UNIVERSITY of WISCONSIN
GREEN BAY

OFFICES WITHIN THE ENROLLMENT SERVICES DIVISION

ASSESSMENT STRATEGIES AND RESULTS
2008 - 2015

ACADEMIC ADVISING

ACADEMIC ADVISING HISTORICAL ASSESSMENT
2008-2009 to Present

Assessment Efforts 2008-2009

<u>Purpose</u>

We assessed how well freshmen understood the SIS system. We wondered if the time spent advising students was more a product SIS being somewhat challenging to navigate. Could students register without any training on their own?

<u>Summary of Methods</u>

Conducted a Qualtrics survey and sent it to our freshmen distribution lists. The survey asked questions about SIS, the value of demonstrations prior to registration and how we can better teach/serve students with utilizing SIS.

<u>Assessment Results</u>

We found that students didn't retain much of the technology session provided during Registration and Resources in June. They struggled navigating the system for registration purposes but not as much as initially thought when beginning the assessment. We learned Advising was very important in helping freshmen make the smooth transition to college in regards to registration tools etc.

<u>Actions Taken</u>

1. Began having advisors go to all English Composition 093, 100 sections (most freshmen in those courses) and do SIS demonstrations.
2. Followed-up with MIS on how to make SIS more student friendly in regards to requirements.
3. Began discussions on changing Registration and Resources Tech Talk to focus more on registration. This change happened a couple years ago.

Assessment Efforts 2009-2010

<u>Purpose</u>

We were concerned about advising too many declared junior and senior students. We wanted to assess the reasons they were coming to us. Were the General Education related? Were they faculty advising related? How could we reduce advisor confusion?

<u>Summary of Methods</u>

We kept track of all the juniors and seniors that stopped in via appointment and/or drop-in advising and sent them a Qualtrics survey to assess the reasons they visited.

<u>Assessment Results</u>

Juniors and seniors were visiting for a variety of reasons. The most being difficulty in finding faculty advisors at the last minute, lack of trust of information, general education questions and graduation issues.

<u>Actions Taken</u>

1. Implemented better screening at our front desk. If a junior/senior had questions regarding a major, they were referred to a faculty advisor. If a faculty advisor was not available, a referral to the dean would be next step. We did this without sacrificing service to students.
2. Began trying to get a campus discussion on advising going to improve the quality of academic advising across campus.

Assessment Efforts 2010-2011

<u>Purpose</u>

We wanted to assess GPA and whether NWTC students tended to struggle academically as compared to UW College student counterparts. We were wondering whether the rigor at NWTC compared to that of UW College students. If similar, would this help to transfer more courses? Did we need to offer more transitional support programs for our technical college students? Did technical college student register later than UW College students?

<u>Summary of Methods</u>

Ran GPA query through the Registrar's Office to compare academic performance between groups. We kept all data consistent by only looking at students with one college transfer route. The students hadn't transferred more than one time.

<u>Assessment Results</u>

Though the data favored the UW College students by 6%, we came to the realization that the technical students were prepared academically for UW-Green Bay. For example, 72% of the NWTC students earned a 2.5 or above while 78% of the UW College students did the same.

<u>Actions Taken</u>

1. Shared the information with the Dean of Enrollment Services for discussion on transfer equivalency and articulation agreement.
2. Began thinking about the social transition of these students and whether there was an issue there.
3. Changed Transfer Student Orientation to focus more on the detail information needed for transition as opposed to academic preparation.

Assessment Efforts 2011-2012

Assessment involved collaborating with an area outside of Enrollment Services. We chose at-risk students and Residence Life. We felt more collaboration with Area Coordinators may help us track students and intervene sooner than we currently had been.

<u>Purpose</u>

Would collaboration with Residence Life help to identify and assist probation students earn good standing? Worked with Residence Life on identifying students on probation in the fall term and reach out to them collaboratively to get back on track.

<u>Summary of Methods</u>

Worked with the Registrar's Office to identify all students on probation living on campus. Collaborated specifically with Area Coordinators to train on resources and follow-up with students. Increased SIS access for ACs to assist with meeting with probation students.

<u>Assessment Results</u>

Found that collaborative efforts are helpful, but Area Coordinators need significant training on academic policy and procedure. Identification and initial contact of students worked well to intervene.

<u>Actions Taken</u>

1. Routinely send probation and strict probation updates to assistant director to be shared with Area Coordinators as needed.
2. Coordinate Area Coordinator and Advising meetings to share information and talk through issues regarding student follow-up.

ADMISSIONS

No information available since last Higher Learning Commission Review.

CAREER SERVICES

Mission Statement

Career Services at UW-Green Bay facilitates the career development and future success of our students. We guide students in understanding their career and academic choices, and we teach the career development process and professional skills students will need for their future success. We assist students in securing post graduate employment and admission into graduate & professional school. We build and strengthen connections with alumni, employers and graduate/professional schools by collaborating and partnering with organizations to meet their recruitment needs. We are dedicated to providing personalized, direct assistance to help students manage their careers. We adhere to professional standards and ethics in our programs and policies.

Operational Assessment

1. Weekly Staff Report for Observations, 2010-2011

    Annually as we gathered workload indicators and statistics, we looked at observations made by staff in PRO as the "record" of the interaction with a student, employer and/or alumnus. During this year, an unusually low number of observations for 1 staff member became a concern. As a result, we explored a way to operationally analyze and double check our administrative processes. We implemented a process where a report of the observations created were compared weekly with staff calendars. A student worker would then notify a staff member of any missing observations for a noted appointment. On average 3-4 observations were identified weekly to be missing. Therefore we implemented a regular weekly process for our student workers to complete a comparison of observations vs. staff calendar meetings & appointments. This process has continued since spring 2011.

2. Student Information Updates, 2011-2012

    During this academic year, our staff wanted to increase the accuracy of information in PRO about candidates for internships and for full-time opportunities. We knew from experience

that students were not regularly updating SIS. Therefore we looked at the feasibility of implementing an update process, very similar to a Dr's office that asks you to verify information upon check-in. For one semester, we found that we were updating an average of more than 70% of all the records in PRO based on their existing information. Therefore we implemented a regular process where all students meeting with a member of Career Services would be provided with an update card to complete and those edits would then be made in PRO to contact information, graduation status, and some other data fields as well. This has become a standard practice for our office staff since spring 2012.

3. Appointment Reminders, 2011-2012

Our staff experienced an unusual amount of no-shows for student appointments. No Show Appointments block staff availability and prevent other students from gaining the assistance that they seek. A tally of the volume of no-shows was completed. We then explored possible options to eliminate or at least minimize the problem. Again, we looked to the private sector and felt than an appointment reminder via email the day before could be a reminder to trigger the need to keep and make the scheduled appointment. We started tracking no shows and cancellations. We noticed the trend of an increase in re-scheduled or cancelled appointments (phone, email or in-person) by the students so the reminder was creating a conscious response from a student to cancel in advance. We continue to track all no-shows, cancellations and rescheduled appointments and we continue with daily email reminders about scheduled appointments. This has continued since spring 2012.

4. Survey Response Rate Bias, 2011-2012 and 2014-2015

With collection of the First Destination Survey data and subsequent report, questions arose on its reliability and representation of the graduating class. Therefore with the assistance of the Institutional Research Office, an analysis of survey responders and non-survey respondents for the class of 2010 was completed. Items looked at included gender, racial diversity and GPA differences across response categories. Analysis of response rate was reviewed by categories and no biases were found. It was recommended that the study of response bias be completed every 3-5 years. We would be on track to analyze for the class of 2014. The class of 2014 was recently completed.

Programmatic Assessment

1. Etiquette Program (2013-2015)

Post event surveys have been sent to both student attendees and professional attendees. As a result of the feedback received, we have made changes to the venue, the menu, the format and the speaker over the past 3 years. 2013-2015 results are attached.

2. Undecided Student Retention Effort (2011-2015)

   This has been an on-going assessment since the 2011-2012 academic year. Career Services wanted to do a targeted outreach to undecided students (no major designated) to encourage use of services and enrollment in career planning course. Students were coded in our student tracking system (PRO). Various email communication occurred with this group throughout the year. A new list was generated each semester. Appointments, drop-ins, course enrollment are then tracked annually in the same system. We are not able to track individual email responses to students by individual student. We can then see the percent of those students served. We also look at the number of students that are no longer enrolled at the end of the year. Over the four year period, 16-24% of the students have received some type of assistance from Career Services. We have not moved to do a control group – outreach to 50% of the students and compare service/assistance between the two groups. Annual results for 2012-2015 are attached.

3. Professional Skills Course (2013-2015)

   A professional skills Course, *Professional Skills for Your Career*, was offered for three consecutive semesters beginning in spring 2014. 2 sections were offered each semester. For each section, students enrolled completed a pre and post questionnaire about information known prior to the course and information learned through the course. There was movement on each of the 15 items. Students reflected positively on the course, the overall benefit of the course and made recommendations that the course continue to be offered. Current staffing and workload has prevented continuation of the course. It has been approved as a permanent course through business administration. Summary results for each section pre/post results are attached.

4. On-campus Interview Program (2008-2013)

   Interview evaluations are completed for each participating student in our on-campus interview program by the employer. These interviews are part of the recruitment process for post-graduate and/or internship opportunities. Each individual evaluation is reviewed by a member of our staff. Any concerning evaluation results in direct communication to the impacted student encouraging the student to meet with a staff member to review the evaluation and develop a plan for improvement.

   Results and means for 11 semesters of our on-campus interview program were analyzed. As a result of feedback, comments and mean scores, our staff implemented content in classes, interview workshops or arranged for specialized programming. We have offered an employer lead behavioral interview workshops and two specific employer panels on interview practices and techniques. We have heavily emphasized professional attire in all class discussions and it is a recommended requirement to attend our programs. From fall 2008 to spring 2013, the mean on 12 of 13 items (scored on a scale of 1-7) increased in a

range of .05 to .64. There was only one item were a decrease occurred and the difference was .17 for the preparation item. See attached.

5. Mock Interview Program (Spring 2011-Fall 2013)

Mock interview evaluations are completed for each participating student by the employer volunteer interviewing the students. Results and means for 5 mock interview day programs were analyzed. Students participating in the mock interview program are given an opportunity to review the results of the evaluation. All evaluations are reviewed by a member of our staff. Any concerning evaluation results in direct communication to the impacted student encouraging the student to meet with a staff member to review the evaluation and develop a plan for improvement.

As a result of feedback, comments and mean scores, our staff implemented content in classes, interview workshops or arranged for specialized programming. We have offered an employer lead behavioral interview workshop and two specific employer panels on interview practices and techniques. We have heavily emphasized professional attire in all class discussions and it is a recommended requirement to attend our programs. From spring 2011 to fall 2013, the mean on all 11 items (scored on a scale of 1-7) increased in a range of .17 to .51. See attached.

6. Career Planning Course (2010-2015)

Each year, four sections of Career Planning (HUM DEV 226) are offered to any student – not just human development students. Enrolled students are given an assessment at the beginning of the course and at the end. Each semester there is a positive net difference in the pre/post responses to the assessment items. Students have learned valuable career development concepts. This is the only structured way career development is offered consistently at UW-Green Bay. 6 year history of the assessment for the course is included.

7. PRO Resume Review Evaluation (2009-2010)

An office policy has been to have staff provide a resume review of all resumes uploaded to PRO by students for the first time only. Feedback would be provided to the students in writing. However the employer ability to view a student resume or the inclusion of a student's resume in a resume referral was not contingent on the student making recommended changes. With increased service demands, we decided to review if the practice was deemed valuable by the students. Students who uploaded a resume into PRO from July 1, 2009 through June 30, 2010 were sent a survey by email asking questions ranging from did you find it helpful, did you make the changes, etc. See attached. 480 email surveys were sent and 109 were completed for a response rate of 22.7%. 75% of respondents uploaded a revised resume, 95% of respondents implemented some or all of the changes and 94% of respondents found the review helpful. Based on these results, we opted to continue this service to students.

DISABILITY SERVICES

DISABILITY SERVICES HISTORICAL ASSESSMENT
2008-2009 to Present

Mission Statement

The Disability Services Office (DSO) is to collaborate with students, instructors and staff to ensure equal educational and programmatic access for eligible students with documented disabilities. We proved students the opportunity to reach their full potential by creating academic accommodations and support services along with promoting independence and self-advocacy.   Additionally, we serve as a campus and community resource on post-secondary disability issues.

Assessment of Notetaking Services

In 2008-09, we assessed and evaluated the timeliness of our notetaking services from the initial request to time of hiring/acquiring a note taker. As we had always kept track of the requests for a note taker, we then collected data on the initial request and time of hiring to then calculate how long it would take on average for a student to receive their notes. This assessment was compiled for fall 2008 and fall 2009. In fall 2008 it took on average 4.9 days per week and in fall 2009, the average was 5.9 days. We felt based on this data, we were timely in services, but we continued to think of ways to improve our notetaking services. For the 2012-13 academic year, we had evaluated how we could deliver the notes electronically instead of the current paper form so students could be more independent and provide services 24/7. After evaluating the electronic storage supported on our campus (GBShare) and testing this process with some of our current student employees, we went live on fall 2013. Step by step instructions were developed along with personal instruction on how to upload and acquire notes was provided by the DSO staff. After we completed the first semester, we sought out feedback from the students when they met with the DSO Coordinator for their accommodations in the spring. Students liked being able to access them 24/7 and not having to stop by the office several times a week. The DSO staff were also able to provide access to their faculty members if there were concerns about the accuracy of the notes. This assessment correlated well with our mission as it ensures timely access and promotes independence.

Assessment of technology/websites/D2L

As we continued to assess our services, we spend a great deal of time looking at technology and how we can use it to provide more resources to others in the area of disability issues. In 2012 we revamped our website by researching other college campuses' websites across the county and we found several improvements. We were able to receive permission to use another campus' website on assistive technology resources that has provide information on free/low cost, built in and web browsers accessibility extensions. The actions as a result of our changes to our website have provided much needed resources to local high school teachers, prospective and current students and allowed DSO Coordinator to present this information at breakout session for the Brown County Transition Conference in October of 2014.

Another area to utilize current technology to support of our student employees was to assess, develop and implement a D2L training manual for student employees in attempts to increase their knowledge, provide more staff time away from training and increase our student employees' independence to problem solve. We have all of the materials available for our student employees on every job aspect.

However, the end results of this are that student employees don't reference it to help problem solve and continue to rely on DSO staff to provide their support. Although this is a great resource, it is underutilized by our student employees but continues to be updated and supported by DSO staff.

As we move forward, we will continue to informally assess but move to more formal assessments to support our changes in the office. Assessment is really about looking at ways to improve our services and go along with our mission which I believe we are always striving to do. Unfortunately, due to part time staffing, assessment can be overlooked as we continually strive to maintain federal compliance of disability laws first and foremost.

FINANCIAL AID

**FINANCIAL AID HISTORICAL ASSESSMENT
2008-2009 to Present**

No information available since last Higher Learning Commission Review.

GBOSS (Green Bay One Stop Shop)

**GBOSS HISTORICAL ASSESSMENT
2008-2009 to Present**

Mission Statement

GBOSS educates prospective and enrolled students and their families to make informed decisions about admission, financial aid, college finances, and registration so that they may achieve their academic, career, and lifelong learning goals. We are committed to providing excellent customer service that is accurate, timely, professional, and delivered in a friendly and confidential manner. The staff will provide advice, clarify policy and procedures, and empower students by teaching them how to complete self-service transactions to manage their own college business. Students whose needs fall outside our services will be promptly, directly, and correctly referred to an appropriate office or person for assistance.

Assessment Efforts 2008-Present

1. Identified unnecessary referrals that were being made to other individuals in the office as items GBOSS could manage. Result: Security access in SIS and training was given.

2. Create and maintain office training manuals for Admission, Financial Aid and Registrar processes. Many processes were not documented. Created these manuals to ease training for new GBOSS staff and ensure consistency among the offices.

3. Identified best practices in communicating with and keeping track of who was available in the individual offices GBOSS supports.

   - Required use of office calendar for Admissions, Financial Aid and Registrar so GBOSS staff did not have to look at several individual calendars to identify availability for student walk ins or phone calls.
   - Required implementation and use of Instant Messaging for quick, easy responses and verification of information from advisor to share with students.

4. Created efficiencies in communication to students.

   - Catalog of signature emails created to ensure uniform and constant responses to inquires.
   - Creation of checklist of items to review with a student who is canceling their admission, dropping individual classes, or withdrawing from their classes after the term has started. Ensures students have all the information they need regarding readmission, financial aid, billing, housing, records and can make informed decisions.
   - Assist in creation of Academic and financial deadlines calendar.
   - Became primary communicator to students for the University with regards to deadlines, registration information, academic standing and graduation application information.

5. Support Admissions, Financial Aid and Registrar office in all of their assessment efforts

   - Seeing as GBOSS is an extension of these office, we support and help execute new initiatives within their offices.

REGISTRAR'S OFFICE

REGISTRAR'S OFFICE HISTORICAL ASSESSMENT
2008-2009 to Present

Mission Statement

The Registrar's Office is the records custodian of the institution. We retain academic history as it relates to catalog, curriculum, enrollment and academic plans, including supporting the on-going development and modification of requirements. We insure that the institution's standards are applied to all degrees conferred and assist students in completing their degrees.

Until 2016-2017, a formalized assessment was not requested of this office. Key accomplishments related to process improvement of office operations are identified, by academic year below.

Assessment Efforts 2010-2011

1. Implemented 3rd party transcript ordering software from Credentials, Incorporated.

   - Auto-generates 75% of outgoing transcripts using a validation process run against the Student Information System (SIS)
   - Staff intervention required is to prepare and mail out documents generated
   - Money for orders is collected by 3rd party, fees removed for processing costs, remainder is remitted to UW Green Bay as cost recovery for services, materials.
   - Began option of sending electronic PDF transcripts to valid 3rd party email or in network exchange of XTML/EEC transcripts 1275 orders processed in short time it was installed (October – December 2010)

2. Revaluation of record destruction policy and realignment of practice with UW System standards of practice

Assessment Efforts 2011-2012

1. Added unofficial transcripts to current array of print options available with students, worked with vendor to add this program feature into existing software platform; 6777 orders processed

2. Launched existing NextGen electronic form software product and transitioned many transactional paper request forms over to an electronic format, which dramatically reduced the foot traffic to the then front desk staff. Reduced the time of approval by eliminating the need to find the faculty, on campus to gain signature approval of the requested action, over 4200+ forms were processed in year one alone.

3. Implemented a Voter ID validation process to present a self-identified campus address, with enrollment verification added to identify as a current student for the existing or upcoming semester in progress.

Assessment Efforts 2012-2013

1. Worked with Academic areas to improve communication efforts regarding the course and program curricular actions. An electronic form process, many times information was unclear, incomplete, or not received by registrar staff for implementation or processing in SIS.
   - Resulted in Registrar invitation to the Academic Affairs and Graduate Studies Councils, immediate results experienced as proposals were reviewed while in the queue and clarifications made prior to these two faculty governed committees approving the requested actions.
   - Less errors made on course construction or degree audit preparation and better clarification documentation.

2. Using existing NextGen electronic form continuously improved forms, made forms available to Graduate office.

3. Using ImageNow capabilities assisted Graduate office in creating an imaging process to review application materials for admit decisions for Master programs.

4. Implemented a Voter ID validation process to present a self-identified campus address, with enrollment verification added to identify as a current student for the existing or upcoming semester in progress.

Assessment Efforts 2013-2014

1. Worked with 3rd party transcript vendor to negotiate and implement a mail system for transcripts at their physical location. Eliminated the need for Registrar staff to process and mail over 85% of transcripts generated which are sent from Chicago, IL location. Negotiated unofficial transcript ordering set up, these transcripts print at UWGB, mailed to recipient at low cost to requestor; 6733 orders processed

Assessment Efforts 2014-2015

1. Transcripts – approximately 5825 orders processed.

2. Catalog HTML program platform collapsed, home grown SQL by graduate student programmer. Resulted in exploration and eventual software purchase of CourseLeaf, a Catalog Information Management and Curricular Information System. Two modules, used to capture information and policy documentation alongside course and program changes.

   - Year one implementation involved an institution wide decision/implementation committee. Onsite vendor visits, two day training and follow up training for faculty and staff users by the Registrar staff over a semester period. The catalog module was implemented first, thus the 2014-15 catalog was created in this system and published.

3. Following soon thereafter conversion and implementation of the curricular workflow module to capture all 2015-2016 course/program changes for inclusion in the 2015-2016 catalog.

   - Continued Registrar participation on the faculty governance committees to monitor, assist faculty with catalog production and course/program changes.

Assessment Efforts 2015-2016

1. On track for 5000+ transcripts ordered annually.

2. Entered year two of use of catalog/curricular management.

3. At the end of 2015 fiscal year resulted in 3 staff member transitions to retirement or job change. Registrar's office staff went unfilled for an almost 5 month period, adding 3 new personnel (of 2 full time, 1 half time) of 7.5 total personnel by end of fall 2015.

4. One additional individual left prior to the spring 2016 semester, with the last position being filled in March 2016. Back to 7.5 staff positions in office.

5. Due to change of staff looking at revamp of overall office duties, cross training of job responsibilities amongst more than one individual so many common transactions requested by students, faculty can be processed and assistance provided with help of GBOSS front desk staff and multi-staff in this office.

TRIO AND PRECOLLEGE

TRIO AND PRECOLLEGE PROGRAMS HISTORICAL ASSESSMENT
2008-2009 to Present

Purpose for Doing the Assessment

Annually the TRIO programs, Upward Bound (UB) and the Regional Center for Math and Science (RCMS or UBMS), submit a Performance Report (APR) to the Federal Department of Education. In addition to meeting the reporting requirements the TRIO and Precollege staff use this annual data to improve services and summer course selections in efforts to meet standard objectives that were missed during the previous reporting year.

Summary of Assessment Methods

Several methods are used to assess progress towards meeting the APR standards. Each semester transcripts are requested and reviewed providing information needed for monitoring and advising, annually the seven student cohorts are searched/updated using the National Student Clearinghouse to assess college enrollment and degree completion, daily Social Media is utilized to monitor and advise students in the active cohort groups, periodically current and recently graduated cohort groups are Surveyed using TRIO and Precollege e-forms or google docs to help review, assess and inform courses and other program activities and services.

Summary of Assessment Results - 2008-2009, 2009-2010, 2010-2011, 2011-2012

OBJ	2008-09		2009-10		2010-11		2011-12	
	#	%	#	%	#	%	#	%
SERVICE NUMBERS *2/3rds of all UB participants served will be both LI and FG with the remaining 1/3rd being either LI*	58/69	84% double	57/68	84% double	53/68	78% double	56/75	75% double
	11/69	16% single	11/68	16% single	15/68	22% single	19/75	25% single
	Objective Met		Objective Met		Objective Met		Objective Met	

*or FG (**UWGB funded to serve 65 - - 44 must be DBL and 21 can be SNGL Qualified**)*				
*2/3rds of all UBMS participants served will be both LI and FG with the remaining 1/3rd being either LI or FG (**UWGB funded to serve 57 - - 38 must be DBL and 19 can be SNGL Qualified**)*		45/65 69% double 20/65 31% single Objective Met	48/67 72% double 19/67 28% single Objective Met	51/72 71% double 21/72 29% single Objective Met
OBJECTIVE 1: ACADEMIC IMPROVEMENT ON STANDARDIZED TESTS: *85% of all UB participants, who at the time of entrance into the project had an expected high school graduation date during the school year, will have achieved at the proficient level during high school on state assessments in reading/language arts and math.*	17/23 74% LA 19/23 83% M Objective NOT Met	16/19 84% LA 14/19 74% M Objective NOT Met	9/16 56% LA 11/16 69% M Objective NOT Met	15/19 79% LA 15/19 79% M Objective NOT Met
85% of all UBMS participants, who at the time of entrance into the project had an expected high school graduation date during the school year, will have achieved at the proficient level during high school on state assessments in reading/language arts and math.		24/26 92% LA 25/26 96% M Objective Met	16/17 94% LA 13/17 76% M Objective NOT Met	19/21 90% LA 17/21 81% M Objective NOT Met
OBJECTIVE 2: PROJECT RETENTION *75% of 9th, 10th, and 11th grade project participants served during each school year will continue to participate in the UB Project during the next school year.*	51/57 89% Objective Met	51/55 93% Objective Met	48/57 84% Objective Met	53/60 88% Objective Met
75% of 9th, 10th, and 11th grade project participants served during each school year will continue to participate in the UBMS Project during the next school year.		26/26 100% Objective Met	50/50 100% Objective Met	29/29 100% Objective Met
OBJECTIVE 3: POSTSECONDARY ENROLLMENT *75% of all UB participants, who at the time of entrance into the project had an expected graduation date during the school year, will enroll in a program of postsecondary education by the fall term*	15/23 65% Objective NOT Met	17/19 89% Objective Met	11/16 69% Objective NOT Met	17/19 89% Objective Met

immediately following the expected graduation date from high school.				
75% of all UBMS participants, who at the time of entrance into the project had an expected graduation date during the school year, will enroll in a program of postsecondary education by the fall term immediately following the expected graduation date from high school.		26/26 100% Objective Met	16/17 94% Objective Met	18/21 86% Objective Met
OBJECTIVE 4: POSTSECONDARY PERSISTENCE *80% of all UB participants who enrolled in a program of postsecondary education during the fall term immediately following high school graduation will be enrolled for the fall term of the second academic year.*	13/13 100% Objective Met	14/15 93% Objective Met	12/17 71% Objective NOT Met	8/11 73% Objective NOT Met
80% of all UBMS participants who enrolled in a program of postsecondary education during the fall term immediately following high school graduation will be enrolled for the Fall term of the second academic year.		25/27 93% Objective Met	22/24 92% Objective Met	15/16 94% Objective Met

Summary of Assessment Results - 2012-2013 (UB_YR1/RCMS_YR5)**, 2013-2014** (UB_YR2/RCMS_YR1)**, 2014-2015** (UB_YR3/RCMS_YR2)

	2012-13	2013-14	2014-15
Provide the total number of proposed participants to be served each year: __**76**___ **RCMS**	56 Students LIFG 21 Students LI or FG **77 Total Students** 73% LIFG 27% LI or FG Objective Met	53 Students LIFG 23 Students LI or FG **76 Total Students** 70% LIFG 30% LI or FG Objective Met	58 Students LIFG 21 Students LI or FG **79 Total Students** 73.5% LIFG 26.5% LI or FG Objective Met
Provide the total number of proposed participants to be served each year: __**77**___ **UB**	56 Students LIFG 21 Students LI or FG **77 Total Students** 73% LIFG 27% LI or FG Objective Met	57 Students LIFG 23 Students LI or FG **80 Total Students** 71% LIFG 29% LI or FG Objective Met	60 Students LIFG 18 Students LI or FG **78 Total Students** 77% LIFG 23% LI or FG Objective Met
Academic Performance--Grade Point Average (GPA)	66 / 77 students had a gpa of greater than 2.5	66 / 76 students had a gpa of greater than 2.5	77 / 79 students had a gpa of greater than 2.5

__85__% of UBMS participants served during the project year will have a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year. **RCMS**	86% Objective Met	87%. Objective Met	97.5%. Objective Met
__70__% of UB participants served during the project year will have a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year.	58 / 77 students had a gpa of greater than 2.5 75% exceed 2.5 g.p.a. Objective Met	45 / 64 students had a gpa of greater than 2.5 Excludes 16 8thBridge 70% Objective Met	59 / 78 students had a gpa of greater than 2.5 Excludes 9 8thBridge 75.6% Objective Met
Academic Performance on Standardized Test: __85__% of UBMS seniors served during the project year, will have achieved at the proficient level on state assessments in reading/language arts and math. **RCMS**	28 / 29 seniors served in 2012-13 reporting year tested proficient in all areas. 97% Objective Met	19 / 22 seniors served in 2013-14 reporting year tested proficient in all areas. 86% Objective Met	20 / 26 seniors served in 2014-15 reporting year tested proficient in all areas. 77% Objective NOT Met
__70__% of UB seniors served during the project year, will have achieved at the proficient level on state assessments in reading/language arts and math.	9 / 11 seniors served in 2012-13 reporting year tested proficient in all areas. 82% Objective Met	6 / 10 seniors served in 2013-14 reporting year tested proficient in all areas. 60% Objective NOT Met	13 / 22 seniors served in 2014-15 reporting year tested proficient in all areas. 59% Objective NOT Met
Secondary School Retention and Graduation __95__% of UBMS project participants served during the project year will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma. **RCMS**	76 / 77 students are continuing on or have graduated as expected. 99% Objective Met	76 / 76 students are continuing on or have graduated as expected. 100% Objective Met	79 / 79 students are continuing on or have graduated as expected. 100% Objective Met
__95__% of UB project participants served during the project year will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma.	77 / 77 students are continuing on or have graduated as expected. 100% Objective Met	80 / 80 students are continuing on or have graduated as expected. 100% Objective Met	79 / 79 students are continuing on or have graduated as expected. 100% Objective Met
Secondary School Graduation (rigorous secondary school program of study) __80__% of all current and prior year UBMS participants, who at the time of entrance into the project had and expected high school graduation date in the school year, will complete a rigorous secondary school program of study and graduate in that school year with a regular secondary school diploma. **RCMS**	24 / 29 of the 2012-13 Seniors graduated with a rigorous curriculum. 83% Objective Met	19 / 22 of the 2013-14 Seniors graduated with a rigorous curriculum. 86% Objective Met	25 / 26 of the 2014-15 Seniors graduated with a rigorous curriculum. 96% Objective Met

__75__% of all current and prior year UB participants, who at the time of entrance into the project had and expected high school graduation date in the school year, will complete a rigorous secondary school program of study and graduate in that school year with a regular secondary school diploma.	14/20 of the 2012-13 Seniors graduated with a rigorous curriculum. 70% **Objective NOT Met** NOTE: 100% of the seniors who finished with UB did have a Rigorous Curriculum.	10/20 of the 2013-14 Seniors graduated with a rigorous curriculum. 50% **Objective NOT Met** NOTE: 80% of the seniors who finished with UB had a Rigorous Curriculum.	19/22 of the 2014-15 Seniors graduated with a rigorous curriculum. 86% Objective Met 20 of the 22 seniors were still enrolled in UB when they graduated
Postsecondary Enrollment __75__% of all current and prior UBMS participants, who at the time of entrance into the project had an expected high school graduation date in the school year, will enroll in a program of postsecondary education by the fall term immediately following high school graduation or will have received notification, by the fall term immediately following high school, from an institution of higher education, of acceptance but deferred enrollment until the next academic semester (e.g. spring semester). **RCMS**	26 / 29 Seniors enrolled in PSE immediately following graduation. 90% Objective Met	19 / 22 Seniors enrolled in PSE immediately following graduation or deferred one semester. 86% Objective Met	21 / 26 Seniors enrolled in PSE immediately following graduation or deferred one semester. 81% Objective Met
Postsecondary Enrollment __80__% of all current and prior UB participants, who at the time of entrance into the project had an expected high school graduation date in the school year, will enroll in a program of postsecondary education by the fall term immediately following high school graduation or will have received notification, by the fall term immediately following high school, from an institution of higher education, of acceptance but deferred enrollment until the next academic semester (e.g. spring semester).	15 / 20 Seniors enrolled in PSE immediately following graduation. 75% **Objective NOT Met** NOTE: 100% of the seniors who finished with UB enrolled.	14 / 20 Seniors enrolled in PSE immediately following graduation. 70% **Objective NOT Met** NOTE: 100% of the seniors who finished with UB enrolled.	20 / 22 Seniors enrolled in PSE immediately following graduation. 91% Objective Met
Postsecondary Completion __60__% of UBMS participants who enrolled in a program of postsecondary education, by the fall term immediately following high school graduation or by the next academic term (e.g., spring term) as a result of acceptance by deferred enrollment, will attain either an associate's or bachelor's degree within six years following graduation from high school. **RCMS**	NOT REPORTED in 2012-13. in Dec of 2013: 21/34 (62%) of this cohort earned degrees or were still enrolled. Objective Met	31 / 34 Seniors enrolled in PSE immediately following graduation. 19/31 (61%) earned degrees 19/19 (100%) in STEM Majors. Objective Met	27 / 27 Seniors enrolled in PSE immediately following graduation. 18/27 (67%) earned degrees 13/18 (72%) in STEM Majors. Objective Met

__70__% of UB participants who enrolled in a program of postsecondary education, by the fall term immediately following high school graduation or by the next academic term (e.g., spring term) as a result of acceptance by deferred enrollment, will attain either an associate's or bachelor's degree within six years following graduation from high school.	NOT REPORTING THIS YEAR 2012-13. First year this information will be used is the 2013-14 Report. As of Dec 2014 9/14 (**64%**) of this cohort had earned degrees or were still enrolled currently. Obj is **NOT ON TRACK**	14 / 15 Seniors enrolled in PSE immediately following graduation. 7/14 (**50%**) earned degrees Objective NOT Met	16 / 24 Seniors enrolled in PSE immediately following graduation. 5/16 (**31%**) earned degrees Objective NOT Met

Assessment Results - 2015-2016 YR4/YR3, 2016-2017 YR5/YR4, 2017-2018 Pending/YR5

These grant funded years have yet to be evaluated and reported on.

Actions Taken Based on Assessment Results (beginning AY or Semester)

Based on college enrollment numbers being less than desired the following adjustments were put into place and continue to be monitored, evaluated and modified:

- D2L courses in college readiness for RCMS (Fall 2013)
- Increased number of personal contacts and advising each month RCMS and UB (Fall 2013)
- Rising Senior Cohort 2016 Residential for summer again (cohorts 2015 and 2014 did rising senior summer as commuter students – weekly workshops and independent study).

Based on performance on standardized exams and GPA being less than desired the following adjustments were put into place and continue to be monitored, evaluated and modified:

- D2L courses for ACT Math (Fall 2013)
- UB weekend ACT Prep workshop series (2011-12AY)
- 8th – 9th Grade Bridge program (2009)
- Freshman mentoring program (2009-10AY).

Conclusion

The TRIO and Precollege programs continues to perform multiple formative and summative evaluations to continue to grow the programs impact and efficiencies. As each cohort of students served brings a unique set of needs, talents, and deficiencies the process of improving and meeting the student's needs is a very fluid situation. The staff makes every effort to be proactive, deliberate, and resourceful in their efforts to meet each student's needs. TRIO and Precollege continues to focus on the end game maintain the mantra that "We measure our successes one college graduate at a time."

TUTORING SERVICES-REMEDIAL MATH AND ENGLISH

TUTORING SERVICES AND REMEDIAL PROGRAMS HISTORICAL ASSESSMENT
2008-2009 to Present

Assessment Efforts Fall 2009

1. Find out why tutees sought services.

   - Poll tutors using Qualtrics survey question from a program evaluation from student staff survey: *What specific areas did your tutoring attendees need/seek out during your study sessions/individual tutoring sessions?*
   - Top three results showed tutees sought: subject knowledge review, test preparation and problem solving
   - This information was utilized by tutors in sessions to increase efficiencies and tutee satisfaction.

Assessment Efforts 2010 January Interim

2. Gauge student employee tutors overall satisfaction in employment.

   - Poll tutors using Qualtrics survey for program evaluation.
   - Summary of results: tutors were generally pleased with the student employment position of tutor and/or study group leader and the overall coordination of the program and services provided to support their employment.
   - Results gave data to support adjustments to hiring or additional training required during tutor orientation.

Assessment Efforts 2012-2013, 2013-2014, 2014-2015

1. Ask each tutee who requests tutoring to answer: *Tell TS how you learn or what you would say is your "best" way to learn.*

   - This qualitative assessment collected data at the onset of the tutoring request. Question completion was required prior to an appointment being scheduled.
   - Summary of results to the question varied greatly based on student individual learning styles and cognition/skills. General themes a) learning by example and b) repetition needs and c) visual representations were common.
   - The open-ended question answers were used by tutors formatively within the sessions to guide the interactions to support/enhance learning.

Assessment Efforts Fall 2013

1. ESL LTE tutor surveyed the international students who sought services on level of satisfaction.

    *   Survey Monkey tool used to assess satisfaction in ESL practices provided.
    *   Summary of results gave general overall satisfaction with services and practices. Results showed writing assistance to be of most help to students who sought ESL tutoring. Results on usage and appointment data varied.
    *   Results led to change in times best provided to serve population requesting ESL/ELL based on culture and scheduling.

Brief Summary of Overall Assessment Efforts-

Assessment by our tutoring services program has historically occurred primarily to serve as reasoning to substantiate the policies or procedures of our program and/or the changes implemented either at the beginning of a new semester or to adjust during the term. Services provided are meant to facilitate undergraduate student success by giving resources and tools to our users that hopefully meet the user at their current learning level. Results gleaned from the various assessment strategies were implemented to increase efficiencies in our comprehensive support service array.