

AC 2025-2026 Assessment

Academic Success Center

Department: Academic Support and Auxiliary Services

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Northwestern Mission. Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

The Academic Success Center (ASC) NSU's Academic Success Center (ASC) empowers all students by providing peer support, learning resources, and academic guidance. By fostering one-on-one relationships between students and tutors, The ASC ensures students are well-prepared to achieve their academic goals. Our supportive environment promotes effective study habits and learning across all disciplines, with a special focus on the humanities and STEM fields.

Methodology: The assessment process for the ASC is as follows:

- (1) Data from assessment tools (both direct–indirect, quantitative, and qualitative) is collected and returned to the unit head.
- (2) The unit head will analyze the data to determine whether the staff has met the measurable outcomes.
- (3) Results from the assessment will be discussed in an open forum with the staff and the unit head's supervisor.
- (4) Individual meetings will be held with staff.
- (5) With staff assistance, the unit head will determine if changes are required to meet the measurable outcomes or assessment tools for the next assessment period.

Service Outcome (SO):

SO 1.1 Provide face-to-face and virtual peer tutoring to NSU students by appointment with limited drop-in tutoring times. Refer students to other appropriate campus services as needed. {Direct}

Measure 1.1 The ASC will accommodate at least 75% of all tutoring requests from various subjects. The ASC provides tutoring through peer interaction and aims to accommodate as many students as possible through face-to-face or online tutoring. Additionally, the ASC will refer students to other appropriate campus services as needed to ensure comprehensive support.

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Finding:

AC 2024 - 2025: Target Met (97%)

AC 2025 - 2026: Target Met (98%)

Analysis: In AC 2025-2026, the target was met using the improvement strategies suggested by the new director of the ASC. The new director worked closely with the Student Employment office to find qualified tutors who would elevate the number of courses offered as well as the number of tutors for many of the core subjects, such as Math and English. Throughout the year, there were a total of 12 tutors; all 12 worked in the fall semester, while 10 were retained for the spring.

Overall tutoring numbers for AC 2025-2026 were:

Summer 2025- There were 10 tutoring sessions held over the summer with the 1 tutor who was on staff. All sessions were held virtually using TEAMS or WebEx. There were 19 papers edited, all were master's theses. Only one tutoring request was unable to be handled by the ASC services and was referred to the course instructor.

Fall 2025- There were 190 tutoring sessions in the fall semester of 2025, averaging 11.875 weekly sessions. 28 papers were edited, including nursing course papers, several master's theses, and one doctoral thesis proposal. All sessions were held either in-person in the ASC, in the 24-hour Russell Hall computer lab, or online via TEAMS or WebEx. Only 2 tutoring requests were unable to be handled by the ASC services and were referred to their instructor for assistance.

Approximately 99% of tutoring appointments were made online via Teams survey, 1% via email communication through the Demon Tutoring email address, and there were no walk-in appointments during the fall semester.

Spring 2026- There were 176 tutoring sessions in the spring semester of 2026, averaging 11 sessions per week. Another 22 papers were edited including several English course papers, Psychology course papers, nursing course papers, master's theses, and one doctoral thesis proposal. All sessions were held either in-person in the ASC, in the 24-hour Russell Hall computer lab, or online via TEAMS or WebEx. Only 3 tutoring requests were unable to be handled by the ASC services, and were referred back to their instructor for assistance.

100% of tutoring appointments were made online via Teams survey, and there were no walk-in requests.

Decision: The target was met in AC 2025-2026. Based on the 2025-2026 results analysis, the ASC will implement the following strategies in 2026-2027 to drive the improvement cycle:

1) The ASC Director will continue to review the online appointment system (TEAMS survey) for ease of use, use the Office Outlook calendar linked to the tutoring email to

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schedule and track appointments, and include a question on the exit survey to examine how easy or difficult it is to get a tutoring appointment and what can be done to improve scheduling appointments.

2) The ASC Director will continue using a system to monitor tutor performance, including punctuality and quality of tutoring.

3) The ASC Director will continue weekly tracking of tutoring sessions and collect regular (weekly) feedback from students via a self-reporting form and satisfaction surveys to assess the quality of tutoring services, identify areas for enhancement, and determine tutor performance to implement the incentives program for student workers effectively.

These continued improvement strategies will improve students' ability to have positive experiences in the ASC and receive high-quality, effective peer-led services. This will ultimately enhance their academic performance and progression, thereby continuing the improvement cycle.

Measure 1.2 The ASC will distribute a survey to students to assess their tutoring appointment and the tutor. Students will be able to respond with strongly agree, agree, neutral, disagree, and strongly disagree, and other open-ended questions, rating the experience as "poor," "fair", "good," and "excellent." The unit goal is for at least 75% of the students surveyed to respond that the value of their tutoring was good or excellent.

Finding:

AC 2024 - 2025: Target Met (89%)

AC 2025 - 2026: Target Met (90.9%)

Analysis: The target was met in AY 2025 – 2026. 90% of the students rated their tutoring experience as "excellent" (n=20).

Based on the 2024-2025 results analysis, the ASC made the following changes in 2025-2026 to drive the improvement cycle. The ASC director meets with tutors monthly to discuss the previous month's tutoring appointments as well as upcoming expectations. Tutors were trained in entering their appointments into the Outlook calendar and to note any schedule changes or no-show appointments. Tutors were also asked to sit at the front information desk in the absence of one of the graduate assistants. Another goal for 2025-2026 was to have no complaints from students or parents regarding missed appointments. There were no parent complaints, and the only student complaint was that even with tutoring, they did not pass their class. All other students reported excellent, good, or fair tutoring services. The only no-show appointment that was reported was actually the student entered the wrong date and time on their calendar and showed up to their appointment a day early. The director also shared with tutors any feedback specific to them from the satisfaction survey, positive or negative.

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As a result of these changes, the target was met in 2025-2026. The number of responses was only 22, as the director again redesigned the satisfaction survey between the fall and spring semesters. While the number of responses was low for the year, answers to the question “What could we do better next time?” 20 of the 22 responses were that we should not change anything, and that their experience was exactly what they needed. The two that were not “excellent” rating responded that they had wished that the tutors were available for overnight hours.

All 22 respondents left comments regarding their experience at the ASC. One student stated that “tutoring with (tutor’s name) is the best learning experience! I actually understand math!” Another student said they “like how (the tutor) was able to meet more than one time per week before tests.” The ASC Director shared positive remarks with their mentors and provided positive vocal feedback to students.

Decision: The target was met in 2025-2026. Based on the results analysis, the ASC will implement or continue the following strategies in 2026-2027 to drive the improvement cycle.

- 1) The ASC director will offer small incentives for completing the survey, such as entry into a raffle for ASC-branded gifts.
- 2) The ASC director will send automated reminders to students who have not completed the tutoring survey within three days of their session and require ASC workers to send personalized follow-up messages to encourage survey completion, stressing the importance of student feedback to improve ASC services. These contacts will also serve to check in with the students periodically.
- 3) The ASC director will incorporate survey completions into the weekly tracking report.
- 4) The ASC director will have survey questions completed by the beginning of the fall 2025 semester and will not edit any items throughout the academic year to ensure consistent survey questions throughout the academic year.

These changes will improve students’ ability to have positive experiences in the ASC and receive high-quality, effective peer-led services. This will ultimately enhance their academic performance and progression, thereby continuing the improvement cycle.

SO 2. Provide faculty-led and peer-led workshops to contribute to all students' academic and personal success.

Measure 2.1 At the end of each workshop, participants will be surveyed to determine the quality of the workshop experience. Respondents will respond with strongly agree, agree, neutral, disagree, and strongly disagree and answer open-ended questions. The goal is for at least 75% of participants to answer “average” or “above average” regarding the quality of the workshops.

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Finding:

AC 2024 – 2025: Target not met (data not collected)

AC 2025 – 2026: Target met (78%)

Analysis: In AC 2025-2026, the target was met. Workshops were planned during the summer prior to the 2025-2026 AY.

Decision: The target was met in 2025-2026. Based on the results analysis, the ASC will implement the following AY 2026- 2027 changes to drive the improvement cycle.

- 1) The ASC director will work with the department heads and other departmental contacts to create, advertise, and offer new and exciting workshops on a variety of topics to promote academic success in a wide range of courses and professional areas.
- 2) The ASC Director will update the template for workshop surveys and ensure the survey verbiage aligns with Measure 2.1. The survey questions will be tailored to address the material covered in the workshop. All workshops will have a question with verbiage that aligns with Measure 2.1. Surveys will also be conducted at the end of each workshop to ensure maximum completion.
- 3) The ASC Director will implement marketing campaigns to promote workshops throughout the academic year using various channels (email newsletters, social media, campus bulletin boards, etc.).

These changes will improve students' ability to attend various workshops that effectively meet their needs, thereby continuing the improvement cycle.

Measure 2.2 (Direct) With assistance from Academic Advising Services, students under an academic suspension appeal will be reminded via email about workshops. The unit goal is for at least 50% of this cohort to attend the seminars for one term.

Finding:

AC 2024-2025: Target not Met (0%)

AC 2025-2026: Target not Met (0%)

Analysis: The target was not met in AC 2025-2026. Schedules of faculty members that had been planned to host seminars did not work out. The direction of ASC is already working on getting seminars on the schedules of faculty members to host.

Decision: In 2025-2026, the target was not met. Based on the previously stated reasoning, the ASC will implement the following changes in 2026 - 2027 to drive the improvement cycle.

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- 1) Workshop creation will begin during the 2026 summer to ensure a variety of workshops are offered in the AY 2026-2027.
- 2) The ASC director will work closely with the Advising Services director to ensure that students on academic plans needs are met through offered workshops.
- 3) Workshop creation will be encouraged for students who serve as interns in the ASC. Outreach to other departments will be conducted to increase the number of workshop offerings.
- 4) Workshop information will also be shared with students on an academic appeal and those on a financial aid appeal.
- 5) Workshop information will be shared with students as part of the regular contact schedule and sent to students via email attachments.
- 6) Surveys will be conducted at the end of the workshop to ensure high completion rates.

These changes will improve students' ability to attend various workshops that effectively meet their needs, thereby continuing the improvement cycle.

SO 3. The ASC will help students construct individualized academic plans for students who have filed an appeal to receive financial aid.

Measure 3.1 At the end of each semester, the unit goal is for at least 65% of the students to either reach SAP (Satisfactory Academic Progress set by the Department of Financial Aid) or graduation.

Finding:

AC 2024 - 2025: Target met (81% reached SAP or graduated)

AC 2025 - 2026: Target met (78.4% reached SAP or graduated)

Analysis: In AC 2025-2026, the target was met. Four hundred and twenty-nine out of 547 students on APLANS completed their plans by reaching SAP or graduating (SAP met = 329, graduated = 100).

The APLAN coordinator worked diligently to create effective plans with students containing obtainable goals and pathways to graduation. The coordinator works directly with the financial aid office and the students to create the plans and monitors success rates.

Decision: Based on the 2025-2026 results analysis, the ASC will implement the following changes in 2026-2027 to drive the improvement cycle.

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1) The ASC will work to provide a workshop each semester on meeting SAP. This workshop will greatly help students recognize that SAP is directly related to meeting the requirements of their plans. This awareness will improve the percentage of students who reach SAP or graduate and decrease the percentage of students who do not meet the requirements of their plan.

2) The coordinator will assign students on APLANs to a mentor to meet with a few times throughout the semester to monitor progress and discuss plans to acquire help when needed.

These changes will improve students' ability to meet the requirements of their academic plans, achieve SAP, and successfully graduate. They will also help students recognize why they must meet the academic plan requirement, thereby continuing to push the improvement cycle forward.

Measure 3.2 At the end of each semester, students on Academic Success Plans will complete a survey for feedback regarding their academic progress. For example, one question will state, "Completing an Academic Success Plan to receive my financial aid has helped me reach my goal of earning a college degree." Respondents will be able to respond with "strongly agree," "agree," "neutral," "disagree," and "strongly disagree." The unit goal is for at least 75% of the students surveyed to respond with "agree" or "strongly agree."

Finding:

AC 2024-2025: Target not met (survey not given)

AC 2025-2026: Target met

Analysis: In AC 2025-2026, the target was met.

Based on the 2024-2025 results analysis, the ASC made the following changes in AC 2025-2026 to drive the improvement cycle. The ASC Director offered the mentorship program to all students on academic plans and a question was added to the ASC survey to help determine the most helpful aspects of mentorship.

Decision: The target was met in AC 2025-2026. Based on the 2025-2026 results analysis, the ASC will implement the following changes in 2026-2027 to drive the improvement cycle.

1) One G.A. and one or two student tutors will be given APLAN mentorship duties. They will be responsible for communicating regularly with the students, providing workshop information, and delivering a separate survey related to mentorship participation.

2) The ASC will work to provide a workshop each semester on meeting SAP. This workshop will help students recognize SAP is directly related to meeting the requirements of their plans. This awareness will improve the percentage of students

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who reach SAP or graduate and decrease the percentage of students who do not meet the requirements of their plan.

3) Students with academic plans in the mentorship will receive a brief survey. The survey will gauge the mentorship's effectiveness by asking students which statements best describe their experience. (these are samples, and will be modified and decided upon by the new coordinator.)

- The peer mentorship helped me meet all the requirements of my Academic Success Plan this semester.
- The peer mentorship kept me from withdrawing or failing too many classes this semester.
- The peer mentorship helped me meet the GPA requirement of my Academic Success Plan this semester.
- The peer mentorship helped me meet with my advisor.
- The peer mentorship helped me determine my graduation date.
- The peer mentorship program did not help me meet my Academic Success Plan requirements.
- The peer mentorship did not help me feel more connected to the university.
- I am not sure if the peer mentorship helped me meet the requirements of my Academic Success Plan.
- By implementing these strategies, the ASC will improve the student's ability to meet the requirements of their academic plans, achieve SAP, and successfully graduate.

These changes will improve students' ability to meet the requirements of their academic plans, achieve SAP, and successfully graduate. They will also help students recognize why they must meet the academic plan requirement, thereby continuing to push the improvement cycle forward.

SO 4. The director will chart academic progress for those students on academic success plans who do not have a clear path to graduation.

Measure 4.1 By the end of each semester, students on academic plans who do not have a clear path to graduation will be required to meet with their academic advisor, construct a graduation pathway plan, and provide a copy of the pathway plan to the ASC, which will then be incorporated into their Academic Success Plan. The unit goal is for at least 75% of the students with no path to graduation to meet with their advisors and provide a copy of their plan to the ASC by the end of their first semester on an academic plan.

Finding:

AC 2024-2025: Target met (100%)

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AC 2025-2026: Target met (100%)

Analysis: The target was met in AC 2025-2026. All students entering an APLAN for the 2025-2026 year were met with and a plan to graduation was discussed. Students were made aware of the conditions of their plan and what was expected to attain a reasonable graduation date per their progress.

Decision: The target was met in AC 2025-2026. Based on the 2025-2026 results analysis, the ASC will implement the following in 2025-2026 to drive the improvement cycle.

- 1) The target goal for this measure will remain at 100% for AY 2026-27.
- 2) A question will be added to the mentorship survey to measure this SO accurately. The survey will be updated in the summer of 2026, and no changes will be made during AY 2026-27 to maintain consistency.

These changes will improve students' ability to meet the requirements of their academic plans, achieve SAP, and successfully graduate. They will also help students recognize why they must meet the academic plan requirement, thereby continuing to push the improvement cycle forward.

Measure 4.2 At the end of each semester, students required to provide a copy of their graduation pathway will complete a survey for feedback regarding their academic progress. For example, one question will state, "Completing a plan for a pathway to graduation has helped me reach my goal of earning a college degree." Respondents will be able to respond with "strongly agree," "agree," "neutral," "disagree," and "strongly disagree." The unit goal is for at least 75% of the students surveyed to respond with "agree" or "strongly agree."

Finding:

AC 2024 - 2025: Target not met (0%)

AC 2025-2026: Target not met (78.4%)

Analysis: In AC 2025-2026, the target was met

Based on the analysis of the 2024-2025 results, the ASC made the following changes in AC 2025-2026 to drive the improvement cycle. The ASC Director, in combination with the APLAN coordinator, will offer the mentorship program to all students on academic plans who complete a survey responding "yes, they would like a mentor to be assigned". A question will be added to the APLAN survey to help determine the most helpful aspects of mentorship.

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Decision: The target was met in AC 2025-2026. Based on the analysis of the 2025-2026 results, the ASC will implement the following changes in 2024-2025 to drive the cycle of improvement.

- 1) One G.A. and one or two student tutors will be given APLAN mentorship duties. They will be responsible for communicating regularly with the students, providing workshop information, and delivering a separate survey related to mentorship participation.
- 2) Students with academic plans in the mentorship will receive a separate survey. The survey will gauge the students' thoughts on whether being on an academic plan helped them determine a graduation date.

This measure will be combined with Measure 3.2 by adding a question to the APLAN survey asking students if they wish to have an Academic Mentor assigned to them. Data for this measure will be collected from the survey from Measure 3.2.

Comprehensive summary of key evidence of improvements based on analysis of results. The following reflects all the changes implemented to drive the continuous improvement process in AC 2025-2026. These changes are based on the knowledge gained through the AC 2024-2025 results analysis.

The Academic Success Center (ASC) met its goal of accommodating at least 75% of all tutoring requests from various subjects for consecutive years, indicating continued strong performance (93% in 2023-2024, 97% in 2024-2025, 98% in 2025-2026).

The ASC instituted enhanced tutor training, resulting in better communication, reliability, and a more professional and accountable tutoring environment.

The center included paper edit requests in the overall tutoring session numbers, providing a clearer picture of services provided in the ASC and expanding the range of academic support activities.

In AC 2025-2026, 100% of students on APLANs without a clear path to graduation met with their advisors and provided the ASC with a graduation date. This ensured these students had a defined path to achieving their academic goals.

The ASC's efforts in providing mentorship and academic planning support contributed to 78.4% of students achieving satisfactory academic progress (SAP) or graduating, meeting the target goal. This is due to the new coordinator's proactive approach to advising and mentoring the APLAN students as they enter the plan.

The ASC provided various services, including tutoring, mentoring, coaching, and paper editing. These comprehensive services ensured that students received holistic academic support.

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These achievements for AC 2025-2026 show that the ASC demonstrated its commitment to improving student academic success and providing high-quality support services by achieving these accomplishments.

Plan of action moving forward.

Tutoring:

Optimize the online appointment system for tutoring

The ASC Director will continue optimize the online appointment system (teams survey) for ease of use, use the Office Outlook calendar linked to the tutoring email to schedule and track appointments and include a question on the exit survey to examine how easy it is to get a tutoring appointment.

Continue to mentor and train tutors to improve performance and enhance student outcomes

The ASC Director will continue to monitor tutor performance, including punctuality and quality of tutoring, and create a training program for workers to strive to become more competent tutors.

The ASC Director will implement a more detailed weekly tracking report of tutoring sessions and collect regular (weekly) feedback from students via a self-reporting form and satisfaction surveys to assess the quality of tutoring services, identify areas for enhancement, and determine tutor performance to retain the most effective tutors.

Improve survey delivery and development

The ASC director will send automated reminders to students who have not completed the tutoring survey within three days of their session and request ASC workers to send personalized follow-up messages to encourage survey completion. The director will stress the importance of student feedback in improving ASC services. These contacts will also serve to check in with the students periodically.

The ASC director has survey questions completed as of the beginning of the fall 2025 semester and will not edit any items throughout the academic year to ensure consistent survey questions throughout the academic year.

Workshops:

Provide a wide range of quality workshops

This assessment cycle showed that workshops need to be implemented through the ASC. Workshop creation will be encouraged for students who serve as interns in the ASC. The ASC director will extend workshop opportunities to all departments, allowing the ASC to offer a wide range of workshops.

Promotion of Workshops

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The ASC Director will implement marketing campaigns to promote workshops throughout the academic year using various channels (email newsletters, social media, campus bulletin boards, etc.) and coordinate with the Watson Library's unified social media to promote ASC workshops. Workshop information will also be shared with students on an academic appeal and those on a financial aid appeal as part of the regular contact schedule and sent to students via email attachments. Workshops for these students will be provided virtually or recorded and sent to students via email.

Improve survey delivery and development

A new survey template will be created to gauge the receipt of workshop material and collect student feedback regarding the quality of the material. These surveys will be conducted at the end of the workshop to ensure high completion rates. The ASC Director will also ensure that the workshop survey verbiage aligns with Measure 2.1.

Survey questions will be tailored to address the material covered in the workshop. All workshops will have a question with verbiage that aligns with Measure 2.1.

Academic Success Plans:

Tracking the percentage of students who fail to meet APLAN requirements

The target goal for Measure 4.1 will remain at 100% for the AY 2026-2027. The G.A. or student worker in charge of the Mentorship program can help ensure that students with no graduation date meet with their advisor at some point in the semester and establish a graduation date so that their APLAN can be extended past the first semester.

APLAN mentorship duties

One G.A. and at least one student worker will be given APLAN mentorship duties. They will be responsible for communicating regularly with the students, providing workshop information, and delivering a separate survey related to mentorship participation.

Improve survey delivery and development

The mentorship survey will gauge the effectiveness of the mentorship by asking students which statements best describe their experience. The survey will remain consistent throughout the academic year.

- The peer mentorship helped me meet all the requirements of my Academic Success Plan this semester.
- The peer mentorship kept me from withdrawing or failing too many classes this semester.
- The peer mentorship helped me meet the GPA requirement of my Academic Success Plan this semester.
- The peer mentorship helped me meet with my advisor.
- The peer mentorship helped me determine my graduation date.

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- The peer mentorship program did not help me meet any of my Academic Success Plan requirements.
- The peer mentorship did not help me feel more connected to the university.
- I am not sure if the peer mentorship helped me meet the requirements of my Academic Success Plan.

FLAME – Faculty-Led Assistance in My Education

Additional tutoring/mentoring option

In Fall 2023, the current director of the ASC partnered with the Dean of the College of Arts and Sciences and the director of the School of STEM to create a new faculty-led tutoring and mentoring program. This program is designed to help students meet with faculty outside of designated office hours for additional assistance with coursework, study skills, and test prep. This program has seen great success and is now run by the director of the ASC. Updates to the success of this program will continue to be included in this reporting. As of the end of the regular AY 2025-2026, 533 students were tracked as being helped by FLAME services. They checked in either via a FORMS survey or Sutable. FLAME saw 244 students in the Fall of 2025, up from 118 in Fall of 2024, and it saw 289 students in the Spring of 2026, up from 116 in the Spring of 2025.