

MISSION STATEMENT

The Helen Bass Williams Academic Success Center (ASC) provides undergraduate students with opportunities to develop transferable academic skills, enhance learning, increase retention and improve overall success throughout their academic journey.

VISION STATEMENT

The ASC aspires to provide all undergraduate students with services and opportunities to define and develop strategies that help them 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 offers free services that support students' learning. Available in both West Lafayette and Indianapolis, these services focus on the process strategies and skills that support the content expertise provided in the classroom.

Figure 1: ASC Services by Type of Support and Location

	WEST LAFAYETTE	INDIANAPOLIS
STUDY SKILLS DEVELOPMENT	<ul style="list-style-type: none"> • Peer Success Coaching • Study Skills Consultations • Workshops • Online Resources • Accountability Groups 	<ul style="list-style-type: none"> • Peer Success Coaching • Study Skills Consultations • Workshops • Online Resources
COURSE-SPECIFIC CONTENT SUPPORT	<ul style="list-style-type: none"> • Supplemental Instruction • Test Drive 	<ul style="list-style-type: none"> • Peer Tutoring • Math Assistance Center Partnership

- The **Peer Success Coaching program (PSC)** offers students additional support, campus resources and connections, and accountability as they work toward academic, social and personal goals. Trained peer leaders work one-on-one with students to develop strategies, skills and solutions as they aim for their definition of success.
- **Study Skills Consultations** are individual meetings that provide students with tailored support on study strategies, time management, test-taking and other academic success topics. These one-on-one meetings with a staff member require an appointment. Participating students may voluntarily seek support or be required by an academic program or campus office to meet with a consultant.
- **Workshops** provide an interactive environment for small and large groups to identify and practice strategies for effective studying and learning, including time management, overcoming procrastination and effective studying. In addition to the ASC's open series of workshops, student organizations and classes can also request workshops for their groups.

- **Online resources** are available to students and the campus community through the ASC website. These include success strategy handouts, a GPA calculator, and a searchable database of course-specific help rooms and tutoring programs available across campus.

West Lafayette-Specific Programs and Services

- The **Supplemental Instruction (SI) program** provides students with interactive, peer-led study sessions for traditionally challenging courses. Trained SI leaders facilitate group activities that encourage students to think critically about course material, apply concepts and learn transferable study skills. In the fall and spring semesters, SI was offered in 30+ courses with 45+ trained leaders. In the summer semester, SI was offered online for a limited number of courses.
- **Accountability Groups** offer students ongoing peer support during 90-minute weekly meetings with an established group of 8-10 peers plus an ASC facilitator. During group meetings, students discuss current academic challenges and successes, share strategies, set goals, and work on individual goals.
- **Test Drive** is a large-scale workshop that gives students in select high-enrollment, first-year chemistry, math and physics courses the opportunity to take a mock exam in Elliott Hall of Music. The program started in 2017 to address a common concern brought up by first-year students: They felt unprepared for their first exams because of how intimidating Elliott Hall of Music can be as an exam venue.

Indianapolis-Specific Programs and Services

- The **Peer Tutoring program** provides students with peer-led study sessions for traditionally challenging courses. Trained peer tutors facilitate individual and small group activities that encourage students to think critically about course material, apply concepts and learn transferable study skills. Students schedule appointments through BoilerConnect, creating more flexibility and more efficient use of tutoring resources.
- The **Math Assistance Center (MAC) Partnership** gives students access to the Indiana University Indianapolis Math Assistance Center for support in all math and statistics courses. In addition to utilizing the MAC, the ASC's partnership also provides opportunities for students to work as MAC tutors. This partnership aims to provide a seamless academic support experience for students by adjusting schedules to match the Purdue semester calendar, using BoilerConnect for check-in and adding visible Purdue branding within the MAC space.

OUTCOMES

The Helen Bass Williams Academic Success Center has several categories for outcomes. While this report focuses on program outcomes, the ASC student employment outcomes and competencies along with the ASC student-facing learning outcomes are available in [Appendix A](#) and [Appendix 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 programs and services on an ongoing basis. In addition to current assessment plans, the ASC staff aspire to deepen their understanding of how programs and services influence students, student leaders, and campus. The ASC staff also aims 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 Supplemental Instruction participants about session experience
- Feedback survey to Peer Success Coaching participants about coaching experience
- Feedback survey to participants post-workshop (after each session)
- GS 29001 course assignments (individual student assessment)
- BoilerConnect case referral metrics
- ASC space utilization
- **[In Progress]** Pre- and post-survey for Accountability Group participants
- **[In Progress]** Study Skills Consultation evaluation/feedback
- Standard GPA, standing, course grade (where relevant), retention, etc. reporting for SI, PSC, consultations, and accountability groups
- **[Aspirational]** Sense of Belonging measurement embedded into each program's semester assessment

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 the experience of serving as PSC related to skill development
*See Dufault, K.H. (2023). Peer learning experiences of undergraduate academic coaches. *The Learning Assistance Review*, 28(2), 1-42. <https://nclca.wildapricot.org/resources/Documents/TLARVolume28%20Fall2023.pdf>
- **[Proposed]** Impact of Study Skills 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 a consultant; identify the values and influences of academic consultations from their perspective, beyond university metrics)

NOTABLE CHANGES

- **Program Updates**
 - Test Drive expanded the post-mock exam resource fair with representatives from multiple campus partners including COSINE tutoring, Women in Engineering and Science tutoring, and the Disability Resource Center.

- In Summer 2024, the ASC renamed “academic consultations” to “study skills consultations.” This was an effort to provide more clarity to students on what to expect during consultations so they are not confused with academic advising appointments.
- **Partnerships**
 - Onboarding New Student Efforts: The ASC continued to collaborate with Orientation Programs on the development and facilitation of Academic Success sessions with a customized session for Indianapolis.
 - Academic Notice Support: The ASC continued to work with campus partners in Teaching and Learning and the Office of the Dean of Students on outreach efforts for students on academic probation for the first or second semester. Each week, students received a message about a success tip based on research and quotes from students who had previously been on academic probation and returned to good standing. Additionally, the working group utilized assessment data from the outreach effort to continue the conversation on campus about the experiences of students on academic probation. The working group’s work resulted in the changing of the academic language policy that took effect in Fall 2023. The terms “academic notice” and “academic separation” replaced the previously used terms “academic probation” and “dropped for scholastic deficiency,” respectively.
 - UIA Academic Recovery Grant: In Summer 2024, the ASC director became the principal investigator for the University Innovation Alliance (UIA) Academic Recovery Grant and project. Going into its second year, the project aims to support students who need to retake a course that is critical to program progression. In Fall 2024, the project will pilot a proactive academic support approach in courses with high DFW rates by providing targeted messaging and micro-incentives for engaging in the ASC’s services.
- **Staffing**
 - With the launch of Purdue University in Indianapolis, the ASC added an assistant director position to serve as the location lead for program efforts and collaborations. In addition to being part of the ASC team, the assistant director serves as part of the Teaching and Learning team in Indianapolis with a dotted reporting line to the Executive Director of Teaching and Learning Programs in Indianapolis. Jo Cardarelli, who previously served as a program coordinator since 2021, stepped into the assistant director role.
 - The ASC redefined the two vacant program coordinator positions to have more defined and equitable responsibilities. One of the positions is now in charge of workshops and events while the other position oversees ambassadors and accountability groups. The existing assistant director position was reclassified as a senior assistant director position and serves as the direct supervisor for both program coordinator positions. Both program coordinator positions were filled in Summer 2024.
 - In Summer 2024, the functional title of the two senior assistant director positions was changed to “associate director” to better communicate their roles and responsibilities.
 - Two graduate assistants (GAs) returned from the 2023-2024 academic year, and two new GAs joined the team in August 2024.
- **Purdue University in Indianapolis**
 - An ASC assistant director relocated to Indianapolis with the location’s launch in July 2024.
 - The ASC expanded student leader positions to include:

- Academic Success Ambassadors (ASAs) that promote academic success in Indianapolis through a variety of efforts, including providing Peer Success Coaching, tabling and outreach, and leadership to other student leaders in Indianapolis. For the fall semester, the ASC is employing five ASAs.
- Peer Tutors that provide appointment-based tutoring sessions for individuals and small groups enrolled in gateway STEM courses. The program recruited and hired tutors in the first three weeks of the fall semester, trained new tutors during the fourth week of the semester and launched student scheduling in the fifth week. For the fall semester, the ASC is employing nine tutors.
- MAC Tutors that functionally report in the IUI Math Assistance Center but are employed through the ASC.

CONTRIBUTIONS TO SENSE OF BELONGING AND INCLUSIVE EXCELLENCE

The Helen Bass Williams Academic Success Center works to contribute to a sense of belonging and inclusive excellence in the following ways:

- Building community among student leaders through trainings, social events and opportunities for mentorship
- Actively providing student leaders and staff with training on DIB topics and strategies
- Designing the accountability group program so students can share common experiences and gain a sense of belonging with a consistent group of peers
- Facilitating opportunities for collaborative learning and small group connections within high-enrollment courses through the SI program
- Actively working to have student leaders reflect more demographic diversity than the campus undergraduate student population and monitoring representation each semester
- Connecting with and serving students who are holistically underrepresented at rates similar to or more representative than university metrics, despite documented barriers such as stereotype threat and stigma for seeking academic support ([Massey & Fischer, 2005](#); [Winograd & Gust, 2014](#)), the ASC has been able to connect with and serve students that are historically underrepresented at rates similar or more representative than university metrics gathered through [data reports](#)
- [Developing assessment plans](#) and aspirational evaluation plans to know the ASC's current contribution to a sense of belonging and inclusive excellence and to identify what actions need to be taken to address gaps

Appendix A.

ASC VALUES

Our efforts and interactions in the Academic Success Center 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 employment with the ASC, 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 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 situations, process 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 influence individuals and enhance a group's effectiveness
 - Embrace opportunities to increase awareness of diversity and inclusion issues
 - Recognize biases and reflect on how they impact behavior
 - Interact and learn with diverse students, faculty and staff
 - Foster an environment where people feel welcomed, valued and a sense of belonging

These competencies are woven throughout the student leader experience as selection criteria, training outcomes and topics, and evaluation benchmarks.

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 outcomes were 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 a 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 differently depending on the service. Most are informal and formative assessments conducted during sessions via activities and assignments, exiting prompts, and end-of-semester surveys.

Appendix C.

ASPIRATIONAL ASSESSMENT AND STUDIES

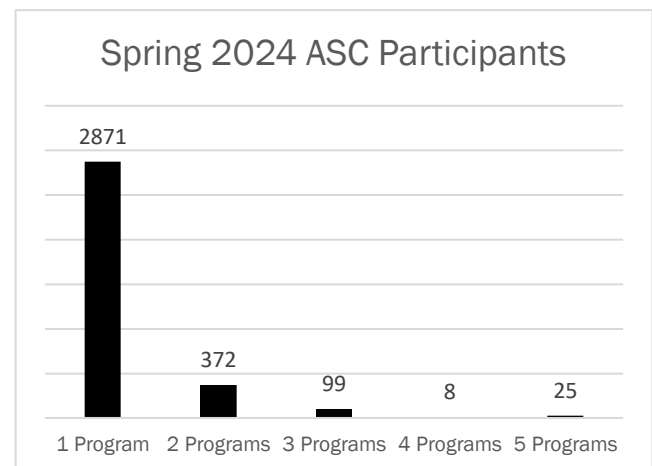
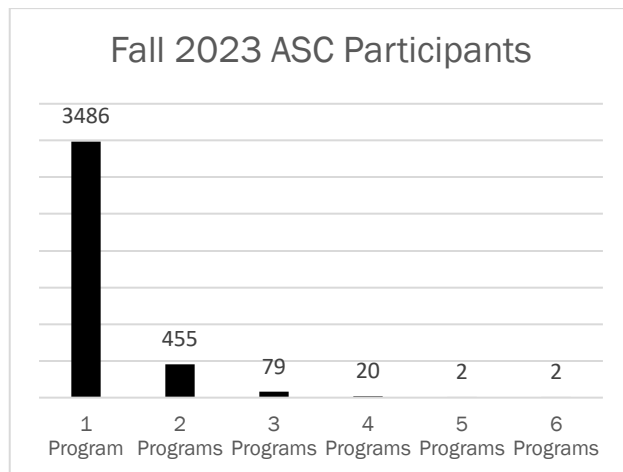
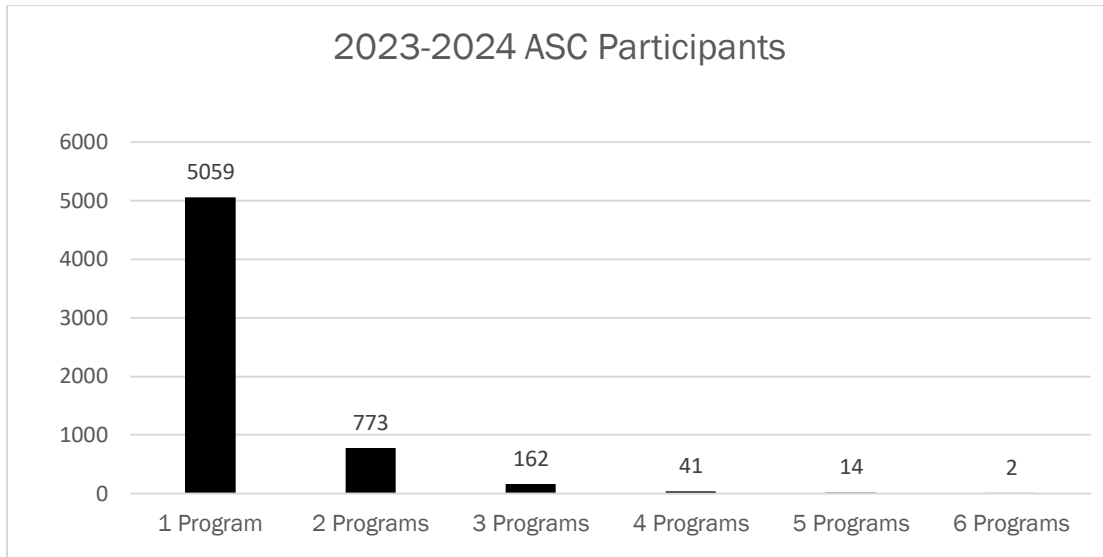
The ASC staff aspires to continuously explore the effectiveness of our work, understand its impact from a variety of perspectives and contribute to the scholarship of teaching and learning. We would like to address the following research questions and ideas:

- Qualitative study on Supplemental Instruction 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 Peer Success Coaching 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 a variety of stakeholder groups, including advisors, faculty/instructors and students (multiple groups)
- Student 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 strategy changes over time serving in student leader role
- Student utilization of multiple ASC services versus single service (What motivates students to use different services and/or multiple services? What is the student's 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

Appendix D.

2023-24 ACADEMIC SUCCESS CENTER DATA

In the 2023-24 academic year, the Academic Success Center offered Supplemental Instruction, Peer Success Coaching, Academic Consultations, Workshops, Accountability Groups and Study Space. A total of 6,051 students utilized the Academic Success Center's services in the 2023-24 academic year. The charts below show the distribution of how many programs students participated in.

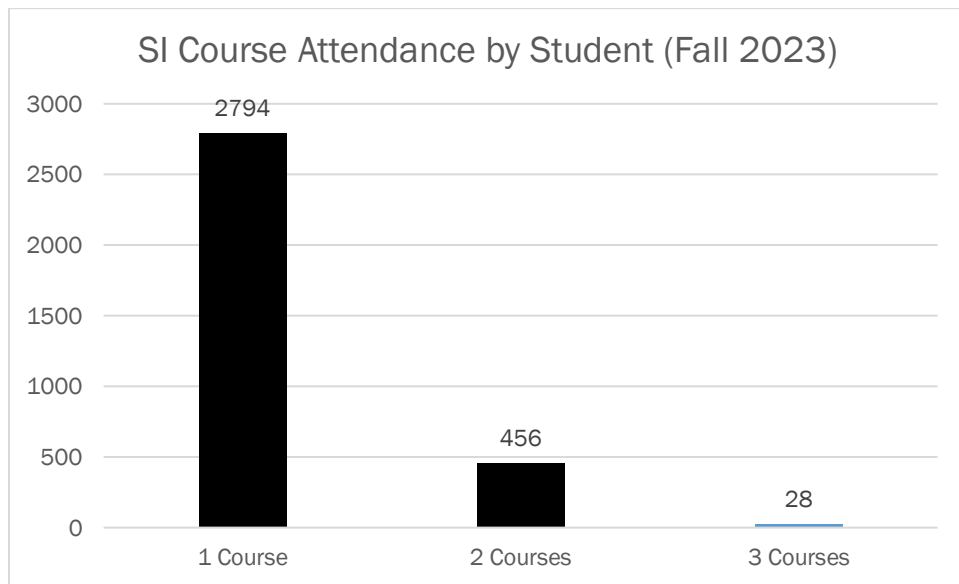


SUPPLEMENTAL INSTRUCTION

Fall 2023 SI Attendance

Of those who attended SI eight or more times, 95% earned a C or better, 79% earned a B or better, and 47% earned an A. The DFW rate was 12% higher for those who never attended when compared to those who attended eight or more times. Of students enrolled in SI-eligible courses, approximately 19.30% participated in SI.

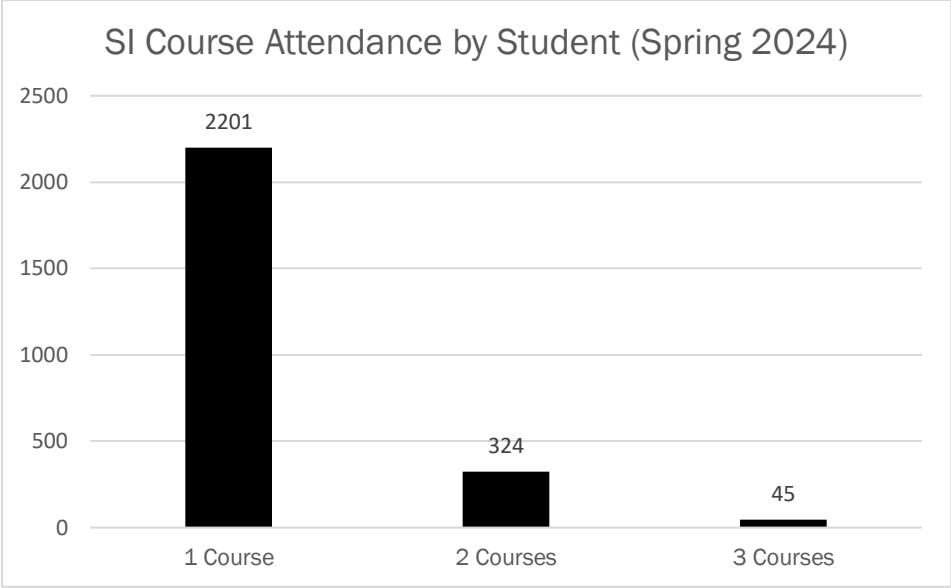
	No Sessions	1-2 Sessions	3-4 Sessions	5-7 Sessions	8+ Sessions
A	34%	34%	44%	40%	47%
B or better	63%	68%	78%	67%	79%
C or better	83%	88%	93%	93%	95%
DFW	17%	12%	7%	7%	5%
Total Students	22,689	2,832	467	215	273



Spring 2024 SI Attendance

Of those who attended SI eight or more times, 95% earned a C or better, 75% earned a B or better, and 41% earned an A. The DFW rate was 14% higher for those who never attended when compared to those who attended eight or more times. Of students enrolled in SI-eligible courses, approximately 18.23% participated in SI.

	No Sessions	1-2 Sessions	3-4 Sessions	5-7 Sessions	8+ Sessions
A	29%	32%	40%	34%	41%
B or better	59%	66%	72%	68%	75%
C or better	81%	89%	95%	88%	95%
DFW	19%	11%	5%	12%	5%
Total Students	18,517	2,208	370	145	262



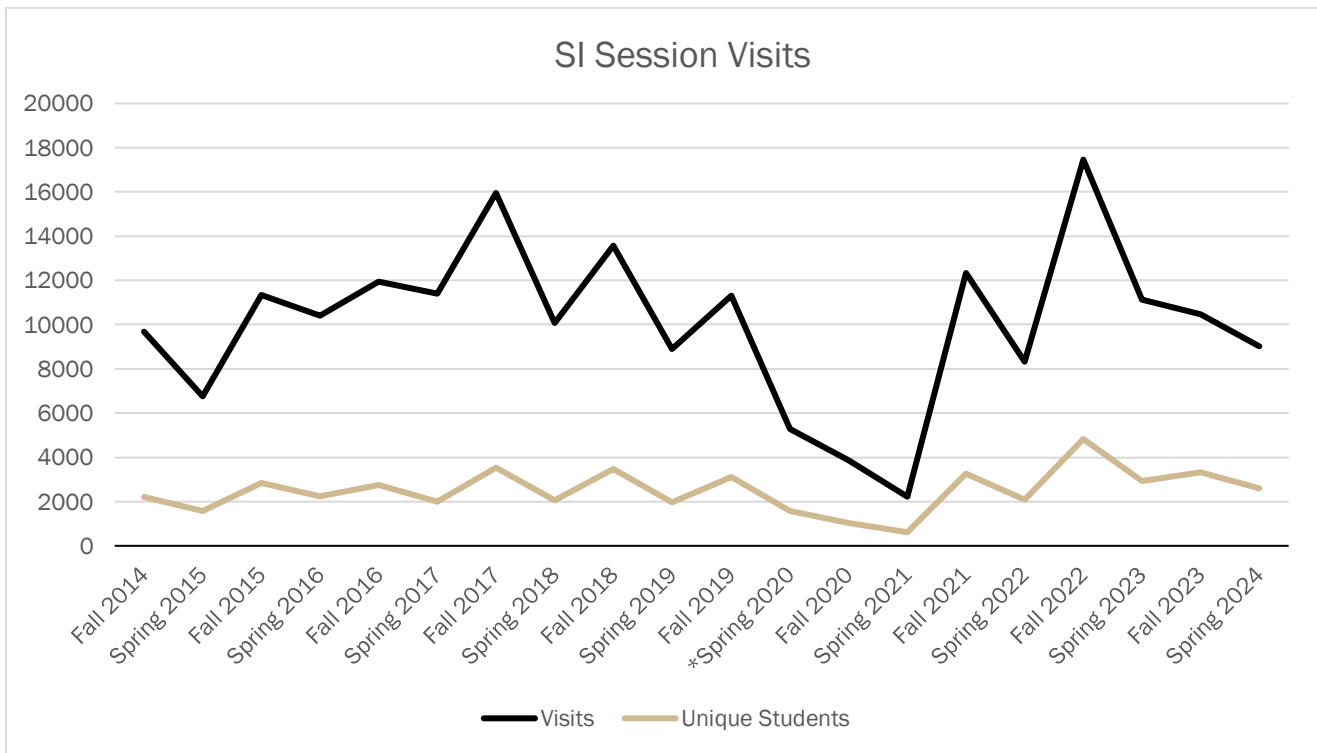
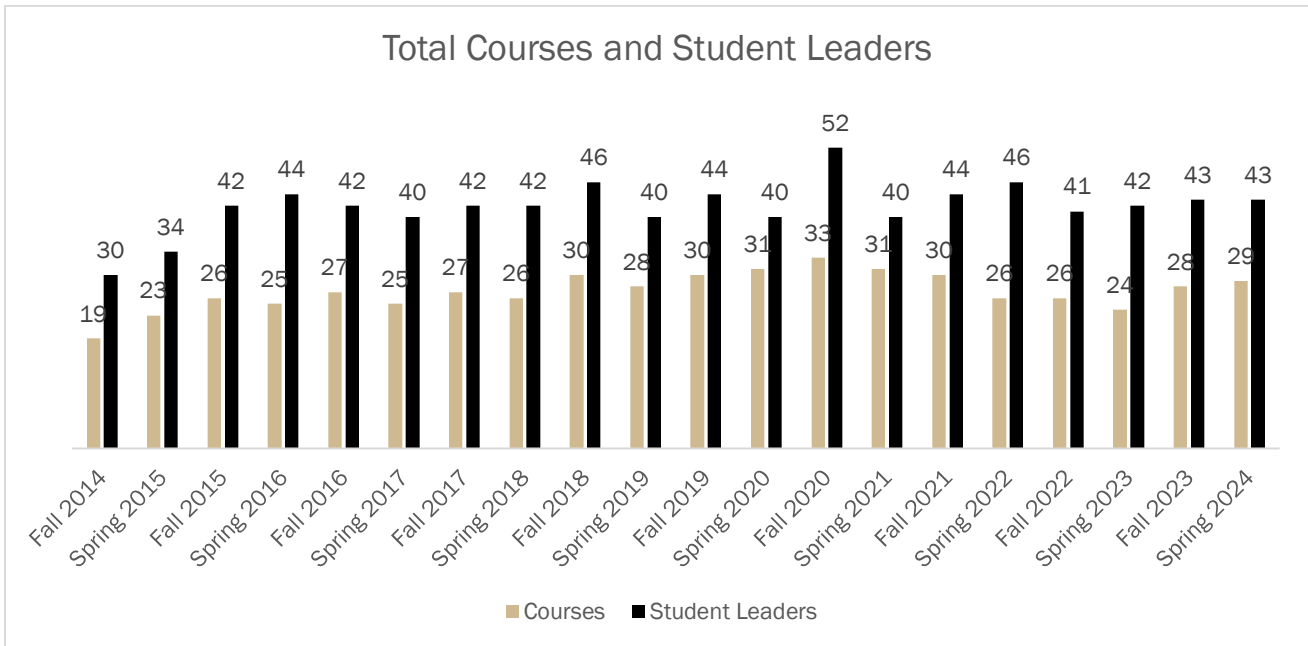
Retention Data

- For the 2018 cohort, the six-year graduate rate is 9.48% 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 2023 cohort, the one-year retention rate is almost 6% higher for students who attended one or more SI sessions 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%	89.58%
	Non-SI	4766	90.01%	85.14%	79.58%	63.28%	77.61%	80.47%
2018	SI	2973	95.19%	92.06%	89.24%	70.06%	87.25%	89.61%
	Non-SI	5355	89.56%	84.86%	79.01%	63.08%	76.96%	80.13%
2019	SI	2482	96.41%	92.87%	88.32%	71.15%	86.91%	
	Non-SI	5529	92.26%	85.75%	79.63%	64.57%	78.46%	
2020	SI	958	95.51%	93.01%	87.68%	74.32%		
	Non-SI	7820	91.10%	86.21%	80.84%	66.28%		
2021	SI	2805	95.97%	92.66%	88.77%			
	Non-SI	7337	88.66%	84.52%	78.96%			
2022	SI	3778	95.55%	93.73%				
	Non-SI	5497	90.01%	86.12%				
2023	SI	2881	97.05%					
	Non-SI	6341	90.95%					

History of Courses, Leaders, Visits and Unique Students

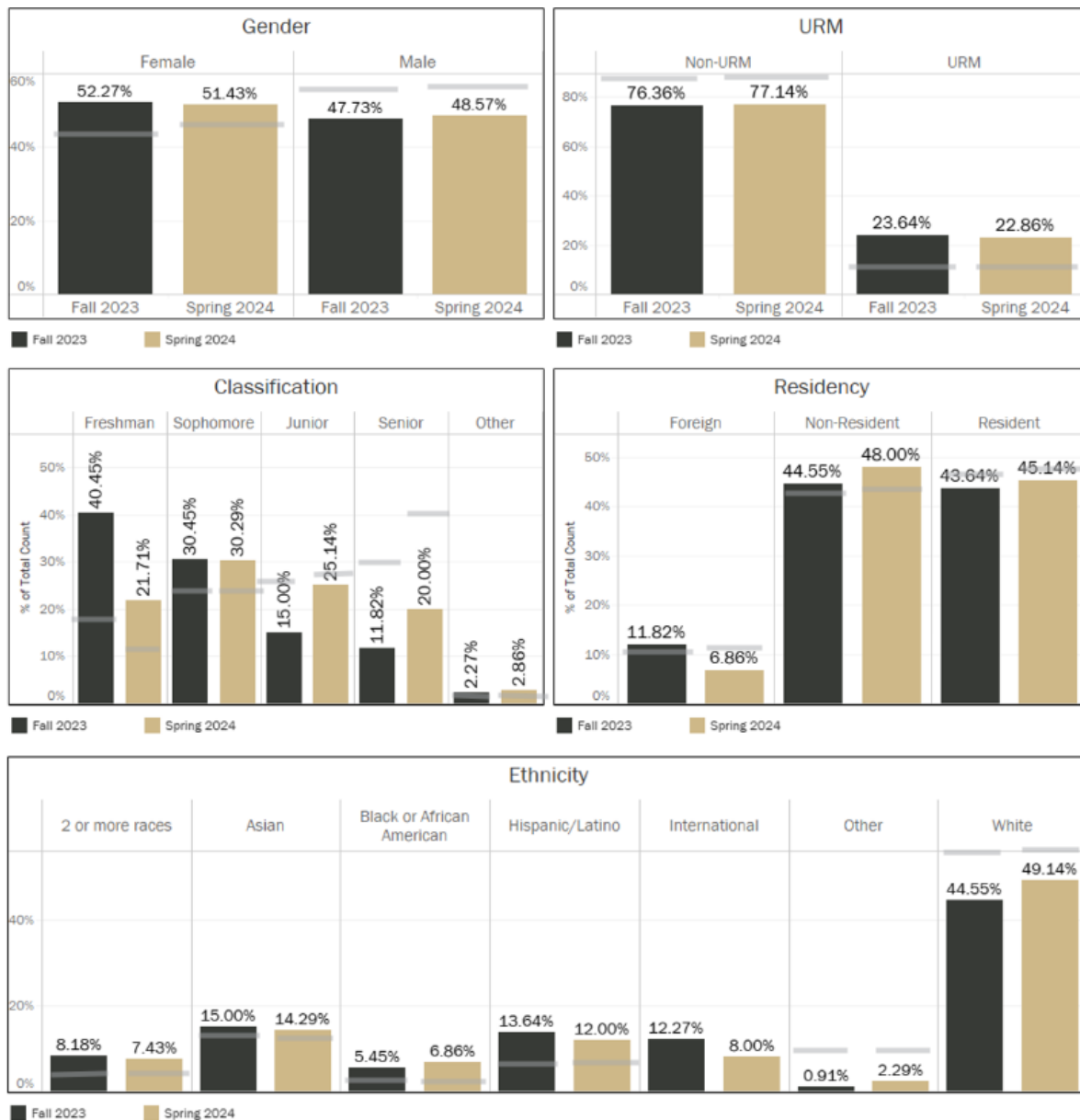


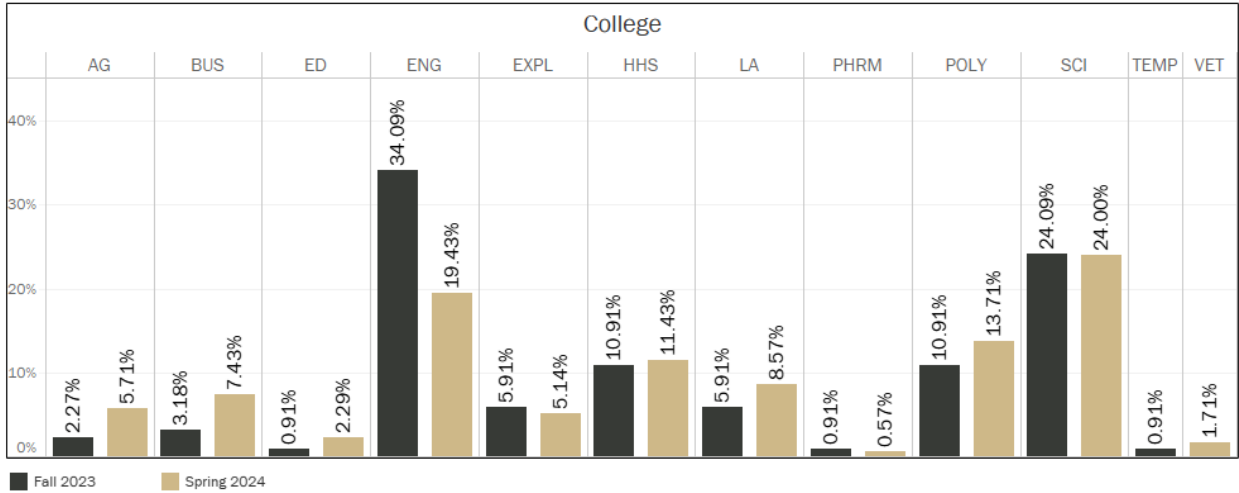
CONSULTATIONS

During the 2023-24 academic year, the ASC held a total of 464 consultations for 386 unique students.

	Fall 2023	Spring 2024	2023-24 Total
# of Visits	254	210	464
Unique Students Served	220	175	386

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

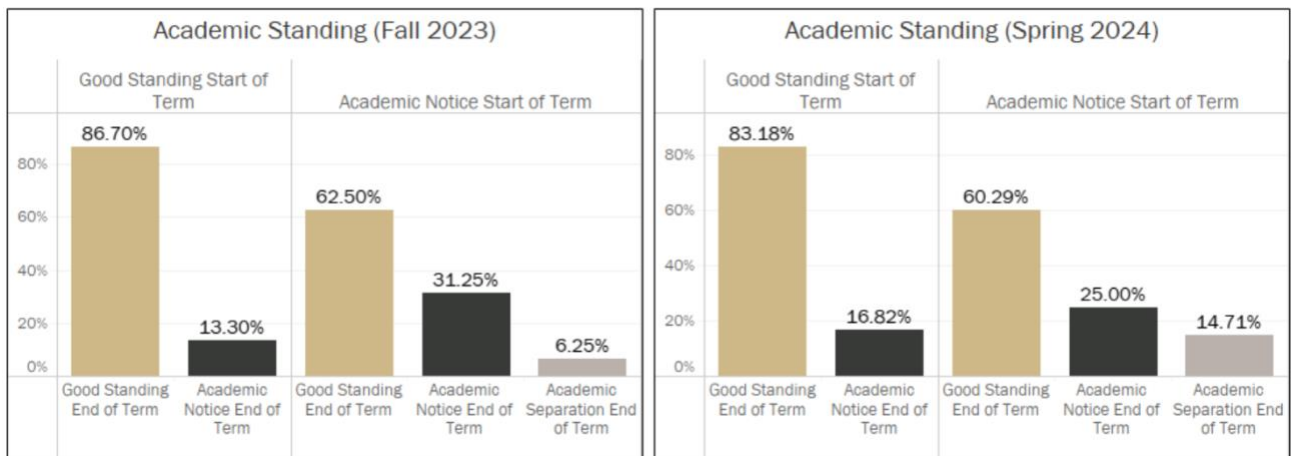




Academic Standing of Students Served Through Consultations

One outcome the ASC aims to reach with academic consultations is that 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 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 notice, 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 notice is a neutral to positive outcome. For all students, being academically separated 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 2023, 86.70% of participating students who were in good standing when seeking support remained in good standing at the end of the term. That same semester, 62.50% of participating students who were on academic probation during the semester of support returned to academic good standing. In Spring 2024, 60.29% of students who were on probation during the semester of support returned to academic good standing.



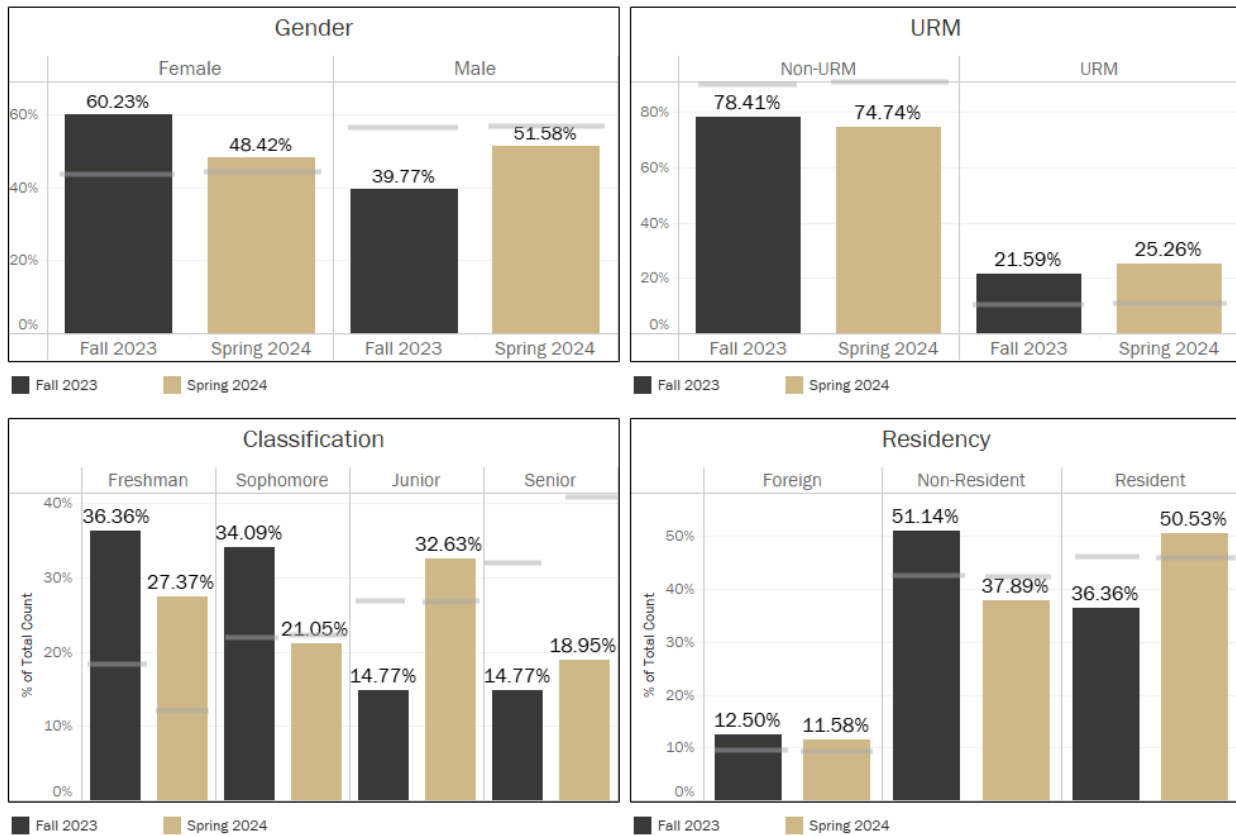
Average GPAs of Participating Students 2023-24		
	Fall 2023	Spring 2024
Average Cumulative GPA	2.95	2.75
Average Term GPA	2.87	2.65
Average Credit Hours Completed	13.48	13.03

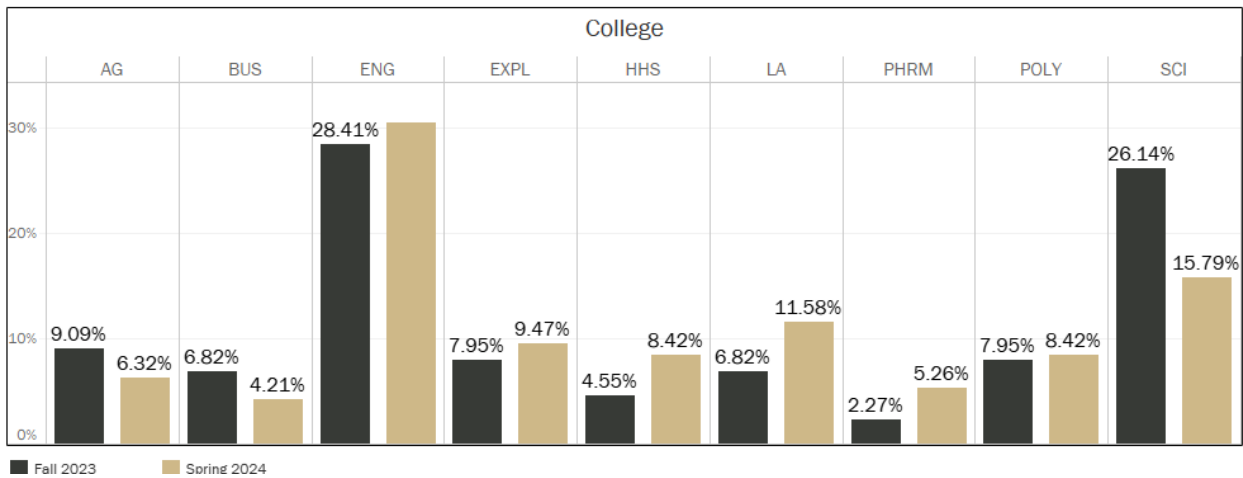
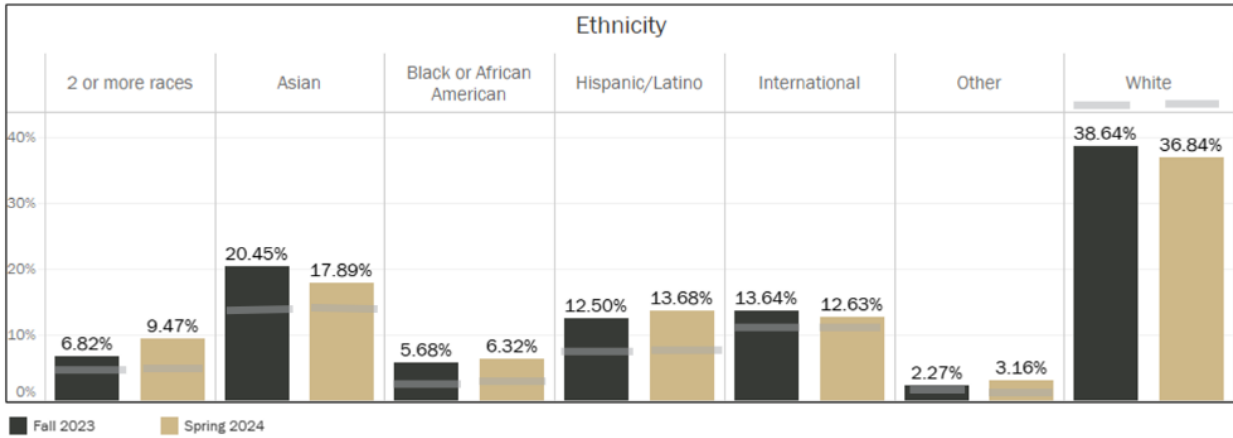
PEER SUCCESS COACHING PROGRAM

During the 2023-24 academic year, the PSC program served 135 unique students and conducted 1,372 meetings.

	Fall 2023	Spring 2024	2023-24 Total
Visits	627	754	1372
Unique Students Served	88	95	135

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





Additional PSC Data

The table below shows that in the 2023-24 academic year, students met with their Peer Success Coach an average of 11 times per semester. The minimum number of visits is 1 and the maximum is 26.

N	Minimum	Maximum	Mean	Std. Deviation
135	1	26	10.16	6.89

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 Fall 2023 semester.

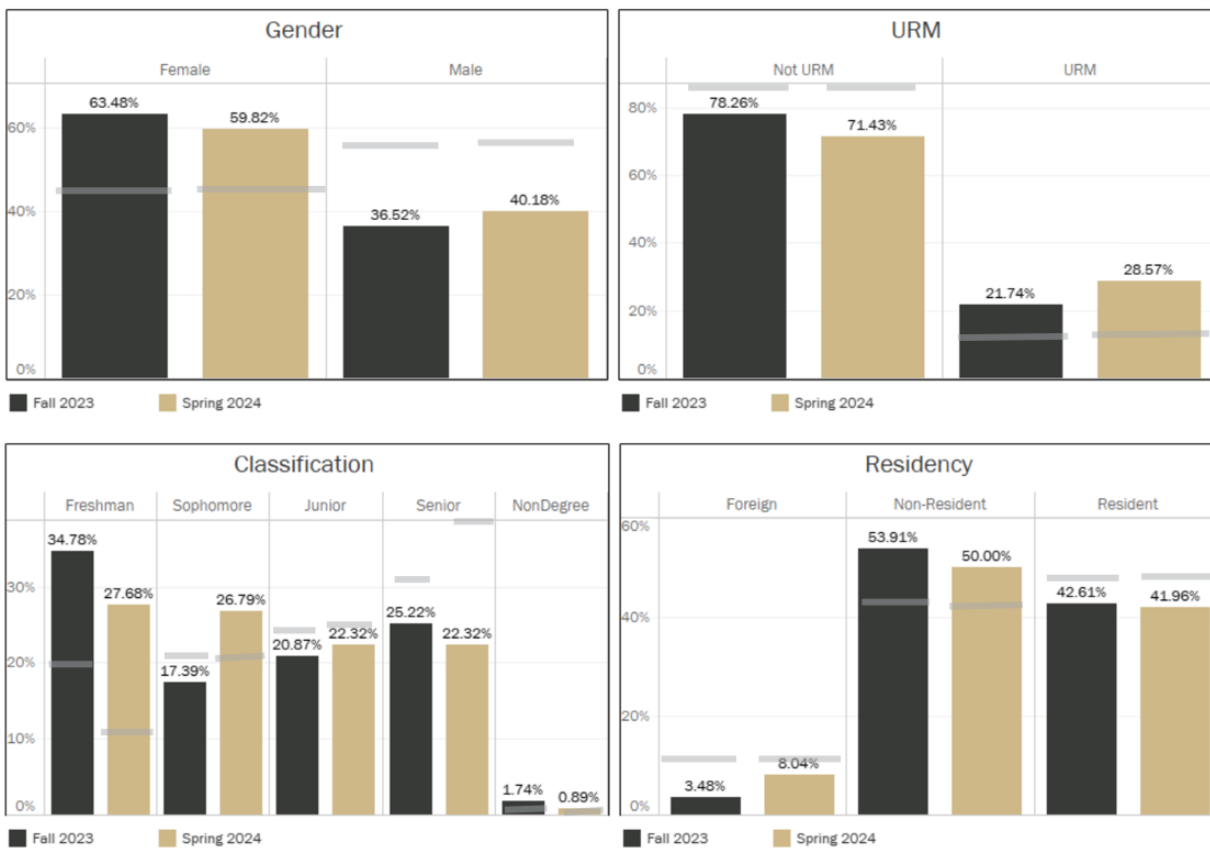
	End-of-Semester Standing		
	Good Standing	Academic Notice	Academic Separation
Fall 2023 Probation Students (N=19)	68.42%	31.58%	0.00%
Spring 2024 Probation Students (N=29)	51.72%	37.93%	10.34%

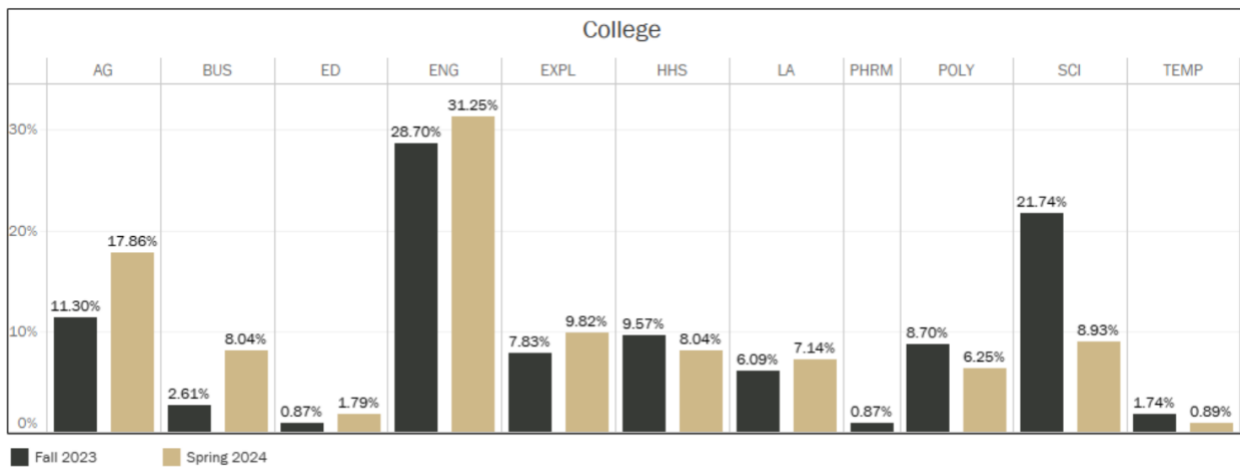
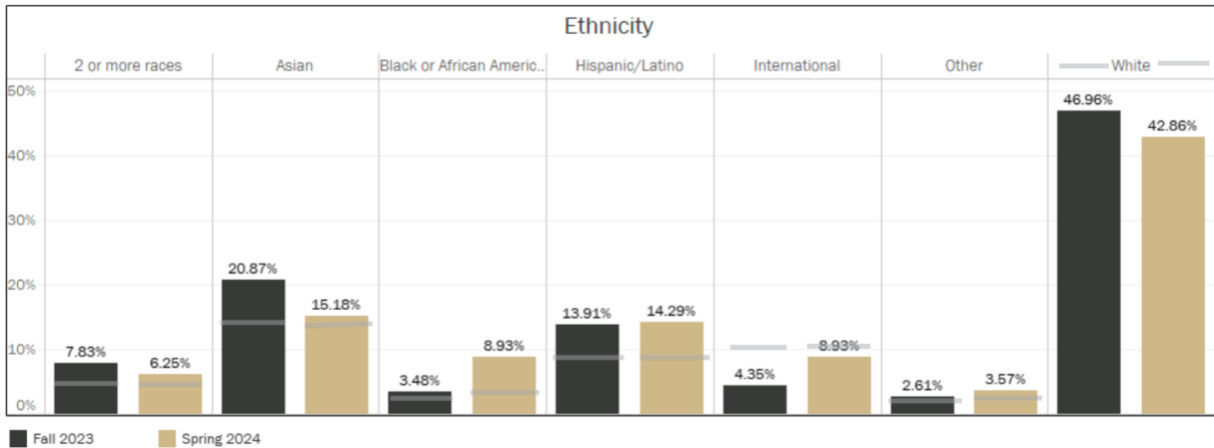
ACCOUNTABILITY GROUPS

In Fall 2021, the ASC began hosting Accountability Groups. This program offers ongoing support to undergraduate students in a group setting to help them strengthen their study skills and stay motivated.

	Fall 2023	Spring 2024	2023-24 Total
# of Visits	632	698	1330
Unique Students Served	115	112	150

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





	Fall 2023	Spring 2024
Average Cumulative GPA	2.92	2.86
Average Term GPA	2.90	2.76
Average Credit Hours Completed	12.97	13.18

ASC STUDY SPACE VISITS

In Fall 2023 and Spring 2024, 684 unique students checked into the Academic Success Center for general purposes or to attend ASC leader office hours.

ASC Study Space

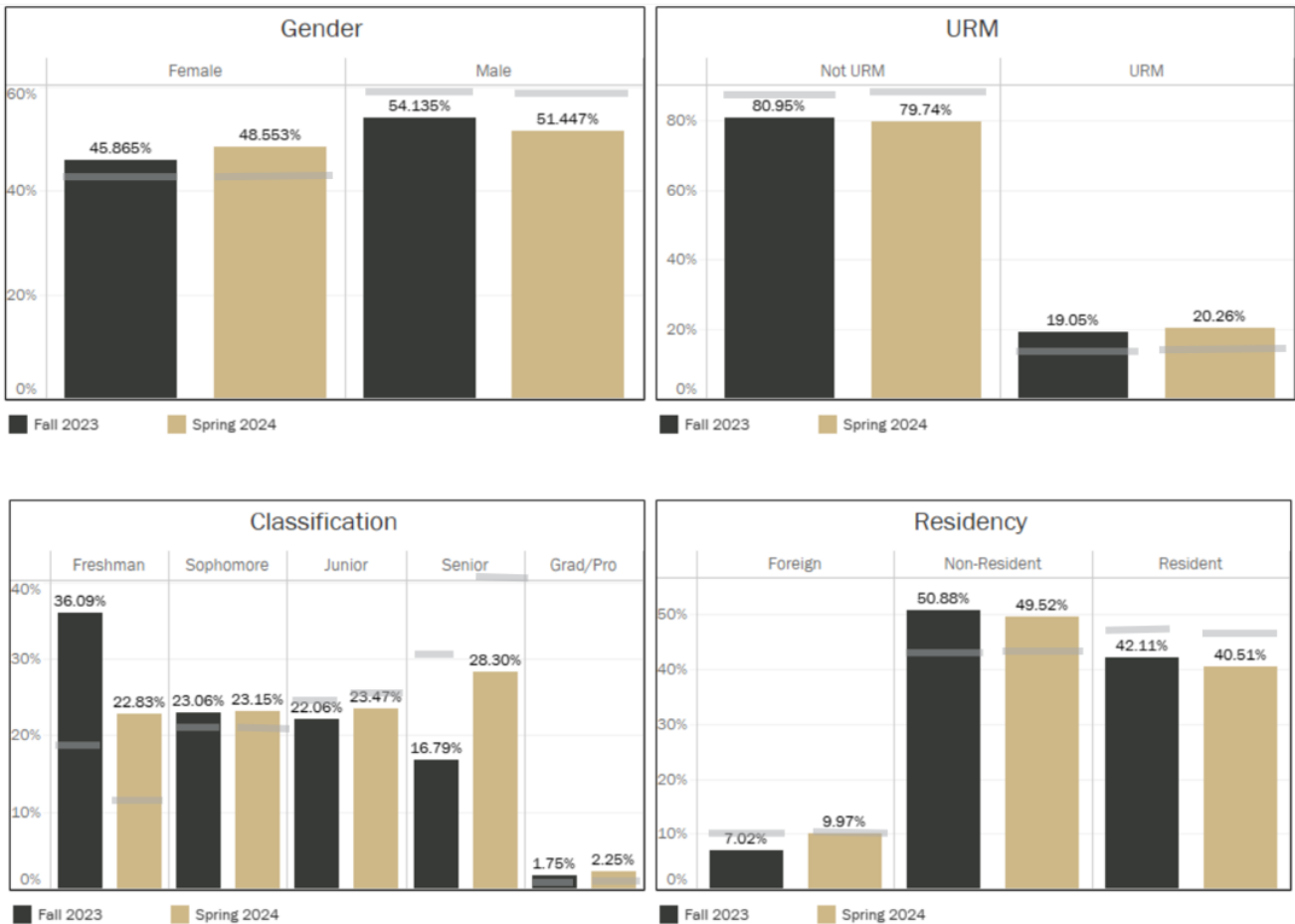
	Fall 2023	Spring 2024	2023-24 Total
# of Visits	1,454	1,614	3,068
Unique Students Served	394	298	572

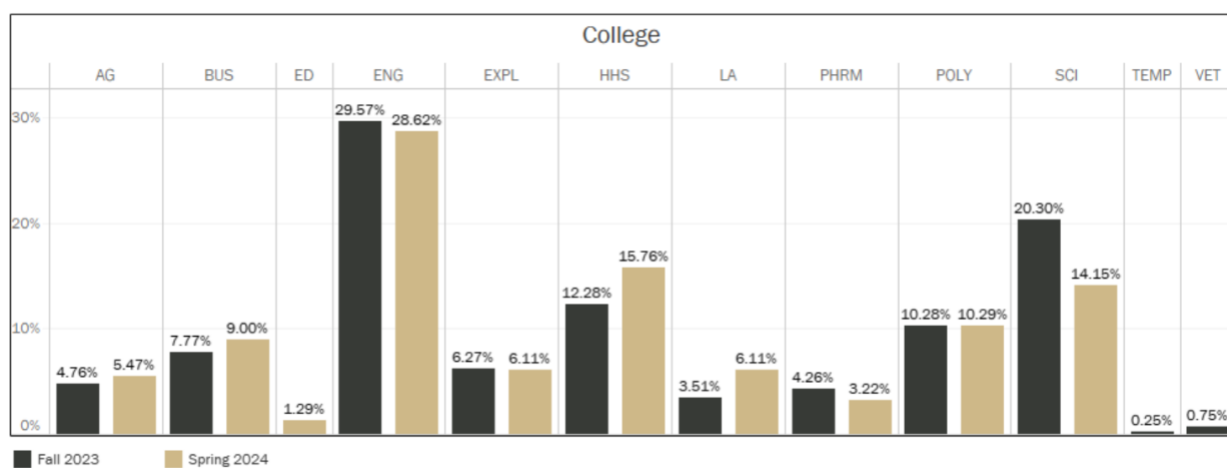
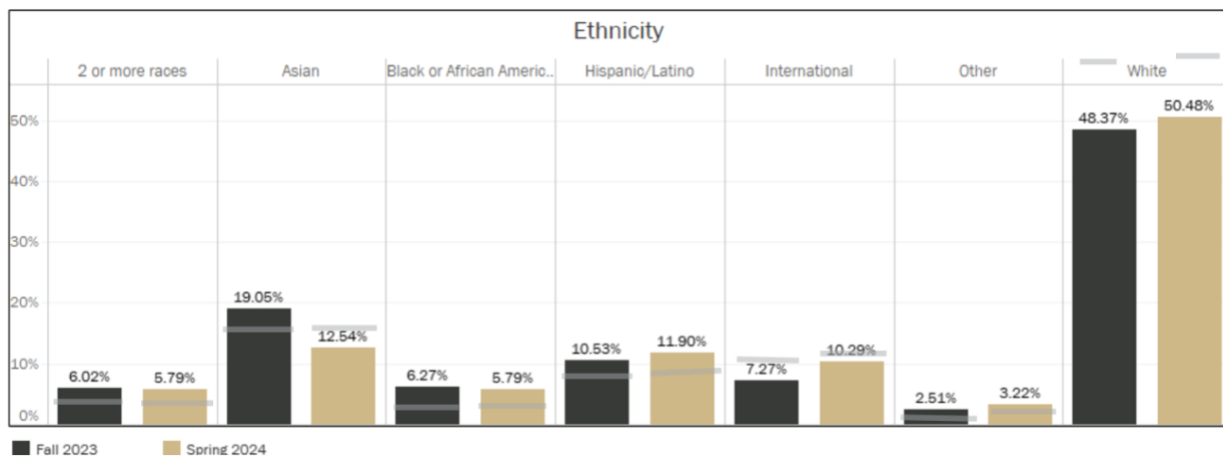
ASC Leader Office Hours

	Fall 2023	Spring 2024	2023-24 Total
# of Visits	920	907	1,827
Unique Students Served	81	82	112

Average GPAs of Checked In Students 2023-24		
	Fall 2023	Spring 2024
Average Cumulative GPA	3.39	3.31
Average Term GPA	3.33	3.28
Average Credit Hours Completed	14.79	14.50

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





ASC WORKSHOPS

The ASC offers interactive and engaging workshops on various academic skills that help students address some of their most pressing challenges. 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 the 2023-24 academic year include:

- Plan Your Successful Semester
- Choose Your Own Semester
 - Activity was implemented on a large-scale during Boiler Gold Rush and Boiler Cold Rush programs.
- P.A.S.S. Your Exams
- Improve Your Reading & Notetaking
- Enhance Your Study Skills
- Maximize Your Times
- Practice Your POMO
 - Late night, study event. Cannot be requested.

- Create Your Finals Game Plan
 - New content/activities were implemented.

This academic year was more focused on streamlining Graduate Assistant training of content, facilitation and presentation techniques and maintaining workshop materials instead of creating and implementing new offerings.

Requested Workshops

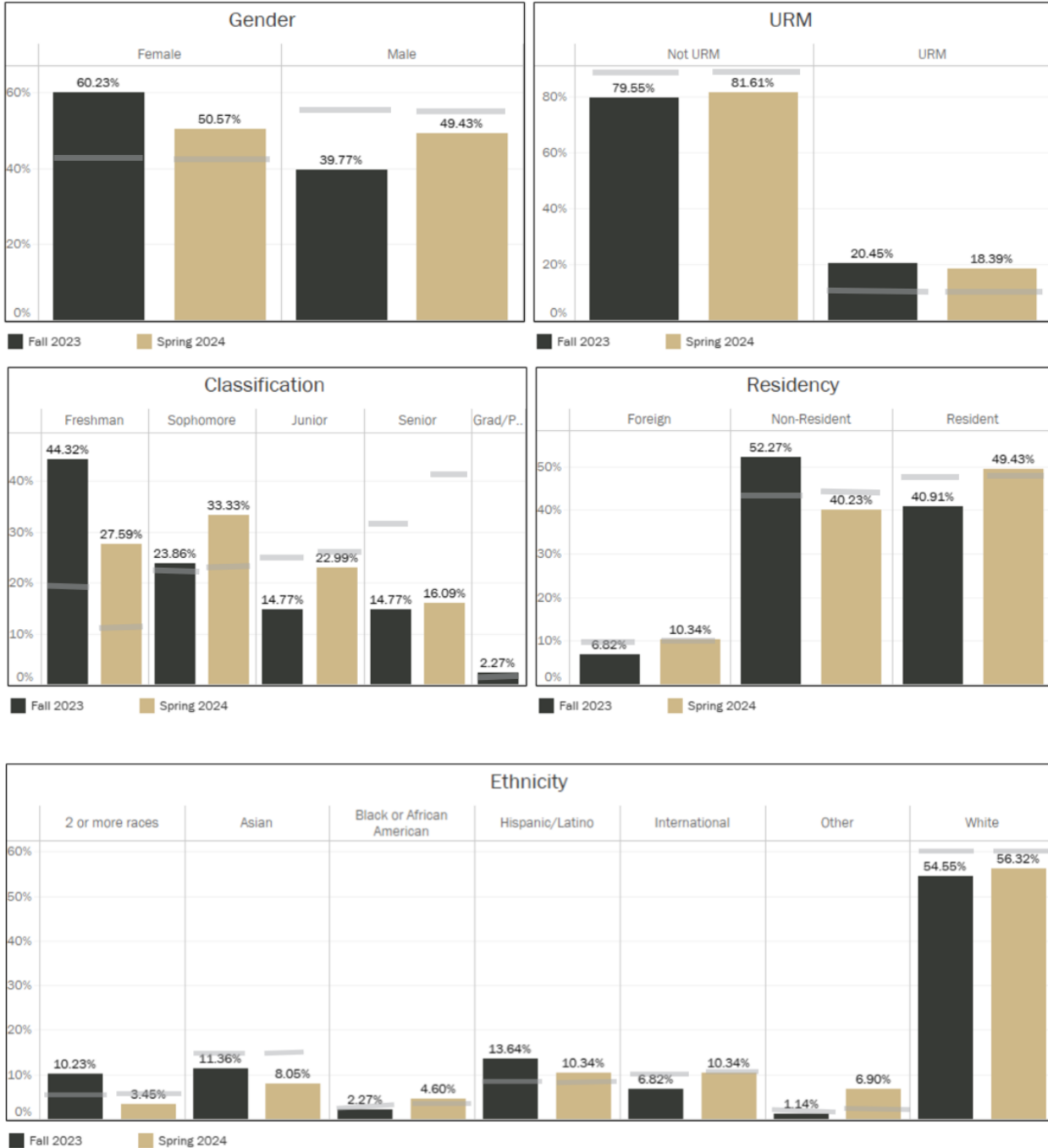
Workshop requests can be made by faculty, staff and student organizations throughout the year. During the 2023-24 academic year, the ASC received 77 workshop requests, representing a 13% increase in requests from the previous year. The ASC reached an estimated 2,848 students through these requested workshops. September is the most popular month for requested workshops, and the three most requested workshops are Create Your Finals Game Plan (21% of requests), Maximize Your Time (20%) and Enhance Your Study Skills (19%).

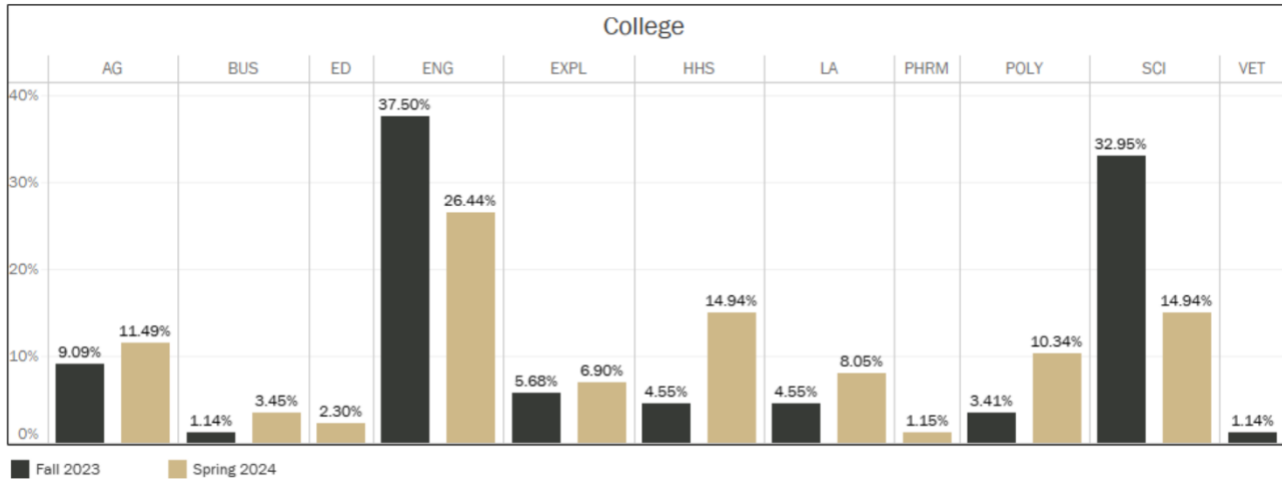
ASC Hosted Workshops

The ASC hosted 17 workshops during the 2023-24 academic year. Workshops served 156 unique students through a total of 187 workshop visits, excluding the Level Up series.

Average GPAs of Checked-In Workshop Attendees 2023-24		
	Fall 2023	Spring 2024
Average Cumulative GPA	3.33	3.14
Average Term GPA	3.22	3.13
Average Credit Hours Completed	14.55	14.67

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





STUDENT LEADERS

Many of the ASC's programs and services utilize undergraduate peer leaders to facilitate learning and support. The ASC staff aims to have a team of student leaders that represent diverse academic college and departments, demographics, and experiences. The ASC staff is invested in not only the learning outcomes of students supported through the programs and services but also the learning outcomes and development of the student leaders employed by the ASC.

Semester	Student Leaders
Fall 2023	84
Spring 2024	84
Grand Total	84

Average GPAs of Student Leaders 2023-24		
	Fall 2023	Spring 2024
Average Cumulative GPA	3.68	3.68
Average Term GPA	3.66	3.63
Average Credit Hours Completed	15.42	15.41

Demographic Information of Student Leaders (with All Purdue Reference Lines)

