



**COMPREHENSIVE ACADEMIC AFFAIRS PROGRAM REVIEW
EXECUTIVE SUMMARY
2022-2023**

Complete Program Title Academic Services	
Program Director Marsha Nusbaum	
Division Education, Transitional Studies and Academic Services (AS)	Division Chair Susan Sies

Please provide the following information about the program based on the results of the Program Review. Use a bulleted format and do not exceed one page (front and back).

1. Synopses of the significant findings

- Academic Services (AS) provides student-centered, dynamic support services in an encouraging, caring environment reflecting best practices for student success.
- Staff is dedicated to accurate data collection and following College policies. Throughout the past five years, this area continued to listen to feedback from faculty and students to make significant changes to improve services.
- Despite the pandemic’s negative impact on the momentum started by the new drop-in science room in Fall 2019, the staff continued to reach out to faculty, staff, and students to promote tutoring services, creating the virtual Tutoring TEAMS site and returning to campus as quickly as possible to meet students’ needs throughout the pandemic and beyond.
- The addition of the Lead STEM Specialist has allowed tutoring services to reach many more students through review sessions, dedicated and embedded tutoring, and stronger partnerships with the math and science departments.
- As students return to or start college after the pandemic, the AS staff strives to meet the unique needs of students and make necessary changes to support these students.
- AS continues to be an asset to the students, faculty, and staff at Carroll.

2. Strengths of the program

- Strong campus and online presence on CANVAS course landing page, Microsoft TEAMS Tutoring site, Bee Spelltacular, and Welcome Back Event (397 students made 597 raffle entries from 57 faculty courses)
- Variety of delivery formats: drop-in, appointment, face-to-face, virtual and review sessions
- Strong partnership with faculty, staff, and departments across campus build and enhance services (10 internal and 2 external partnerships)
- Data collection procedures that enhance student support, operations, and faculty
- Student feedback informs improvement of services
- Productive training and feedback for staff
- Even though on campus visits may have drastically declined due to COVID, the percentage of students served increased in Fall 2021 and Spring 2022.

3. Weaknesses of the program

- Tutoring is a unique and difficult academic area to assess. Due to the many variables that affect student

progress, Academic Services cannot claim that tutoring has caused success. However, the increased use of tutoring, students' survey results, and faculty feedback suggest that students feel that this service is a vital

- part of their educational journey.
Limited space for writing and math walk-in and appointment tutoring.

4. Plans for Improvement including timeline

The Five-Year Administrative Goals for the program are:

- To increase student engagement with tutoring services by expanding Academic Services social media presence, continuing aforementioned campus-wide events, and being open to new initiatives. (Ongoing)
- To expand ongoing collaboration with faculty, staff, and departments across the College by reclassifying the Academic Services Specialist position to a Lead Writing and Student Success Specialist, improve support of COMM 105 students' preparation for public speaking presentations, and employ creative initiatives to support students with writing assignments (Spring 2023)
- To continuously improve data collection procedures regarding Academic Services to enhance student support and operations (Ongoing)
- To use student feedback obtained via surveys to improve tutoring services (Ongoing)
- To execute productive training and feedback for tutors and student aides by modifying the tutor pay scale to reward experienced tutors (In progress), provide professional tutors and staff with training on tutoring English Language students (Summer 2023), and provide intentional performance feedback to tutors. (Ongoing)

5. Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished: Please see Section 3 and 4 responses.

6. Budget/position requests

- Pilot a Writing Center model with limited hours and activities in collaboration with faculty and librarians using a current classroom in close proximity to the Academic Center.

Signatures

Program Director

Marsha Nusbaum

__ August 1, 2023 _____

Division Chair

Date

__ *Susan Fuller Sico*

__ August 1, 2023 _____

Date

Associate Provost for Program Development and Partnerships

Date

Melody Moore

8/1/23