

Pam Chambers
Interim Director Student Services
August 13, 2012

Student Academic Services

Assessment Plans

The Mission Statement for Student Academic Services: As a partner in our university community, we provide programs and services designed to enhance the academic efficiency, effectiveness, and independence of our students.

Student Academic Services offers a wide variety of support programs and services for faculty, staff, and undergraduate students at CSU-Pueblo. The programs include:

Academic Improvement Program-The Academic Improvement Program assists students at all levels of probation/suspension to develop an individualized plan by identifying counterproductive behaviors impacting their academic performance and teaching academic skills needed to improve their academic standing.

Disability Resource Office - The Disability Resource Office (DRO) assists in determining and providing reasonable accommodations to student with documented disabilities. The DRO also provides services designed to enhance academic effectiveness and promote independence.

Gen Ed Tutoring Center - The Gen Ed Tutoring Center provides individual and group tutoring for developmental and general education courses.

Undeclared Academic Advising - The Undeclared Advising Program provides continuing Undeclared, new transfer Undeclared students, and students who want to change their major with knowledgeable advice so they may make informed decisions about courses and majors. Major exploration activities assist students in determining an appropriate major and how that major connects to a career.

Writing Room - The Writing Room provides advice and positive feedback at any stage of writing for any type of writing from research papers to poetry and fiction.

Student Academic Services also provides services such as Accuplacer testing, monitoring students who have not completed their developmental courses, offering ACT, SAT, LSAT, CLEP, MAT, and GRE subject tests, notification of placement in math, reading and English based on ACT/SAT/ or Accuplacer scores for newly admitted first time freshmen, probation/suspension notification, exit interviews for students withdrawing from the University, and distributing Early Alert referrals to the appropriate departments.

Joseph A. McKinney
Academic Improvement Program Coordinator
August 13, 2012

Academic Improvement Program Mission Statement:

The Mission of the Academic Improvement Program is to provide information and academic support to newly admitted and continuing students on Academic Probation in order to improve their academic standing and support CSU-Pueblo retention efforts.

I. Program Objectives:

- A. Provide students on Academic Probation accurate, appropriate information regarding academic probation policy and outcomes in a confidential environment.
SLO #1
- B. Assist students on Academic Probation in identifying academic skills and behaviors impacting academic performance.
SLO #2, SLO #3
- C. Provide students on Academic Probation opportunity to improve their academic performance by using academic resources and improving basic academic skills.
SLO #4, SLO #5
- D. Support university retention efforts.
SLO #6

II. Student Learning Outcomes (SLO)

- 1. Students new to AIP will articulate an accurate understanding of university policies and procedures regarding academic probation, identifying his/her position in the probationary process.
(AY 2012-2013 will serve as the baseline, when 80% of AIP students will articulate clear understanding of university probation policy. Thereafter, the target will be 85%).
Objective: A.
Method: In-session survey.
- 2. Students will employ academic practices and behaviors conducive to improving their academic performance.
(In follow-up AIP sessions, 70% of students will self-report improved academic practices, e.g., effective time management; use of academic resources; productive relationships with instructors; improved attendance).
Objective: B.
Method: In-session survey.
- 3. Students will demonstrate an ability to assess the effectiveness of their study skills and testing practices, and apply effective methods of improvement.
(AY 2012-2013 will serve as the baseline, when 70% of AIP students will report improved study skills and testing practices. Thereafter, the target will be 75%).
Objective: B.
Methods: Self-Assessment and LASSI, or, self-report.

4. Students will demonstrate their willingness and ability to utilize on-campus resources, including tutoring resources, career services and counseling opportunities.
(AY 2012-2013 will serve as the baseline, when 50% of AIP students will have taken steps to use on-campus academic resources. Thereafter, the target will be 60%).
Objective: C.
Method: Self-report.
5. Students will show greater grade point average improvement as compared to probationary students not participating in AIP activities.
(AY 2012-13 will serve as the baseline, when 20% more AIP students will show improvement in grade point average as compared to non-AIP students).
Objective: C.
Method: Database analysis.
6. Students will show increased levels of retention as compared to probationary students not participating in AIP activities.
(AY 2012-13 will serve as the baseline, when 15% more AIP students will be retained as compared to non-AIP students).
Objective: D.
Method: Database analysis.

III. Methods for Assessing SLO's

- a. Self-Report – In-session questions and statements, noted in student file.
- b. In-session survey – AIP Coordinator asks pertinent questions, notes on individual checklist. Sheets alphabetized in a binder, tracked in spreadsheet.
- c. Academic Skills Self-Assessment (ASSA) -- Short survey concerning study habits, time management, and other academic concerns. ASSA will be used with approximately 15 students identified as having the most difficulty with academic skills each semester.
- d. LASSI – Learning and Study Skills Inventory. LASSI will be used with approximately 15 students identified as having the most difficulty with academic skills each semester.
- e. Database analysis – Before and after semester GPA comparisons; persistence and retention data.

Timeline: AY 2012-2013 will serve as the baseline. In-session survey, ASSA, and LASSI will be employed beginning Fall 2012. Reports of findings will be generated each June.

IV. Assessment Results

Assessment results will allow the AIP Coordinator to consider the efficacy of AIP practices, and implement changes as necessary to the presentation of university probation policy, the introduction of students to academic resources, and the integration of practices conducive to academic success. The Academic Improvement Program Coordinator will identify and report potential changes to the Director of Student Academic Services prior to implementing such changes.

V. Continuous Assessment

The Academic Improvement Program Coordinator is responsible for program development and improvement, ensuring that future changes originate with sound analysis of past results. Assessment results are gathered throughout the semester and evaluated at the end of each Academic Year; adjustments will be made as necessary to the program in an effort to ensure that Program Objectives and Student Learning Outcomes are met and exceeded.

Katherine Devine
Disability Resource Coordinator
August 13, 2012

Disability Resource Office Mission Statement:

The Mission of the Disability Resource Office at Colorado State University-Pueblo is to ensure provision of reasonable academic accommodations and support, designed to enhance academic effectiveness and promote independence in students with documented disabilities.

I. Program Objectives

- A. Provide students who are new to DRO with a transparent, meaningful, user-friendly intake process. *The 2012-2013 academic year will be the baseline year (with a target of 75% satisfaction), and then by 2013-2014 students will report positive, helpful, collaborative and timely interactions with DRO staff throughout the intake process at a rate of at least 75%.*
- B. Identify and ensure provision of reasonable academic accommodations and support to students registered with the DRO. *See SLO #2 and #3.*
- C. Provide students with information about the resources and tools to promote independence. *The 2012-2013 academic year will be the baseline year (with a target of 75% satisfaction), and then by 2013-2014 students will report awareness of available campus resources as a result of the DRO intake process at a rate of at least 75%.*

II. Student Learning Outcomes (SLO)

- 1. Students new to DRO registration process in 2012-2013 will self-report a clear understanding of the rights and responsibilities associated with the registration and reasonable accommodation process via a post intake survey. The 2012-2013 academic year will be the baseline year, and then by 2013-2014, understanding of student rights and responsibilities will be at a 75% level. In subsequent years, understanding will increase to an 85% level. (Objective A)
- 2. Registered students with the Disability Resource Office will demonstrate the importance of disability services and accommodations by utilizing accommodations and services and/or by attending follow up/semester meetings with the DRC. After two consecutive semesters 70% of students will demonstrate, via self report, that they can independently utilize accommodations and/or services and requests accommodations and/or services in a timely fashion (i.e. turning in DRO acknowledgment form, schedule tests in DRO, pick up alternate format books in DRO, etc.). (Objective B)

3. Students will independently attempt to resolve disability accommodation issues and will requests assistance from DRC as needed. After two consecutive semesters, 70% of students will self report discussing accommodations with instructors, resolving accommodation issues with instructors, or bringing accommodation issues to DRO for assistance and resolution. (Objective B)
4. Students will demonstrate their ability to meet with faculty, staff, and other entities about their academic needs. Students will demonstrate their knowledge of other academic support services on campus. After two consecutive semesters, 50% of students will demonstrate, via self report, self advocacy skills to meet academic needs (i.e. meeting with faculty advisors, communicating their needs, knowledge and utilization of campus resources as needed, etc.). Students will be reassessed during their last semester of attendance. Self advocacy skills to meet academic needs will be demonstrated by 70% of students during their last semester of attendance. (Objective C)

III. Methods for Assessing SLO's

- a. Post-Intake survey – DRC gives student survey following intake appointment, Student completes survey (SLO #1 and P.O. A, C)
- b. Self Report Check Sheet – Completed by DRC during DRO meetings with continuing students (SLO #2, #3, #4 and P.O. B)

Timeline: Academic Year 2012-2013 will be the baseline year. Post-Intake Survey will begin during the fall 2012 semester. Report of findings will be generated June 2013. During academic year 2013-2014 changes will be made to Post-Intake Survey as needed. Self Report Check Sheet will begin fall 2013. Report on both assessments will be generated in June 2014 and in June subsequent years.

IV. Assessment Results

Results of assessments will allow the Disability Resource Office to make possible changes in the intake process, address issues to better assist students in utilizing their accommodations, and address/discuss student's needs regarding self advocacy skills. The Disability Resource Coordinator will identify/report potential changes to Director of Student Academic Services and implement changes during the following academic year.

V. Continuous Assessment

The Disability Resource Coordinator is responsible for program improvement and ensuring that prior results drive future changes. As assessment results are gathered/ evaluated at the end of each academic year then adjustments will be made as needed to ensure that the department and students are meeting goals for learning while gaining the skills to promote independence for success at CSU-Pueblo.

Keli Hibbert
Writing Room and CHASS GET Coordinator
August 13, 2012

Gen Ed Tutoring Center Mission Statement:

The Gen Ed Tutoring Center assists students enrolled in developmental and general education courses to become active, independent learners.

I. Program Objectives

- A. Provide students opportunities to engage with course materials, utilize knowledge, and learn course content. *SLO #1*
- B. Provide students opportunities to acquire study skills and practice those with course information and assignments. *SLOs #1 and #2*
- C. Provide students opportunities to review and to retain information from class discussions and readings. *SLO #2*
- D. Student tutors will develop skills to assess needs and deliver clear information about the course content and study skills. *SLOs #1 and #2*

II. Student Learning Outcomes

- 1. Students who request a tutor for individual or small group session will demonstrate course content knowledge. (Objectives A, B, and C) Students who complete electronic surveys will identify the learning effects of sessions for course material and study strategies with a positive response at a rate of 70%. Students who visit their CHASS GET tutor 6 times or more for a class will receive a passing grade for that course at a rate of 75%. Eighty percent of tutors will accomplish satisfactory progress (score of 4 or 5) toward semester program goals.
- 2. Students will discuss course content and apply that knowledge to course discussions and readings. (Objectives A, B, and C) Students who complete electronic surveys will identify the learning effects of sessions for course material and study strategies with a positive response at a rate of 70%. Students who visit their CHASS GET tutor 6 times or more for a class will receive a passing grade for that course at a rate of 75%. Eighty percent of tutors will accomplish satisfactory progress (score of 4 or 5) toward semester program goals.

III. Methods for Assessing SLOs

- a. CHASS GET will electronically survey students who have visited for appointment tutoring every two weeks of the semester. The Writing Room Program Assistant Student Employee will manage a database of emails collected from students before their sessions. The Writing Room and CHASS GET Coordinator will distribute the surveys Friday of that week and Monday of the following week. Responses will be collected weekly and reported on automated reports from survey program. The focus of the weekly surveys will be determining the effect of the tutoring on the subject the student reports. Looking at the take-away knowledge from the session and what the student remembers from the session will help measure the effectiveness of sessions.

To improve the picture of the impact sessions have for students, at midterm or after exams depending on the courses (Weeks 5, 6, 7, 8, and 9), we will request students complete a different survey. The purpose of the survey will be to see that students are able to apply knowledge and strategies from their sessions. Responses will be collected at the beginning of Week 8 and reported on an automated report to be presented to the Director of Student Academic Services upon request and/or in final reports presented in June.

The Writing Room and CHASS GET Coordinator send a final survey with questions different from the weekly and midterm surveys during Week 15 of the semester. The purpose of the survey will be to see if students self identify any skills, strategies, processes, or progress acquired in sessions that have been applicable to their writing. Responses will be collected after grades are posted for the semester and reported on an automated report to be presented to the Director of Student Academic Services upon request and/or in final reports presented in June. Students will identify the learning effects of sessions for course material and study strategies with a positive response on the surveys at a rate of 70%. (Objectives A, B, and C) (SLOs #1 and #2)

- b. Using the goals for semester training, each tutor will be evaluated for progress and development throughout the semester using a rubric. Each semester will have one focused goal for improvement established by the Writing Room and CHASS GET Coordinator. This will allow for focused discussion during training and will help tutors identify areas they need to improve to better provide academic support for students. These areas may include strengthening content knowledge and vocabulary, incorporating study skills into sessions, and pedagogy. After student employees have completed policy and procedure training, the Writing Room and CHASS GET Coordinator will assess tutors on the semester goal based on a five-point rubric. If an experienced, qualified tutor is able to assess tutors in the qualified content area, there may be instances where they will participate in this part of the assessment. During Weeks 8, 9, or 10, the Writing Room and CHASS GET Coordinator or a qualified student tutor will revisit the assessment rubric with the student tutor and discuss and document any changes. On the student employees' final work days of the semester, the Writing Room and CHASS GET Coordinator will conduct a final evaluation to document progress on performance and the specific goal for the semester. Eighty percent of tutors will accomplish satisfactory progress (score of 4 or 5) toward semester program goals. (Objective D) (SLOs #1 and #2)
- c. Using session data and course grade reports, at the end of the semester the Writing Room and CHASS GET Coordinator with the assistance of the Writing Room Program Assistant student employee will compile the number of multiple sessions for each student and each class and compare the individuals' course grades, semester GPA, and cumulative GPA. Students who visit 6 times or more for a class will receive a passing grade for that course. *The target will be a 75% pass rate for these participants in CHASS GET.* (Objectives A, B, C, and D) (SLOs #1 and #2)

Timeline: The results of the assessment methods will be presented annually to the Director of Student Academic Services each June. The first information will be collected during the Fall and Spring semesters of the 2012-2013 Academic Year.

IV. Assessment Results

Results from student surveys will allow the Writing Room and CHASS GET Coordinator to evaluate the effects of student visits. Additionally, this feedback will inform training discussion to ensure tutors are effectively working with students through revision. Results will be compiled and presented to Director of Student Academic Services.

Changes to tutor training will be ongoing throughout each semester and will be administered through group and individual training. Modifications to the training emphasis will be reported to the Director of Student Academic Services.

Results will aid in identifying trends related to repeat sessions and course performance.

V. Continuous Assessment

The CHASS component of the Gen Ed Tutoring Center will continue to evaluate and adjust services provided to students taking Humanities and Social Science General Education courses at CSU-Pueblo. Gathering and evaluating information on services, sessions, and student employee training will be ongoing.

Michael Giannetto
GET Center Math/Science Coordinator
August 13, 2012

Gen Ed Tutoring Center Mission Statement:

The Gen Ed Tutoring Center assists students enrolled in developmental and general education courses to become active, independent learners and achieve academic success.

I. Program Objectives

- A. Provide students with academic support opportunities to help them with their developmental and general education courses. *The 2012-2013 academic year will be the baseline year (with a target of 85% satisfaction), and then by 2013-2014 students will report helpful sessions at a rate of 90%. See SLO #1.*
- B. Market academic support services and provide adequate tutoring support. More students will visit the tutoring center and consequently students will participate in more tutorial services. The 2011-2012 academic year will be the baseline year, and then by 2012-2013, unduplicated student visits will increase by 5% and duplicated student visits will increase by 15% in math and natural science sessions. In subsequent years, unduplicated student visits will increase 5% and duplicated student visits will increase 15% each year from the previous year from 2012-2013 to 2015-2016.
- C. Recruit and retain quality tutors through good hiring and training practices. *Prospective tutors must apply, interview, and obtain discipline-specific departmental approval in order to be hired. The 2012-2013 academic year will be the baseline year (with a target of 75% of tutors having a minimum overall rating of 4 and a minimum rating of 3 on each performance criteria), and then by 2013-2014 80% of tutors will have a minimum overall rating of 4 and a minimum rating of 3 on each performance criteria. The 2012-2013 academic year will be the baseline year (with a target of 75% retention), and then by 2013-2014 tutors will be retained*

at a rate of 80%. The retention rate will omit tutors who have graduated, transferred, or have scheduling conflicts which prevented them from tutoring. See SLO #3.

- D. Provide students at the D1 level of math placement an opportunity to improve their skills in order to place into a math course on-campus. *The 2012-2013 academic year will be the baseline year (with a target of 80% of students increasing their math placement), and then by 2013-2014 students will increase their math placement at a rate of 85%. See SLO #4.*

II. Student Learning Outcomes (SLO)

1. Students will evaluate tutoring sessions as being helpful via a student satisfaction survey. The 2012-2013 academic year will be the baseline year, and then by 2013-2014, students viewing their tutoring sessions as helpful will be at a 90% level. In subsequent years, helpful sessions will increase to a 95% level. A rating of “Strongly Agree” or “Agree” constitutes a helpful session. (Objective A)
2. Tutors will be evaluated each semester per the Student Employee Performance Evaluation tool provided by Student Financial Services at CSU – Pueblo. The 2012-2013 academic year will be the baseline year, and then by 2013-2014, 80% of tutors will have a minimum overall rating of a 4 and a minimum rating of 3 on any performance criteria. In subsequent years, 90% of tutors will have a minimum overall rating of a 4 and a minimum rating of 3 on each performance criteria. The 2012-2013 academic year will be the baseline year, and then by 2013-2014, tutors will have a 80% retention rate (fall to fall). In subsequent years, retention rates will increase to a 90% level. The retention rate will omit tutors who have graduated, transferred, or have scheduling conflicts which prevented them from tutoring. (Objective D)
3. Students who actively participate and complete the ACCUPLACER preparatory program will increase their math placement from the D1 level, which is the lowest level of math placement. The 2012-2013 academic year will be the baseline year, and then by 2013-2014, 85% of students participating in the program will increase their math placement. In subsequent years, students will increase their math placement to a 90% level. (Objective E)

III. Methods for Assessing SLO's

- a. GET Center Math/Science Student Satisfaction survey – GET Center gives the student a survey following a tutoring session. The survey will be administered the week prior to final exams. (SLO #1 and P.O. A)
- b. Data collection – GET Center Math/Science Coordinator will collect information about students' scores, progress, persistence and usage. (SLO #2, #3 and P.O. B, C, D)
- c. Student Employee Performance Evaluation – GET Center Math/Science Coordinator evaluates all tutors on a semester basis. (SLO #2 and P.O. C)

Timeline: Academic Year 2012-2013 will be the baseline year. The GET Center Math/Science Student Satisfaction survey and the Student Employee Performance Evaluation will begin during the fall 2012 semester. During academic year 2013-2014 changes will be made to the GET Center Math/Science Student Satisfaction survey and the Student Employee Performance Evaluation as needed. Data collection on student's exam scores will begin during the fall 2012 semester. Reports of findings will be generated in June 2013 and in June subsequent years.

IV. Assessment Results

Results of assessments will allow the GET Center Math/Science Coordinator to make possible changes in the intake process and address issues to better assist students in their developmental and general education math and science courses. The GET Center Math/Science Coordinator will identify/report potential changes to Director of Student Academic Services and implement changes during the following academic year. The Administrative Planning and Evaluation Tool will be utilized to formalize changes.

V. Continuous Assessment

The GET Center Math/Science Coordinator is responsible for program improvement and ensuring that prior results drive future changes. As assessment results are gathered/ evaluated at the end of each academic year then adjustments will be made as needed to ensure that the department and students are meeting goals for learning while gaining the skills to promote independence for success at CSU-Pueblo.

Catherine Duncan
Undeclared Academic Advising
August 27, 2012

Undeclared Academic Advising Program Mission Statement:

The mission of Undeclared Academic Advising Program at Colorado State University-Pueblo is to provide students with accurate, current, and useful information and knowledgeable advice so that they may make informed academic decisions when selecting a major and courses, and to promote shared responsibility for academic success and major selection between student and academic advisor.

I. Program Objectives:

- A. Provide students (both undeclared and students who want to change their majors) with information about University majors and minors in which a student has expressed an interest. Evaluate students during initial appointment (method a) to determine their interests and major selection status. (SLO1)
- B. Assist students with identifying their academic strengths and weaknesses to support academic success. Assist student with developing academic skills and identifying resources important to academic success (making academic progress and improving GPA). (SLO2)
- C. Assist undeclared students in identifying and declaring an appropriate major. (SLO3)

II. Student Learning Outcomes (SLO)

- 1. Students will participate in academic major exploration activities to narrow down their major choices, and learn how majors connect to careers. (Objective A; method a) *The 2012-13 academic year will be a baseline year (target: 80% 2012-13), and then by 2013-14, an increase to 90% of students who will participate in academic major exploration activities.*

2. At the conclusion of the first meeting with Undeclared Academic Advising, students will accurately indicate their academic status (determined by GPA, major change or declaration) and the next steps necessary to improve their academic status. (Objective B; method a.) *The 2012-13 academic year will be a baseline year with a target of 80%. Students will accurately indicate their academic status and be able to identify next steps for academic improvement, and then by 2013-14, the percentage will increase to 90%.*
3. Students will change their major from being undeclared to an academic major within 2 semesters of utilizing Undeclared Academic Program services. *The 2012-13 academic year will be a baseline year target: 2012-13, 70%, and then by 2013-14, increase to 80%.*

III. Methods of Assessing SLO's

- a. Undeclared Student Evaluation (pre and post session) (PO A, B, and C: SLO1, 2, and 3.)
- b. Exit Survey completed when student verbalizes his/her intent or officially changes major in PAWS (PO A and C: SLO 1 and 3)
- c. Data on number of students who are retained and make the transition to a major within two semesters of initial contact with Undeclared Academic Advising program. Data will include number of visits/sessions, major declared, retained or not retained, transfer information if available, academic progress, GPA by semester, and active major exploration information. (PO A, B, and C: SLO1, 2, and 3.)

Timeline: Academic Year 2012-13 will be the baseline year. Use of the Undeclared Student Evaluation and Exit Survey will begin during the fall 2012 semester. Report of findings will be generated June 2013. During the academic year 2013-14 changes will be made to both the Undeclared Student Intake sheet and Exit Survey as needed. Report on both assessments will be generated in June 2013 and in June of subsequent years.

IV. Assessment Results

Results of assessments will allow the Undeclared Academic Advising Program to make changes in program services to better assist students. The Undeclared Academic Advisor will identify/report potential changes to the Director of Student Academic Services and implement changes during the following academic year.

V. Continuous Assessment

The Undeclared Academic Advisor is responsible for program improvements and ensuring that prior results drive future changes. As assessment results are gathered and evaluated at the end of each academic year, adjustments will be made as needed to ensure that the program and students are meeting goals for learning to be successful at CSU-Pueblo.

Keli Hibbert
Writing Room and CHASS GET Coordinator
August 13, 2012

Writing Room Mission Statement:

The Writing Room assists writers at all levels and in all disciplines to learn more about their writing through individualized instruction.

I. Program Objectives

- A. Provide instruction for writers to become more independent throughout their writing process. Support them in identifying areas to strengthen in their writing and working through their revision processes. *SLOs #1, #2, #3, #4, #5 and #6.*
- B. Encourage students to think critically about their own writing and work through writing as a process for communicating developed ideas. *SLOs #1, #2, #3, #4, #5 and #6.*
- C. Engage students in responsibly utilizing and citing academic resources. *SLOs #1, #2, #3 and #5.*
- D. Develop student tutors' skills to assess writers' needs and deliver clear instruction to aid students throughout their writing process. *SLOs #1, #2, #3, #4, #5, and #6*

II. Student Learning Outcomes

- 1. Students will apply information and practices discussed in face-to-face and online sessions to their writing. (Objectives A, B, and C) Students will self identify use of session information and understanding of the revision processes at a rate of 70% or greater on weekly, midterm, and/or end-of-semester surveys. Seventy percent of participants identified to create a semester plan with a tutor who return for follow up sessions will demonstrate goal completion.
- 2. Tutors will work with students to identify areas where revision is beneficial to the writing process. Students will learn why and how to apply revisions and utilize the information in other revisions and writings. (Objectives A, B, C, and D) The average percent time in sessions for the semester will be at or above 60%. The remaining 40% is divided into training and team building activities. Eighty percent of tutors will accomplish satisfactory progress (score 4 or 5 on the evaluation rubric) toward semester program goal.
- 3. Students will identify purpose and provide a thesis statement and topic sentences in their essays. (Objectives A, B and D) Students will self identify use of session information and understanding of the revision processes at a rate of 70% or greater on weekly, midterm, and/or end-of-semester surveys.
- 4. Students will demonstrate basic paragraph structure. (Objectives A, B, and D) Students will self identify use of session information and understanding of the revision processes at a rate of 70% or greater on weekly, midterm, and/or end-of-semester surveys.
- 5. Students will document sources and exhibit the processes for citing different sources for in-text and reference lists. (Objectives A, B, C, and D) Students will self identify use of session

information and understanding of the revision processes at a rate of 70% or greater on weekly, midterm, and/or end-of-semester surveys.

6. Students returning for repeat sessions to develop writing and revision processes should remain at 40% or higher each semester based on data trends of national writing centers. (Objectives A, B, and D)

III. Methods for Assessing SLOs

- a. Identify the percent time in sessions each week. The Writing Room and CHASS GET Coordinator will calculate the percentage by totaling the number of hours available for tutoring and totaling the number of hours in session each week. Number of hours spent in session will be divided by the number of hours available. At the end of the semester, the total number of hours in session for the semester will be divided by the total number of hours available for tutoring for the semester. The average percent time in sessions for the semester will be at or above 60%. The remaining 40% is divided into training and team building activities. (Objective D) (SLO 2)
- b. Each week, students who participate in a face-to-face and/or Online Writing Lab session will receive a learning assessment survey to complete electronically. The focus of the weekly survey will be for the student to recall the purpose of the session, identify any take-away knowledge from the session, and consider the applicability of the interaction in the session to the student's overall writing. The Writing Room Program Assistant Student Employee will manage a database of emails collected from students before their sessions. The Writing Room and CHASS GET Coordinator will distribute the surveys Friday of that week and Monday of the following week. Responses will be collected weekly and reported on automated reports from survey program.
During Week 7 of the semester, we will request students complete another survey with different questions. The purpose of the survey will be to see what students remember from their sessions and have been able to use again in their writing. Responses will be collected at the beginning of Week 8 and reported on an automated report to be presented to the Director of Student Academic Services upon request and/or in final reports presented in June. The Writing Room and CHASS GET Coordinator send a final survey with questions different from the weekly and midterm surveys during Week 15 of the semester. The purpose of the survey will be to see if students self identify any skills, strategies, processes, or progress acquired in sessions that have been applicable to their writing. Responses will be collected after grades are posted for the semester and reported on an automated report to be presented to the Director of Student Academic Services upon request and/or in final reports presented in June. Students will self identify use of session information and of the revision processes at a rate of 70% or greater. (Objectives A, B, C, and D) (SLOs #1, #2, #3, #4, #5, and #6)
- c. Using the goals for the semester training, each tutor will be evaluated using a five-point rubric for progress and development. Each semester will have one focused goal for improvement established by the Writing Room and CHASS GET Coordinator. These areas may include grammar, documentation, and pedagogy. Evaluation of the work towards achieving the goal will allow for focused discussion during training and will help tutors identify areas they need to improve. Eighty percent of tutors will accomplish satisfactory progress (score 4 or 5 on the rubric) toward semester program goal. (Objective D) (SLOs #2 and #6) Timeline: After student employees have completed policy and procedure training, the Writing Room and CHASS GET Coordinator, OWL Coordinator, or Writing Room Tutor Supervisor student employee will assess tutors on the semester goal. During Weeks 8, 9, or

10, the Writing Room and CHASS GET Coordinator, OWL Coordinator, or Writing Room Tutor Supervisor student employee will revisit the assessment rubric with the student tutor and discuss and document any changes. On the student employees' final work days of the semester, the Writing Room and CHASS GET Coordinator or OWL Coordinator will conduct a final evaluation to document progress during the semester.

- d. For the first semester, five students will complete a semester plan to establish writing goals to accomplish over the semester. The student and the tutor will decide the goals. The five students will be the first five individuals who visit the Writing Room and have a session with the Writing Room and CHASS GET Coordinator. In following semesters, the Writing Room and CHASS GET Coordinator, the OWL Coordinator, and Writing Room Tutor Supervisors will establish goals with the third, fifth, and seventh students they encounter in a face-to-face or online session for the semester. If that number does not yield the desired number of participants, each will additionally set goals with the eleventh, thirteenth, and fifteenth students they have a face-to-face or online session with. Tutors will have a one-page agreement to help the tutor and the student evaluate progress throughout the semester. When students who are participating visit the Writing Room for a session, the tutor will either make a copy of the draft of the work or print an extra copy to keep in a folder. During Weeks 14 and 15, the tutor, the Writing Room and CHASS GET Coordinator, or the OWL Coordinator will review the agreement with the student to evaluate the impact of the Writing Room sessions focused on that individual's goals for the semester. Participants will determine if they have accomplished their goals and explain to their tutor how they have or have not demonstrated the concept, skill, or strategy. The first semester, of the five participants 80% of those who return for multiple sessions will report goal completion. After the 2012-2013 academic year, 70% of participants who return for follow up sessions will report goal completion.
Each semester after final exams, the Writing Room and CHASS GET Coordinator and the OWL Coordinator will review the materials compiled for each student to evaluate any areas of progress and compare those findings to the goal accomplishment of the student. Seventy percent of participants who set goals and returned for sessions during the semester will exhibit their grasp of their goal topic in their writing samples. (Objectives A, B, C, and D) (SLOs #1, #2, #3, #4, #5, and #6)
- e. The Writing Room and CHASS GET Coordinator will compile the percentage of repeat students based on Writing Room data logs each semester and for each academic year. Students visiting the Writing Room for multiple sessions will be counted for each semester. The number of repeat students will make up 40% of the individual head count for each semester. At the end of the Academic Year, the students will be recounted to determine the number who visited at least once each semester. The goal for the academic year will be for the percentage of students visiting for multiple sessions to be greater than for Fall and Spring semesters separately because this will indicate students who return for sessions during the academic year. (Objectives A and B) (SLOs #2, #3, #4, and #6)

Timeline: The results of the assessment methods will be presented annually to the Director of Student Academic Services each June. The first information will be collected during the Fall and Spring semesters of the 2012-2013 Academic Year.

IV. Assessment Results

- a. Results of program use statistical analysis will allow Tutor Trainers to adjust tutor training schedule and to track trends in session intake.
- b. Results from student surveys will allow the Writing Room to evaluate the effects of student visits. Additionally, this feedback will inform training discussion to ensure tutors are effectively working with students through revision. Results will be compiled and presented to Director of Student Academic Services.
- c. Tutor evaluations based on the semester goal performed by the Writing Room and CHASS GET Coordinator, the OWL Coordinator, lead tutors, and peer evaluators will be used to direct activities during tutor training.
- d. Using the goals the student and tutor decide, we will be able to look at the progress each individual student has made, and we will be able to evaluate how tutors can establish goals and accomplish successful academic progress with individuals throughout a semester.
- e. Results of the agreements and evaluations of the semester progress will identify the impact of the Writing Room sessions for the individual.
- f. Results will aid in identifying trends related to repeat sessions each semester and over the academic year.

V. Continuous Assessment

To ensure effective interactions with students where they are retaining usable information for their writing processes, the Writing Room will be able to check that students' writing skills are benefiting and developing from using the program. Writing Room Tutors must continue regular training to address the needs of students at different writing levels, on different types of writings, and in different academic disciplines.

- a. The information collected from the self-evaluation student surveys allows for measure of effective sessions. Surveys will be revised as needed and administered at least twice a semester based on the point in the semester of the student visit for students using Writing Room and OWL services.
 - b. Depending on the information collected from the goal setting interventions, the agreement may be revised. Each academic year, tutors will seek additional participants and work to increase to 25 participating students. If the results do not yield useable information, the goal setting mechanism and process will be revised the next academic year and reevaluated.
-

Pam Chambers
Interim Director Student Academic Services
August 13, 2012

Student Academic Services offers the following services to faculty, students, and staff: Accuplacer testing for course placement in English, math, and reading pursuant to the State Remedial Policy, ACT, SAT, LSAT, MAT, CLEP, and GRE subject testing, notification of placement in math, reading and English based on ACT/SAT/ or Accuplacer scores for newly admitted first time freshmen, Remedial Restriction monitoring pursuant to State Remedial Policy and CSU-Pueblo Remedial Policy, probation/suspension notification, exit interviews for students withdrawing from the University, and distributing Early Alert referrals to the appropriate departments. Student Academic Services creates an academic probation/suspension report and notifies students of their enrollment status at the end of each fall and spring semester if their cumulative grade point average is below 2.0. Early Alert reporting starts the third week of each fall and spring semester and is available until the end of the semester. Placement testing using the Accuplacer, monitoring of Remedial Restriction, and exit interviews are ongoing throughout the academic year.

I. Services Objectives

- A. Provide Accuplacer testing to new and continuing students to determine appropriate course placement in math, English, and reading. *100% of students who request Accuplacer testing will be provided the service.*
- B. Notify all admitted first time freshmen of placement in math, English, and reading based on ACT/SAT/or Accuplacer scores. *100% of students identified by Admissions as newly admitted first time freshmen will be notified of their placement in math, English, and reading.*
- C. Monitor Remedial Restriction for successful completion of remedial courses as soon as possible. *100% of students will determine a plan to complete remedial classes during their first appointment with Student Academic Services and 50% will complete the remedial class/s within two semesters of formulating the plan.*
- D. Conduct ACT, SAT, LSAT, MAT, CLEP, and GRE subject tests as scheduled. *100% of students who register for the test will be provided the test.*
- E. Identify and notify students who are placed on GPA Alert, Probation 1, Continuing Probation, or Suspension at the end of each fall and spring semester. *100% of students will be notified of change in enrollment status using campus e-mail and contact information student has provided to the University.*
- F. Interview students withdrawing from the University to determine the reason for their withdrawal. *100% of students who notify Student Academic Services of the need to totally withdraw or who plan not to return to the University will complete an exit interview.*
- G. Provide Early Alert System information to academic departments for follow up intervention. *100% of referrals received during Early Alert reporting (third week of the semester until the end of the semester) will be sorted and forwarded to the appropriate department.*

II. Methods for Assessing Service Objectives

- a. Intake and Planning Sheet – SAS completes Intake and Planning Sheet during the first appointment with student on Remedial Restriction. (Departmental Objective B)
- b. Data spreadsheets- Data are obtained from AIS and entered into spreadsheets that are kept on the “I” drive to monitor 100% participation for Service Objectives A through G. Copies of letters are kept in student files for Departmental Objective E.

Timeline: New procedures will begin Academic Year 2012-2013. Report of findings will be generated June 2013 and in June of subsequent years.

III. Assessment Results

Results of assessments will allow Student Academic Services to make possible changes in the intake process for Remedial Restrictions, address issues to better assist students, and address/discuss students’ needs regarding self advocacy skills. Director of Student Academic Services will monitor to make sure objectives are met and implement changes during the following academic year, if appropriate.

IV. Continuous Assessment

Student Academic Services is responsible for program improvement and ensuring that prior results drive future changes. As assessment results are gathered/ evaluated at the end of each academic year then adjustments will be made as needed to ensure that the department is meeting goals.
