

Academic Performance Center Annual Report 2025

Annual Review Introduction

Department Name: Learning Services

Department Chair: Rob Gray

Department Mission Statement (required for NWCCU).

The mission of the Utah Tech University Academic Performance Center is to facilitate an active learning environment wherein all students can engage in peer-to-peer instruction and excel in their coursework. We aim to create a community of academic collaboration, both at Utah Tech University and in southern Utah.

Department Vision Statement regarding how your department will be distinctive in uniqueness and quality by 2025 (as requested by the Provost).

The Academic Performance Center's vision is to encourage inclusivity, enthusiasm, motivation, and creativity in UT students through collaborative learning. The APC aims to empower students with the skills to be responsible for their own learning and life while having the ability and desire to lift up others on their paths to success.

Department or Unit Goals and Accomplishments

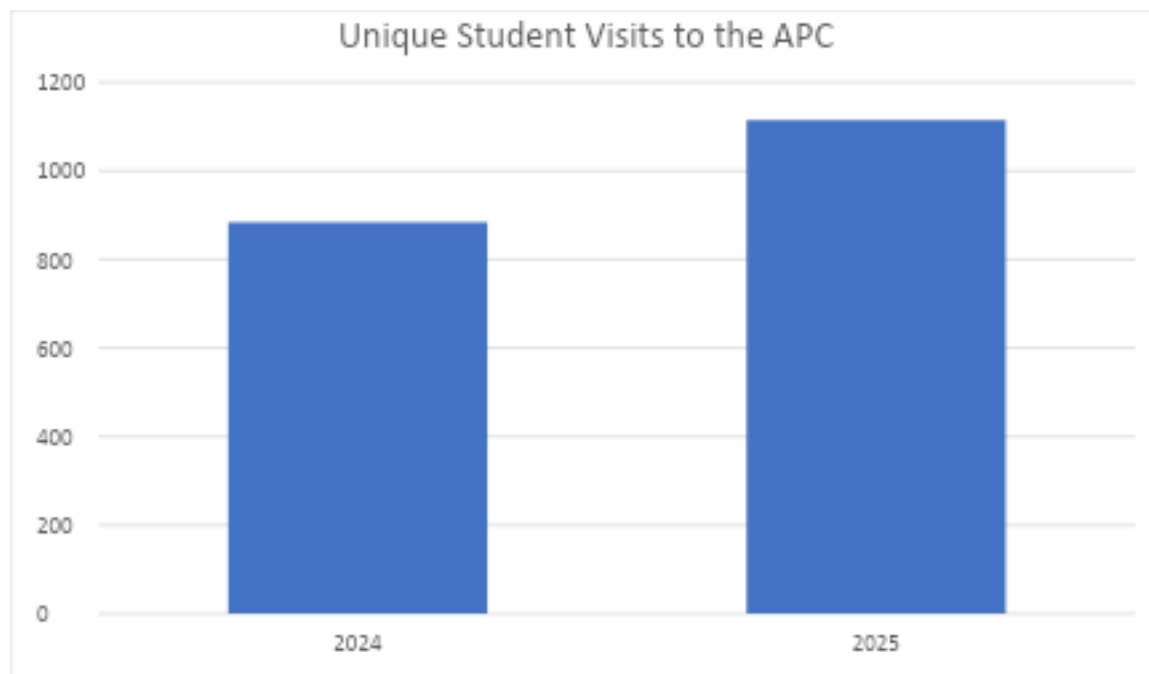
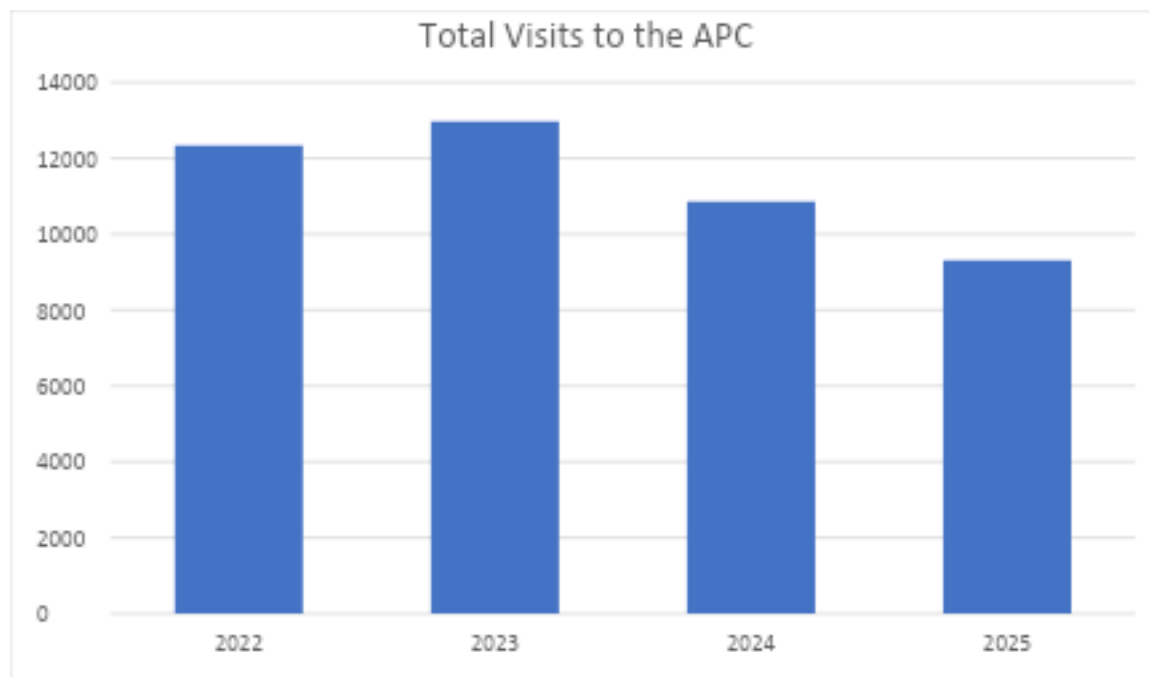
· Report progress on goals identified in last year's report.

Goal 1: Create a comprehensive marketing program aimed at students and faculty

- This goal was achieved. At the start of the academic year, the APC Coordinators created a detailed weekly marketing schedule supported by semester goals. To strengthen our outreach, the department also brought on a marketing intern earning academic credit, who played a key role in managing our marketing efforts.

Goal 2: Increase Academic Performance Center visits.

- This goal was not fully achieved. While the total number of visits slightly declined, we saw an increase in student engagement. This year, we served 1,114 students—230 more than last year. Along with this, we also saw a higher percentage of students returning for a second appointment. This suggests that there is a growing trust in our services and we believe we can still attain the goal of increasing visits moving forward.



2. Summarize department highlights. *(Provide a brief account of this year's significant happenings and department accomplishments. Include recognitions, honors, publications, presentations, etc.)*

Department as a whole:

- Achieved Level 2 CRLA Advanced Tutor Certification, strengthening our tutor hiring, training, and evaluation process to ensure high quality academic support.
- Integrated virtual reality into student learning by purchasing a Meta Quest VR headset, enhancing student learning in subjects like anatomy, chemistry, and physics in an immersive environment. We are currently pursuing funding for a second headset to support collaborative tutor-student use.
- Launches free printing in the APC Study Hall to increase the visibility of our services and provide an added value to students utilizing our space.

Faculty:

Students:

Academic Performance Center Coordinators

Abigail Sheeley-McDonough graduated Summa Cum Laude with a Bachelor of Science in Psychology while having also completed 130 hours of community volunteer work. She was accepted into a CACREP-accredited Master's program in Clinical Mental Health Counseling, where she will continue her academic and professional development.

Carly Venable earned a spot on the President's Honor Roll for the 2024–2025 school year and was selected as the Marketing Manager for the Utah Tech Student Association for the upcoming academic year.

Students:

Tutors

Alex Cutler graduated with a Bachelor's degree in Software Engineering, completed a successful course tracker/planner as his senior project, and contributed to the community through service at the Switchpoint Soup Kitchen.

Cody Cuenco graduated with a Bachelor of Science in Electrical Engineering and passed the NCEES Fundamentals of Engineering Exam. He completed several innovative projects, including Turbo Regatta, Capstone, and Wearable Technology, which were presented at the Trailblazer Symposium and Engineering Design Day. He will continue his professional journey as an Electrical Engineer with Qualus Solutions.

Drake Bailey was recognized as a finalist for the Utah Tech Student of the Year Award and graduated with a Bachelor's degree in Biomedical Science.

Halle Kristensen earned a place on the President's List for the Fall semester, graduated with a Bachelor's degree in Marketing, and was hired to work with a professional marketing agency.

Jacob Mead graduated with a Bachelor of Science in Biochemistry and was accepted into the Chemistry Ph.D. program at the University of Utah.

Jerzie Wilson made the President's List for the Fall semester, successfully served as co-president of the Exercise Science Club, and secured a post-graduation job in the field of Exercise Science.

Ryan Kandare graduated with a Bachelor of Science in Mechanical Engineering and was accepted into the University of Utah's Master's program in Biomedical Engineering. He passed the Fundamental Engineering Exam, designed a wearable posture correction device showcased at the Trailblazer Symposium, and led the research and development of a pipe system using ultrasonic transducers to eliminate quagga veligers. He is also proudly raising a one-year-old son and preparing to welcome a daughter.

Maycee Hayes made the Dean's List in both the Fall and Spring semesters and successfully ran her first marathon.

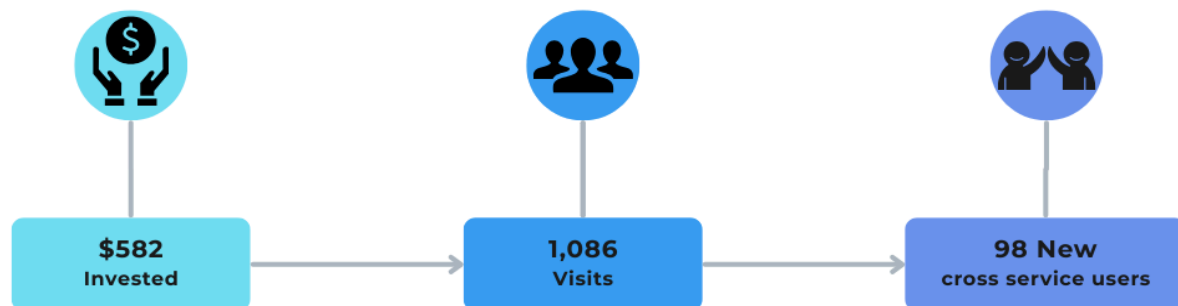
Department Data

9. Please add any other performance data you might like to include here that will help inform an accurate snapshot of your department or unit.

Cost Benefit Analysis: Free Printing Services

Since launching free printing services in the APC, 469 students have used the service a total of 1,086 times. Among those, 98 students (approximately 21%) returned to utilize additional services (such as tutoring or study hall). This indicates that printing serves as a successful entry point for students engaging with our broader academic services.

From a financial standpoint, it costs \$582.18 per year to maintain student printing. This equates to approximately \$0.54 per printing visit, \$1.24 per unique student, and \$5.94 per student who used printing and later returned for another service. These figures suggest that printing is a relatively low-cost investment with a return of resource awareness, promotion, and deeper engagement with APC resources.

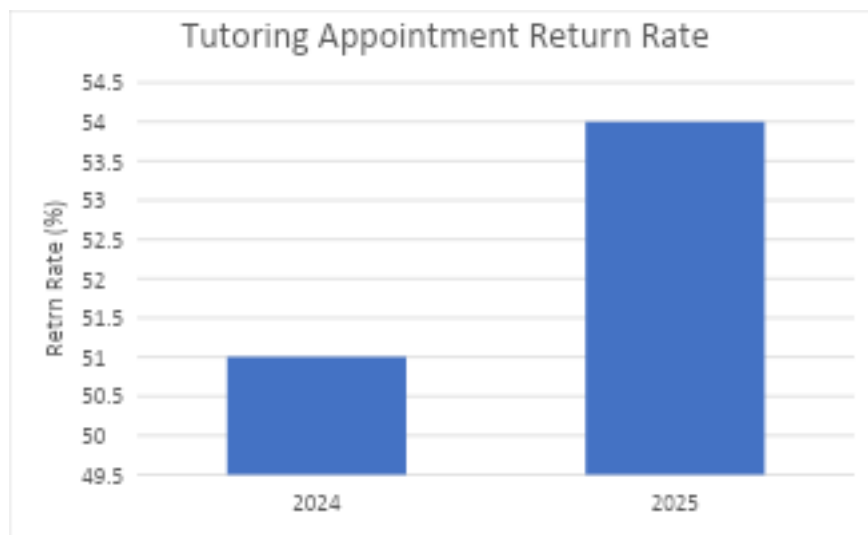
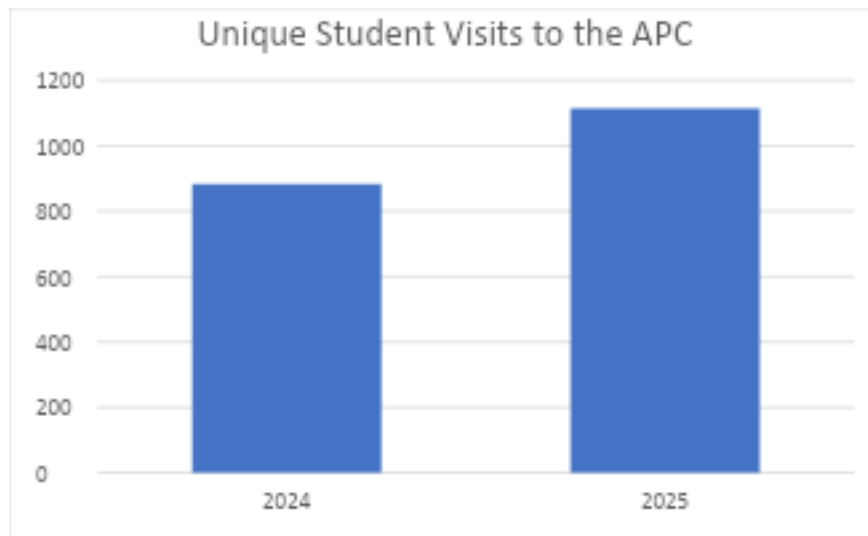


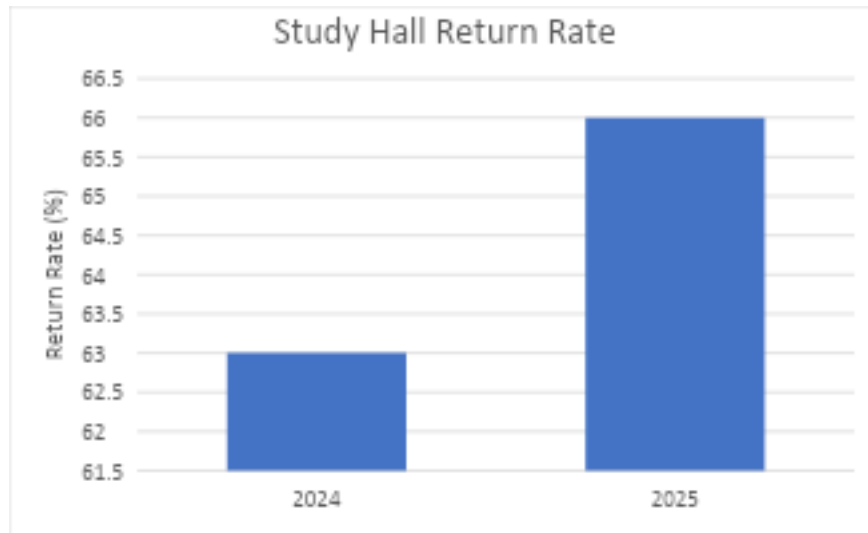
Student Engagement and Service Retention

Throughout the 2025 fiscal year...

- We served 1,114 unique students, an increase of 230 compared to last year
- 54% of students returned for a second appointment, up from 51% the previous year
- 84% of all tutoring appointments were repeat visits, indicated strong student satisfaction and continued academic support usage
- Study hall retention also improved: 66% of students returned after their first visit (up from 63% last year), and 96% of all study hall visits were repeat visits.

These metrics reflect growth in student engagement and retention, highlighting the ongoing impact and value of our services.





10. Conduct Department/Unit SWOT Analysis—Strengths, Weaknesses, Opportunities, Threats (*Identify internal strengths and weaknesses, and external opportunities and threats. Analysis of facilities, resources, administration/staff, budgets, outside influences, competition and stakeholder satisfaction.*)

Strengths:

- We have excellent tutors
- We have strong relationships across campus (program heads, department chairs, etc.)
- Our dean allows us to try new ideas
- We have strong management software that creates reports that allow us to make decisions based on data
- We have a very modern, inviting work space
- Many divisions, departments, and programs are willing to collaborate with us
- We have adequate funding for our current level of service
- We have a computer replacement rotation schedule (adequate technology)
- We have an excellent assessment plan
- We have a plan for an innovative AI-driven tutoring program

Weaknesses:

- As we continue to expand, we will run out of space soon
- As we have transitioned from student fee funding to institutional, acquiring additional funding as demand grows will be more difficult
- Some faculty and staff still have misconceptions about our services

Opportunities:

- We have funding to maintain our current level of services
- We can create a stronger marketing plan to alleviate misconceptions

- We can be a trailblazer with a generative AI tutoring program

Threats:

- Outsourced tutoring is always a threat
- AI is threatening the concept of peer-to-peer tutoring

Chair's Response--Planning for the Future

11. Based on the above data, list specific goals your department/unit will target to accomplish during the coming academic year. If any of your programs were evaluated by internal/external reviewers this year, you might include some of their suggestions as goals. *Note: In next year's report, follow up reporting on these goals will be covered in #1 as in this report.*

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Goal 1: Boost the average number of repeat student appointments to 4

- Is this goal being carried over from the previous year? No
- Action Plan:
 - Encourage tutors and receptionists to promote follow-up appointments
 - Introduce a friendly staff competition surrounding repeat appointment numbers
 - Highlight this goal during our beginning-of-semester staff meeting
- Desired Outcome: Build on last year's average of 3.5 to deepen engagement and encourage sustained academic support.
- Timeline: July 1, 2025 – June 30, 2026
- How does this goal align with departmental and instructional goals? – Get input from Rob
- What resources will be needed? No additional resources are needed.

Goal 2: Slightly grow the number of unique student appointments

- Is this goal being carried over from the previous year? No
- Action Plan:
 - Enhance marketing efforts to promote tutoring services, especially during peak academic stress periods
 - Have tutors email professors informing them of the courses they offer, encouraging referrals from faculty
- Desired Outcome: Ensure continued accessibility while also expanding outreach to new students
- Timeline: July 1, 2025 – June 30, 2026
- How does this goal align with departmental and instructional goals? – Get input from Rob
- What resources will be needed? No additional resources are needed

Goal 3: Successfully integrate VR headsets into tutoring services

- Is this goal being carried over from the previous year? No
- Action Plan:
 - Train tutors on using VR tools effectively during sessions
 - Launch a QR code survey after each student use to gather feedback
- Desired Outcome: Enhance the tutoring experience through innovative and immersive learning technologies
- Timeline: July 1, 2025 – June 30, 2026
- How does this goal align with departmental and instructional goals? – Get input from Rob
- What resources will be needed? No additional resources are needed

Goal 3: Increase average number of repeat study hall visits from non-athlete students to 5 (up from 4.2 in 2025).

- Is this goal being carried over from the previous year? No
- Action Plan:
 - Establish a consistent, friendly, and helpful study hall environment
 - Highlight key features of study hall in marketing efforts
- Desired Outcome: Create a welcoming environment that motivates students to return for continued academic help
- Timeline: July 1, 2025 – June 30, 2026
- How does this goal align with departmental and instructional goals? – Get input from Rob
- What resources will be needed? No additional resources are needed

Add additional goals, if any.

12. Provide any other comments you would like to include.

13. What are your department's high priority needs for the coming year including any resources for student learning?

14. What are department's projected needs for the next 3-5 years? *(Include staffing, space, budget, etc.)*

Summary of Meeting with Provost