

2022 Annual Review

Introduction

Department Name: Learning Services

College Name: Library and Open Learning Services

Department Chair: Rob Gray

Department Mission Statement (required for NWCCU):

The mission of the Dixie State 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 Dixie State 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):

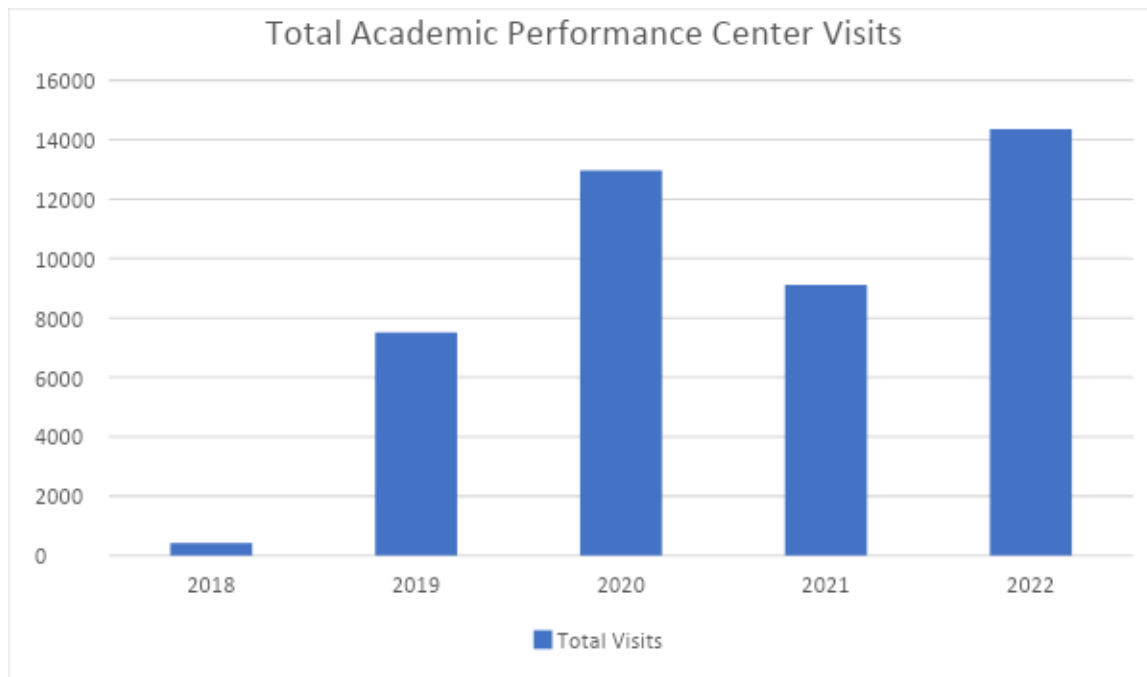
The Academic Performance Center's vision is to encourage inclusivity, enthusiasm, motivation, and creativity in DSU students through collaborative learning. The APC aims to empower students with the skills to be responsible for their own learning and life while having the ability and desire to lift up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

Department or Unit Goals and Accomplishments

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

Goal 1: Increase total visits by ten percent.

- Was this goal accomplished? This goal was accomplished. The APC had total visits of 14,359, a 58% increase from last year's 9,111 visits and a 3,311% increase since the 2018 academic year (421 visits). Online appointments were down by 42% (175 visits) from the pandemic-inflated 299 visits of the previous year. The APC also had 2,273 tutoring appointments compared to last year's 2,022, an 11% increase.



Goal 2: Increase visits of historically underserved student populations by ten percent.

- Was this goal accomplished? This goal was accomplished. As a result of placing tutors in the Browning building, the APC had a 573% increase in visits (5,865) this year versus last year (871) by Student Success Program students. SC students who attended at least two hour of study hall per week had a 3.04 GPA this year. Those who attended fewer than two had a 0.94 average. Also, there was a 469% increase of visits by non-white minority students this year (1088) versus last year (191).

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Goal 3: Contribute to institutional retention and graduation efforts by adding upper-division tutoring to at least one department.

- Was this goal accomplished? This goal was accomplished. We added upper-division tutoring to the Biology Department and hosted their students in the APC and with satellite tutoring in the SET building.

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

Staff Accomplishments and Honors

Director of Learning Services:

Rob Gray attended the international CRLA conference this year. He also served on several committees and task forces, including chairing the hiring committee for two librarian positions. Rob worked with the Biology Department to add intensive writing (high-impact practice) as a supplemental instruction course to two sections of evolution (BIOL 3010) this fall.

Student Coordinators:

Alyssa Ponce is the Academic Performance Center coordinator. She receives the Presidential Scholarship at DSU and has been on the President's List for her GPA every semester.

Megan Christensen is the APC's marketing intern. She also completed an internship for the Career Center this year. She will graduate in December, and she has already secured a full-time job with Cole West Homes as their marketing coordinator.

Student Tutors:

Camila Arevalo graduated in May with a Bachelor's degree in Exercise Science. She has done a lot of service for the community including translating for medical services and helping to teach and plan exercises for people with Alzheimer's and their caregivers.

Dan Johnson is an outstanding tutor as well as an outstanding member of the community. In the last semester, Dan has completed over 20 hours of service while being a full-time father. He earned a 4.0 GPA last semester and is a recipient of the Atkin's business school scholarship.

Nick Henry has been hired as an adjunct professor for Human Anatomy because of his great work as a tutor and TA. He graduated in May.

Ewan Townshend is currently taking 19 credits while working 12 hours weekly. Ewan is also a member of the Analytics Modeling Club on campus in which he will soon possess a leadership position. He recently completed an accounting project for a company outside of the work he does for school and his job.

Jaxon George is a member of the Booth Honors program on campus. He has made the Dean's list every semester. Jaxon recently completed a summer undergraduate research internship at the University of Utah conducting research in liposomal drug delivery for the treatment of chronic rhino sinusitis.

Lin Tian is an International Students Leader for the ISS organization on campus. He works on planning events for both international students and the whole campus. Lin's major is Mechanical Engineering and he is currently working on a personal project that involves making a mechanical arm that is controllable by a PS4 controller.

Rebecca Winn has taught code school on campus and helped coordinate the events with the local tech industry every summer that she has been at Dixie State.

Kory Foland is a full-time student, a part-time employee, and he also owns his own window washing company.

3. Complete the table below for faculty (*excluding part-time instructors*) as of May 2021, then provide part-time instructor information below the table.

Note: This table will be completed by the Office of Institutional Effectiveness and we will provide you with a link where you can download the table and paste it in place of the one shown below.

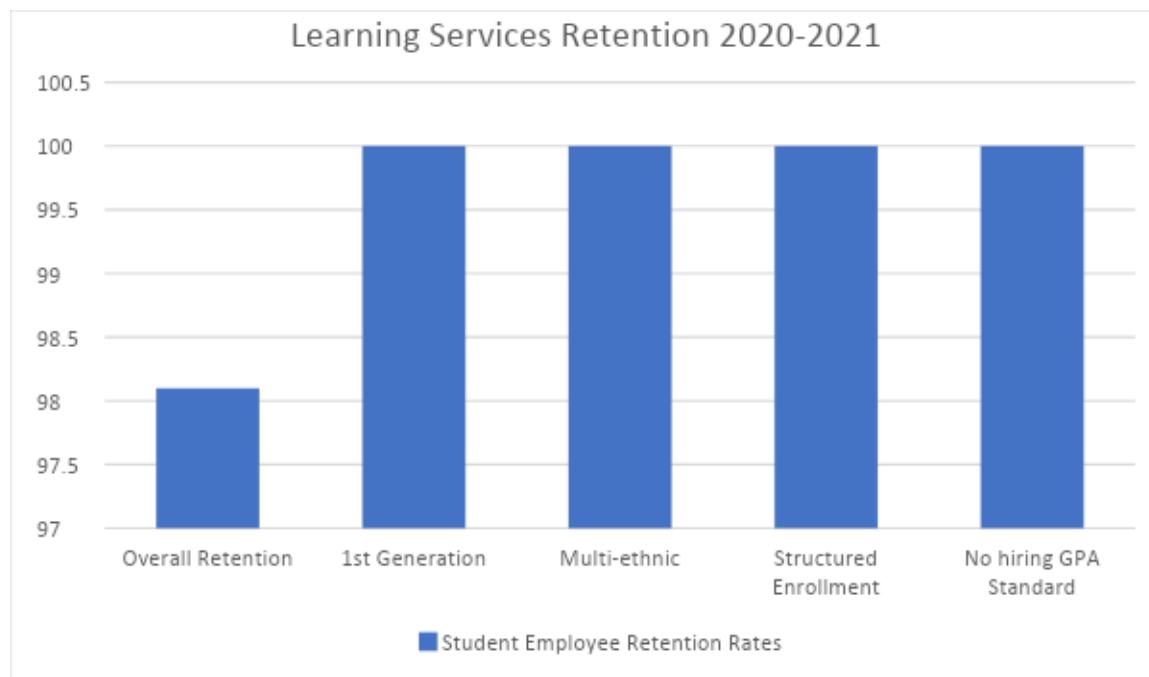
Name and Degree	Tenure Status T = Tenured TT = Tenure Track NTT = Non-Tenure Track	Rank	Faculty FTE 1.0, .75, .6, .5, or .4	Released Time in Credit Hours
Rob Gray	NTT	Director	1.0	N/A

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.

Student Employee Retention Study

During the 2020-2021 academic year, Learning Services employed 53 students. Of the 51 students we found records for, 50 were retained (had classes during 2021-2022 or graduated in May 2021) the following year for a percentage rate of 98.1. One hundred percent of first-generation students were retained, as were 100 percent of multi-ethnic students. One might argue that students who work in Learning Services earn excellent grades, and that is a contributing factor to their strong retention rates. While it is true that Learning Services has a 3.7 GPA hiring standard for tutors, not all of our employees are tutors. We have coordinators, marketing interns, and Work Study students who do not have a minimum GPA hiring standard, and some of these students had GPAs in the “C” range, and this group had a 100 percent retention rate.

Learning Services Retention Rates for 2020-2021 Academic Year



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 (athletics, 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

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
- Part-time, student coordinator makes turn-over inevitable
- Our reputation will take more time to repair
- Some faculty and staff still have misconceptions about our services

Opportunities:

- We have funding to maintain our current level of services
- Many departments wish for tutoring in their subject areas, particularly upper division
- We can create a stronger marketing plan to alleviate misconceptions

Threats:

- Outsourced tutoring is always a threat
- Lack of additional funding
- Lack of DSU tutoring policies and consistency with tutor training and procedures on campus
- Departments tutoring on their own without infrastructure or proper tutor training

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: Increase APC visits and appointments.

- This goal is not being carried over from previous year.
- Action Plan: Increase marketing efforts to students and faculty.
- Desired Outcome: The APC will increase total visits and tutoring appointments by five percent over last year's numbers.
- Timeline: One year.
- This goal aligns with the division goal of expanding tutoring for more student access.
- No additional resources will be needed.

Goal 2: Increase satellite tutoring locations.

- This goal is not being carried over from previous year.
- Action Plan: Contact department chairs about upper-division tutoring.
- Desired Outcome: Add one or two additional satellite tutoring locations.
- Timeline: One year.
- This goal aligns with the division goal of expanding tutoring for more student access.
- Additional funding for upper-division tutoring will be needed.

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

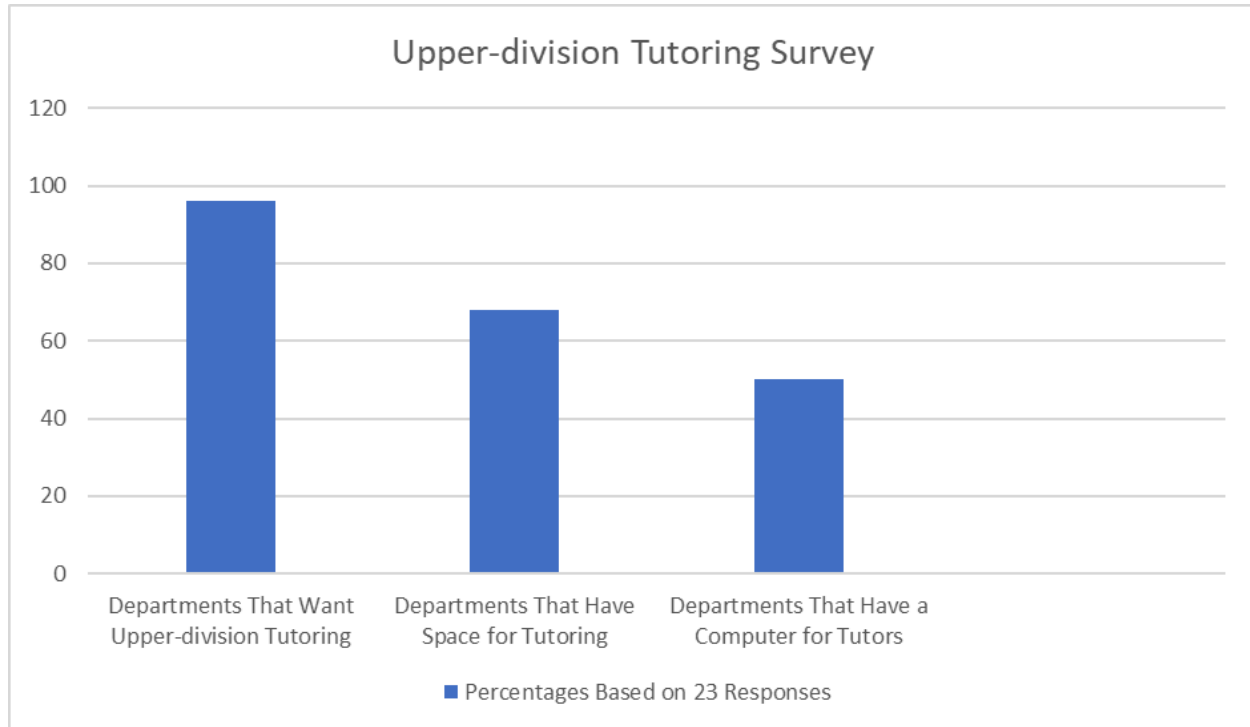
A substantial percentage of juniors and seniors experience academic difficulty in our upper-division courses, which is a common reason for their failure to graduate. The following data shows that students need upper-division tutoring at the University as part of the solution to help improve our low graduation rate. For example, if you examine all juniors enrolled in fall 2019 (1,395), 27% earned a C- or lower in courses during the fall term or next spring, almost 1 in every 3 students. Nearly 1 in 5, earned D or F grades (21%) in courses (DSU Student Success, 2021). These rates are similar for upper-division students receiving Pell grants, except 23% earned D or F grades.

Taking all the juniors in fall 2017 (1,225) and tracking them over 3 years, 39% did not graduate with a bachelors and were no longer enrolled at the University in fall 2020; of 590 juniors who received a Pell grant, 41% did not graduate with a bachelors and were no longer enrolled at the University in fall 2020. For all juniors who discontinued, 38% earned a C- or lower in courses over the 3 years, and 34% earned D or F grades. For juniors, who received a Pell grant, 39% earned a C- or lower in courses over the 3 years, and 35% earned D or F grades, more than 1 out of every 3 discontinuing students.

Seniors as well still struggle academically. Of the 1,768 seniors in fall 2019, 15% earned a C- or lower in courses during the fall term or next spring. About 12% earned D or F grades in courses (DSU Student Success, 2021). However, at this point, many have discontinued prior to the senior year, due to academic difficulty, but the data still demonstrates the ongoing need for upper-division tutoring, which we currently do not offer.

Dufault (2017) explains how problematic not having upper-division tutoring is for students: "This type of inconsistency of service becomes especially challenging for students who pass lower level courses with the support of many resources only to progress to upper level courses with no resource support."

We surveyed all department chairs asking if they thought upper-division tutoring would benefit their students, and 96% indicated that such tutoring would help their students graduate. About 70% said they have space available; they just lack the tutors.



Funding request- \$30,000 ongoing. This would allow us to embed upper-division tutoring in seven departments (10 weekly tutoring hours).

Dean's Response

16. Provide your overall response to the degree of success this department achieved last year relative to student learning outcomes. **Note: If #6 above was not completed, you may use any other data including your own observations to answer this question.**

17. Provide your general assessment of the accomplishments and needs, including budget allocation needs (*particularly address # 13 & #14*).

Summary of Meeting with Provost