



FLORIDA STATE UNIVERSITY

DIVISION OF UNDERGRADUATE STUDIES
ACADEMIC CENTER FOR EXCELLENCE (ACE)

ACADEMIC CENTER FOR EXCELLENCE

ANNUAL REPORT

Summer 2018 - Spring 2019

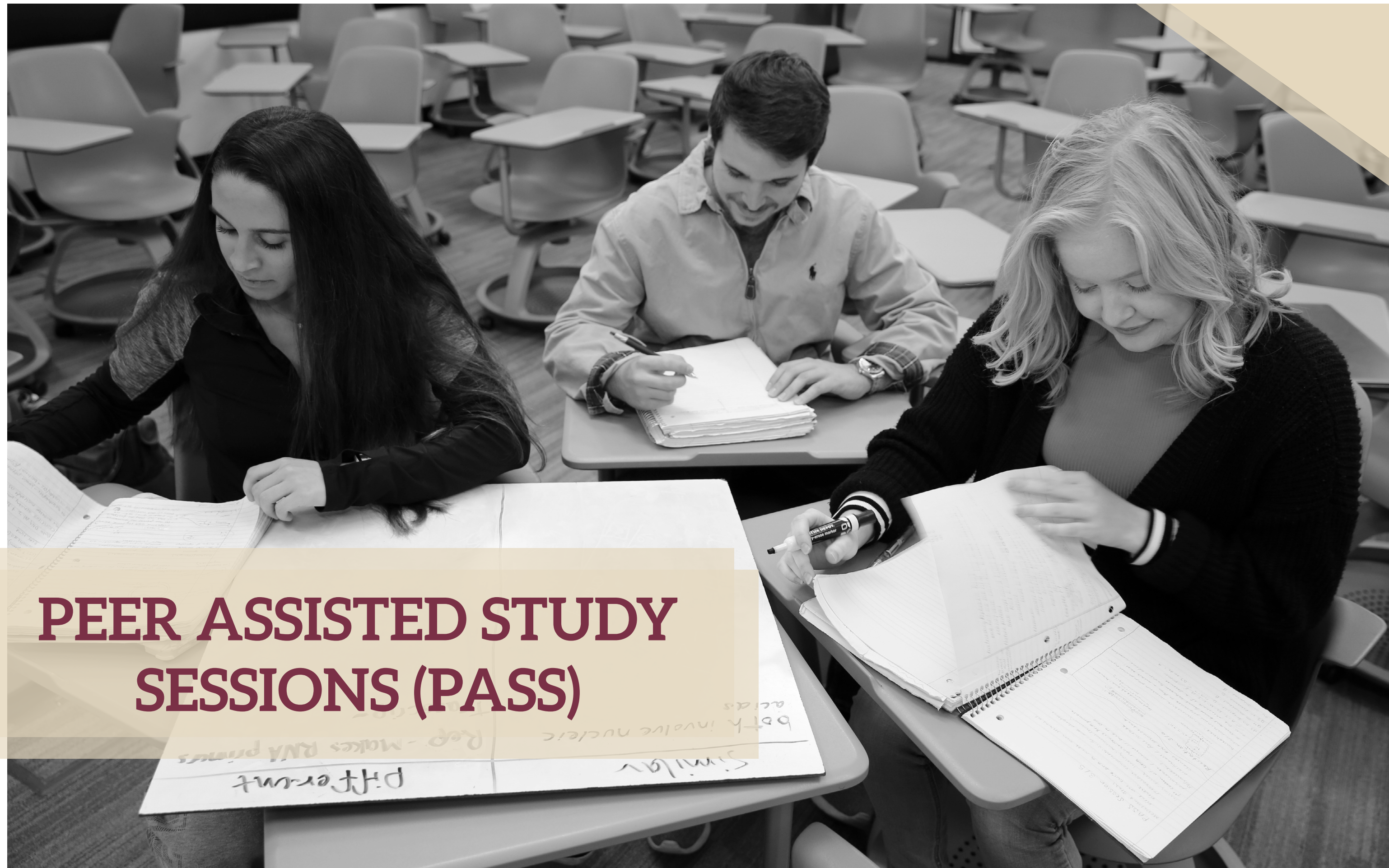


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SERVICES

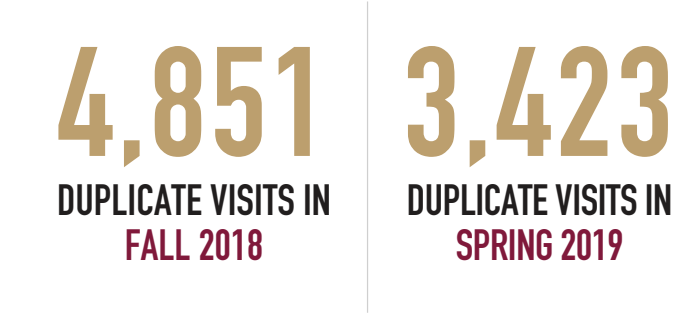
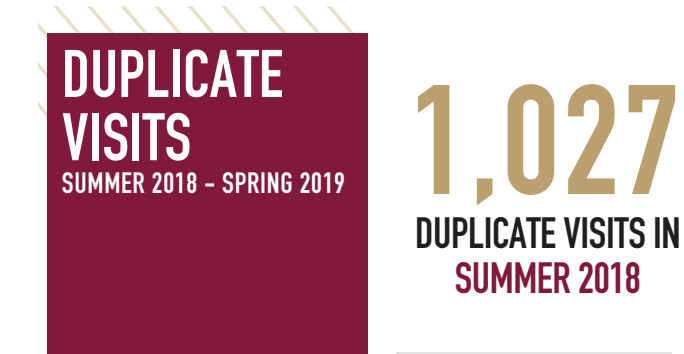
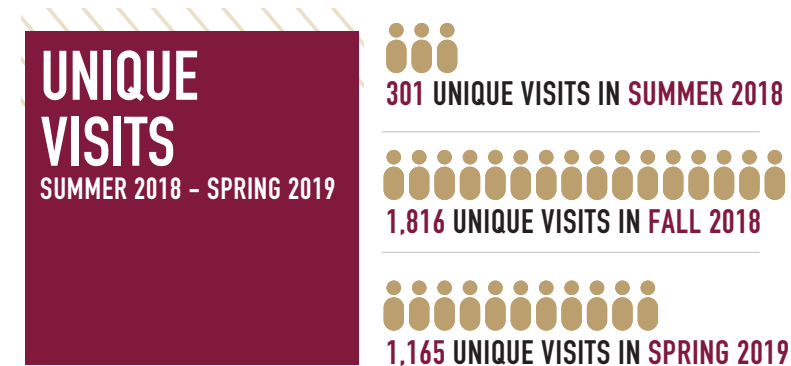




PEER ASSISTED STUDY SESSIONS (PASS)

PASS

The Academic Center for Excellence (ACE) offers **Peer Assisted Study Sessions (PASS)** as a high impact program in selected undergraduate introductory courses required to enter specific majors that have been targeted as historically difficult at Florida State University (FSU). PASS Leaders, trained undergraduate students who have previously and successfully completed the course, focus on the most challenging content of the course and give students an opportunity to work collaboratively with their peers outside of class time in an effort to understand new concepts.



Attendance Frequency

Throughout the 2018–2019 school year (including Summer 2018) there were a total of 9,301 combined number of PASS visits, which represents a total of 3,282 students. In total, 31.18% of students who were targeted, and enrolled in course sections, attended at least once. 22.79% (N = 748) who attended PASS sessions, came to at least three sessions. Fall 2018 had the highest number of visits (N = 4,851) in comparison to Summer 2018 (N = 1,027), and Spring 2019 (N = 3,423).

3,282

TOTAL UNIQUE VISITS

9,301

TOTAL DUPLICATE VISITS

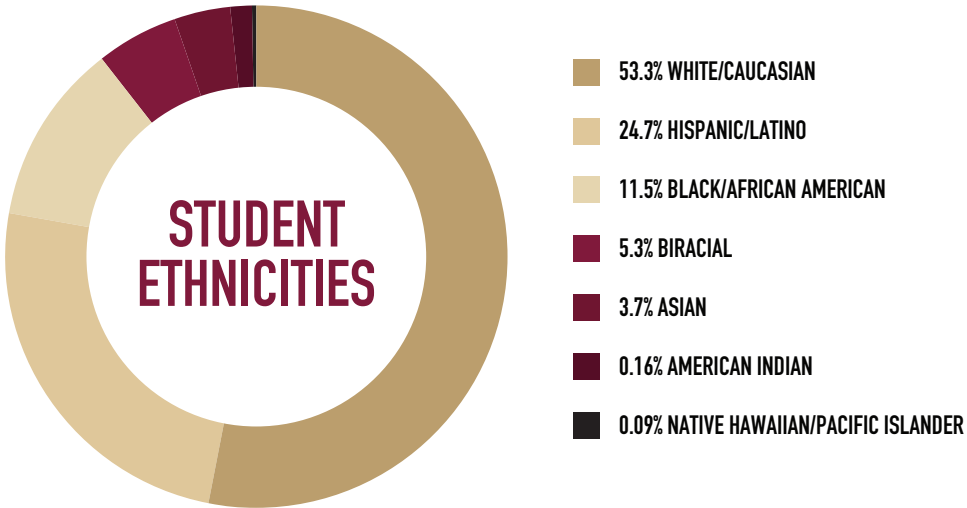
MOST POPULAR COURSES SERVED BY PASS

| TERM | PASS COURSE | PASS COURSE NAME |
|-------------|-------------|---|
| SUMMER 2018 | BCH 4053 | General Biochemistry |
| | CHM 1045 | General Chemistry I |
| | CHM 1046 | General Chemistry II |
| | HUN 3224 | Intermediary Metabolism of Nutrients I |
| | HUN 3226 | Intermediary Metabolism of Nutrients II |
| | PSB 2000 | Intro to Brain and Behavior |
| | PSY 2012 | General Psychology |
| FALL 2018 | ACG 2021 | Introduction to Financial Accounting |
| | ACG 2071 | Introduction to Managerial Accounting |
| | ACG 3331 | Cost Accounting and Analysis for Business Decisions |
| | BCH 4053 | General Biochemistry I |
| | BSC 2010 | Biological Science I |
| | BSC 2011 | Biological Science II |
| | CHM 1045 | General Chemistry I |
| | CHM 1046 | General Chemistry II |
| | CHM 2210 | Organic Chemistry I |
| | CHM 3120 | Analytical Chemistry I |
| | ECO 2013 | Principles of Macroeconomics |
| | PHY 2053 | College Physics A |
| | PSY 2012 | General Psychology |
| | ACG 2021 | Introduction to Financial Accounting |
| SPRING 2019 | ACG 2071 | Introduction to Managerial Accounting |
| | BCH 4053 | Biochemistry |
| | BSC 2011 | Biological Science II |
| | CHM 1045 | General Chemistry I |
| | CHM 2210 | Organic Chemistry I |
| | CHM 2211 | Organic Chemistry II |
| | ECO 2013 | Principles of Macroeconomics |
| | ECO 2023 | Principles of Microeconomics |
| | PCB 3063 | General Genetics |
| | PSB 2000 | Introduction to Brain and Behavior |
| | PSY 2012 | General Psychology |

*Multiple sections of the courses listed were supported with PASS.

Demographics of Students Served

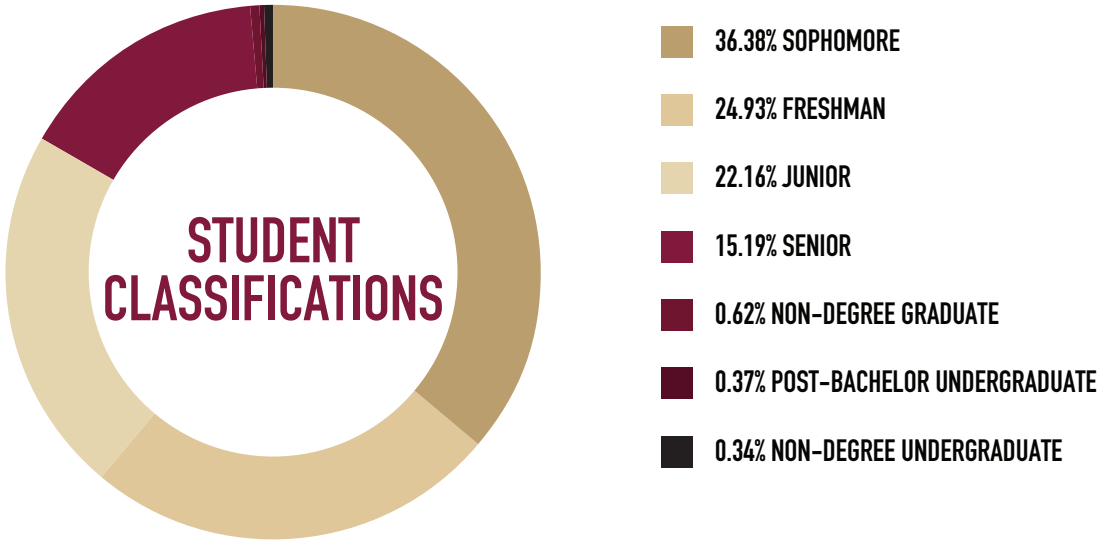
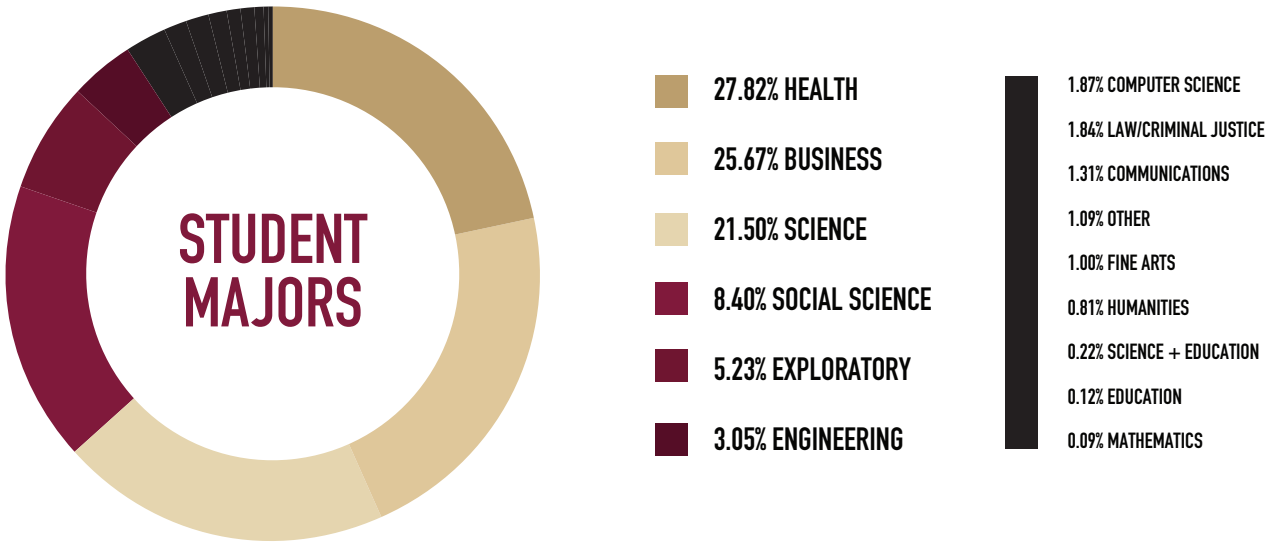
In an effort to learn more about the students that attended PASS sessions, university records that focused on demographic data were matched to PASS attendance records. Out of the 3,282 students who were served throughout the 2018–2019 school year, the demographics of 98% of them (N = 3,214) were identified. 2,118 were female and 1,096 were male. Furthermore, 615 were identified as first generation college students, and 23 were international students. 47 students were identified as veteran dependents, and 16 as veterans. The largest ethnic group served consisted of 1,713 students who were identified as White. The second largest group were identified as Hispanic/Latino (N = 795), and the third largest group were identified as Black/ African American (N = 370), followed by students identified as Asian (N = 120).



Student Majors & Classifications

The students served were from various majors and enrollment classification. More specifically, the majority of students served were either in a Health related major (N = 894) or Business field (N = 825). The third largest group were in majors in the field of Science (N = 691) followed by Social Science affiliated (N = 270) and Exploratory (N = 168) majors. Regarding enrollment classification, the majority of students served were Sophomores (N = 1,169), followed by Freshman (N = 801) and Juniors (N = 712).

The majority of students (N = 1,221) who attended PASS sessions had a cumulative GPA that fell within the 3.51 to 4.0 range, followed by students whose cumulative GPA was within 3.01 to 3.5 (N = 1,189). 25% (N = 1,607) of students who came to PASS sessions had a GPA that was 3.0 or below.



PASS

Final Grade Differences and DFW Rating

Students who attended PASS sessions tend to have better test scores and final grades than students who do not attend PASS sessions. For example, students who attended PASS sessions for BCH-4053 in Summer 2018 scored 11.81% higher in the first course exam than those who did not attend PASS sessions. The data for these individual courses was analyzed by clustered attendance (0, 1+, and 5+ sessions attended). The results suggest that regular PASS attendance continues to be of more benefit for students than attendance only before exams. For example, the combined mean course grade for the PASS participants attending five or more sessions who were enrolled in ACG-2021 (Introduction to Financial Accounting) and ECO-2013 (Principles of Macroeconomics) in fall 2018 was a full letter grade higher than non-participants. Similarly, in spring 2019, PASS participants attending 5 or more sessions who were enrolled in PCB-3063 (General Genetics) and PSB-2000 (Introduction to Brain and Behavior) received almost a full letter grade higher (0.79 and 0.73 respectively) than non-participants. These data suggest that the “treatment” (PASS) makes a difference in students’ learning. When students learn and achieve higher course grades for their learning, we know that they tend to stay in higher education at a higher rate, thus impacting retention rates positively on campus, and decreasing the likelihood of leaving their major.

Overall, in Summer 2018 students who attended five or more PASS sessions throughout the semester earned higher final grades in the majority of the classes that were supported ranging from 0.2 to 0.9 (4.0 scale). In Fall 2018 students who attended five or more PASS sessions throughout the semester earned higher final grades in the classes that were supported ranging from 0.02 to 1.01 (4.0 scale). More recently, in Spring 2019, students who attended five or more PASS sessions throughout the semester earned higher final grades in the classes that were supported ranging from 0.07 to 0.79 (4.0 scale). Furthermore, positive trends were also identified when evaluating the D,F,W,WD rates of students enrolled in the courses that were directly served by the PASS program. Overall, 12% of the students who did not attend PASS sessions received unsatisfactory grades (D and F) and/or withdrew from the targeted course. In comparison, only 4% of students who attended one or more PASS sessions, and 2% of students who attended 3 or more times, received unsatisfactory grades (D and F) and/or withdrew from the targeted course.

12%

OF STUDENTS THAT NEVER
ATTENDED PASS RECEIVED
D, F, W, WD’s

4%

OF STUDENTS THAT ATTENDED
1 OR MORE PASS’s RECEIVED
D, F, W, WD’s



2%

OF STUDENTS THAT ATTENDED
PASS 3 OR MORE TIMES
RECEIVED D, F, W, WD’s

PERSONAL ACADEMIC CONSULTATIONS



ACE offers undergraduate students an opportunity to meet **one-on-one** with an ACE instructor to review and make improvements to their study and personal success habits. These consultations, which are free and available to current FSU students, involve assessing a student's need and developing a plan of action for reaching the student's academic goals. Consultations are not intended as long-term coaching situations, but it is sometimes possible to schedule one or more follow-up meetings.



**PERSONAL ACADEMIC
CONSULTATIONS WERE CONDUCTED
BETWEEN SUMMER 2018 AND SPRING 2019**

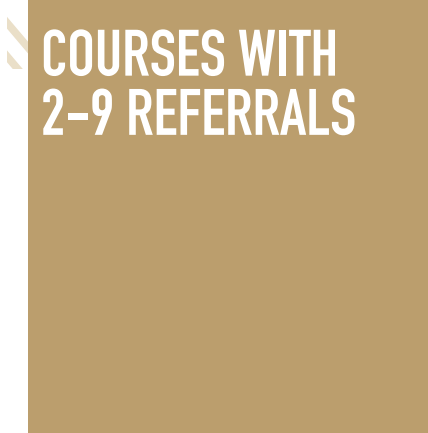
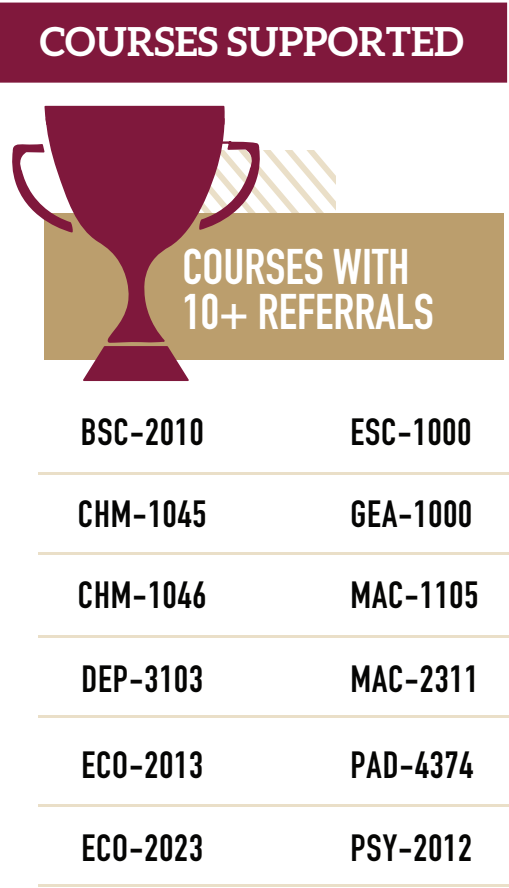
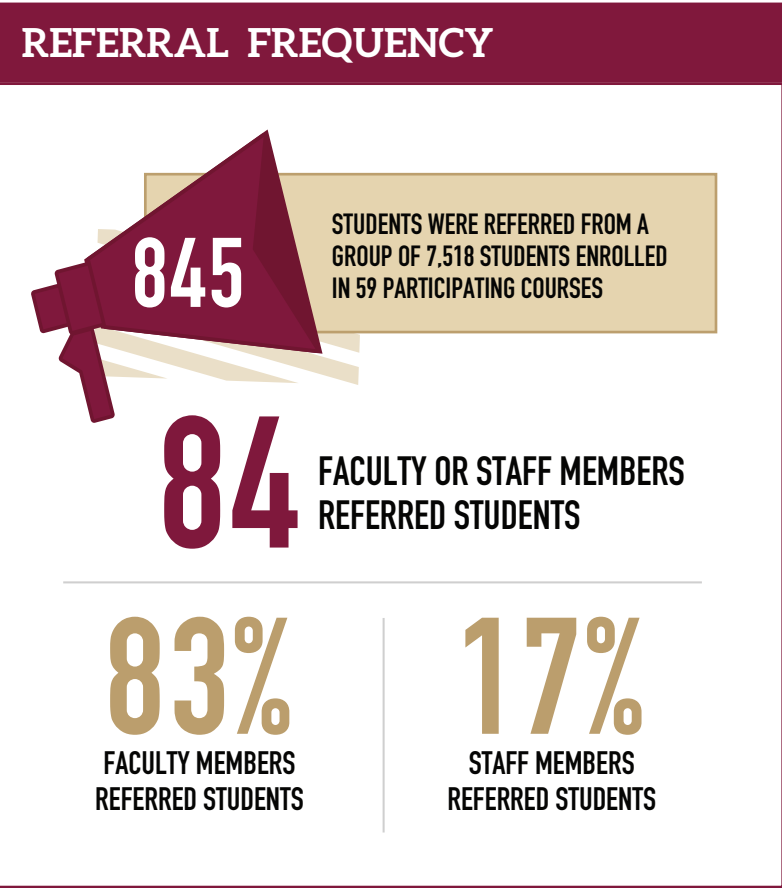
PROACTIVE REFERRAL & ENGAGEMENT (PRE)



PRE

The FSU **Proactive Referral and Engagement (PRE)** program, FSU’s new early alert initiative, supports students experiencing academic challenge. When instructors submit referrals to PRE, Dr. Samantha Nix reaches out to selected students personally via email and phone. We attempt to address students’ general academic needs, and may also refer students to academic departments, tutoring resources, or other student services for more specialized help.

Summer and Fall 2018 were pilot semesters for the PRE program. In Spring 2019, the program was available to all FSU faculty. Included is an overview of program usage and outcomes for the 2018-2019 academic year.



| | | |
|----------|----------|-----------|
| CHM-1051 | LIT-3383 | SDS-3340 |
| ENG-2012 | PCB-3063 | SLS-3140 |
| ENL-4132 | PHI-2630 | SPN-1121 |
| GEO-4930 | REL-3431 | ZOO-4353C |

DEMOGRAPHICS

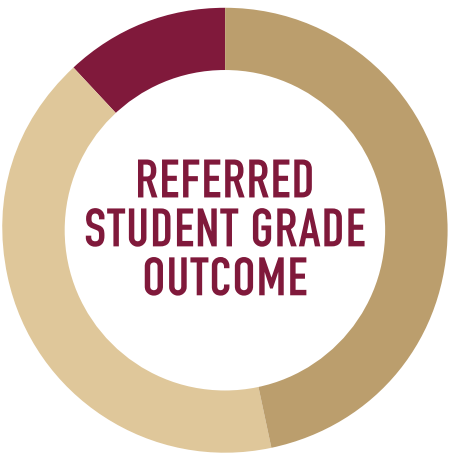
51% FEMALE STUDENTS REFERRED

46% MALE STUDENTS REFERRED



- 47% WHITE
- 25% LATINX/HISPANIC
- 18% BLACK/AFRICAN AMERICAN
- 6% NATIVE AMERICAN, MULTI-RACIAL, OR OTHER
- 3% MISSING
- 1% ASIAN

REFERRAL OUTCOMES



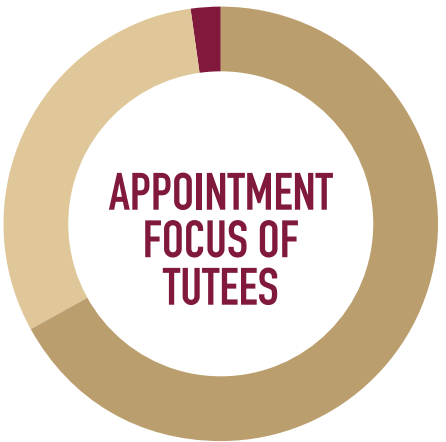
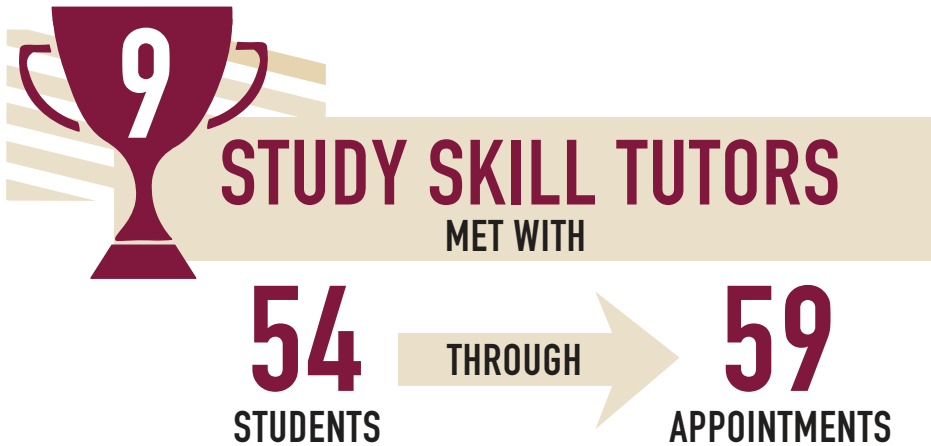
- 47% PASSED THE COURSE
- 41% EARNED A D/F OR W/WD
- 12% NO GRADE AWARDED



- 53% NO RESPONSE
- 23% PHONE/EMAIL CONVERSATION
- 13% IN-PERSON MEETING
- 6% NO CONTACT DUE TO WITHDRAWAL/DROP

STUDY SKILLS TUTORS:

Study skills tutors offer students assistance in a variety of areas, including strengthening time management skills, note taking tips, how to properly email professors and/or teaching assistants, as well as modifying study habits. Study skills tutoring is located alongside course-based tutoring in the Learning Studio by appointment. Appointments are typically 45-minutes long. Spring 2019 was the premier semester for study skills tutoring at FSU. The information included reflects data from only the Spring 2019 semester.



- 13% TIME MANAGEMENT
- 67% STUDY SKILLS
- 2% OTHER



- 36% FOCUS
- 25% MOTIVATION
- 21% TIME
- 19% NOT SURE



SLS COURSES

SLS COURSES

SLS1511

SLS1511 Special Topics/Academic Success in STEM is a course that focuses on the development and application of study skills and learning strategies for STEM courses. What is unique about this course is that it also includes information about valuable educational and research opportunities, signature assignments to build STEM identity using ePortfolios, opportunities for exposure to a variety of STEM fields along with professionals in those fields, understanding the importance of diversity in STEM, and instruction on how to develop a STEM career pathway. Many of these activities are aligned with university goals that support student success like the Career Center’s **Career Portfolio** contest aligned with portfolio building in **Handshake**.

Dr. Patricia Golay from the Academic Center for Excellence and Dr. Adrienne Stephenson, the Director of the Office of Graduate Fellowships and Awards (The Graduate School), co-teach the course. Dr. Golay’s expertise is in designing study skills curriculum and Dr. Stephenson’s expertise is in Neuropharmacology and Toxicology. Together, they have created a program for students who are in STEM majors and those considering a STEM major. Dr. Golay believes more should be done to retain students in STEM. She states, “We want to stop the bleed of STEM students by preparing them for the rigors of their programs while simultaneously helping them forge their individual paths to success. This is one small effort in this regard.”

The STEM success course was first taught in fall 2018 for 12 weeks and 1 credit hour. We enrolled 9 students, 8 of whom currently have a GPA of 2.9 or higher and all of whom remain in STEM majors. We hope our current students will spread the word about the course and the benefits of getting a “heads up” on how to make the most of their STEM program.

SLS1511 Special Topics now has a new permanent course number, SLS1004.

SLS1122

SLS1122 is a one-credit course designed to facilitate academic success and promote retention and graduation of students. The focus is on the development and application of college-level study skills and personal success strategies while also promoting campus resources. Any undergraduate student may take this course as an elective. Freshman who earn less than a 2.0 GPA in their first fall semester at FSU are required to take this course.



69%

**OF 2018 COHORT MEMBERS REQUIRED
TO TAKE SLS1122 IN THEIR FIRST YEAR
WERE IN GOOD ACADEMIC STANDING
BY FALL 2019**

77%

**OF 2018 COHORT MEMBERS REQUIRED
TO TAKE SLS1122 IN THEIR FIRST YEAR
WERE RETAINED TO THEIR
SOPHOMORE YEAR**



TUTORING

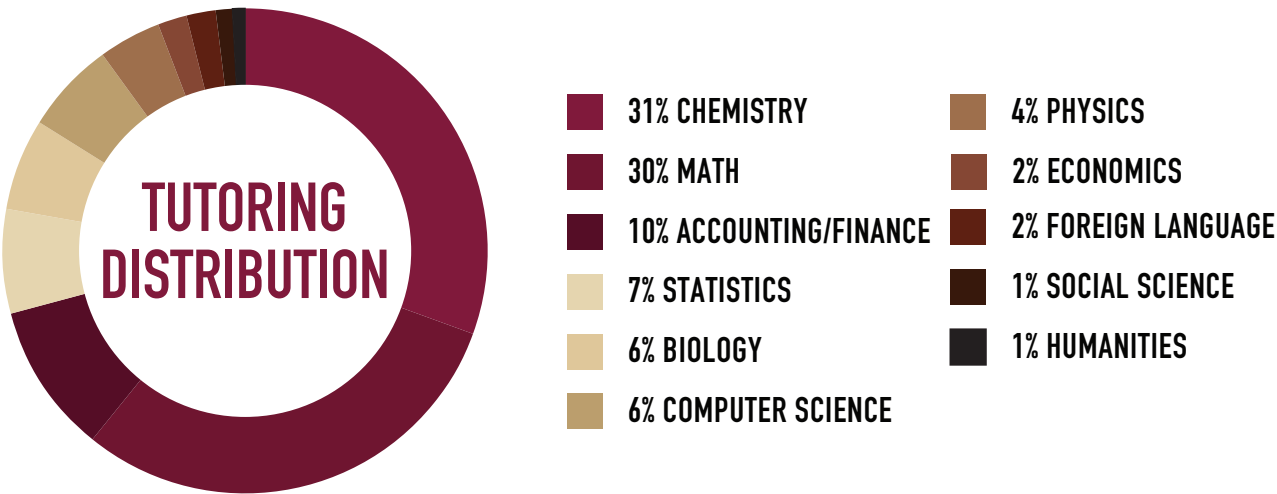
TUTORING

The **ACE Learning Studio** is the site of our course-based peer-tutoring program, where our undergraduate student tutors provide services to other FSU students in over 100 different courses. Peer tutoring is a process that supports student learning by strengthening a wide variety of educational skills. This includes time management, test-preparation, strategic reading, organization, mathematics, processing information, and skills specific to individual classes and majors. Our tutors receive training by completing our College Reading & Learning Association (CRLA) certified tutoring program.

COURSES & FREQUENCY

TOP FIFTEEN COURSES REQUESTED

| | | |
|----------------------------------|---------------------|---------------------|
| #1 CHM-1045 911 VISITS | #6 ACG-2021 | #11 MAC-2312 |
| #2 MAC-1105 442 VISITS | #7 MAC-1140 | #12 STA-2023 |
| #3 CHM-1046 413 VISITS | #8 BSC-2010 | #13 CHM-2211 |
| #4 MAC-2311 380 VISITS | #9 STA-2122 | #14 PHY-2048 |
| #5 CHM-2210 341 VISITS | #10 MAC-1114 | #15 COP-3014 |



TUTORING



**STUDENTS REPORTED
“STRONGLY AGREE” or “AGREE”
TO THE FOLLOWING STATEMENTS**

90%

THE TUTOR WAS FRIENDLY
AND CONSIDERATE

80%

THE TUTOR WAS
KNOWLEDGEABLE
ABOUT THE SUBJECT AREA

80%

THE TUTOR WAS
INTERESTED IN HELPING ME
LEARN THE SUBJECT AREA

75%

THE TUTOR HELPED ME GAIN
CONFIDENCE IN HOW TO
APPROACH THE SUBJECT AREA

74%

THE TUTOR ASKED ME
QUESTIONS TO HELP ME LEARN,
RATHER THAN JUST SHOW ME
HOW TO SOLVE A PROBLEM

75%

I FEEL THAT I HAVE A BETTER
GRASP ON MY SUBJECT AREA
AFTER UTILIZING THE TUTOR
RESOURCES AT ACE

79%

RECEIVING TUTORING
ASSISTANCE AT ACE IS AN
EFFECTIVE USE OF MY TIME

75%

I FEEL THAT I PERFORMED
BETTER IN MY COURSE THAN I
WOULD HAVE IF I HAD NOT
UTILIZED THE RESOURCES AT ACE

56%

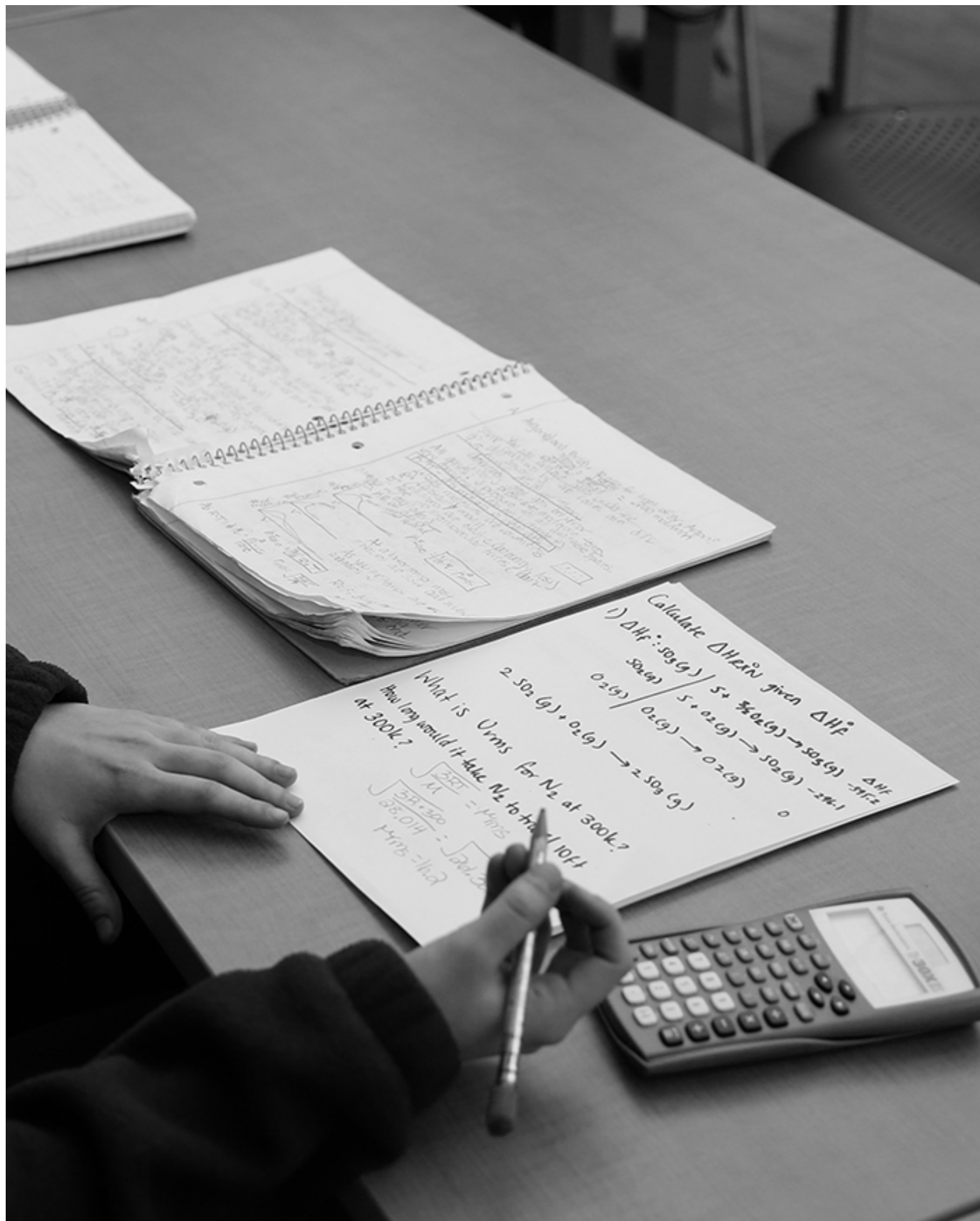
IT IS EASY FOR ME TO FIND AN
APPOINTMENT TIME FOR THE
CLASS I NEED TUTORING IN

STUDENT COMMENTS

All the tutors that I have had are helpful, kind and caring. I absolutely love ACE and highly recommend it to FSU students.

The tutor was very knowledgeable and really went above and beyond to help me understand the concept, she is clearly very dedicated to her role and puts in considerable extra effort to help students.

My organic chemistry tutor is the most helpful tutor that I have ever had. For my first CHM2210 exam, I did not receive tutoring at ACE and I received a 31% on my exam, which was below the average. After seeing a tutor once a week, I received a 75% which was well above the average for the second exam.



TUTORING

67 TOTAL TUTORS
EMPLOYED

1,810
UNIQUE CONTACTS
SUMMER 2018 - SPRING 2019

6,365
TOTAL CONTACTS
SUMMER 2018 - SPRING 2019

TUTOR SPOTLIGHT



Ankit Patel

In Spring of 2019, Ankit Patel, won the prestigious **Torch Award** at the Student Employee of the Year Awards, hosted by the FSU Career Center. The Torch Award recognizes the student employee who best displays the exemplary customer service while working for Florida State University. Ankit, a senior chemistry major from Clewiston, tutored more than 200 students a semester in well over a dozen different courses in chemistry, physics, astronomy, and calculus. Students frequently requested him, and his peers respected him for his generosity and easy-going manner. Ankit is the perfect model of what a great tutor looks like and how they conduct themselves and perform.



TUTORING

GROUP TUTORING:

ACE offers group tutoring for a variety of subjects, led by ACE tutors. These sessions help effectively answer student questions for a large number of students both before tests and weekly.

MOST HIGHLY ATTENDED COURSES

BY STUDENTS FROM 2018-2019

| | | | | | |
|----|------------------------|-----|------------------------|-----|-----------------|
| #1 | <u>MAC-2233</u> 512 | #6 | <u>CHM-1045</u> 142 | #11 | <u>BSC-2210</u> |
| #2 | <u>MAC-1114</u> 434 | #7 | <u>CHM-1046</u> 114 | #12 | <u>CMH-2210</u> |
| #3 | <u>MAC-1140</u> 355 | #8 | <u>ACG-2021</u> | #13 | <u>CMH-2211</u> |
| #4 | <u>MAC-1105</u> 229 | #9 | <u>ACG-2071</u> | #14 | <u>FIN-3403</u> |
| #5 | <u>MGF-1106</u> 153 | #10 | <u>BSC-1005</u> | #15 | <u>MAC-2311</u> |

1,274
UNIQUE CONTACTS
SUMMER 2018 - SPRING 2019

2,467
TOTAL CONTACTS
SUMMER 2018 - SPRING 2019

STUDENT COMMENTS

- The tutor was very knowledgeable about the subject matter and he explains it in a way that is easy to comprehend.
- These sessions help me every week!
- Everything was great actually. I really appreciated the extra help and the different methods of teaching.

TUTORING

MATH STUDIO:

ACE hosts weekly math help group sessions for MAC 1105, MAC1114, MAC1140, MAC2233 and occasionally for MAC2311, MAC2312, and MAC2313, based on demand. ACE also hosts extended math help group sessions prior to tests in the respective courses, and several group sessions leading up to and during Final Exam week.

FREQUENCY & COURSES

1,471
UNIQUE CONTACTS
SUMMER 2018 – SPRING 2019

6,593
TOTAL CONTACTS
SUMMER 2018 – SPRING 2019

**STUDENTS
SERVED**
SUMMER 2018 – SPRING 2019

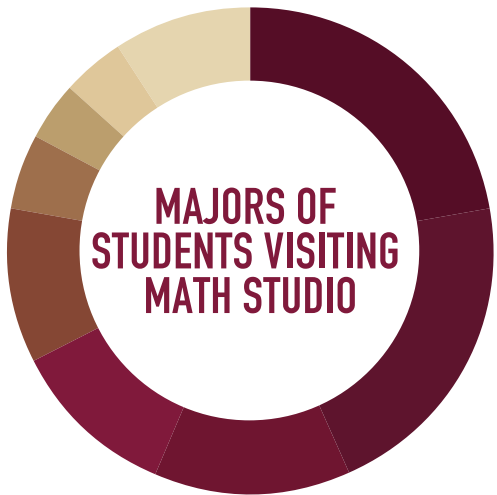
319 UNIQUE VISITS IN SUMMER 2018

3731 UNIQUE VISITS IN FALL 2018

2543 UNIQUE VISITS IN SPRING 2019



| | |
|---------------------|--------------|
| 19% MAC-2233 | 11% MAC-2311 |
| 17% MAC-1114 | 10% MAC-1105 |
| 15% MAC-1140 | 9% MAC-2312 |
| 14% NO COURSE LABEL | 5% OTHER |



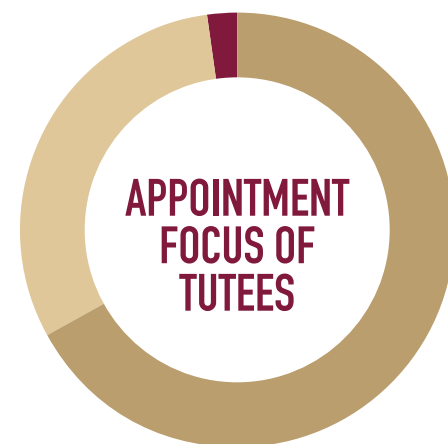
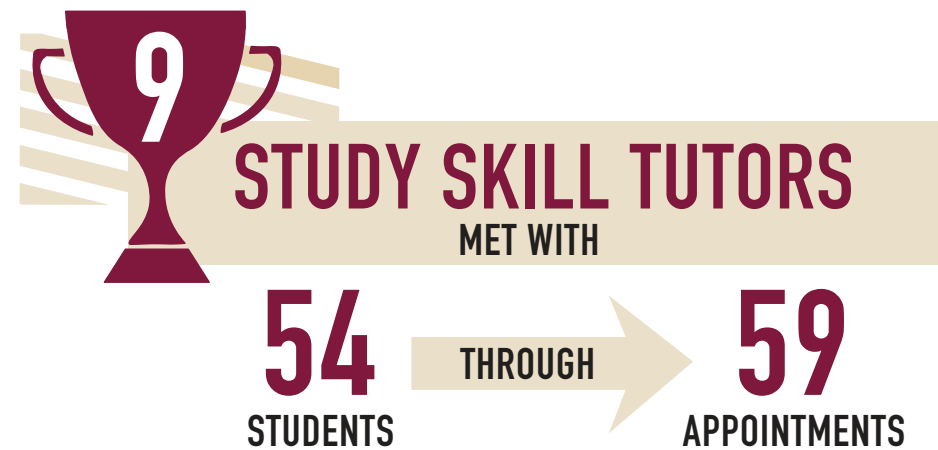
| | |
|--------------------|---------------------|
| 22% BUSINESS | 5% EXPLORATORY |
| 21% SCIENCE | 4% COMPUTER SCIENCE |
| 13% ENGINEERING | 4% MATHEMATICS |
| 11% HEALTH | 9% OTHER |
| 10% SOCIAL SCIENCE | |

37

**MATH TUTORS HIRED FROM
FALL 2018 – SUMMER 2019**

STUDY SKILLS TUTORS:

Study skills tutors offer students assistance in a variety of areas, including strengthening time management skills, note taking tips, how to properly email professors and/or teaching assistants, as well as modifying study habits. Study skills tutoring is located alongside course-based tutoring in the Learning Studio by appointment. Appointments are typically 45-minutes long. Spring 2019 was the premier semester for study skills tutoring at FSU. The information included reflects data from only the Spring 2019 semester.

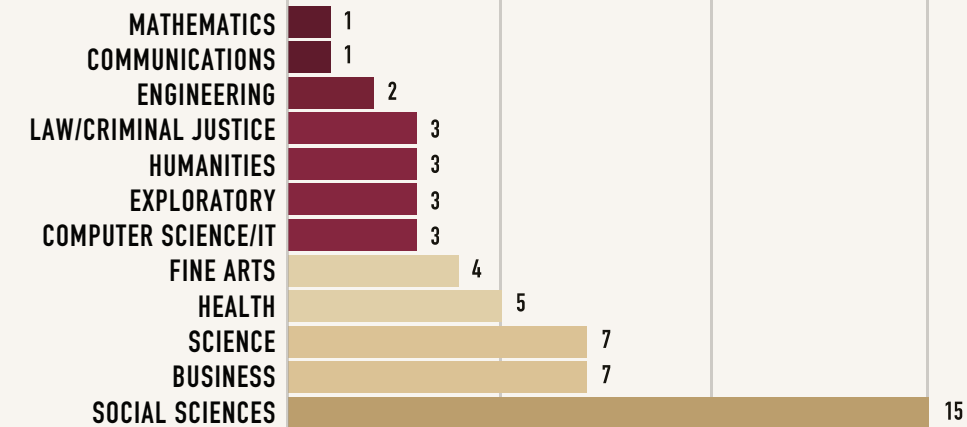


- 13% TIME MANAGEMENT
- 67% STUDY SKILLS
- 2% OTHER

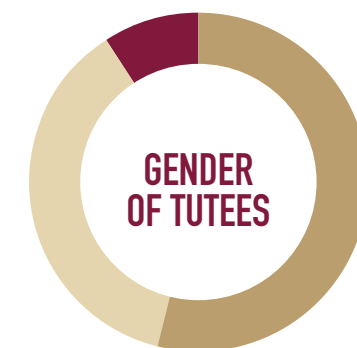


- 36% FOCUS
- 21% TIME
- 25% MOTIVATION
- 19% NOT SURE

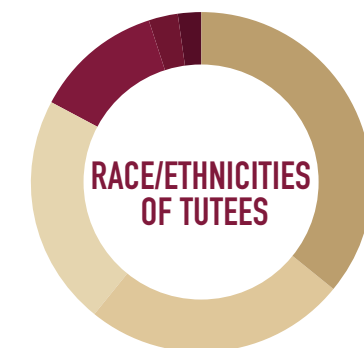
TUTEE FIELD OF STUDY



DEMOGRAPHICS

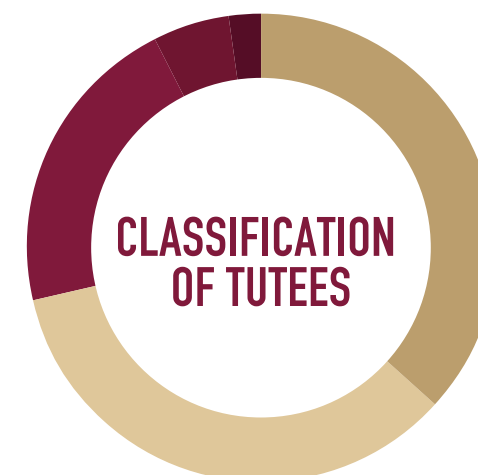


- 54% WOMEN
- 37% MEN
- 9% OTHER/UNLISTED



- 36% BLACK
- 25% WHITE
- 22% LATINX/HISPANIC
- 12% NOT SPECIFIED
- 3% MULTIRACIAL
- 2% NATIVE AMERICAN

CLASSIFICATIONS



- 35% FRESHMAN
- 33% SOPHOMORE
- 20% JUNIOR
- 5% SENIOR
- 2% POST-BAC UNDERGRADUATE



WORKSHOPS

WORKSHOPS

ACE offers workshops designed to provide students with an interactive opportunity to learn about and develop the academic skills and personal attributes needed to be successful at the college level.

| WORKSHOP TITLE | PARTICIPANTS |
|--|--------------|
| CIVIC LITERACY EXAM PREPARATION | 10 |
| FINALS PREPARATION | 7 |
| GENERAL KNOWLEDGE (GK) REVIEW SESSION | 7 |
| GET READY FOR THE GMAT | 5 |
| ★ GET READY FOR THE GRE | 32 |
| GET READY FOR THE LSAT | 20 |
| GROWTH MINDSET: LEARN TO LEARN ANYTHING | 3 |
| HOW TO GET THE BEST LETTER OF RECOMMENDATION | 13 |
| HOW TO GET CONTROL OF YOUR TIME | 29 |
| MAKING THE MOST OF YOUR ACADEMIC HELP | 1 |
| ★ MAKING NOTES (NOT TAKING THEM!) | 36 |
| ★ STRATEGIES FOR TEST PREPARATION | 35 |
| WHY GRADUATE SCHOOL? | 10 |
| WRITING A PERSONAL STATEMENT | 7 |

★
MOST POPULAR WORKSHOPS:
MAKING NOTES (NOT TAKING THEM)
STRATEGIES FOR TEST PREPERATION
GET READY FOR THE GRE


215
TOTAL STUDENT PARTICIPANTS
SUMMER 2018 – SPRING 2019

AMONG 33 WORKSHOPS STUDENTS...

*NOT INCLUDING CANCELLED OR ZERO ATTENDANCE WORKSHOPS



STUDENT COMMENTS

- “Amazing! I was hesitant on coming but very glad I did. Wonderful workshop and wonderful professor teaching it! Plus the pamphlets were extremely beneficial.”
- “Examples and relevance to real life was helpful with enhancing overall understanding.”
- “Resources and other tools discussed added to the quality of useful ways to calculate and manage time.”



PRESENTATIONS

Agama, M. (2019, April). *Strategies to Enhance the Training and Support of First-Time Study Session Leaders*. Paper presentation at the Florida College Learning Center Association (FCLCA) Conference, Tampa, FL.

Agama, M. (2019, April). *The Experience of Peer Assisted Study Sessions (PASS) Leaders Enrolled Full-time in a 4-year University in North Florida*. Paper presentation at the FCLCA Conference, Tampa, FL.

Barry, C., & Hartley, P. (accepted 2019). *On the Right Track: Best Practices to Managing Big Data*. Presentation to be given at National College Learning Center Association's National Conference, National College Learning Center Association, Louisville, KY. (National)

Barry, C. (presented 2018). *Flourish by Diversifying Your Funding Sources*. Presentation at Annual Conference, Florida College Learning Center Association, Miami, FL. (State)

Barry, C. (presented 2018). *Flourish by Diversifying Your Funding Sources*. Presentation at National College Learning Center Association's Annual Conference, National College Learning Center Association, Niagara Falls, NY. (National)

Dentzau, A., Agama, M., Hunt, H. (presented 2019, April). *Mapping Your Way to Exam Success*. Presentation at the meeting of Florida College Learning Center Association (FCLCA), Tampa, FL. (Regional)

Dentzau, A. M. (presented 2018, October). *How the onset of bipolar disorder impacts college students' motivation and ability to self-regulate*. Presentation at the meeting of National College Learning Center Association's Annual Conference, National College Learning Center Association, Niagara Falls, NY. (National)

Hunt, H., & Parker, W. (presented 2019, February). *Creating and Sustaining a Collaborative LLC*. Presentation at the meeting of High Impact Practices in the State (HIPS), Bowling Green, KY. (National)

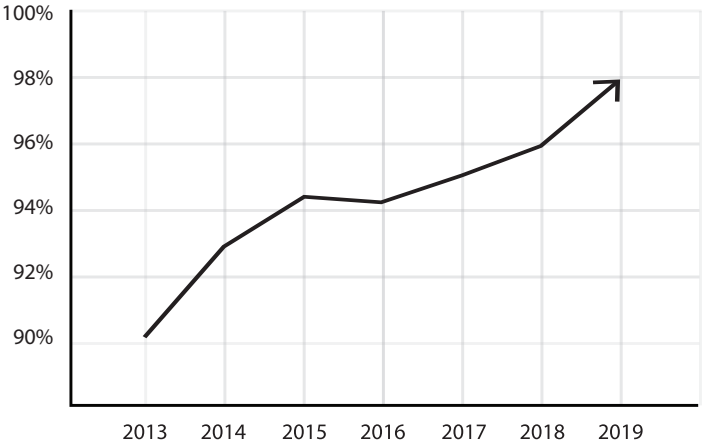
Hunt, H., & Rakes, T. (presented 2018, October). *Using Graphic Organizers as Powerful Tools for Learning Course Material*. Presentation at the meeting of National College Learning Center Association's Annual Conference, National College Learning Center Association, Niagara Falls, NY. (National)

Saras, E., Perez-Felkner, L., & Nix, S. (presented 2018). *Warming the Chill: Insights for Institutions and Researchers to Keep Women in STEM*. Paper presentation at Annual Meeting, American Educational Research Association, Toronto, CA. (International)

RETENTION COHORT TRENDS



| | Cohort Retention Rate | Retention Rate of Cohort Members using ACE |
|------------|-----------------------|--|
| 2012-2013: | 91.7% | 90.4% |
| 2013-2014: | 92.2% | 93.3% |
| 2014-2015: | 93.2% | 94.6% |
| 2015-2016: | 93.0% | 94.6% |
| 2016-2017: | 93.4% | 95.0% |
| 2017-2018: | 93.0% | 96.0% |
| 2018-2019 | 93.0% | 98.0% |



6,324 students were in the 2018 **First-Time-in-College (FTIC)** cohort. Of those 2,199 2018 FTIC cohort students who used the Learning Studio services, 98% (2,036) were enrolled full-time (12 credits) for the fall 2019 semester.

STUDENT USAGE & TECHNOLOGY

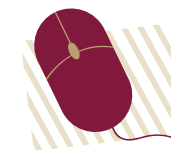
STUDY ROOM USE



6,759
TOTAL VISITS
SUMMER 2018 - SPRING 2019

1,494
UNIQUE STUDENT
CONTACTS

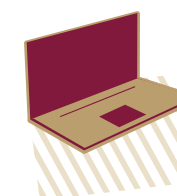
COMPUTER & OPEN STUDY AREA USE



1,940
TOTAL VISITS
SUMMER 2018 - SPRING 2019

831
UNIQUE STUDENT
CONTACTS

TECH USE (LAPTOPS, PROJECTORS, ETC.)



769
TOTAL VISITS
SUMMER 2018 - SPRING 2019

ROBERT D. BROOKS ACADEMIC ACHIEVEMENT AWARD

ROBERT D. BROOKS 2018 RECIPIENT:

The **Robert D. Brooks Academic Achievement Award** is a one-time, \$250 scholarship awarded to an FSU student who completed SLS1122 and demonstrated that the course had significant impact on his or her academic life here at FSU. The 2018 Robert D. Brooks Academic Achievement Award recipient was Janya Stephens. Janya is a senior criminology major.



"Because of the help from SLS 1122, I believe that I have become a much better student all around and I will continue to use the resources provided by FSU."

- Janya Stephens



ACTIVITIES & ACCOMPLISHMENTS

ACTIVITIES & ACCOMPLISHMENTS

CIVIC LITERACY

During Spring 2018, faculty and staff received information from the Legislature regarding new requirements for students entering a Florida College System institution or state university in the 2018-2019 school year. Specifically, students were required to demonstrate competency in civic literacy by obtaining a score of 60 out of 100 on the U.S. Citizenship and Immigration Services Naturalization Test, if not satisfying this requirement with one of two other alternatives. Therefore, during Summer 2018, ACE faculty and staff took a proactive approach in addressing this new mandate and partnered with a colleague in the College of Business, as well as staff in the University Libraries, to collect and promote relevant study aids, online resources, and volitional strategies to help incoming FSU students prepare for the Civic Literacy test.

See the comprehensive list of resources at <https://ace.fsu.edu/civic-literacy-resources>.

FSU MINOR RENOVATIONS FUNDING GRANT

ACE received \$28K in 2018 and used these funds to re-paint all white board walls in 14 study rooms as well as the white board walls in the math studio.

GRANTS & FUNDING

SUMMER 2018 - SPRING 2019

\$1K

FAMILY CONNECTION GRANT

\$200

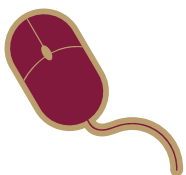
PHI ETA SIGMA FUNDING
FOR HEALTHY SNACKS

\$6K+

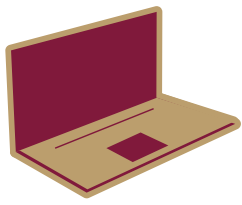
SGA FUNDING

FUNDING TO UPDATE TECHNOLOGY

The ACE Learning Studio received a **\$49,817** grant to update the technology available for students. The 2017-2018 Student Technology Fee Grant Committee awarded the ACE Learning Studio staff funds for three primary objectives:



1. **UPGRADE**
ACE'S COMPUTER LAB



2. **UPGRADE**
ACE'S LAPTOPS



3. **EXPAND**
KIOSK SUPPORT TO MANAGE
STUDENT USAGE OF ACE SERVICES

This funding request aligned with Goal III of FSU's strategic plan for 2017-2022 : "Realizing the Full Potential of Diversity and Inclusion" by enabling ACE to further provide industry standard technology to a diverse population of students, regardless of socioeconomic status. The ACE Learning Studio was **awarded the full amount** of the proposal and purchased **sixteen new desktop computers** for the computer lab, **fifteen new laptops** for student use, and **three tablets to facilitate mobile kiosks** for checking students into ACE services.

ACE FACULTY AWARDED FUNDING FROM UROP

Drs. Agama, Hunt and Nix collectively received **\$1,600** from UROP.

ACTIVITIES & ACCOMPLISHMENTS



MRS. HOLLY HUNT
TEACHING FACULTY II, WAS NOMINATED
FOR THE UNIVERSITY TEACHING AWARD IN SPRING 2019

OFFICE OF FRATERNITY & SORORITY LIFE WORKSHOP PARTNERSHIP
Making the Most out of Your Academic Role: Helping All Chapter Members Be Academically Successful through Intentional Programming!

Workshop delivered to Scholarship Chairs of Fraternity and Sorority Life, Tallahassee, FL.

This workshop was a partnership between ACE and the Office of Fraternity and Sorority Life at FSU. It was a 3-part series aimed at helping the academic leaders for each chapter learn how they can be a valuable academic resource to all of their chapter members through intentional programming. Programming efforts included workshops, one-on-one academic strategy sessions, and study groups.

GK EXAMINATION WORKSHOP

As a response to the need for services that provide students with support for the General Knowledge (GK) examination, Dr. Agama developed and facilitated a 2-hr introductory workshop for students planning to take this examination. The course is advertised to all students on campus, particularly students in the College of Education seeking this support.

WEEKLY POST-IT PLANNERS

The weekly post-it note planner includes 25 sheets in total, allowing students to use one sheet per week to plan their time and assignments. With the help of Student Government funds, ACE was able to print 1750 planners and distribute to students using the ACE Learning Studio, participating in ACE study skills classes and workshops, or stopping by ACE outreach events across campus.

ACE & UNDERGRADUATE RESEARCH

In Spring 2019, ACE faculty mentored 6 UROP students.

HIGH SCHOOL DUAL ENROLLMENT

The Academic Center for Excellence continued to administer the high school dual enrollment program for high schools in Leon and Wakulla Counties.

Some students enrolled in classes for multiple semesters. Students took between 3-9 credit hours each term. Dual enrolled students are from Leon County Public Schools, Wakulla County High School, FSUS, Community Christian, and home school students in Leon or Wakulla Counties. Last year ACE implemented a group orientation meeting for new dual enrollment students to help students learn more about campus culture and policies.



**TOTAL, UNIQUE,
DUAL ENROLLMENT STUDENTS**
SUMMER 2018-SPRING 2019

PARTNERING WITH UNIVERSITY HOUSING

Beginning in Spring 2019, University Housing instated a new requirement aimed at supporting their student employees (resident assistants and receptionists) earning below 2.75 GPA in a given term. To satisfy the requirement, students must select from one of three options during their next term of enrollment - specialized tutoring in a subject area of need, office hours with an instructor, or a 3-part personal academic consultation focused on improving time management and study strategies. During the spring term, 23 of the 25 students on academic probation returned to good standing and were able to continue in the position with Housing. ACE and University Housing plan to continue this partnership in future terms.

