

Center for Academic Support and Assessment

Annual Report to the

Provost/Vice President for Academic Affairs

AY 2017-2018

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Eastern Illinois University's Center for Academic Support and Assessment (CASA) offers this report to the Provost/Vice President for Academic Affairs to summarize the unit's work during AY 2017-2018. The Director and staff members for each unit contributed to the information contained in this report, which is organized around CASA's major functions and by unit. The following units report to CASA: Academic Advising Center, Office of Student Disability Services, Office of Testing and Evaluation, and the Student Success Center. This will be the final report for CASA; the name of the unit will change July 1 to Academic Success Center, which will continue to provide the functions outlined in this report. The units reporting to CASA will continue to support students, but will use the ASC name and become one center with a variety of functions aimed at student success.

Because CASA provides academic services and offers those services to meet individual student needs, it is uniquely suited to meet the University's over-arching goal of integrating the academic and personal development of students. CASA offers academic support services to Eastern students that contribute to educational accessibility, and many of these services take the form of one-on-one counseling for students about academic schedules, major/minor choices, graduation requirements, disability accommodations, study skills and time management, testing needs, and other issues affecting our students. CASA and its units submit this report as an accounting of our work for AY18 and our striving for excellence in our programs and services.

Personnel, Budget, and Goals

In AY18, there were few personnel changes. The Office Manager of CASA, Kim Sweeney, retired in August, and Joe Eichman came in to that position in September 2017. The Assistant Director of Student Disability Services tendered her resignation effective August 9, 2018. A new Director, April Jackson, was hired to begin August 13, 2018. In January, 2018 Gateway advisors and the secretary moved to 9th St. Hall. These staff members have now started to report through CASA.

Due to budget constraints, no equipment or other major purchases were procured in AY18. In addition, this was the fifth year in a row that CASA did not send faculty to the IUPUI Assessment Institute in order to save money.

In the spring CASA staff from all units participated in ALICE training given by UPD to be prepared in case of a shooting on campus.

CASA's ongoing goals include:

- Support student achievement by offering services and programs that aid students in succeeding at Eastern.
- Assist new students in their transition to Eastern and college-level work through concerted University in-class and out-of-class efforts.
- Offer services and resources for faculty and staff in areas of testing and assessment, advising, learning assistance, and disability services.
- Contribute to the University's understanding of our student population and student learning outcomes through assessment efforts.
- Increase University community and local community outreach through on-line resources and programming.
- Work with appropriate University constituencies to improve retention of current students through examining data and creating programming.

- Collaborate with various University offices and staff to facilitate student success and timely degree completion.
- Assess our own services and work to improve those services.

The above goals are the backbone of the unit. Specific AY18 objectives for the various units and specific areas of responsibility are given below.

Collaboration & Student Success

This section will offer examples of collaborative efforts CASA units have established with other offices at EIU; many of these collaborations have been ongoing for several years.

CASA has responsibility for alerting students to their midterm grades; the actions students subsequently take may contribute to their overall academic success. Midterm grades have been emailed to students through Campaign Monitor for eight years; Campaign Monitor allows us to send individual emails to the students and to embed information such as their advisor's name and midterm course grades into the email. It also provides links to resources on campus. Midterm grade reports are shared with academic departments, advisors, housing, minority affairs, and athletics, so that they may aid in helping students academically.

In FA17, 1,301 midterm emails were sent with a total of 1,981 grades submitted; this is an increase of 134 emails and 377 grades from FA16. In Spring 2018, 1,097 emails were sent and included 1,611 submitted grades, which shows an increase of 5 emails and an increase of 45 grades from SP17. In FA17 29% of the grades were given to freshmen (8% decrease) and 35% to sophomores (9% increase); in SP18 18% of the midterm grades were given to freshmen, which is a 23% decrease from the previous year, and 37% to sophomores, a 5% increase. The midterm grade reports show a disparity in grades by ethnicity. When looking at all minority students compared to all white students, we see that 26% of the minority students received a midterm grade in SP18 compared to 10% of the white students. A similar gap is evident in FA17 with 37% of the minority students receiving a midterm grade compared to 15% of the white students. In both FA17 and SP18, 59% of students receiving a midterm grade were members of an ethnic minority; minorities made up 27% of the student body as a whole. The differences in the fall and spring numbers can partially be attributed to losing more minority students after the fall semester than white students.

Committee and Council Work

The Executive Director has served on several councils and committees this year, including, Student Support Team, Honors Council, Assurance Review, Student Success Task Force, Seat Planning, Enrollment Worx, Dual Credit Planning Committee, Director of New Student & Family Programs search committee, as well as on CASL, its subcommittees, CORE and its subcommittees, and the University Foundations Advisory Committee.

The Assurance Review committee was newly formed for this academic year and next to write the response for our HLC obligations. The Executive Director is co-chairing this committee along with Dr. Jeff Stowell, the HLC Liaison. The committee began planning to gather data, including crafting a survey to be distributed in FA18. A draft will be produced and shared with the campus in SP19. The co-chairs and the committee members met with administrators and staff on campus to begin addressing the concerns from the previous report prepared by the HLC site team.

The Executive Director of CASA served on the following E-Worx committees as well: scholarship revision, alumni survey, and holds policies. The scholarship committee recommended changes to the scholarship brackets, so that a 20 ACT is the only cut-off combined with gpa. These scholarships will start at a 3.0, which has the potential to bring in more academically talented students, which could impact retention. The alumni survey subcommittee came up with a revised survey that will go out this summer. The Executive Director placed the survey into Qualtrics for dissemination this summer. The hold committee made several suggestions to streamline holds and to make it easier for the new RN program to function.

The Executive Director co-chaired the Student Success Task Force subcommittee on a One Stop Shop. This subcommittee recommended the one stop option, including bringing together academic services, tutoring, and expanding SI. A new committee of chairs of key departments met in the spring and agreed to pilot SI in SP19. The Director of Student Success is attending an SI conference in June to learn how to get SI up and running at EIU. MAT 1271 and FLS 1101/1102 will be the pilot courses for SI. The committee will pick up one stop tutoring for discussion in AY19.

These committee and council memberships contribute to collaboration with student affairs and academic departments. What follows is a brief summation of the work of the committees over which CASA takes leadership.

Dual Credit

In SU18 IBHE gave Eastern permission to offer dual credit in its local district (region 7) and in District 214 for the AY18. AY18 was the first year of dual credit, and we offered two models: one for downstate with EIU faculty teaching on-line courses for local high school students and one in District 214 with their high school teachers teaching the courses, and our faculty acting as course coordinators. In FA17 we worked with 11 area high schools (Altamont, Arcola, Arthur-Lovington-Atwood-Hammond, Casey-Westfield, Kansas, Monticello, Mt. Zion, Okaw Valley, Shelbyville, Stewardson-Strasburg, and Villa Grove) and 3 EIU courses (CMN 1310G, ENG 1001G, and HIS 2010G). In SP18 we worked with 8 area high schools (Arthur-Lovington-Atwood-Hammond, Arcola, Casey-Westfield, Heritage, Kansas, Monticello, Mt. Zion, and Okaw Valley).

FA17 Downstate Dual Credit Enrollment

High School	Course	# Students Enrolled
Arthur-Lovington-Atwood-Hammond	CMN 1310G	5
	ENG 1001G	16
Altamont	CMN 1310G	5
	Arcola	8
Casey-Westfield	ENG 1001G	9
	CMN 1310G	11
Monticello	CMN 1310G	11
Mt. Zion	CMN 1310G	13
Okaw Valley	CMN 1310G	9
	HIS 2010G	7
Shelbyville	CMN 1310G	17
Stewardson-Strasburg	ENG 1001G	7
Villa Grove	CMN 1310G	16
TOTAL Seats		88

FA17 D214 Dual Credit Enrollment

High School	Course	# Students Enrolled
Buffalo Grove	CMN 1310G	22
	ENG 1001G	24
Elk Grove	CMN 1310	67
	ENG 1001G	72
Rolling Meadows	ENG 1001G	49
Wheeling	CMN 1310G	108
	ENG 1001G	72
Total Seats		414

SP18 Downstate Dual Credit Enrollment

High School	Course	# Students Enrolled
Arthur-Lovington-Atwood-Hammond	BIO 2002G	6
	CMN 1310G	16
	ENG 1009G	8
Arcola	ENG 1009G	9
	HIS 2020G	10
Casey-Westfield	BIO 2002G	10
	ENG 1009G	7
Heritage	CMN 1310G	11
	BIO 2002G	6
Kansas	CMN 1310G	12
	CMN 1310G	7
Monticello	CMN 1310G	7
	CMN 1310G	5
Mt. Zion	CMN 1310G	5
	BIO 2002G	7
Okaw Valley	BIO 2002G	7
	ENG 1009G	4
	HIS 2020G	6
TOTAL Seats		124

SP18 D214 Dual Credit Enrollment

High School	Course	# Students Enrolled
Buffalo Grove	CMN 1310G	25
	ENG 1001G	17
	MAT 1271	126
Elk Grove	CMN 1310	73
	ENG 1001G	104
	MAT 1271	84
John Hersey	CMN 1310G	25
	ENG 1001G	47
	MAT 1271	113
Prospect	MAT 1271	123
Rolling Meadows	ENG 1001G	26
	MAT 1271	155
Wheeling	CMN 1310G	95
	ENG 1001G	47
	MAT 1271	78
Total Seats		1,138

The Dual Credit Committee met approximately every 2 weeks throughout the school year. Faculty worked on getting materials together for the 2 models and sharing those with the high schools. We made videos of the faculty members and course coordinators to be played at the beginning and the end of each dual credit course. All students were sent Panther cards. Downstate students received t-shirts, and we had 2 on-campus visit days for the downstate high schools. Two planning meetings were held with D214 teachers and staff members (June and September) along with numerous zoom meetings among D214 teachers and EIU faculty members.

This AY was very busy for dual credit, and provided a number of learning opportunities as we worked to make Eastern's systems adapt for high school students taking dual credit. CASA has become the academic home for dual credit, and will assume admission for these courses starting in summer 2018. Along with making sure that the first dual credit courses were up and running, Drs. Sanders and Throneburg have also worked with D214 on additional courses for the future. The first career track courses will be offered SU18 with the theater classes (acting and stage craft). Several other high schools and districts have reached out to us about offering dual credit in the future, and we will expand as appropriate given our resources and the return on investment. In June 2018, the Executive Director sent the first annual report to IBHE on dual credit.

Committee on Retention Efforts (CORE)

The Executive Director chairs CORE and the Directors of SSC and AAC serve on the committee. In AY18, CORE continued several initiatives begun in prior years: not registered emails and the Early Alert System (EAS) among those; CORE also instituted new initiatives based on information provided by the Retention Predictor, such as the verification work with New Student and Family Programs and Financial Aid.

The not registered list is run several times each semester: the first list is generated 2 weeks after seniors begin registering, and the second list is run a week after freshman registration begins. Students are sent email registration reminders the Executive Director responds to any email responses from students. Department chairs are sent a list of their students who have not yet registered with each list generation. What follows are the number of students each semester who have not registered by the emails dates and other key dates in the term. Over the summer, students receive an email each month with the reminder to register and links to lift holds. In the mid-June email there were 586 students still unregistered; by mid-July, there were 488, so 100 students registered in a month.

Not Registered Students by Certain Dates									
	FA15	FA16	FA17	FA18		SP15	SP16	SP17	SP18
First Email	759	750	614	654		612	404	602	590
First Email hold percentage	24.64%	32.40%	28.99%	30.73%		31.86%	38.86%	5%	3%
Second Email	1187	1203	1147	952		1215	984	1189	986
Second Email hold percentage	30.41%	37.41%	41.06%	38.60%		41.32%	45.53%	48.28%	44%
Survey Day	813	823	695	687		463	545	523	453
Survey Day hold percentage	31.98%	36.21%	40.10%	38.28%		41.47%	45.87%	49.90%	49.23%
First Day classes	422	487	405			355	385	349	337
First Day Classes hold percentage	30.75%	30.80%	38.27%			42.54%	46.23%	47.85%	54.30%
10-day		150	343			250	290	252	212
10-Day hold percentage		26.27%	27.70%			26.80%	31.38%	36.51%	42.45%

The Early Alert System continued this academic year as well; EAS is a collaboration among CASA, SSC, and Housing. FA17 saw decrease in the number of alerts submitted from 686 in FA16 to 569 in FA17 for 117 fewer alerts than the previous fall. FA17 also saw a decrease in the number of students who received alerts with 384 compared to 506 in FA16. Of the students who received alerts in FA17, 39% received an A, B, or C in that course (+5%), and 10% received a D (-3%). Thirty-two percent (+2%) failed the course for which they received an alert, and 18% (-6%) withdrew or dropped the course. In SP18 276 alerts were submitted compared to 462 for SP17 for a decrease of 186 alerts. Alerts were submitted for 183 students in SP18 compared to 310 in SP17 for a difference of 127 students. In SP18, 27% of the students who received an alert earned an A, B, or C for the course (-4%), and 10.5% received a D. Thirty-four percent failed the course (+6%), and 28% dropped or withdrew. In SP18 only 47 faculty members used the EAS and 80 used it in FA17.

CORE produced two issues of its newsletter, *Assessment Matters* in FA17 and SP18, which can be found on the web site at <http://castle.eiu.edu/~core/newsletter.php>.

CORE continued to work with the retention model built by Josh Norman in SP16. Throughout fall semester, we provided the advisors and UF instructors with their students' risk factors. We worked with financial aid and orientation to ameliorate the verification factor, so CORE believes it has a workable solution to this risk factor. The other financial factors are more complicated; the CORE advocates for need-based scholarships along with the merit-based scholarships Eastern has been offering at the suggestion of Noel-Levitz several years ago. In AY18 the CORE chair served on the E-Worx subcommittee looking at changes to the merit scholarships. The suggestions the committee made to move to a 20 ACT and a minimum 3.0 gpa has the potential to increase retention by encouraging students with a higher gpa to come to Eastern. Our data indicates a higher retention rate at the 3.0 high school gpa; this will impact the FA19 to FA20 retention numbers.

As in previous years, University Foundations instructors were all given a list of their students and the predictor results. They were asked to track interventions and report to Dr. Sanders at the end of the semester. In FA17, interventions included class discussions across the sections related to issues found in the variables (academic skills, choosing a major, budgeting and finances, etc.); speakers spoke to the sections on topics related to the variables; students had individual meetings with their instructors, and students were referred to on-campus services (career services, the Writing Center, tutors, etc.). Academic Advisors were also given a list of their advisees with predictor information. They were asked to have longer advising appointments for students at-risk, which was defined as students with 3 or more variables. As a staff, they established a list of common interventions that they would all employ with their advisees. We have tracked the individual interventions and found no magic bullet to keep a student here and make her successful. The data only shows that the more interventions a student has, the more likely he is to stay, indicating that the personal touch—by all faculty and staff—can make a difference.

In SP18, CORE split up into subcommittees to drill down into the data and looked at minority student retention, first-generation retention, and Chicago Public Schools. Sadly, the financial factors are the biggest problem with each of these populations. For example, 50 minority students with a gap of \$10,000 or more had a 14% retention rate from FA17 to SP18. In SU18, the chair of CORE shared key factors in retention with President's Council and the Provost's Advisory Council. CORE will continue to work on ways to help all students succeed and thrive paying particular attention to helping students find ways to pay for school and understand the costs of a college degree.

In SU18 at orientation, Eastern rolled out a new survey as part of a pilot with the College Board. The Executive Director, along with the Directors of Orientation and Academic Advising, participated in

conference calls with members of the College Board to get the pilot up and running for the first year. This is a 5-year commitment. No data is available at this time.

In AY18, the Executive Director, Director of AAC, and Director of SSC served on the Provost's Student Success Task Force. The Executive Director chaired the committee looking at a University College (a one-stop shop concept) and centralized tutoring. In SP18, she brought together chairs from departments offering tutoring to discuss bringing in Supplemental Instruction to the University beyond LCBAS. Cindy Boyer was sent to a SI training in June to share how to get an SI program up and running. A pilot will be conducted with Math and Foreign Languages in SP19 with training to take place in FA18.

Seat Management Committee

The Seat Management Committee (the Executive Director of CASA, the associate deans, the Directors of New Student Programs and Advising) studied data related to planning for new freshmen and transfers. A rollout of seats was planned for summer 2018 with approximately enough seats for 750 new freshmen and 450-500 new transfers. Information from SU17 senior seminars was shared with chairs to help with planning for SU18. Information concerning on-line and face-to-face sections was added to the seat planning data to help with general education sections as well. SU18 seats were rolled out 3 times during freshman orientation with the Executive Director sending out periodic updates to chairs and deans on GE course enrollment.

Assessment

CASA's assessment objectives for AY18 included:

- Work in concert with CASL on assessment activities/plans.
- Maintain and update the assessment website, including CASL minutes and General Education data.
- Offer guidance/support to departments concerning program assessment.
- Continue collection of undergraduate goals data and share results with the campus community.
- Provide information on assessment at Eastern Illinois University to students/faculty/advisors.
- Aid CASL chair in college and council meetings.
- Develop ways that each unit under CASA can monitor and report activities.
- Administer the CLA+.

In an effort to promote understanding of University-wide assessment efforts and to aid in departmental assessment activities, CASA staff members served as assessment resources for campus constituencies; this service included the following activities:

- The assessment website (<http://www.eiu.edu/assess/index.php>) was maintained and updated as data were gleaned from assessment activities such as the speaking assessment, the EWP readings, and the citizenship survey. Data were shared with CASL for use and dissemination.
- The CLA+ was given in FA17 to freshmen in ENG 1001G courses and to seniors in SP18 in Senior Seminar courses to 100 students in each cohort. Native and transfer students were included in the senior seminar testing because there were not enough native students in face-to-face senior seminars to exclude transfer students and reach 100 students. This exam provides data on writing, critical thinking, and quantitative reasoning. Data will be provided in the next annual report; CASL will analyze the results in FA18.

- Fifty-eight programs submitted annual assessment reports to the Executive Director; an additional 22 programs (7 graduate and 15 undergraduate) are on a two-year reporting cycle and were not due this year. Seven plans (2 graduate and 5 undergraduate) were not submitted. Responses were provided to the departments in early August and included on the assessment web site at <http://www.eiu.edu/assess/majorassessment.php>; the annual graduate and undergraduate assessment reports are also at this site. This web site has been updated to include the new college names and structure. A new reporting cycle list was shared with deans and chairs in August 2018 to reflect the new reporting structure of the colleges, new department names, and new programs.

Most of CASA's overall goals for promoting and supporting assessment activities were met this year through the above activities. Work on the five general education goals is summarized under each goal's section. To date, quantitative reasoning is only assessed through the VSA instruments, NSSE and CLA+; CASL has explored other ways to assess quantitative reasoning and has not found a measure to recommend that would serve all fields although the AAC&U rubric has been suggested. Critical thinking data is no longer collected through the Watson-Glaser exam; data related to critical thinking and the other undergraduate learning goals is collected through the CLA+ and the NSSE, which are given every 3 years. The most recent NSSE data is from 2017; a summary of that report can be found here: <http://www.eiu.edu/assess/2017%20NSSE%20Report%20BOT.pdf>.

Electronic Writing Portfolio

CASA oversees the Electronic Writing Portfolio (EWP) process, which began in Fall 2000. This oversight includes checking each submission for the EWP criteria, sending emails alerting faculty to submissions to be rated, uploading student information on requirements met to Banner, maintaining the database, monitoring the writing-intensive course list, monitoring students who receive the writing with distinction award, and answering questions from students, faculty, and advisors concerning the EWP's submission process and requirements. CASA's goals for the EWP include:

- Accept and store student submissions.
- Upload student completion of requirements to Banner.
- Provide EWP information to students, faculty, and advisors.
- Work with students/faculty/advisors/certifying officers on issues surrounding students' successful completion of EWP requirements.
- Work with CATS to maintain the fully electronic version of the EWP that interfaces with Banner.
- Continue to hold EWP readings of completed portfolios and focus groups.
- Share results from portfolio readings with various constituencies.
- Disseminate EWP student brochure at orientation and to faculty who request copies for students.
- Update EWP information as related to changes to the requirement.
- Disseminate major scores to department chairs for use in their department plans.

AY18 was the 10th year of the revised EWP. EWP reminders went out each semester to students who had not completed their portfolios and to faculty when they had papers to rate. In past years, we have had difficulty with faculty meeting rating deadlines and have had to ask for proxy raters for a number of faculty members who refuse to complete this task. Department chairs, the Director of OTE, and the Executive Director of CASA have served as proxies; however, this proxy system does not encourage faculty to complete their obligation to their students and the University. In recent semesters, the Executive Director sent personal emails to faculty who had not completed the EWP ratings a week after the semester had ended, and this moved the number of unrated submissions from several hundred to fewer, so we plan to take this strategy every semester.

EWP brochures for students were disseminated at freshman and transfer Debut and were made available to faculty and departments. Brochures for faculty are mailed to all faculty members each fall.

Reports were prepared for each semester of EWP submissions. Departments were sent a list of all submissions made by their majors with an average for the department and college. Summer 2017, Fall 2017, and Spring 2018 reports can be found at <http://www.eiu.edu/assess/ewpdata.php>.

Readings of completed portfolios took place in February 2018. The 13 readers read 165 portfolios, which encompassed 492 student papers; two focus groups were conducted. The Executive Director of CASA prepared a report on the readings based on the focus group information and materials provided by the readers; a copy of this report is available at <http://www.eiu.edu/assess/ewpdata.php>.

Responsible Citizenship

AY18 was the 16th year to collect data related to this goal, and the third year with the new instrument combining the Miville-Guzman-Diversity Scale Short Form and Political and Social Involvement Scale from the Wabash National Study of Liberal Arts Education. This instrument provides data related to civics and diversity; it does not offer information on ethical reasoning. The following objectives were set by CASA to serve this goal:

- Make administration of the Responsible Citizenship Survey possible for students at freshman orientation and in Senior Seminars each semester.
- Share data with CASL and place on website for University community.
- Provide information to faculty about the administration of the survey in Senior Seminars and student compliance.
- Troubleshoot issues with access for students.
- Provide data to departments for their majors.

The completion rate for the freshman survey is dependent on freshman students coming through Debut and staying for the entire program. The Summer 2018 data were not yet available at the writing of this report.

Year	Number Completed	Number Students Seen at Debut	Completion Rate
2013	1,322	1,346	98%
2014	1,077	1,156	93%
2015	1,091	1,130	97%
2016	679	713	95%
2017	581	588	99%

CASA staff members send faculty teaching senior seminars a list of students in their course(s) who have completed the survey and this information can be provided at any time throughout the semester. Some instructors ask for a weekly list while others require only one at the end of the semester. Students are given access to the survey once the 10th day rosters are produced.

In recent years, the rate of completion by students in senior seminars has significantly fallen. Despite the ease of completing the survey on-line, we still consistently have problems reaching high completion rates. In the past couple of years, the Executive Director has sent reminders to faculty teaching the courses. These reminders appear to be helping because the completion rate has gone up in recent semesters.

Semester	Number Completed	Number Students	Completion Rate
Fall 2013	308	795	39%
Spring 2014	479	924	52%
Summer 2014	300	433	69%
Fall 2014	431	784	55%
Spring 2015	398	762	52%
Summer 2015	321	462	69%
Fall 2015	262	616	43%
Spring 2016	451	763	59%
Summer 2016	313	415	75%
Fall 2016	442	629	70%
Spring 2017	523	674	78%
Summer 2017	177	331	53%
Fall 2017	374	500	75%
Spring 2018	396	534	74%

Reports for AY18 freshman and senior data as well as longitudinal reports for 3 years of data are available at <http://www.eiu.edu/assess/globaldata.php>.

Speaking and Listening

Data that address this General Education goal were collected for the first time in Fall 2003 from Speech 1310G courses (now Communication Studies 1310G) and in senior seminars for the first time in Fall 2004. OTE has primary responsibility for disseminating forms and collecting speaking data. CASA's AY18 objectives that support this goal include:

- Assist the CMN 1310G coordinator in communicating assessment expectations to graduate assistants and faculty teaching this course.
- Provide informational material for faculty.
- Enter quantitative data in assessment database.
- Disseminate procedures for faculty to return assessment forms to CASA.
- Collect speaking data in the CMN 1310G courses and in senior seminars.
- Disseminate data to CASL and the campus community.
- Provide data to departments for their majors.

Speaking assessment sheets were distributed to all sections of CMN 1310G and senior seminars. This year a total of 1,920 completed assessments were returned: 606 freshman scores (-27 AY17) and 1,078 (-209 AY17) senior scores. This represents 236 fewer scores than last academic year. The table below shows the breakdown by semester and course:

Term	Course	# of Submission
SU17	EIU 4###G	184
	CMN 1310G	13
FA17	EIU 4###G	467
	CMN 1310G	372
SP18	EIU 4###G	427
	CMN 1310G	221
Total		1,078 EIU /606 CMN

Seven years ago, OTE began putting major on the speaking assessment sheets in order to provide information on speaking assessment to the departments related to their majors. Each semester, OTE

provides these data to departments. The AY18 Speaking Reports are available at <http://www.eiu.edu/assess/speechdata.php>.

As with each year, CASA and OTE staff members have worked diligently to administer the University Assessment Plan, to assure that requirements are met and policies followed, and to make the administration of the plan as simple as possible for students and faculty.

University Foundations

Although CASA has oversight of University Foundations (formerly freshman seminar), an Advisory Committee helps to make decisions concerning course content, events, and the faculty workshop. Karla Sanders chairs this committee. Other AY18 committee members were Bobbi Kingery, Career Services; Cindy Boyer, Student Success Center; Jessica Ward, Student Standards; Shelley James, Academic Advising; Jeff Duck, EC/ELE/MLE; and Crystal Brown, Student Community Service.

In Fall 2017, four CASA staff members taught the course: the Directors of the SSC and AAC, an advisor, and the Assistant Director of Disability Services. In FA16, 17 of the 14 sections were taught with an instructor and a peer leader, 1 was taught with two instructors, and 1 was taught with an instructor alone. In May 2018, the returning instructors came to a half day training session, and 8 new instructors were trained. Twenty-two sections are planned for FA18; seven of the newly trained people from May will be team-teaching, and the rest of the sections will be taught with an instructor and peer leader. Peer leaders will be trained in August.

UF is a writing-active course with four main goals:

- Familiarize students with the expectations, policies, resources, and traditions of Eastern Illinois University.
- Develop students' critical thinking, learning, and communication skills.
- Enrich students' perspectives on personal, academic, and moral issues in higher education.
- Engage students in the educational and social life of the University.

The student learning objectives are:

- Describe classroom norms, university policies/procedures (including student code of conduct and catalog information), and faculty expectations
- Explain key moments in Eastern history
- Function as a global citizen in a multi-cultural world
- Use the resources and services provided by Eastern Illinois University
- Identify transitional issues—personal, social, and academic—and learn about resources and services to aid in overcoming those issues
- Formulate educational and life goals
- Articulate values and priorities related to college and your future
- Communicate more effectively (orally and in writing) with professors and peers
- Analyze, criticize, and construct arguments using critical thinking skills
- Employ time management and study skills (including test taking, note-taking, and reading strategies)

In addition to these course goals, the committee was interested in the following annual goals:

- Revise the faculty workshop to suit the needs of the course and the faculty.
- Recruit and train peer leaders.
- Provide quality programs for Academic Foundation Day and the UF Showcase.

- Promote service learning rather than volunteerism for citizenship project.
- Provide materials for teaching from the textbook.
- Provide resources to instructors via website.
- Recruit and train new instructors

In Fall 2017, 16 sections were offered, and 338 students completed University Foundations (UF); this is approximately 53% of the first-time freshmen. This number is 34 fewer students than the previous fall, but shows a 3% increase of the number of first-time freshmen taking the course. Of those students, 63% were minority students compared to 53% of the freshman class who were minority students. Gateway and review admit students were required to take University Foundations, so 51% of UF students took the course as a requirement and 49% took the course as an elective.

Students who took UF as an elective had a 79.8% retention rate for FA16 to FA17 compared to students who did not take UF who also had a 79.8% retention rate. However, the honors students are included in that statistic, and they have a very high retention rate. Students who take UF are more likely to have lower ACT scores; 53% of UF students had an ACT composite of 18 or lower compared to 11% of non-UF students, so more at-risk students take the course.

First-Time Freshman ACT Scores

	Non-UF	UF ¹	Non-UF	UF	Non-UF	UF	Non-UF	UF
	<18	<18	19-20	19-20	21-25	21-25	>26	>26
2013	5%	13%	18%	32%	53%	50%	24%	5%
2014	3%	41%	20%	22%	51%	32%	26%	5%
2015	5%	41%	19%	26%	51%	28%	26%	5%
2016	5%	44%	16%	26%	51%	25%	28%	5%
2017	11%	53%	18%	21%	46%	21%	19%	4%

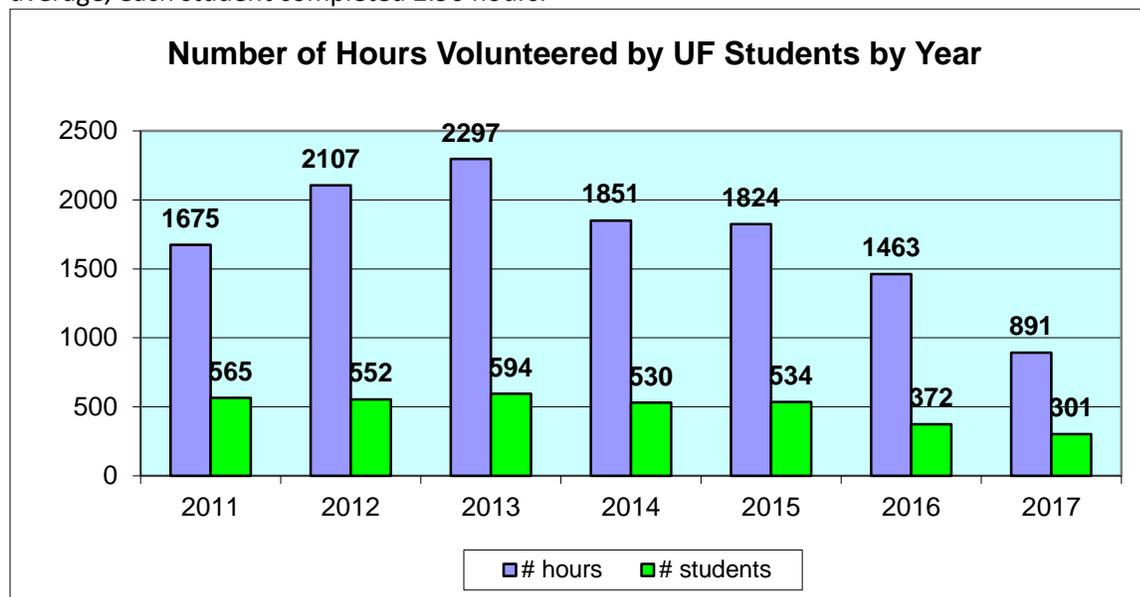
In SP18 peer leaders were solicited via email/listservs, the University newsletter, fliers, and word of mouth. The Executive Director received 18 applications for peer leaders and interviewed all the students for the 15 new slots; one PL is returning. Fewer applications were received this year, like last year, than in past years when the average has been 30-35 students, but this may be due to the smaller junior and senior classes.

In FA17, 71% of students enrolled in UF indicated they were working less than 5 hours a week at a paid job, which is 10% lower than the previous year, and only 19% were working more than 11 hours, which is an increase of 8% from the previous year. The percentage of students indicating that they spend 6 or fewer hours a week studying went from 30% to 28%; the percentage indicating they spend 13 hours remained at 32%. Course evaluations continue to be strong. Seventy-two percent of students indicate that the course has helped to improve their study habits while 82% state that it has helped them understand college expectations. Eighty-seven percent of students indicate they planned to return for spring semester, and 77% would recommend the course to other students.

¹ This percentage includes Gateway students until Fall 2002; BOOST students are included for all years that that program existed. Probation and Major Declared numbers include BOOST students in the overall UF numbers.

Each fall, Academic Foundation Day offers students the chance to attend a major/minor fair and to listen to talks from various departments concerning major choices and careers. On October 3, 2017, 27 presentations were given and 32 departments and units were presented at the major/ minor fair. Each year, it is a struggle to convince departments to participate, and some departments have never come. UFAC will continue to strive to make this a positive experience for both faculty representatives and students.

The citizenship project asks each class to participate in some University-wide, local, state, national, or global citizenship project. Instructors were asked to have students reflect on their experiences through an email assignment, written paper, or presentation. Nine sections allowed individual projects; and 6 sections required a combination of individual and group projects. Of the 16 sections, 14 required service learning projects in which students reflected on their experiences. A total of 372 students volunteered 897 hours in Fall 2017, which is decrease of 572 hours from Fall 2016 UF courses. On average, each student completed 2.96 hours.



Academic Advising Center

Academic advising at Eastern Illinois University is a mixed model with the AAC advising first-year and undecided or exploring students and students who have not yet met admission requirements to majors with specific admission requirements (i.e. majors within the School of Business, Education, Psychology, Kinesiology, etc.) In addition, the AAC is tasked with advising and/or coordinating advising for **special populations** of students at EIU such as: Gateway, International, Guests, Elluminate (students deemed unable to attend on-campus Advising and Orientation programs by the Director of New Student Programs), and Athletes.

The Academic Advising Center has one Director, 7 advisors, and 1 staff clerk who also has assessment duties for CASA, and 1 clerk. In January 2018, 3 advisors from Gateway and the department secretary moved to 9th St. Hall in preparation for Gateway to become part of CASA/ASC; reporting lines changed in June 2017 for the beginning of registration. As of SU18 all advisors will see students of all admit types. Many meetings and strategy sessions took place in SP18 to prepare to merge these areas.

Mission Statement: The **Academic Advising Center (AAC)** supports and enhances the educational mission of the University. The Center is committed to creating quality and accessible advising partnerships with students in a positive environment that promotes student success and cultivates self-sufficient lifelong learners.

Each advisor had a caseload of 160-260 students for the academic year, including new freshmen, transfers, and continuing students, and the Director carried a caseload of approximately 150 students. These students break down in the following classifications: 753 continuing students; 530 new freshmen (not counting 128 Gateway students seen at orientation); 17 international students; 16 summer athletes, and 99 transfer students. Two hundred and fifty-three students were sent to departments in FA17 and 245 were sent in SP18. An additional 217 students majoring in business were transferred to students when they changed their admission standards from 60 credits earned to 30 credits earned. Other students who were assigned an advisor in a department were also assisted when they changed majors or had questions and their advisor was not available. Over 60% of students had 4 or more appointments with their advisor.

The average GPA was 2.60 for students transferred to departments in FA17, and the average credit hours were 41; the average GPA was 3.07 and the average credit hours was 35 for those sent to departments for advising in SP18.

The four advisors and their Director had over 1,853 in-person contacts with students in AY18, which averages to 370 personal student contacts per advisor. These contacts were made in the following ways: 1,329 students scheduled appointments from May 2017-April 2018 (this includes multiple appointments by the same individuals); 524 students who came in for advising without appointments. The AAC handled over 1,394 incoming phone calls. This number has seen a decrease in the last couple of years because the Schedule Once software allows students to make appointments, cancel, and re-schedule without calling the office. The advisors answered approximately 3,600 emails from students with an email or phone call.

The following table gives the numbers of students advised by AAC who fell into warning/probation or academic dismissal categories.

Academic Status	FA17	SP18
Warning	107	36
Probation	38	38
Dismissal	68	26

The AAC embraces the philosophy that academic advising is a partnership between the advisor and the student to help the student develop a solid foundation for a successful college career. AY18 goals were:

- To focus on advisement
- To build campus relationships
- To provide professional development for staff
- To support departmental and University activities by participating on committees and activities
- To maintain departmental liaisons
- To merge with Gateway and make a smooth transition to a unified staff
- To work with Lakeview to provide information for pre-nursing students
- To contribute to student retention

The above goals were met in the following ways:

- Students were advised; recommendation letters were written for jobs, scholarships, and internships. Congratulations letters were sent for students who made the deans' lists or had other accomplishments like improvement from a previous semester or getting off of probation.
- One advisor coffee was held in September with 55 attendees. One-on-one advisor training is available upon request for all advising topics/issues.
- Advisors and faculty were trained on how to access and use the Satisfactory Academic Progress Plan (SAP), which includes the GPA % completion calculator and access to reportal reports on data needed for SAP.
- A special orientation and registration program was given for summer athletes, and students who could not attend a scheduled orientation date were advised through Elluminate. Norm Isacson and Shelley James conduct the Elluminate orientations. The AAC worked with NSP to provide a special orientation for new international students.
- The freshman advising calendar was maintained for students.
- The AAC met with the following programs: School of Business, Lakeview College of Nursing, Journalism, Music, Communication Studies, Health Promotion, Psychology, Athletics, New Student Programs, Honors, and International Programs.
- The Campus Advising Network is chaired by the AAC Director; Jennifer Reed, and AAC advisor, serves as secretary.
- All of the AAC advisors and the Director attended the following meetings for professional development: ACT/SAT meeting; Community College Articulation Conference; CAN Brown Bags, "Strategies to encourage and empower our students to take ownership/responsibility for degree requirements" and "Advising as Coaching;" Pantherlife App, and the New Scholarship Program.
- Three of the advisors (Reed, Dailey, and Isacson) attended the annual diversity conference and the suicide prevention conference.
- The Director and 3 advisors (Isacson, Aydt, Reed) attended the National Academic Advising Association conference in St. Louis in the fall. The advisors hold memberships in NACADA and ILACADA.
- AAC representatives attended all the Open House events. Isacson volunteered for Jumpstart to GIVE; Dailey volunteers for commencement ticket distribution; Aydt and Dailey participated as panelists in future panther days; Aydt and Dailey participated in mock interviews for CSA students.
- AAC staff served on the following University committees: CAA (Aydt), COTE (Reed), Orientation (James), Trio Scholarship (Reed), Alcohol and Other Drug Coalition (Aydt), Reinstatement (Isacson), Financial Appeals (Isacson & Dailey), Pre-Health Advisory Committee (James), Seat Planning (James), CORE (James), Veterans Advisory Board (Reed), UFAC (James), Student Success Task Force (James), and Student Process Team (James).
- In addition to serving on University councils and committees, the AAC staff also had internal committees for student timeline and AAC marketing. They continued to update the AAC and

CAN websites and collect up-to-date checklists for majors to share with students. Advisors also presented to EIU 1111 classes as requested.

- The AAC staff participated in Academic Foundation at the fair and in giving a presentation/interactive session for students. Aydt gave an academic presentation to Debut Leaders.
- Advisors helped students find job shadowing experiences for those interested in advising.

AAC disseminated electronic evaluations to students. The following table shows the responses to the five questions that directly relate to advisor performance on student outcomes for all advisors combined:

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My advisor provided accurate and reliable information.	58.5%	27.9%	7.1%	4.4%	2.2%
My advisor considered my personal abilities, talents and interests when advising me about courses or programs of study.	58.5%	27.9%	10.9%	1.6%	1.1%
My advisor helped me to have a better understanding of the university policies and procedures.	48.9%	30.8%	13.7%	4.4%	2.2%
My advisor helped me to make important decisions about my education (selecting courses, exploring majors/minors, repeating courses, etc.).	56.4%	30.7%	6.1%	4.5%	2.2%
My advisor helped me find the answer to my questions.	53.0%	33.7%	8.8%	2.2%	2.2%

Students also evaluated the front office: 85.1% indicated they were greeted properly; 90.1% felt that the office staff was helpful. As the above numbers indicate, overall, students are greatly satisfied with the advising they receive in the AAC.

The information contained in this report is a testament and evidence that advisors in The Academic Advising Center have exceeded these expectations and goals.

Student Disability Services

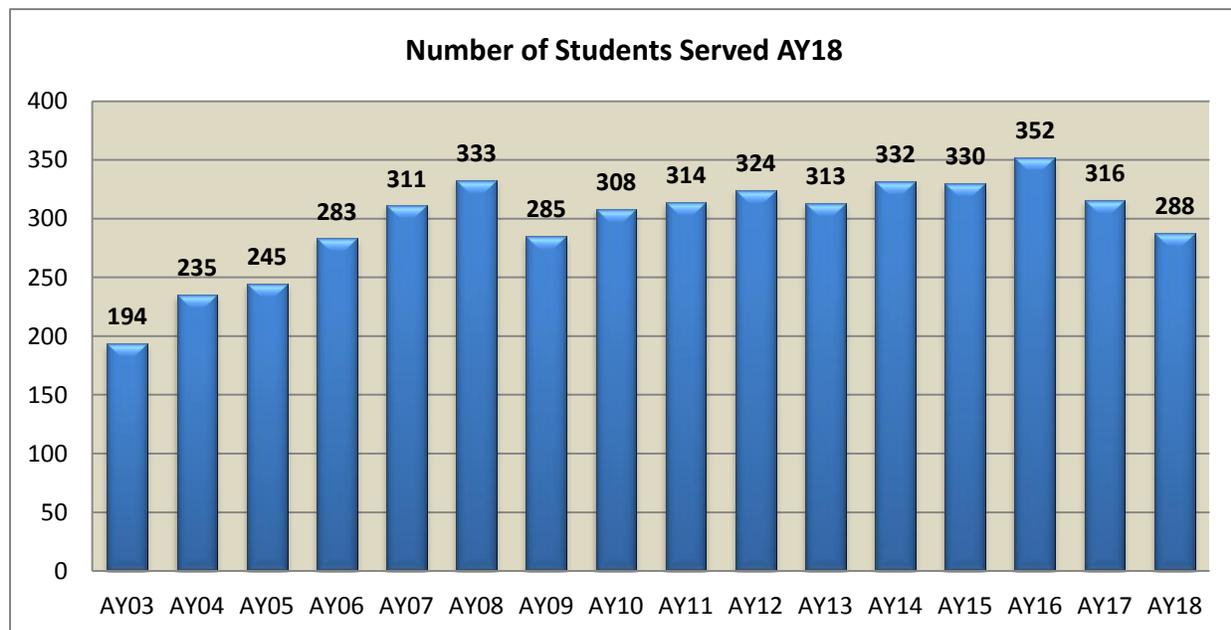
OSDS established these goals for AY18:

- Further streamline exchanges with students, faculty, staff, and the general public through the use of progression technology and access-friendly processes.
- Continue to research and review current trends and issues in the field of disability services in order to function as a resource for the EIU community and provide exceptional services for students with disabilities.
- Seek professional development opportunities in the areas related to disability services in higher education using creative means given current budgetary limitations.

- Given Redden Grant funds to cover at least one undergraduate FOCUS mentor and one graduate FOCUS mentor, continue to provide the FOCUS program for the fall and spring semesters.
- Continue to meet regularly with necessary campus representatives to address the needs of students with disabilities through collaboration of the different departments and offices on campus.
- Continue to provide E-text for students with visual and other print disabilities using the latest available technology which meets accessibility standards.
- In an effort to improve recruitment and retention, explore new and innovative ways to provide support to students with disabilities.
- Increase involvement with regional AHEAD to remain current with trends and policies regarding individuals with disabilities.

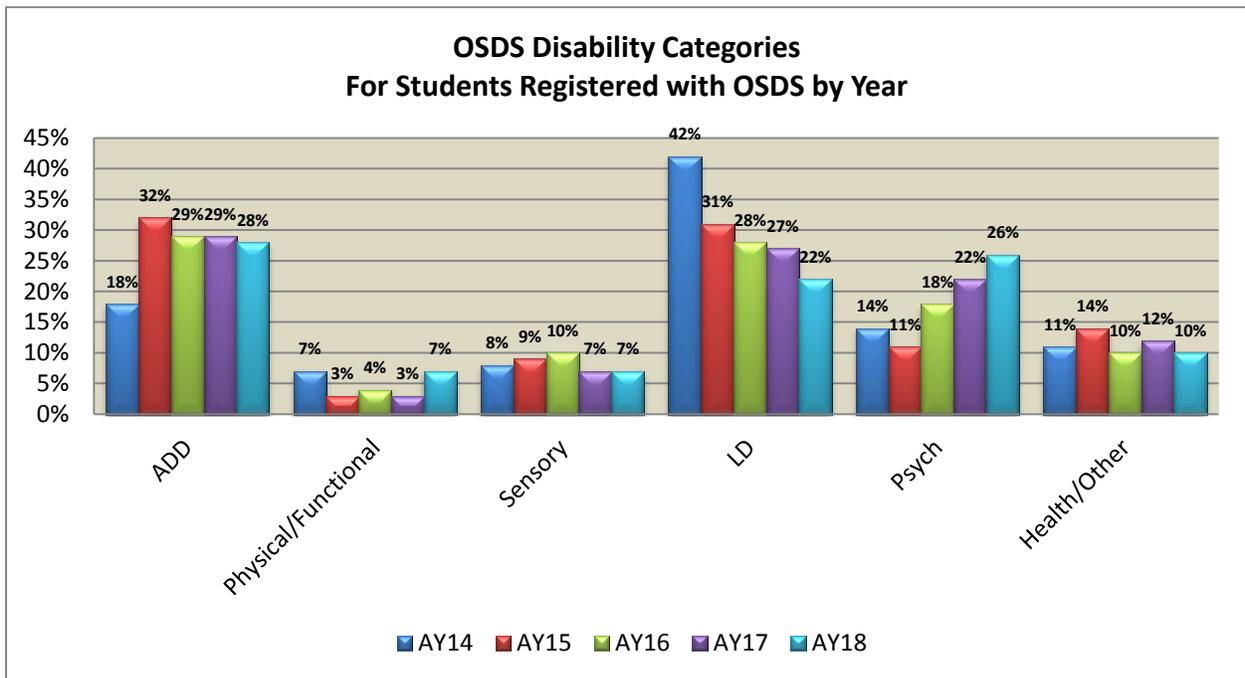
During AY18, 288 students were registered with the Office of Student Disability Services. Students registered both semesters were only counted once. The OSDS had contact with an additional 112 prospective students (this number does not include new students seen during New Student Programs 2017; it represents an increase of 2 prospective students from AY17). The total number of registered students with OSDS for AY17 shows a decrease of 28 students from the previous year.

In order to be consistent with the yearly IBHE data requested by the Office of Civil Rights, these numbers have been based on 10th day counts for fall and spring only. That report does not include summer numbers nor students who register with our office after 10th day. However, when taking into account students who were only registered with OSDS during summer 2017 (25 additional students), students who registered with OSDS after 10th day in fall and were here fall only (21 students), and students who registered with OSDS after 10th day in spring (29 students), the actual total number of students served is 314, compared to 337 from AY17 (an decrease of 23 students from last year).



Over the academic year, 10 students were academically dismissed, 16 were on warning, 7 were on probation, and 72 students graduated. In Fall 2017, 19% registered students were freshmen; 17% were sophomores; 22% were juniors; 33% were seniors; and 9% were enrolled in graduate studies. In Spring 2018, 16% were freshmen; 16% sophomores; 26% juniors; 32% seniors; and 10% were pursuing graduate studies.

The following chart represents the kinds of issues students presented to OSDS. Students on the Autism Spectrum are included in the psychological category. Miscellaneous health includes chronic health issues, Traumatic Brain Injury, and other low incidence disabilities. As indicated by the chart below, all of the supported disabilities have remained consistent with previous years with the exception of Psychological which has increased and LD which has decreased.



The following paragraphs outline how AY18 goals were met.

- Continued maintenance and updating of OSDS website.
- Continued collaborating with the Chair of the Foreign Languages Department to address students with disabilities' requests for foreign language substitutions.
- The OSDS Assistant Director met with the Interdisciplinary workgroup (EIU Counseling Center, Health Services and the Office of Student Disability Services) to collaborate and provide the best possible support services for students.
- The OSDS Office Manager and Assistant Director attended all EIU Open Houses and Transfer Days.
- OSDS received one Redden grant for the fall and spring semesters which was used to hire one student worker for mentors for the FOCUS Program. Due to funds from previous year being released late, additional remaining funds were utilized for a second student worker.
- The Office Manager, along with the Alternate Media Specialist, coordinated services for a total of 6 students with significant hearing impairments in the fall and spring for a total of 38 classes. No services were necessary for online classes. This coordination requires extensive effort to organize services for multiple people as well as scheduling individual academic related meetings (i.e., Instructor meetings, Student Success Center meetings, etc.) and rescheduling services for classes that are dropped and/or added, along with day-to-day unexpected absences due to illness or other emergencies. The Alternate Media Specialist worked with, and continues to work

with, ITS to make sure the appropriate technology structure is in place to adequately provide VRI and CART technology in each classroom.

- 3 sign language interpreters were provided for 2 students in the fall and 5 sign language interpreters were provided for 3 students in the spring.
 - Video Remote Interpreting (VRI) was provided for 2 students in the fall and 2 students in the spring. These students were trained by the Alternate Media Specialist on how to utilize the service. VRI is used in situations where on-site interpreters were not available. This service was provided through Partners Video Remote Interpreters.
 - CART (Communication Access Real-time Translation) was provided for 2 students in the fall and 3 students in the spring. These students were trained by the Alternate Media Specialist on how to utilize remote captioning. CART is used in situations where a student has a significant hearing impairment, but does not use sign language, or for various reasons for students who can use sign language. This service was provided through Alternative Communication Services (ACS).
 - OSDS purchased additional iPads for the purpose of increased technology options such as CART and VRI. Training was provided to students and staff by the Alternate Media Specialist related to use of CART.
- Referrals were made to the SSC, Academic Advising, Reading Center, Writing Center, Counseling Center, Communication Disorders and Sciences, Career Services, Health Services, Financial Aid, TRiO, Gateway, and Booth Library.
 - The Assistant Director of Student Disability Services acted as the point person for student veterans with disabilities.
 - The Assistant Director chaired the University Committee on Disability Issues.
 - The Assistant Director attended three college fairs during the fall semester for students with disabilities within the Chicagoland area.
 - OSDS met with numerous prospective students and their families throughout the year. Additionally, communication was frequent with parents, prospective students, and high school personnel in order to coordinate successful transition of these students.
 - Concentrated involvement was necessary for some students registered with OSDS. Significant issues regarding legal situations, faculty concerns, medical issues, community supports, life skill supports etc. required an exorbitant amount of time and department resources.
 - The Assistant Director held the position of Past-President on the Illowa AHEAD board. OSDS continued AHEAD regional membership.
 - The Office Manager covered for the Academic Advising Office periodically.
 - OSDS continued to support Delta Alpha Pi International Honor Society as a registered student organization at Eastern Illinois University. This organization recognizes students with at least a 3.1 GPA who are also registered with OSDS. The Assistant Director is the acting advisor for this RSO.

- OSDS provided additional support to STEP, a postsecondary level support program for students on the Autism Spectrum, when needed. This program is provided at an additional fee through the Communication Disorders and Sciences Department and is not an accommodation.
- The Assistant Director researched and reviewed trends and issues in the field of disability services specifically related to emotional support animals, testing information, support services for students on the Autism Spectrum, and various OCR cases and outcomes.
- The Assistant Director provided trainings to graduate students assigned to GA positions within different departments on campus.
- The Assistant Director attended ILLOWA AHEAD's two day Conference in Peoria.
- The Assistant Director worked directly with housing and general counsel in supporting students with Emotional Support Animals.
- The Assistant Director presented to Faculty Development regarding working with students with disabilities and providing a universally designed classroom.
- The Assistant Director worked with students seeking to utilize accommodations with exams such as the GRE, ACT, SAT, & TAP.
- The Office Manager attended New Web Application/Dashboard Training.

OSDS Survey Results

- Each semester, students who have received services from OSDS are sent an email asking them to complete an evaluation of their personal experience with the office. This year an email was sent to each student containing a link for survey access on Survey Monkey. Students were asked to rate five statements on a strongly agree to strongly disagree scale. Responses from the two administrations—Fall 2017 and Spring 2018—have been combined.

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
My experience with the Office of Student Disability Services has been positive.	65%	21%	2%	7%	5%
I received courteous service.	67%	19%	2%	5%	7%
My requests were addressed in a timely manner.	58%	26%	0%	9%	7%
I received useful information.	60%	23%	5%	7%	5%
I was given the opportunity to express my concerns fully.	60%	23%	5%	7%	5%

Alternate Media and E-text

- During AY18, a Graduate Assistant was hired to assist the Alternate Media Specialist in converting text into an electronic format. This GA replaced the Text Conversionist employee, who was cut due to budgetary concerns.
- Archiving continues on a yearly basis.
- The AMTS continued to improve the process of converting text into electronic format in order to generate material which aligns with standards in the field. While the chart below represents the numbers of books converted in AY18, it does not reflect the increased level of effort required to produce higher quality e-text for students with disabilities. Currently, the e-text library contains 953 books.

Semester	# of students eligible for e-text	# of students requested e-text	Total # of books provided	# of books provided from our e-text library	# of books converted and/or edited	# of books provided through Learning Ally
Summer 17	44	7	16	3	1	12
Fall 17	44	27	160	47	49	64
Spring 18	44	25	143	48	65	30
Totals			319	98	115	106

FOCUS

The FOCUS program, which is in its eleventh year, was designed to teach students with disabilities specific compensatory strategies and skill sets while increasing their academic confidence and desire to finish college. By identifying students who might require this specific type of support, FOCUS is able to play a significant role in the Office of Student Disability Services' efforts to increase university retention. In conjunction with other campus resources, students in the FOCUS program have a plan that is tailored to take into account the students' unique academic needs related to their disability in order to increase the level of individual success.

The Focus program also allows junior, senior, and graduate level EIU students the opportunity to gain experience in their chosen field of study by working as a FOCUS mentor. One graduate assistant from the Communication Disorders and Sciences Program was assigned to run the program with two undergraduate student mentors for the fall and spring semesters. In addition to their knowledge of working with students with disabilities, they were trained to identify specific areas of deficit using disability documentation, student interview, and informal assessment of skills.

Using this information, they addressed academic needs in consideration of disability-related skill deficits. Some of the key components of the program include:

- Helping participants gain a better understanding of their disability and how it impacts them in an academic setting.

- Helping participants identify personal learning styles and how that impacts individual learning needs.
- Guiding development of critical thinking skills, such as analyzing information, applying it, and illustrating it.
- Reinforcing the use of designated accommodations.
- Helping students determine who to go to when experiencing various difficulties when they have questions.
- A thorough demonstration of PAWS, D2L, library webpage, adaptive software such as Kurzweil, Inspiration, and text-to-speech programs.
- Exposing them to specific methods of taking notes, studying for tests, reading assigned material, etc. (including the use of adaptive technology) using the students deficit areas as a reference point.
- Supporting their transition from the highly supported K-12 system to increased self-advocacy skills and independence within the university setting.

In AY18, there were a total of 19 participants in the FOCUS Program.

Typically, the more time students participate in the FOCUS Program, the better they do academically. Five of the nineteen participants who attended FOCUS regularly had a cumulative GPA of 3.5-4.0 Eight of the nineteen participants who attended FOCUS regularly had cumulative GPA's of at least 3.0 at the end of the spring semester. Eighteen participants who attended FOCUS regularly had a cumulative GPA of at least 2.0.

FOCUS students are surveyed to better understand their views before and after participating in FOCUS. Students consistently reported that FOCUS truly has made a difference in how they feel about school and that FOCUS truly helped them improve their grades in school. Those surveyed also stated that FOCUS truly helped raise their confidence regarding their ability to succeed in college. Additionally, the students expressed an increased understanding of a variety of skills required to be successful at the college level.

FOCUS students displayed growth in all areas surveyed from before they were in FOCUS to after having participated in FOCUS. The students stated that they have an increased understanding of their specific learning style and how it impacts their learning. The students found that they had an increased knowledge of both academic strengths and weaknesses. The students were able to better recognize the best time of day to study and what locations worked best for their learning needs. The students identified and utilized effective methods for remembering important information related to their academics due to participation in FOCUS. The students found they kept track of their grades more frequently throughout the semester after participating in FOCUS. The students learned how to manage their time more wisely, so that they studied and worked on assignments to decrease stress and anxiety. All of the increases in skills allowed each of the participants to feel more successful in their academics than they did prior to participating in FOCUS.

Student Success Center

The Student Success Center and its Director have established the following on-going goals:

- Provide individual learning strategy instruction, ongoing support and referral services for students seeking to improve their learning skills.
- Develop, support, and help implement university-wide learning initiatives, especially in the areas involving retention, at-risk student populations, and students on warning.
- Conduct outreach efforts to enhance the learning environment, including student workshops, classroom visits, presentations in university housing, and staff information sessions.
- Teach EIU 1111: University Foundations.
- Provide and maintain a virtual presence through the website and other technology with links to tutoring and other student support services.
- Collaborate with other University offices and events.
- Serve on university committees that promote student success and retention.
- Engage in professional development activities.
- Oversee Reinstated Student Programs and Review Admits.

These goals were met by the Director and the five graduate students in the SSC in the following ways:

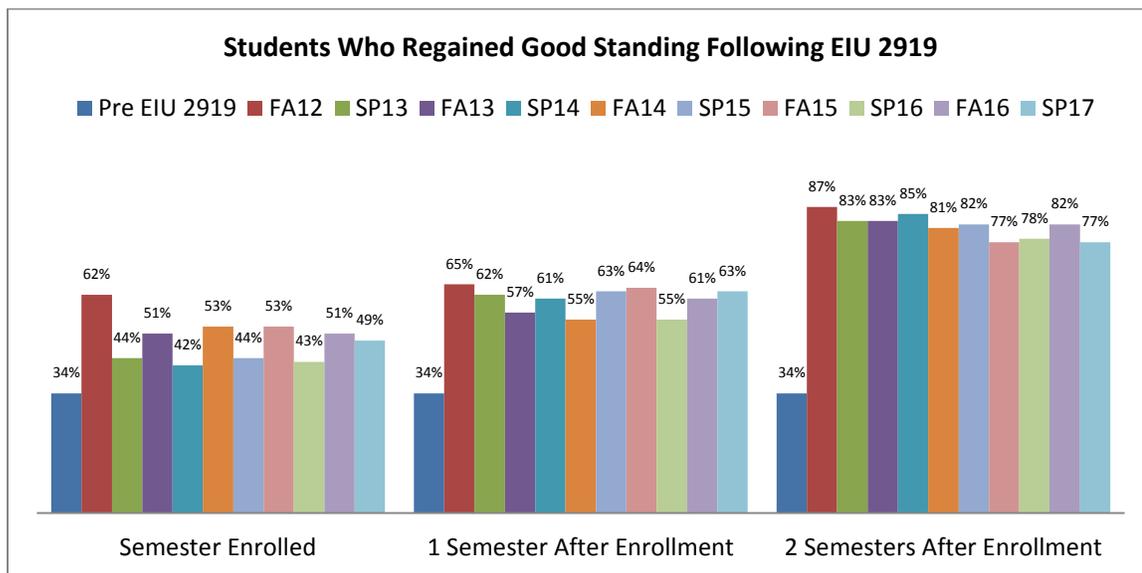
- SSC staff consulted with 274 students (Reinstated students 48; EIU 2919 136; Referrals 63; Review Admits 27), which is a decrease of 74 students from AY17.
- There were 947 total appointments (209 fewer appointments than AY17).
- SSC conducted 17 workshops and classroom presentations and presented to 528 students, which is a decrease of 156 students from the previous academic year. Ninety-five percent of students rated the workshops as good or excellent. Workshops were conducted for academic classrooms, EIU 1111, athletics, Prowl, Housing, TRiO, transfer relations, Student Affairs, and NSFP, and LASSO.
- Students consulting with SSC counselors were referred to the Counseling Center, Career Services, Disability Services, Health Services, TRiO, Financial Aid, the Writing Center, Military Assistance Center, HERC, and Academic Advising.
- Students were referred to the SSC by faculty, academic advising, EAS, fraternities/sororities, Disability Services, Gateway, the mid-term email, EWP, VPAA's office, TRiO, athletics, the Registrar's Office, EIU 1111 instructors, Testing and Evaluation, the Counseling Center, and Housing. Students also came in on their own or were referred by a friend.
- The Director trained the 5 graduate assistants and 4 interns on how to provide services offered through the SSC.
- The Director taught a section of University Foundations.
- The SSC website was maintained, including the departmental tutoring schedule for each semester. The department Facebook account was updated and the twitter account was monitored.

- The Director participated in RA training, Gateway GA training, the Panther Fair at Freshman Debut, presented to Debut Leaders, Prowl, open houses, and transfer orientation.
- SSC Director serves on the UF Advisory Committee, CORE, CSA Days Committee, CAS thesis committees, Student Success Task Force, and LIFE Center Advisory Board.

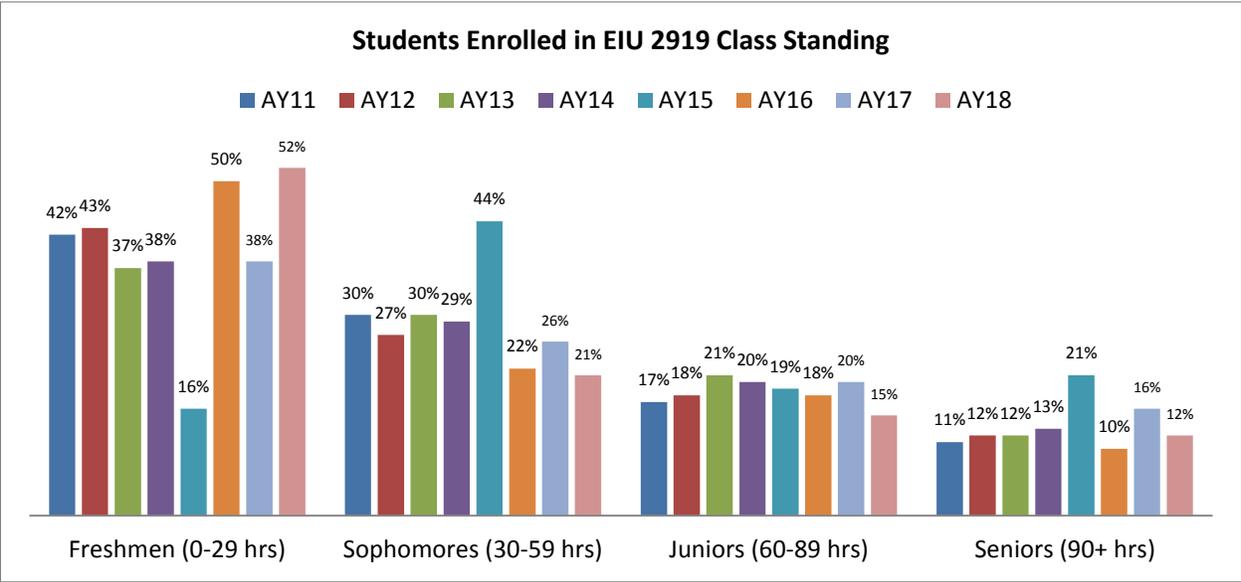
EIU 2919

In AY18, the SSC delivered 15 sections of EIU 2919 for students on warning; 7 sections were offered in the fall and 8 in the spring. A total of 185 students enrolled, which is a decrease of 54 students from the previous year; 83 students did not return to the University after being placed on warning. Each semester an on-line version of the course is offered for students in on-line programs.

One of the goals for the Center outlined in the grant was to increase the percentage of students who regain Good Standing after they were placed on Academic Warning from the pre-grant level of 34% to 60% by 2011. The following chart shows the improvement of students who regained good standing following the implementation of a mandatory course for students on Academic Warning for the first time. The 60% goal has been met for 2 semesters out since FA11.



All levels of class standing are represented in the course. The following chart shows the percentage of EIU 2919 students by student classification.

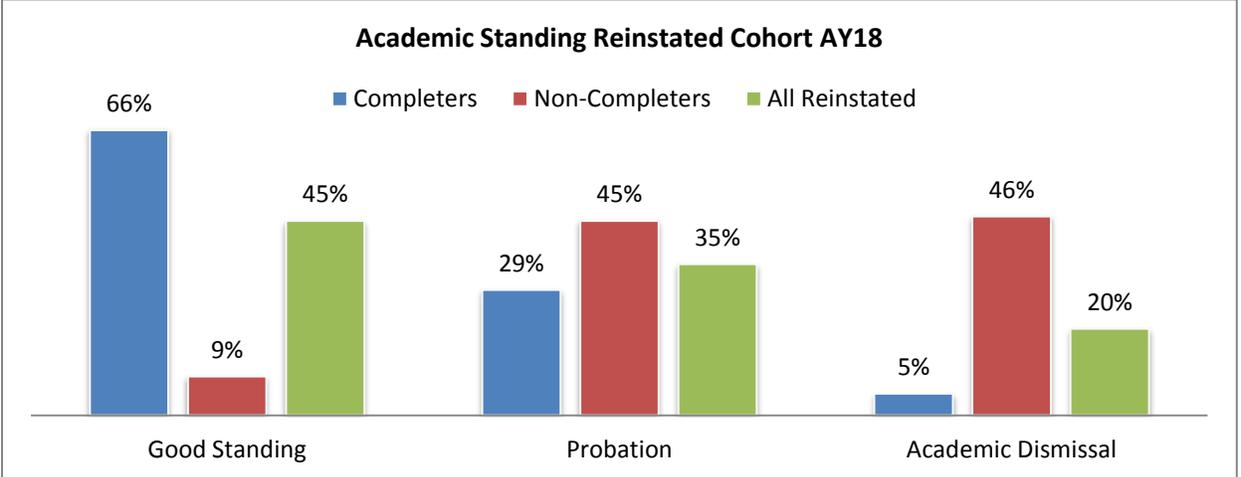


The evaluations for EIU 2919 continue to be strong. Below are the percentage of students who answered strongly agree or agree for several of the most pertinent questions:

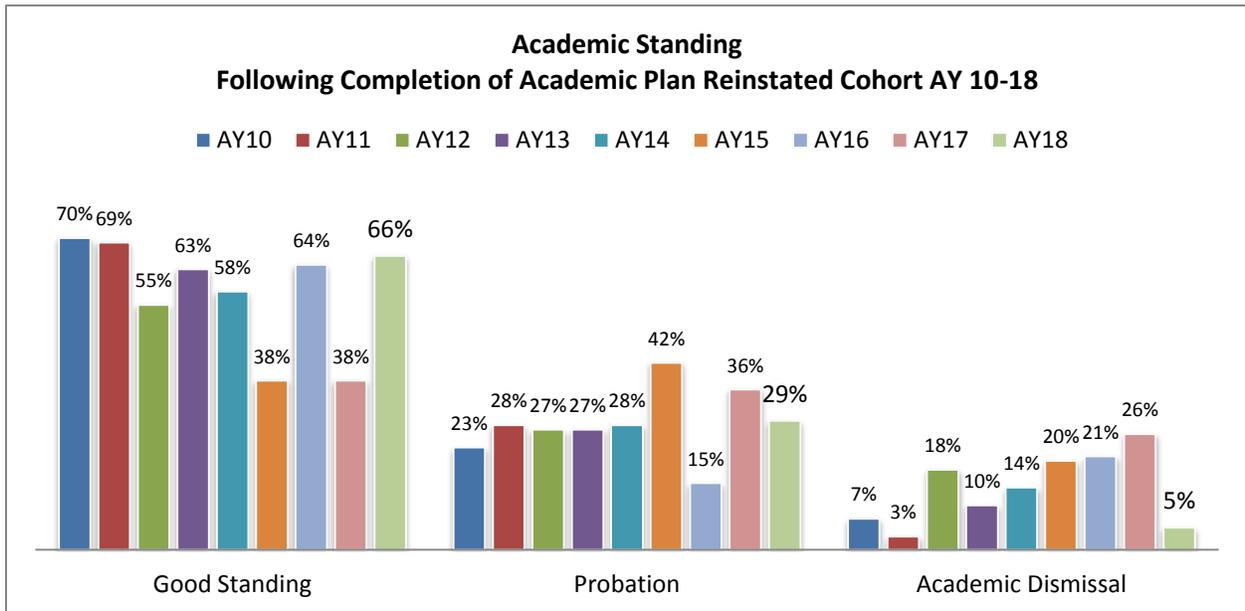
1. My instructor demonstrates command of the subject/discipline. 95%
2. My instructor effectively organizes material for teaching/learning. 98%
3. My instructor is readily accessible outside of class. 86%
4. My instructor presents knowledge or material effectively. 92%
5. My instructor encourages and interests students in learning. 93%

Reinstated Program

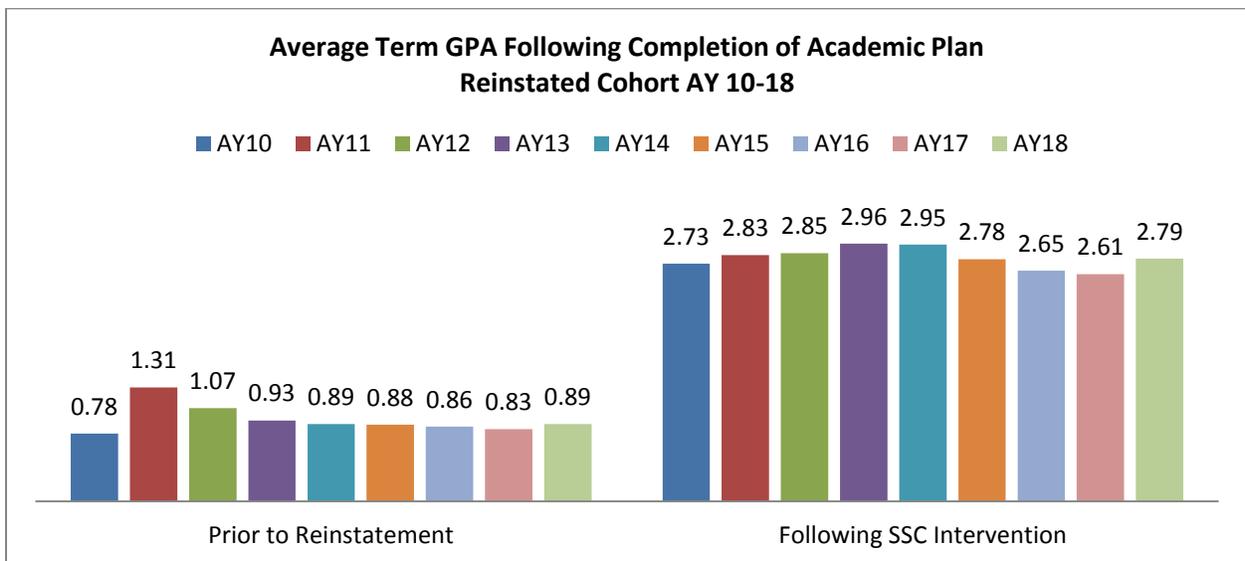
In AY18, 60 students were reinstated to the University following dismissal (3 fewer than the previous year); of these individuals, 38 students developed and completed their academic plan for a 63% completion rate, which shows an increase of 1% from the previous year. The following chart shows the academic standing of students re-admitted to the University for AY18, which was the 12th year for the reinstated program. Many students who are reinstated to the university have extremely low GPAs upon reinstatement which makes it difficult to regain good standing in one semester. The number of students who achieved good standing in one semester speaks to the strength and success of the program.



As illustrated above, students who complete the academic plan developed for them by the SSC can regain good standing, but it is very unlikely that students will gain academic good standing on their own. The chart below provides the academic standing for these students over the last eight academic years; only students who completed their prescribed academic plan are represented.



The chart that follows depicts the average gpa for students upon completion or non-completion of their academic plan following re-admission.



Reinstated students who complete their academic plan with the SSC had a 2.79 average gpa compared to non-completers who had a 1.57. The average for all reinstated students was 2.33 for AY18, but clearly the difference between the plan completers and non-completers shows that reinstated students can be successful with some assistance and with the motivation to accept help.

Office of Testing and Evaluation

Mission: The Office of Testing & Evaluation supports the educational mission of the University by providing high quality testing, exam scoring, evaluation, and survey services for faculty, students, and staff. In addition, the Office of Testing & Evaluation provides testing services to the local community. Services for all constituents are provided in a professional, secure, and accessible environment that supports academic success.

While the personnel section of this report covers the vast changes that have occurred since September 2015, it should be noted that for AY18 this office was staffed by one full-time person, a part-time person hired at the end of the semester, part of a GA, and the Executive Director. The former Director of OTE returned for a month in FA17 and a month in SP18 to aid in scanning tests and evaluations. Without this additional help, deadlines for finals and course evaluations would not have been met.

OTE has established the following ongoing goals:

- Maintain a positive and productive environment for faculty, staff, and students
- Provide timely, accurate scanning of exams, evaluations, and surveys
- Provide testing service to the University and community
- Engage in professional development activities
- Continue teacher certification testing for the state of Illinois

OTE has met these goals by providing the following services/activities:

- OTE administered promotional exams for the City of Charleston Police Department (12 officers). Two ACT residual exams were given. Math Placement exams were given to 118 students. OTE also proctored 31 outside exams for students/community members
- Gateway, SIHL, and GST 1000 students utilized the Nelson Denny. A total of 195 sheets were scored (-48 from AY17).
- OTE created a total of 17 surveys: 9 scannable and 8 online. There were 3,072 surveys prepared and 1,461 returned for processing. Surveys were created, scanned (where applicable), and results generated for various search committees, EC/ELE/MLE, Special Education, Athletics, Philosophy, School of Business, and Booth Library.
- A total of 32,445 exam sheets were scanned, down 11,249 sheets or 35% from AY17.
- The former OTE director continues to offer the Pearson Vue tests on certain Fridays throughout the school year for teacher certification candidates. This is a positive arrangement for all parties; the company pays her to proctor, and she uses our test lab, which allows our students easy access to complete these tests. Sixty exams were given this academic year compared to 51 for the previous AY.
- OTE created and disseminated 10,800 Purdue scannable evaluations (79% completion rate—completion rates based on roster counts) and 7,226 online Purdue evaluations (49% return rate); 11,446 of these evaluations were returned for processing (67% return rate). OTE prepared 21,602 scannable departmental evaluations (76% return rate) and 13,375 departmental online evaluations (44% return rate); 21,286 of these evaluations were returned

for processing. All evaluations combined showed a 65% completion rate. Overall, the online evaluations—Purdue and departmental combined—had a 46% completion rate while the scannable evaluations disseminated in face-to-face classrooms saw a 73% completion rate.

