Pam Chambers
Interim Director Student Services
August 15, 2013

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Student Academic Services

Assessment Plans

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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 in humanities, history, and social science 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 coordinating and monitoring the Early Alert System.
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Joseph A. McKinney
Academic Improvement Program Coordinator
August 2013

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 <u>academic</u> probation policies and outcomes in a confidential environment.
Refer to SLO #1.

B. Assist students on Academic Probation in identifying academic skills and behaviors impacting academic performance. Refer to SLO#2.

C. Provide students on Academic Probation information about available academic resources on campus to encourage improvement of essential academic skills. Refer to SLO#2 and 3.

II.   Student Learning Outcomes (SLO)

1. Students new to AIP will articulate an accurate understanding of university policies and procedures regarding academic probation, with particular emphasis on the distinctions between academic and financial aid probation policies. (Objective A)

    <u>Measure:</u> AIP Post-session survey.

    <u>Performance target:</u> AIP students will improve their understanding of academic probation as distinct from financial aid probation at an 85% level, 10% higher than measured 2012-13. *(2012-2013 data report that 98.9% of AIP students could articulate academic probation policy, while only 75% distinguished academic from financial aid probation policy.)*

    <u>Assessment schedule:</u> Fall 2013 and Spring 2014

2. Students will demonstrate the ability to identify skills and behaviors impacting their academic performance. (Objective B and C)

    <u>Measure:</u> AIP Continuing Student Survey and AIP Semester Spreadsheet analysis.

    <u>Performance target:</u> Each semester, AIP students will have identified skills and behaviors to improve their academic performance at a 75% level. In subsequent semesters, student identification will increase to 80%. *(2012-2013 data report that 100% of students self-reported improvement in their academic skills and behaviors, indicating that more rigorous measurement methods are necessary.)*

    <u>Assessment schedule:</u> Fall 2013 and Spring 2014

3. Students will show greater grade point average improvement as compared to probationary students not participating in AIP activities. (Objective C)

Measure: AIP Semester Spreadsheet analysis.

Performance target: 2013-2014 data will report that 30% more AIP students will improve their grade point average as compared to non-AIP students.

Assessment schedule: Fall 2013 and Spring 2014

III. Methods for Assessing SLO's

a. AIP Post-session Survey – AIP students will be provided a post-session survey to complete and submit to Student Academic Services following the initial AIP appointment. (P.O. A and C, SLO #1)

b. AIP Continuing Student Survey – At the conclusion of scheduled follow-up AIP appointments, AIP students will complete a brief survey regarding improvements in academic skills and behaviors as indicated in the Academic Improvement Plan developed during the initial AIP session. A previous attempt to assess this (student self-report) failed to provide useful data and a more rigorous method will be employed. (P.O. B, SLO #2)

c. AIP Semester Spreadsheet analysis – Before and after semester GPA comparisons for all students (AIP and non-AIP) on GPA alert or academic probation. (P.O. B and C, SLO #2 and #3)

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.

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Katherine Devine
Disability Resource Coordinator
July 30, 2013

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 the Disability Resource Office (DRO) with a transparent, meaningful, user-friendly intake process.

   Measure: Post-intake survey

   Performance target: Students will report positive, helpful, collaborative and timely interactions with DRO staff throughout the intake process at a rate of at least 75%.

   Schedule for assessment: Fall 2013 and Spring 2014

   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.

   Measure: Post-intake survey

   Performance target: Students will report awareness of available campus resources as a result of the DRO intake process at a rate of at least 75%.

   Schedule for assessment: Fall 2013 and Spring 2014

II.   Student Learning Outcomes (SLO)

   1. Students new to DRO registration process in 2013-2014 will self-report a clear understanding of the rights and responsibilities associated with the registration and reasonable accommodation process. (Objective A)

   Measure: Post-intake survey

   Performance target: Understanding of student rights and responsibilities will be at a 75% level. In subsequent years, understanding will increase to an 85% level.

   Schedule for assessment: Fall 2013 and Spring 2014

   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 Disability Resource Coordinator (DRC). (Objective B)

Measure: DRO Continuing Students Survey

Performance target: Each semester 70% of continuing DRO students will demonstrate 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.).

Schedule for assessment: Fall 2013 and Spring 2014

3. Students will independently attempt to resolve disability accommodation issues and will request assistance from DRC as needed. (Objective B)

    Measure: DRO Continuing Students Survey

    Performance target: Each semester, 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.

    Schedule for assessment: Fall 2013 and Spring 2014

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. (Objective C)

    Measure: DRO Continuing Students Survey, DRO Graduation Survey

    Performance target: Each semester, 50% of students will demonstrate 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.).

    Schedule for assessment: Fall 2013 and Spring 2014

    Measure (2): DRO Graduation Survey

    Performance target (2): During 2014-2015, 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 after their last semester of attendance

    Schedule for assessment (2): Beginning Fall 2014 and Spring 2015

III.   **Methods for Assessing SLO's**

   a. Post-Intake Survey – Students will be directed to complete an online survey, via Campus Labs, prior to leaving the DRO after their scheduled intake appointment with the DRC (SLO #1 and D.O. A, C)

   b. DRO Continuing Students Survey – Students will be directed to complete an online survey, via Campus Labs, prior to leaving the DRO after their scheduled semester appointment with the DRC (SLO #2, #3, #4 and D.O. B)

c. DRO Graduation Survey – After a student's last semester of attendance, the DRC will email student's a link to complete a survey. (SLO #4)

Timeline:
Post-Intake Survey and DRO Continuing Students Survey will be administered during the fall 2013 and spring 2014 semesters. Report of findings will be generated June 2014. During academic year 2014-2015 changes will be made to Post-Intake Survey and DRO Continuing Students Survey as needed. DRO Graduation Surveys will begin 2014-2015. Report on all assessments will be generated in June 2015 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.

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Keli Hibbert
Writing Room and CHASS GET Coordinator
August 1, 2013

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.   Department Objectives

a. Student tutors will develop skills to assess needs and deliver clear information about the course content and study skills. *TLOs #1 and #2*

b. Provide students opportunities to engage with course materials, utilize knowledge, and learn course content. *SLO #1, #2, and #3*

c. Provide students opportunities to acquire study skills and practice those with course information and assignments. *SLOs #1 and #2*

d. Provide students opportunities to review and to retain information from class discussions and readings. *SLOs #1, #2, and #3*

II. **Tutor Learning Outcomes**

1. Tutors will assess students' needs and adjust information delivery accordingly. (Objective A)

   Measure: Tutor Evaluation Rubric

   Performance Target: Eighty percent of tutors will score 4 and 5 on the Sessions and Content Knowledge categories of the evaluation rubric.

   Schedule for Assessment: A midterm meeting will establish goals for tutor improvement which will be evaluated during the last week of classes and Finals week for the Fall and Spring semesters.

2. Tutors will develop professional skills and learn and utilize tutoring pedagogy. (Objective A)

   Measure: Tutor Evaluation Rubric

   Performance Target: Eighty percent of tutors will score 4 and 5 on the overall evaluation rubric.

   Schedule for Assessment: Tutors will be evaluated during the last week of classes and Finals week for each Fall and Spring semester.

   Student Learning Outcomes

1. Students will discuss course content and apply that knowledge to course discussions and readings.

   Measure: Survey

   Performance Target: Students will identify understanding course material as agree or strongly agree at a rate of 70%. (Questions 1, 2, 5, and 6)

   Performance Target: Students will identify preparing for class as agree or strongly agree at a rate of 70%. (Question 4)

   Performance Target: Students will identify developing study strategies as agree or strongly agree at a rate of 70%. (Questions 3 and 7)

   Schedule for Assessment: Survey will be administered between weeks 12 and 15 to students coming in for CHASS GET sessions for each Fall and Spring semester.

2. 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%.

   Measure: Session Information and AIS Grade Reports

   Performance Target: 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%.

Schedule for Assessment: Following grade entry each Fall and Spring semester, the session data and grade data will be counted.

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.

III.   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.

IV.   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.

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GET Center Math/Science
August 1, 2013

The Gen Ed Math/Science section of the GET Center was closed effective 8/1/2013.
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Catherine Duncan
Undeclared Academic Advising
September 2, 2013

The 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, identifying and referring students to resources appropriate for academic success. (SLO2)

    C. Assist student with decision making steps/process in selecting a major that increases the likelihood of academic success. 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.

       Measure: Undeclared Student Evaluation (pre and post session)

       Performance Target: 100% 2012-13 was the baseline year; 100% of new Undeclared students participated in major exploration activities. *For 2013-14, this objective will be continued to determine consistency of outcome.*

       Schedule for Assessment: Fall 2013 and Spring 2014

    2. At the conclusion of the first meeting with Undeclared Academic Advising, students will indicate their academic status and be able to indicate the next steps in major exploration or major change.

       Measure: Undeclared Student Evaluation (post session survey)

       Performance Target: 100% 2012-13 was the baseline year; 100% of new Undeclared students were able to identify next steps on the Undeclared Student Evaluation (post session evaluation form). For 2013/14, this measure will be continued to determine if outcomes continue to be consistent.

       Schedule for Assessment: Fall 2013 and Spring 2014

    3. Students will change their major from being Undeclared to an academic major within 2 semesters of utilizing Undeclared Academic Advising Program services.

       Measure: Major Declaration changed from Undeclared to Specific Academic Major (in AIS)

       Performance Target: 70% *The 2012-13 academic year data collection was not for a full academic year- data incomplete. The 2013-14 target is for at least 70% of students who worked with the Undeclared Academic Advisor for two semesters, to declare an academic major.*

Schedule for Assessment: Fall 2013 and Spring 2014

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 (Fall and Spring semesters; data not reviewed in Summer semester) of initial contact with Undeclared Academic Advising program. Data will include major declared, retained or not retained, and active major exploration information. (PO A, B, and C: SLO1, 2, and 3.)

   Timeline:
   Student Learning Objectives will be assessed during Fall 2013 and Spring 2014 using the Undeclared Student Evaluation and Exit Survey. Report of findings will be generated June 2014. 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 2014 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**.**
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Keli Hibbert
Writing Room and CHASS GET Coordinator
August 1, 2013

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.

All tutors are CSU-Pueblo students and work towards specific outcomes through organized training. These outcomes are what student tutors are expected to achieve during their employment at the CSU-Pueblo Writing Room.

I. Program Objectives

a. Develop Tutors' skills to assess writers' needs to aid students throughout their writing processes. *TLOs #1 and #2*

b. Deliver clear instruction focused on one to two writing conventions in each session to aid students throughout their writing processes. *TLOs #1 and #2*

c. Provide instruction for students to become more independent throughout their writing process. Support them in identifying areas to strengthen in their writing and working through their revision processes. *SLO #1*

d. Encourage students to think critically about their own writing and work through writing as a process for communicating developed ideas. *SLO #1*

e. Engage students in responsibly utilizing and citing academic resources. *SLO #1*

II. Tutor Learning Outcomes

1. Tutors will work with students to identify areas where revision is beneficial to the writing process. Tutors will teach why and how to apply revisions and utilize the information in other revisions and writings.

   Measures: Tutor Evaluation Rubric and Coding Responses

   Performance Target (Rubric): Eighty percent of tutors will score 4 and 5 on the Sessions and Content Knowledge categories of the evaluation rubric.

   Schedule for Assessment: Every semester, a midterm meeting will establish goals for tutor improvement which will be evaluated during the last week of classes and Finals week for the Fall and Spring semesters.

   Performance Target (Coding): Tutors in their first year with the Writing Room will self code and peer code session summaries at a consistency rate of 70%. Continuing Tutors will demonstrate consistency at a rate of 90%. Session content, as reported post-session by the tutor, will be evaluated for five themes: Purpose, Revision, Structure, Documentation, and 21st Century Skills.

   Schedule for Assessment: The data will be compiled and analyzed at the end of the Fall and Spring semesters.

   Performance Target (Coding): Tutors will limit session themes to one or two areas at a rate of 80%.

   Schedule for Assessment: The data will be compiled and analyzed at the end of the Fall and Spring semesters.

2. Tutors will encourage students to return for multiple sessions to develop writing and revision processes. (Objectives A and B)

   Measure: Data Analysis, Rubric, and Coding

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Performance Target (Data Analysis): Repeat sessions should remain at 40% or higher each semester.

Schedule for Assessment: The data will be compiled and analyzed at the end of the Fall and Spring semesters.

Performance Target (Rubric): Eighty percent of tutors will score 4 and 5 on the Professionalism category of the evaluation rubric.

Schedule for Assessment: Every semester, a midterm meeting will establish goals for tutor improvement which will be evaluated during the last week of classes and Finals week for the Fall and Spring semesters.

Performance Target (Coding): Purpose and revision will be the focus of 70% of the sessions.

Schedule for Assessment: The data will be compiled and analyzed at the end of the Fall and Spring semesters.

Performance Target (Coding): Ninety percent of sessions will have one or two codes.

Schedule for Assessment: The Writing Room and CHASS GET Coordinator or the OWL Coordinator will code all session forms to determine the focus of the session content at the end of the Fall and Spring semesters.

Student Learning Outcomes

1. Students will apply information and practices discussed in face-to-face and online sessions to their writing.

    Measure: Student Survey

    Performance Target: Students will self identify agree or strongly agree use of session information and understanding of the revision processes at a rate of 70% or greater. Questions 1 and 2

    Performance Target: Students will self identify agree or strongly agree understanding thesis statement and topic sentences information at a rate of 70% or greater. Question 3

    Performance Target: Students will self identify agree or strongly agree understanding basic paragraph structure as part of the revision processes at a rate of 70% or greater. Question 4

    Performance Target: Students will self identify agree or strongly agree understanding documenting sources at a rate of 70% or greater. Question 6

    Schedule for Assessment: The data will be compiled and analyzed at the ends of each Fall and Spring semesters.

    Overall Timeline:
    The results of the assessment methods will be presented annually to the Director of Student Academic Services each June. The information will be collected during the Fall and Spring semesters of the 2013-2014 Academic Year.

III.   Assessment Results

Results from the assessment of the Writing Room will be used to improve training and the services offered to students:

a. 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.

b. The coding results will demonstrate trends of sessions and strengths of Writing Room Tutors and identify areas for further training.

c. Results of program use statistics will allow Tutor Trainers to adjust tutor training schedule and to track trends in session intake.

d. Results from coding sessions will aid in identifying trends related to repeat sessions each semester and over the academic year.

e. Results from student surveys will allow the Writing Room to evaluate student visits. Additionally, this feedback will inform training discussion to ensure tutors are effectively working with students through revision.

IV.   Continuous Assessment

a. The information collected from the student surveys allows for measure of effective sessions. Surveys will be revised as needed and administered to students using Writing Room and OWL services.

b. 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.

c. Depending on the information collected from the coding project, tutors will be trained to develop their understanding and abilities to teach different themes. If the results do not yield useable information, the goal setting mechanism and process will be revised the next academic year and reevaluated.

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Pam Chambers
Interim Director Student Academic Services
August 7, 2013

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.

       <u>Measure:</u> College Board site reports and data tables

       <u>Performance target:</u> *100% of students who request Accuplacer testing will be provided the service.*

       <u>Schedule for assessment</u>: Fall 2013 and Spring 2014

    B. Notify admitted first time freshmen who require remediation of their placement in math, English, and reading based on ACT/SAT/or Accuplacer scores.

       <u>Measure:</u> List from Admissions and AIS

       <u>Performance target:</u> *100% of students identified by Admissions as newly admitted first time freshmen will be notified of their placement in math, English, and reading if remediation is required.*

       <u>Schedule for assessment</u>: Fall 2013 and Spring 2014

    C. Monitor Remedial Restriction for successful completion of remedial courses.

       <u>Measure:</u> Remedial Restriction Intake and Planning Sheet and database

       <u>Performance target:</u> *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 three semesters of formulating the plan (excluding summer).*

       <u>Schedule for assessment</u>: Fall 2013 and Spring 2014

    D. Conduct ACT, SAT, LSAT, MAT, CLEP, and GRE subject tests as scheduled.

       <u>Measure:</u> Test company reports and database

       <u>Performance target:</u> *100% of students who register for the test will be provided the test.*

       <u>Schedule for assessment</u>: Fall 2013 and Spring 2014

    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.

Measure: Probation/Suspension Report in AIS, copies of letters kept in student files, and database

Performance target: *100% of students will be notified of change in enrollment status using contact information student has provided to the University.*

Schedule for assessment: Fall 2013 and Spring 2014

F. Conduct exit interviews with students who are planning to withdraw from all courses and leave the University to determine the reason for their withdrawal.

   Measure: Exit Interview form and database

   Performance target: *100% of students who notify Student Academic Services of the need to withdraw from all courses and leave the University will complete an exit interview.*

   Schedule for assessment: Fall 2013 and Spring 2014

G. Coordinate and monitor the use of the Early Alert System by monitoring referrals from instructors and follow up intervention by advisors or departmental delegates.

   Measure: EAS report and spreadsheet

   Performance target: *SAS will monitor and report usage of the EAS System with the goal of 25% more referrals by instructors compared to Fall 2012 and Spring 2013.*

   Schedule for assessment: Fall 2013 and Spring 2014

II. Methods for Assessing Service Objectives

a. Intake and Planning Sheet – SAS completes Remedial Restriction Intake and Planning Sheet during the first appointment with student on Remedial Restriction. (Objective C)

b. Data spreadsheets or AIS reports - Data are obtained from AIS and entered into spreadsheets that are kept on the "I" drive to monitor 100% participation for Service Objectives B through G.

c. Copies of letters are kept in student files for Departmental Objective E.

d. Reports from sources outside Student Academic Services – College Board, ACT, lists from Admissions. These reports are used for Objectives A, B, and D.

Timeline: Fall 2013 and Spring 2014. Report of findings will be generated June 2014 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.

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