| Visits                 | 706       | 539         | 1,245         |
| Unique Students Served | 107       | 83          | 147           |

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









### Additional PSC Data

The table below shows that on average in the 2021-2022 academic year, students met with their Peer Success Coach 8 times per semester. The minimum number of visits is 1 and the maximum is 30.

| N   | Minimum | Maximum | Mean | Std. Deviation |
|-----|---------|---------|------|----------------|
| 147 | 1       | 30      | 8.41 | 6.495          |

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.

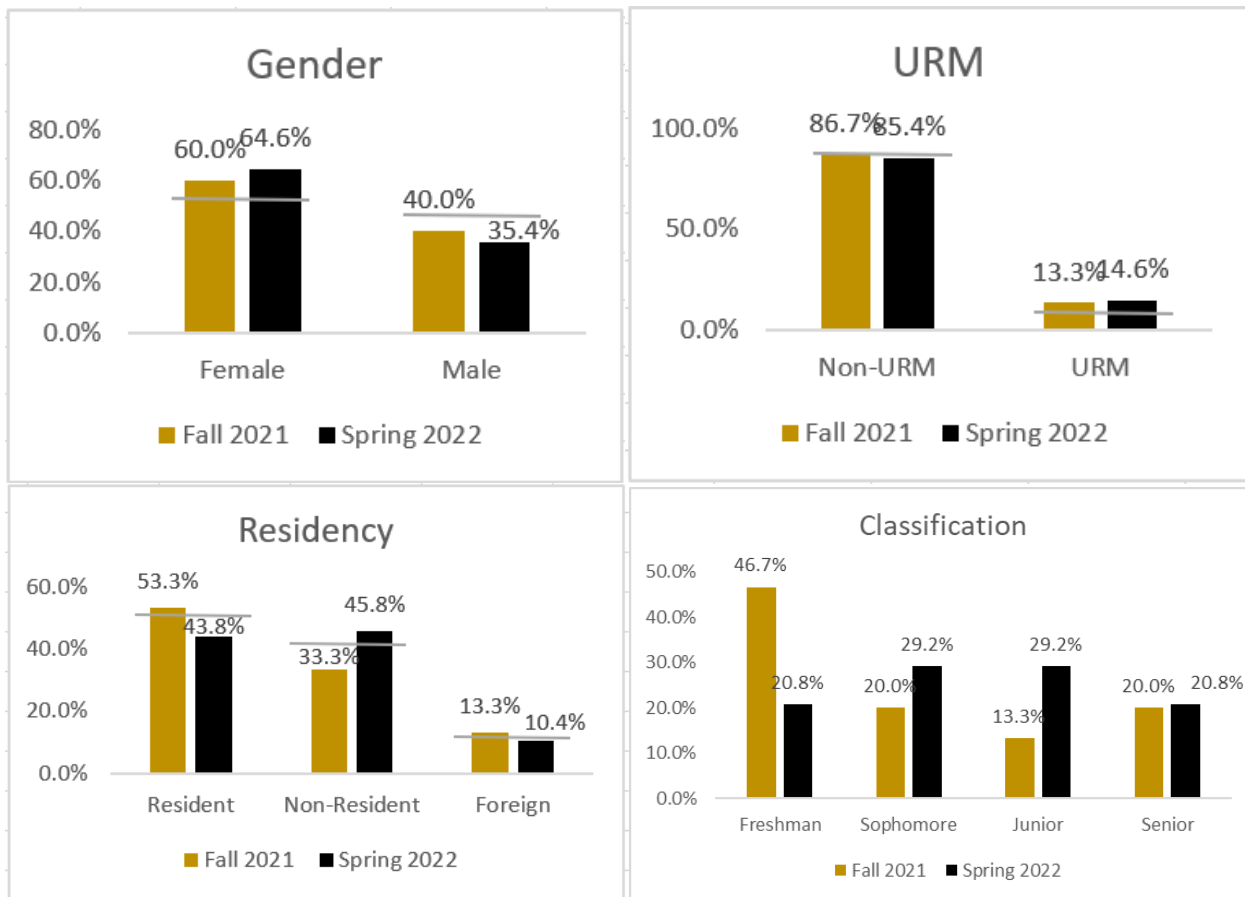
|                                       | End of Semester Standing |           |         |
|---------------------------------------|--------------------------|-----------|---------|
|                                       | Good Standing            | Probation | Dropped |
| Fall 2021 Probation Students (N=23)   | 62.5%                    | 34.8%     | 0.0%    |
| Spring 2022 Probation Students (N=25) | 60.0%                    | 40.0%     | 0.0%    |

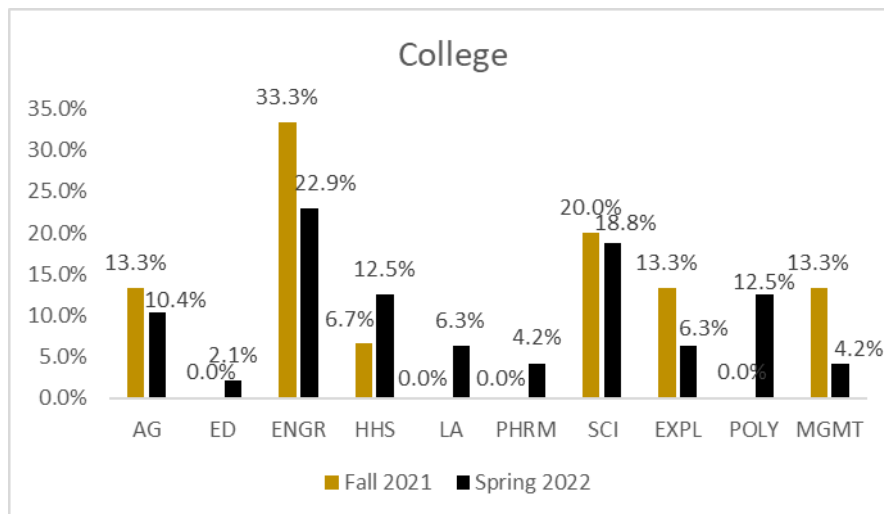
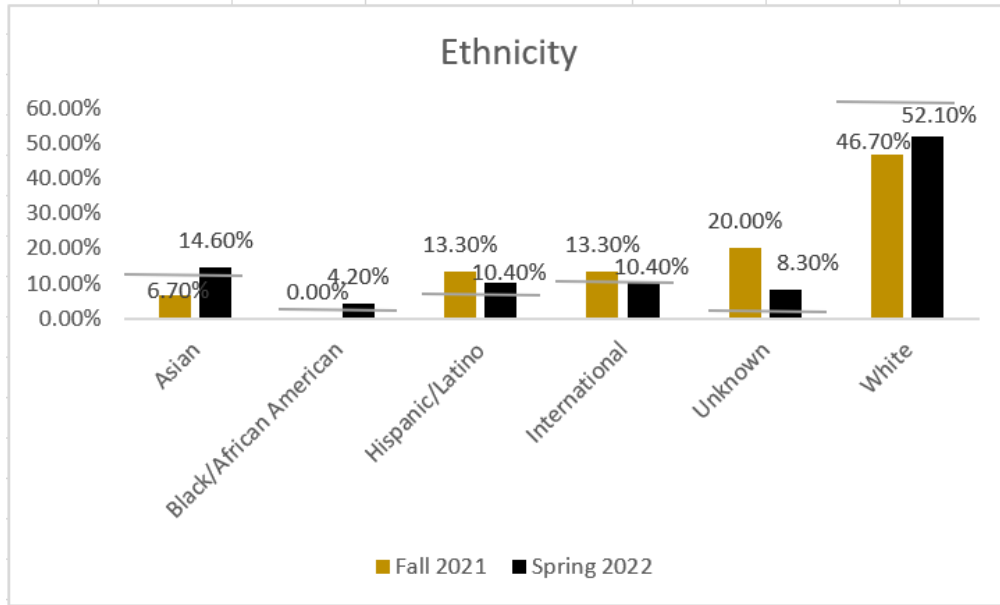
## Accountability Groups

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 2021 | Spring 2022 | 2021-22 Total |
|-------------------------------|-----------|-------------|---------------|
| <b># of Visits</b>            | 65        | 306         | 371           |
| <b>Unique Students Served</b> | 15        | 48          | 56            |

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





| Average GPAs of Participating Students 2021-2022 |           |             |
|--|-----------|-------------|
|  | Fall 2021 | Spring 2022 |
| Average Cumulative GPA                           | 3.28      | 2.94        |
| Average Term GPA                                 | 3.14      | 2.75        |
| Average Credit Hours Completed                   | 14.73     | 13.00       |

## ASC Study Space Visits

In Fall 2021 and Spring 2022, 602 unique students checked into the Academic Success Center for general purposes or to attend ASC leader office hours.

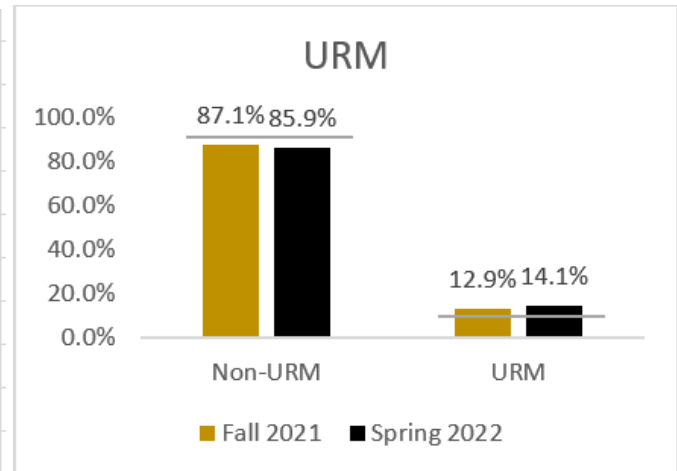
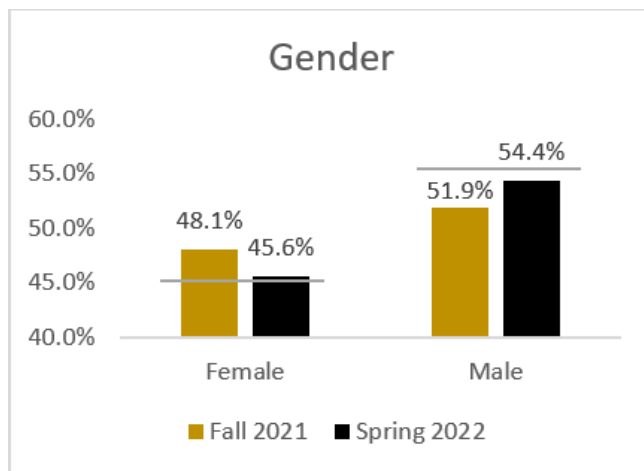
ASC Study Space

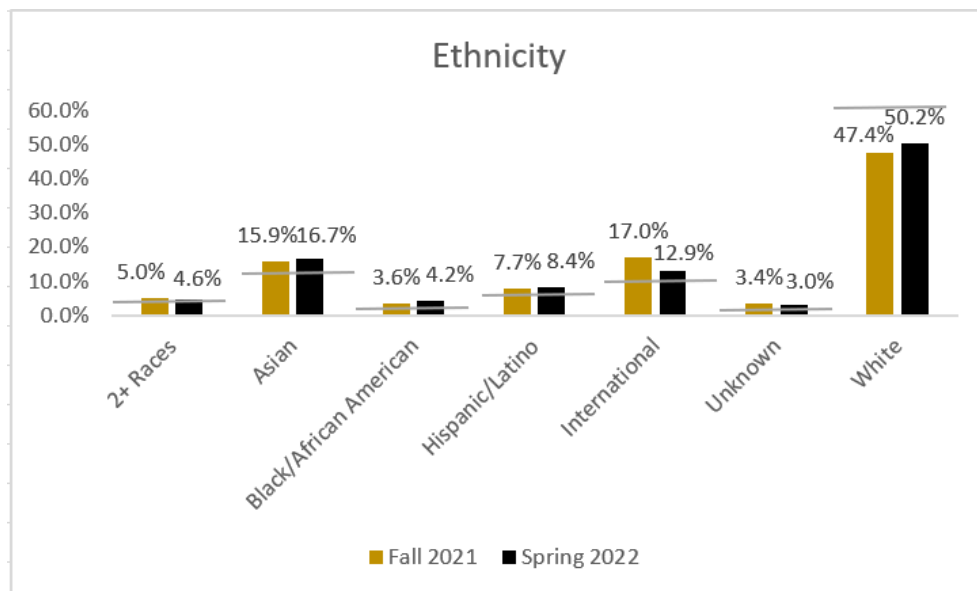
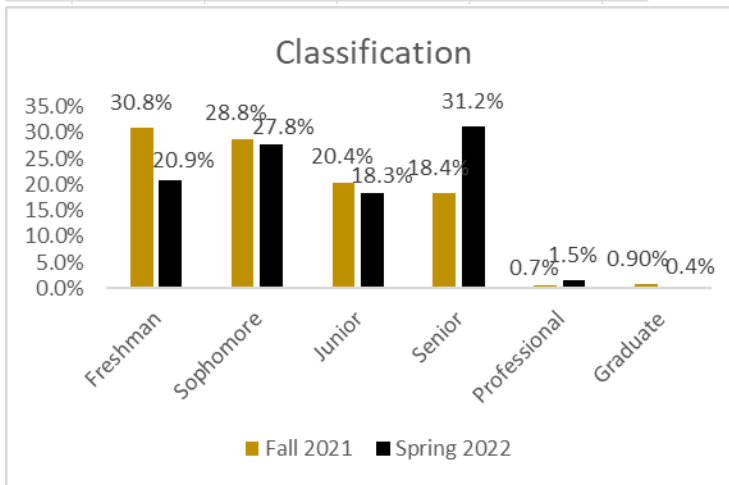
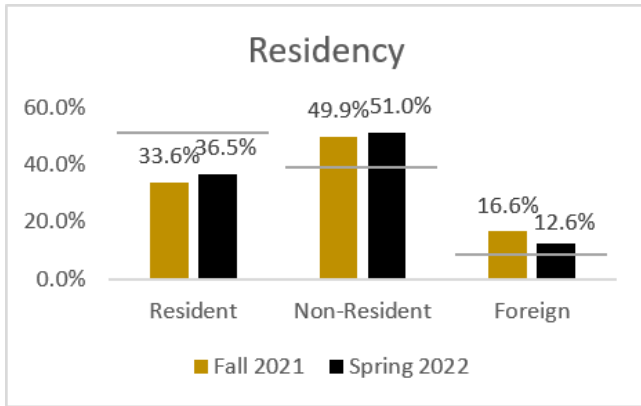
|                               | Fall 2021 | Spring 2022 | 2021-22 Total |
|-------------------------------|-----------|-------------|---------------|
| <b># of Visits</b>            | 1,087     | 707         | 1,794         |
| <b>Unique Students Served</b> | 418       | 254         | 588           |

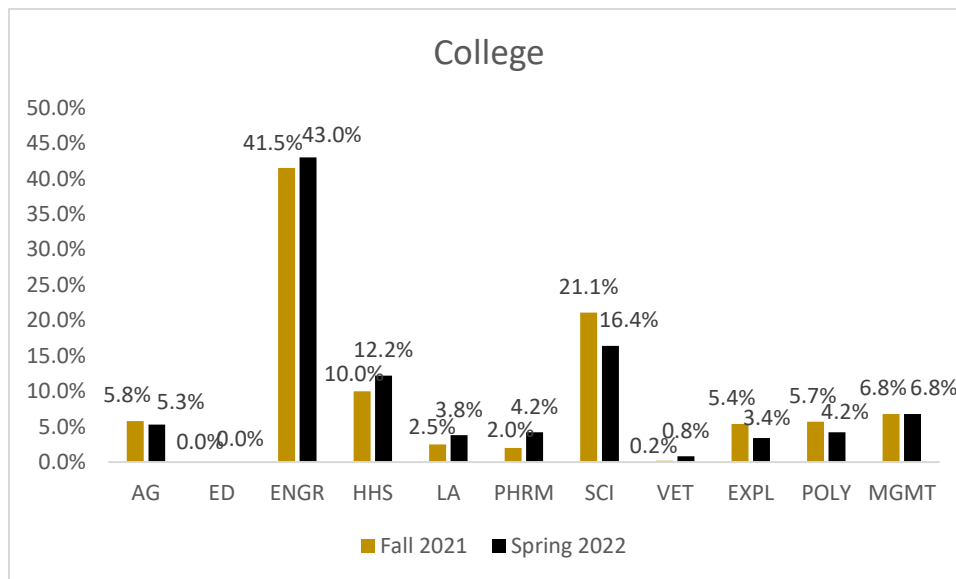
ASC Leader Office Hours

|                               | Fall 2021 | Spring 2022 | 2021-22 Total |
|-------------------------------|-----------|-------------|---------------|
| <b># of Visits</b>            | 971       | 760         | 1,731         |
| <b>Unique Students Served</b> | 78        | 72          | 107           |

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







| Average GPAs of Checked In Students 2021-2022 |           |             |
|---|-----------|-------------|
|   | Fall 2021 | Spring 2022 |
| Average Cumulative GPA                        | 3.44      | 3.37        |
| Average Term GPA                              | 3.29      | 3.22        |
| Average Credit Hours Completed                | 14.68     | 14.59       |

## ASC Workshops

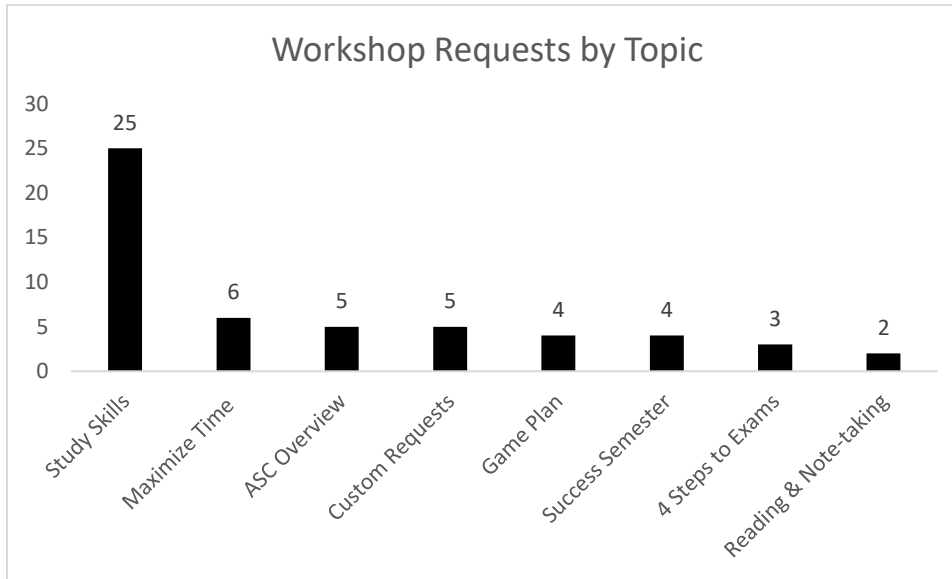
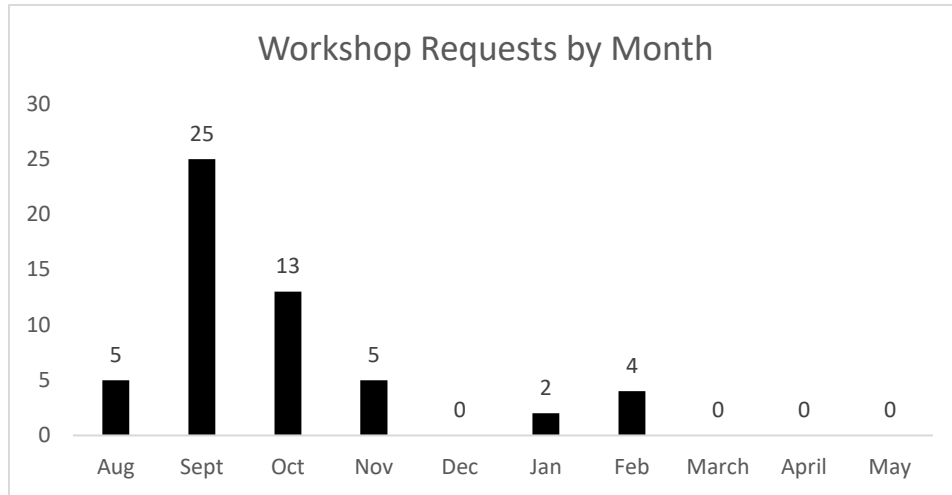
The ASC SC offers workshops on various academic skills. These interactive and engaging workshops are designed to tackle some of the most pressing challenges students face today. Workshops are facilitated by professional staff and Student Office Ambassadors. They are offered throughout the semester in 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 2021 and Spring 2022 included:

- Plan your Successful Semester
- Enhance your Study Skills
- Improve your Reading and Note-taking
- 4 Steps to Exam Prep
- Create your Finals Game plan
- Level Up your Academic Success (Spring only, 4-part series)

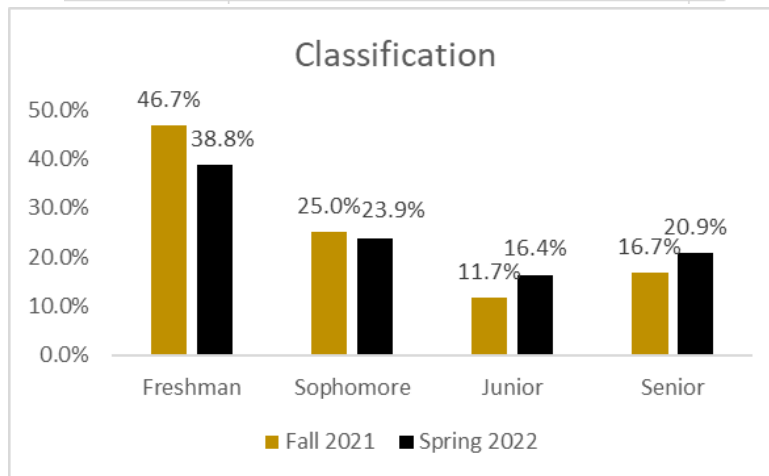
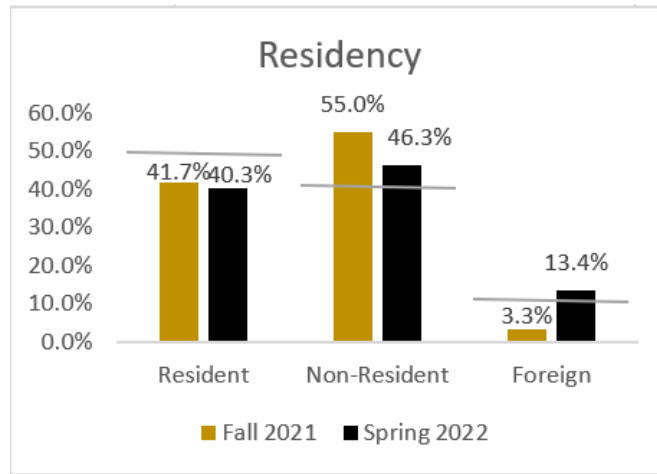
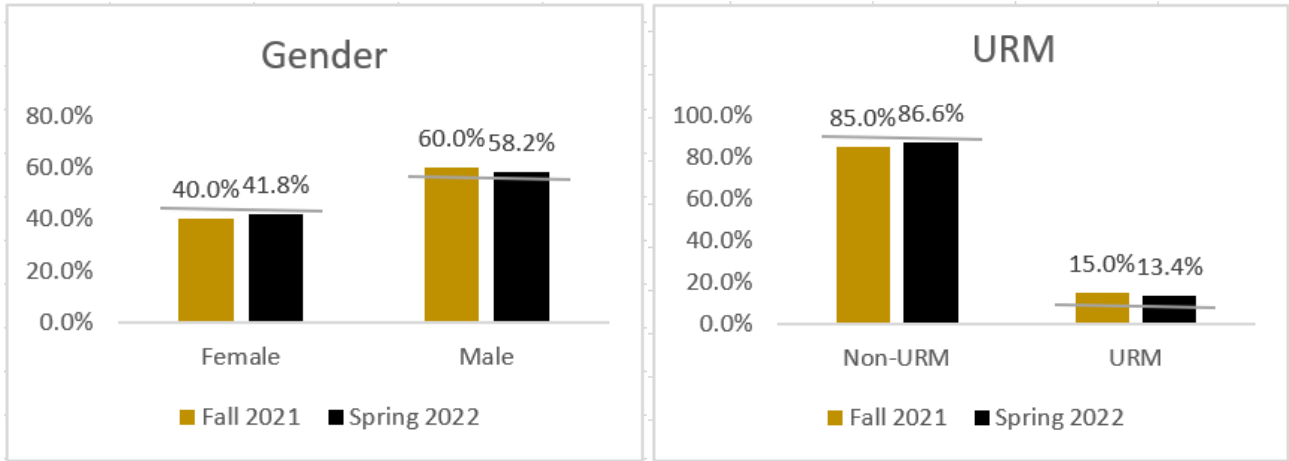
## Workshop Requests

In Fall 2021 and Spring 2022, the ASC received 54 workshop requests and reached an estimated 2,352 students.

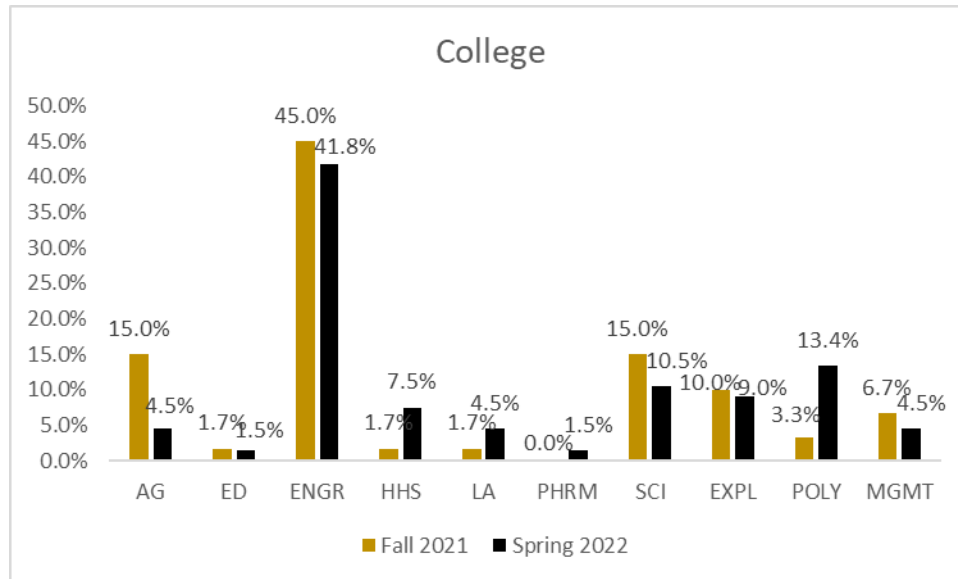
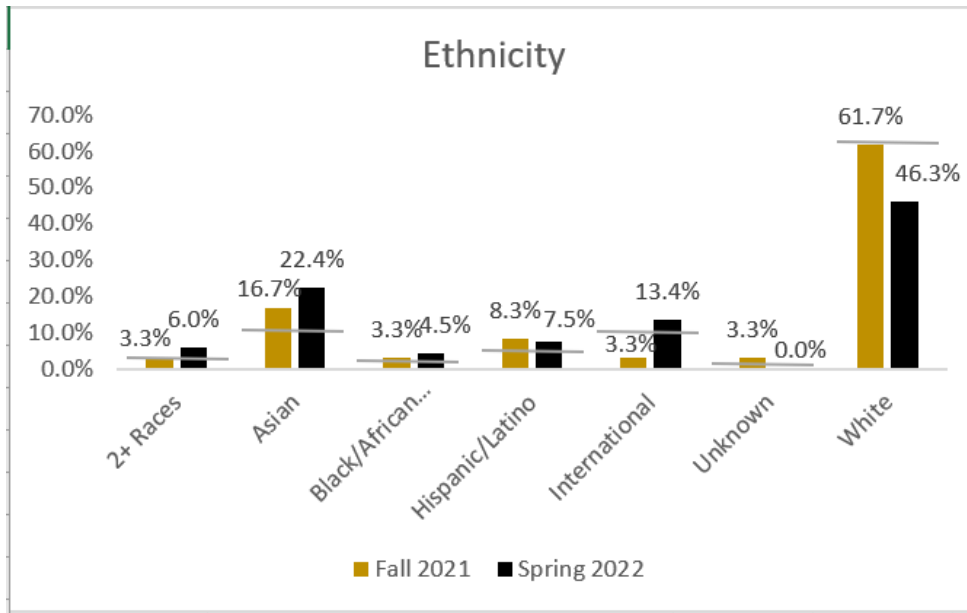


### ASC Hosted Workshops

The ASC hosted 11 workshops during Fall 2021 and Spring 2022. 129 students checked into the workshops.

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






| Average GPAs of Checked In Students 2021-2022 |           |             |
|---|-----------|-------------|
|   | Fall 2021 | Spring 2022 |
| Average Cumulative GPA                        | 3.04      | 2.92        |
| Average Term GPA                              | 2.82      | 2.92        |
| Average Credit Hours Completed                | 13.10     | 13.99       |

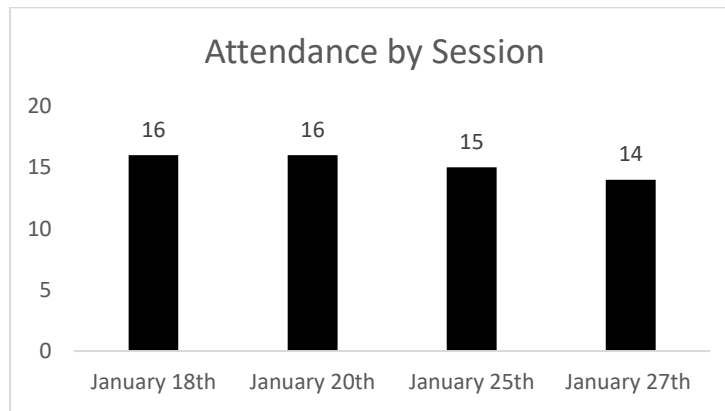
### Level Up Your Academic Success Workshops

Level Up Your Academic Success is a 4-part workshop series designed for student 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.

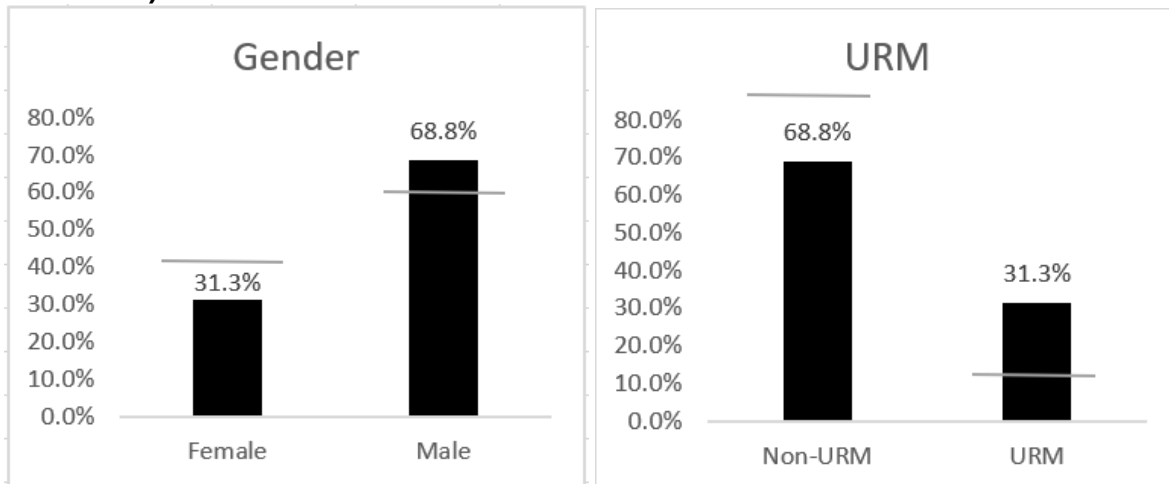
Level Up was piloted in Spring 2022 and took place the 2<sup>nd</sup> and 3<sup>rd</sup> week of the semester at 4:30pm in the ASC. The sessions were 50 minutes long with two instructors and an average of 16 student participants. Participants had the opportunity to have a 1:1 meeting with one of the instructors during week 7 of the semester.

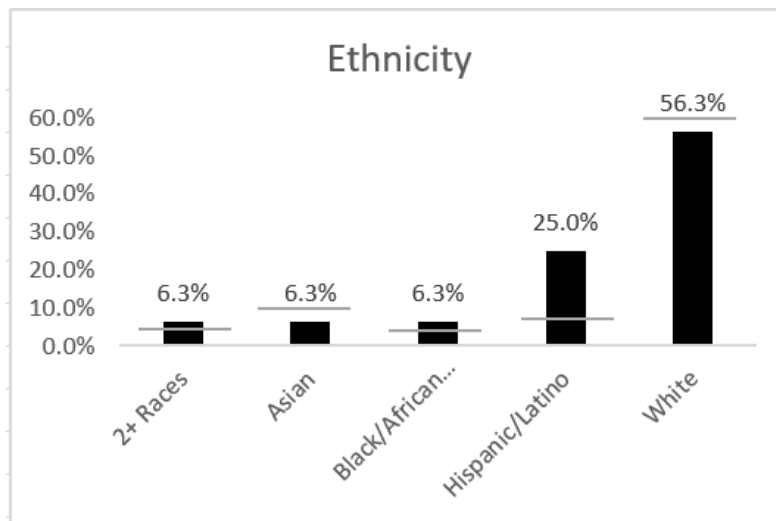
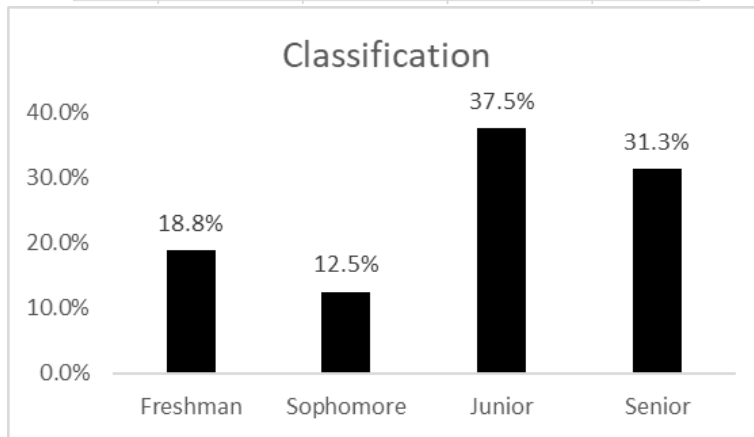
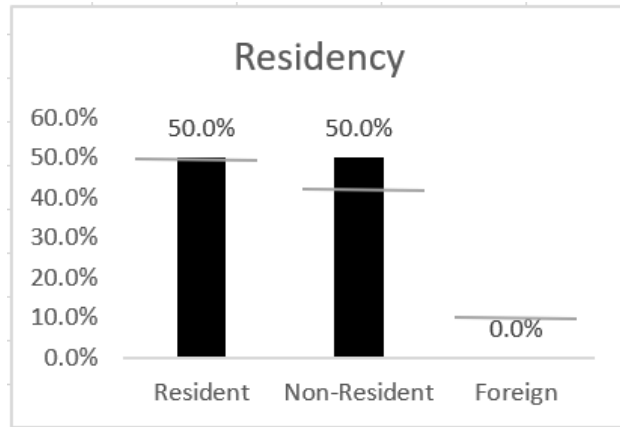
### Attendance by Session

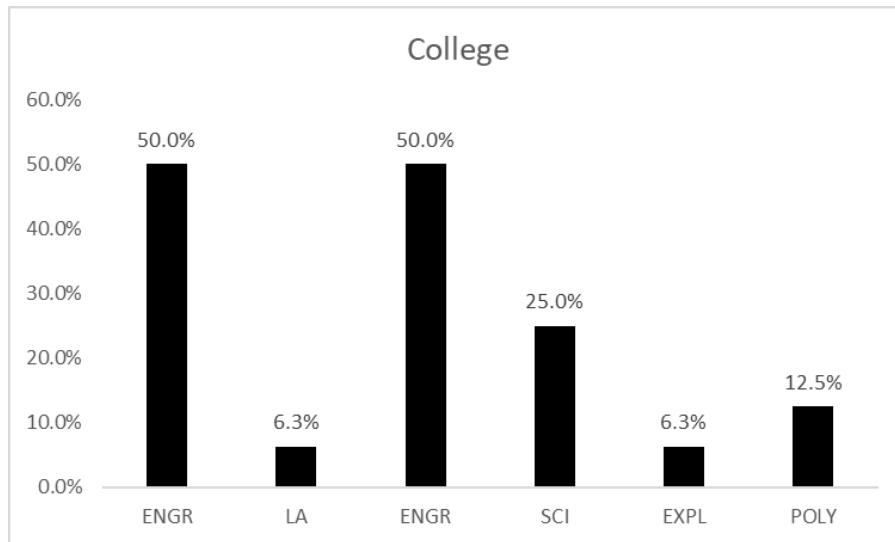
18 unique students attended Level Up Sessions, 2 students attended only 1 session and have been removed from the participant data. 5 students attended 3 sessions and 11 students attended all 4 sessions. Of the students who attended all 4 sessions, 6 scheduled an optional 1:1 facilitator meeting.



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

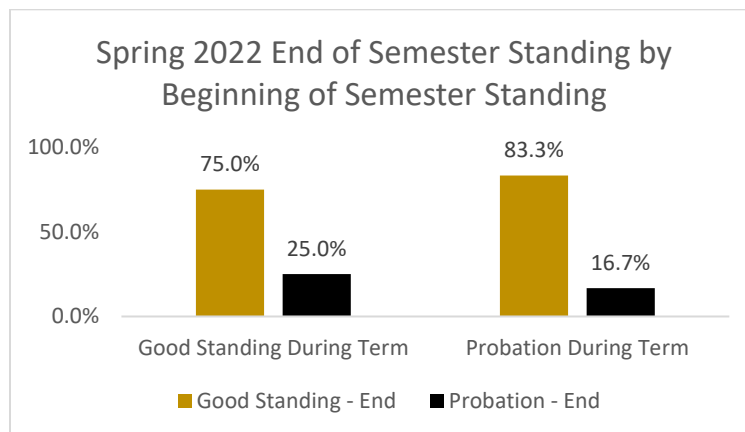






| Average GPAs of Checked In Students 2021-2022 |             |
|---|-------------|
|   | Spring 2022 |
| Average Cumulative GPA                        | 2.68        |
| Average Term GPA                              | 2.74        |
| Average Credit Hours Completed                | 12.88       |

Of Level Up participants who were in good standing during the semester, 75.0% remained in good standing. Of Level Up participants who were on probation during the semester, 83.3% returned to good standing. Overall, 81.3% of Level Up participants ended Spring 2022 in good academic standing.



### Qualitative Evidence of Support

When asked about their main take away and additional reflections, participants said...

“I have all the skills and resources needed to succeed, it’s a matter of knowing how to best apply them, and I feel as though this workshop taught me how to do that”

“There's a lot of takeaways that I can't put into words but overall, the self-reflection that came from the workshop was major and really helpful insight”

“I liked the study techniques. I have control over my situation and can reach out to people”

“I loved this workshop! I began this semester on academic probation and really feeling down on myself, after this workshop I feel more prepared and positive about the rest of the semester. The tools and advice this workshop provided have given me the motivation and a mindset for success. I absolutely love the semester overview calendars. The instructors were great and very knowledgeable. I would suggest that anyone feeling down, discouraged, or that is on academic probation to attend this workshop.”

“That there are a lot of resources to help me on campus.”

#### **An Advisor shared...**

One of her students did it this spring and was a little hesitant to do it but then came back later and shared that it was “amazing” and “changed my entire life”

## 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