

Academic Success Center

Annual Report to the

Provost/Vice President for Academic Affairs

AY 2019-2020

Prepared Summer 2020 by Karla Sanders, Ph.D., Executive Director



Eastern Illinois University's Academic Success Center (ASC) offers this report to the Provost/Vice President for Academic Affairs to summarize the unit's work during AY 2019-2020. The Directors and staff members contributed to the information contained in this report, which is organized around ASC's major functions and by unit. The following services are part of the ASC: academic advising, student disability services, testing and evaluation, the freshman seminar course, the Gateway program, assessment, retention, and the student success programs and workshops.

Because ASC 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. ASC 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. ASC submits this report as an accounting of our work for AY20 and our aim for excellence in our programs and services.

Personnel, Budget, and Goals

In AY20, there were several personnel changes. Amy Richardson, office manager for assessment and advising, retired at the end of July, and Lynn Griesemer took over that position. In Fall 2019, Karen Guthridge, office specialist in advising, and Shelley James, interim director of advising, indicated their intents to retire at the end of April 2020. It was decided that Karen would train Lynn on Gateway duties in Spring 2020. The person taking Karen's position would report to Lynn and duties would be adjusted. In December 2019, Karen Guthridge went on FMLA and returned to work shortly before the stay at home order was issued to deal with the COVID-19 pandemic. A search to replace Shelley James was conducted in Spring 2020, and Dr. Tyler Phelps was hired to begin July 1, 2020.

In January 2020 changes were made to several positions in the ASC due to changes in civil service positions at the state level. SUCS required each institution to review A&P positions and convert those that met certain criteria to civil service. As a result of this process, Cindy Boyer, the Director of Student Success; April Jackson, the Director of Student Disability Services; and Heather Chism, Alternate Media Specialist, were moved from A&P positions to civil service lines. All civil service positions were reviewed by HR who requested new position descriptions to be written in SP20. Also, as a part of this process, Carrie Gossett's position was changed within civil service to a program coordinator; this moved her position from non-exempt to exempt as well.

No major equipment purchases were made due to the continued tight budget. In SP20 cameras with mics were purchased for advising to aid in zoom meetings with advisees during orientation.

In April/May/June 2020 ASC offices and staff moved to MacAfee to allow the new nursing program to be housed in Ninth St. Hall. As of the writing of this report, we are still working on making the space accessible for student disability services.

In January 2020, the Executive Director announced her intent to retire at the end of July 2020. Many of the assessment duties will move to a new person in the Provost's office after this year. With the gap in the time between Shelley James' retirement (April 30) and the new Director's start date (July 1), the Executive Director took on many of the administrative duties for advising.

ASC'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.

Spending was suspended in the spring due to budget issues related to COVID-19. The above goals are the backbone of the unit. Specific AY20 objectives for the various areas and specific areas of responsibility are given below.

Collaboration & Student Success

This section will offer examples of collaborative efforts ASC has established with other offices at EIU; many of these collaborations have been ongoing for several years. ASC is responsible for the freshman seminar and retention and has committees related to those efforts.

ASC has responsibility for alerting students to their midterm grades; the actions students subsequently take may contribute to their overall academic success. Midterm grades are available through PAWS, but students are also sent emails indicating actions to take to improve their grades. Lists are also sent to advisors.

In FA19, 1,239 midterm emails were sent with a total of 1,988 grades submitted; this is an increase of 1 email and a decrease of 82 grades from FA18. In Spring 2020, 1,322 emails were sent and included 1,848 submitted grades, which shows an increase of 246 emails but a decrease of 60 grades from SP19. In FA19 48% of the grades were given to freshmen (5% increase) and 21% to sophomores (same percentage); in SP20 49% of the midterm grades were given to freshmen, which is a 17% increase from the previous year, and 21% to sophomores, a 3% decrease.

The Seat Management Committee (the Executive Director of ASC, the associate deans, and the Director of Advising) studied data related to planning for new freshmen and transfers. A rollout of seats was planned for summer 2020 with approximately enough seats for 950 new freshmen and 350-400 new transfers. Information from SU19 senior seminars was shared with chairs to help with planning for SU20. SU19 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. When changes were made to FA20 due to new precautions for COVID-19, the rollout was adjusted.

Dual Credit was turned over to the Provost's area in AY20. ASC took the primary lead in FA19 to serve the partners we had for that semester and to provide information for the Provost's office, Admissions,

and Registration to prepare to pass on those responsibilities for SP20. ASC continued to work with D214 on the Arrive Ready, early advising project, with 25 students. However, this project was interrupted by the stay at home order due to COVID-19. Two advising sessions were held and then we cancelled. A final session for students attending EIU was held, but only 3 of the 9 students participated.

Committee on Retention Efforts (CORE)

The Executive Director chairs CORE and the Directors of Student Success and Academic Advising serve on the committee. In AY20, CORE continued several initiatives begun in prior years: not registered emails, verification lists, and the Early Alert System (EAS) among those. Initiatives begun in AY19 also continued: the first-generation project in conjunction with TRiO and MEI and the email alert for faculty with new students in spring semesters.

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, and the Executive Director responds to any email responses from students. In prior years, department chairs were sent a list of their students who have not yet registered with each list generation, but this year a new report was created with additional information that chairs could run themselves. What follows are the number of students each semester who have not registered by the email 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 588 students (491 students SU19) still unregistered.

The Early Alert System continued this academic year as well; EAS is a collaboration between ASC and Housing. In AY20, there were 976 total alerts, and 33% (321) were resolved (students contacted) within 4 days of the alert being made by the faculty member. Twenty-eight percent (270 alerts were resolved within 5-8 days; 18% resolved within 9 days. "Resolved" indicates that contact was made or attempted at least 3 times via email, phone calls, or in-person visits for students living in Housing.

Faculty alerted students for the following issues:

Type (Alerts having only the type(s) listed)	Count	Percent
Non-Attendance	164	17%
Poor Performance	125	13%
Incomplete Assignments	274	28%
Non-Attendance, Poor Performance	19	2%
Non-Attendance, Incomplete Assignments	192	20%
Poor Performance, Incomplete Assignments	88	9%
All 3 (Non-Attendance, Poor Performance, Incomplete Assignments)	85	9%
Other	29	3%

CORE produced two issues of its newsletter, *Retention Matters* in FA19 and SP20, 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. Only a handful of students did not complete verification. In FA19 at 10th day, only 10 students in the incoming class had not yet completed verification. Financial Aid provided lists to ASC of new students with issues with their office. The first list was disseminated to advisors and UF instructors in late September; there were 148 new freshmen on the list. The second list was provided

about a month later, and it had 91 students. The final list at the end of the semester had 57 students remaining, and many of these students had withdrawn or already left the University. These collaborations seem to be working to help students complete financial aid forms.

In SP19 funds were made available by the Foundation and the President to offer fifty \$1000 grants to freshmen students who had a balance preventing them from registering for the next semester. Students in good standing who were on track to earn 30 credit hours their freshman year were prioritized. CORE worked with financial aid to identify students who could accept more aid to award these grants. By 10th day, fall 2019, 90% of these students were enrolled at EIU. This initiative was the result of several years of discussing ways to help students in financial difficulty who were at risk of dropping out due to the gap in their aid and what they and their families could afford to pay for college.

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 FA19, 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. Advisors and UF instructors were also asked to talk to their students who still had not completed verification by fall semester.

The Executive Director was asked to serve on Alexis Straub's master's thesis committee with Catherine Polydore as chair and Tanya Willard; her thesis focused on the role of grit and resiliency in the retention and graduation of students with 4 or more risk factors. She defended her thesis in My 2020.

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. SU19 is the second year of collection. This is a 5-year commitment. Initial data provided in FA19 showed the following (from the College Board initial report):

- “Students who were not retained had lower prior achievement (SAT and HSGPA) and substantially lower Semester 1 GPA
- Students who were not retained had lower levels of many adaptive noncognitive dimensions, including Academic Value (Utility Value, Attainment Value, and Intrinsic Value), Confidence, Connection, Study Strategies (Rehearsal only), and Self Awareness (Knowledge of Cognition).”

There were 600 freshmen students in the FA18 cohort who completed the survey. The Executive Director sends data to the College Board each year about the cohorts tested for their analysis.

Assessment

ASC's assessment objectives for AY20 included:

- Maintain and update the assessment website
- 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
- Develop ways that each unit under ASC can monitor and report activities

In an effort to promote understanding of University-wide assessment efforts and to aid in departmental assessment activities, ASC 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.
- In SU19, program reporting was suspended for undergraduate programs. A group of faculty, the associate deans, and the ASC Executive Director met in the fall to determine new reporting requirements. A new schedule was developed; programs will report in October. Reporting forms and schedules are based on whether a program is accredited or not. The new schedule is on the assessment web site.
- Twenty graduate programs submitted reports in SU19. 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 assessment report is also at this site.
- In SP20 NSSE was administered; emails were sent to all freshmen and seniors from NSSE and reminders were incorporated into PAWS. Reports are expected in August 2020.

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+. 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.

Electronic Writing Portfolio

ASC 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. ASC'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
- 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

AY20 was the 12th 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. EWP brochures for students were disseminated at freshman and transfer Debut and were made available to faculty and departments.

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. The annual report can be found at <http://www.eiu.edu/assess/ewpdata.php>.

In January, the Executive Director trained 3 new readers in 2 sessions. Readings of completed portfolios took place in February 2020. The 11 readers read 130 portfolios, which encompassed 390 student papers; three focus groups were conducted. The Executive Director of ASC 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

AY20 was the 18th year to collect data related to this goal, and the 5th 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 ASC to serve this goal:

- Make administration of the Responsible Citizenship Survey possible for students at freshman orientation and in Senior Seminars each semester. The survey was not given at orientation in SU20 due to the COVID-19 on-line orientation.
- 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

In Summer 2019, 833 freshmen completed the survey. 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.

Semester	Number Completed	Number Students	Completion Rate
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%
Summer 2018	201	327	61%
Fall 2018	378	425	88%
Spring 2019	371	499	74%
Summer 2019	137	325	42%
Fall 2019	233	407	57%
Spring 2020	105	461	23%

Reports for AY20 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. ASC's AY20 objectives that support this goal include:

- Provide informational material for faculty.
- Enter quantitative data in assessment database.
- Disseminate procedures for faculty to return assessment forms to ASC.
- Collect speaking data in the CMN 1310G courses and in senior seminars.
- Provide data to departments for their majors.

Speaking assessment sheets were distributed to all sections of CMN 1310G and senior seminars In Summer 2019, Fall 2019, and Spring 2020. However, collection was suspended in SP20 and SU20 due to classes moving to remote learning in March. This year a total of 618 completed assessments were returned: 290 freshman scores and 328 senior scores. Even taking into account that collection was suspended in SP20, the return rates for the sheets went down this year. In SU19 29% of the sheets sent to senior seminar instructors for students were returned, and in FA19 57% were returned. In FA19 70% of the freshmen enrolled in CMN 1310G had sheets returned for assessment. The table below shows the breakdown by semester and course:

Term	Course	# of Submission
SU19	EIU 4###G	94
	CMN 1310G	8
FA19	EIU 4###G	234
	CMN 1310G	282
Total		328 EIU /290 CMN

Nine 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 AY20 Speaking Reports are available at <http://www.eiu.edu/assess/speechdata.php> .

As with each year, ASC 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 ASC 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 AY20 committee members were Bobbi Kingery, Career Services; Cindy Boyer, Academic Success Center; Jessica Ward, Student Standards (until her departure from EIU in October); Shelley James, Academic Success Center (until her retirement in April); Jeff Duck, Teaching, Learning, & Foundations; and Crystal Brown, Student Community Service. Sarah Jacobs from Housing joined the committee in January.

In Fall 2019, four ASC staff members taught the course: the Directors of the SSC and AAC and two advisors. In FA18, 20 of the 21 sections were taught with an instructor and a peer leader, 1 was taught with one instructor and a GA.

Hiring and training for the course were impacted by the pandemic and working remotely. In March after the extended spring break, the Executive Director interviewed student candidates via Microsoft teams to be peer leaders. Eighteen peer leaders were hired to help with the course: 14 new students and 4 returners. In May 2020, the peer leaders were invited to a D2L online training with powerpoints to complete. The instructor trainings planned for May and then June were cancelled. As of the writing of this report, the UFAC was planning a virtual training for some time in July. New instructors were added to the D2L training for peer leaders.

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.

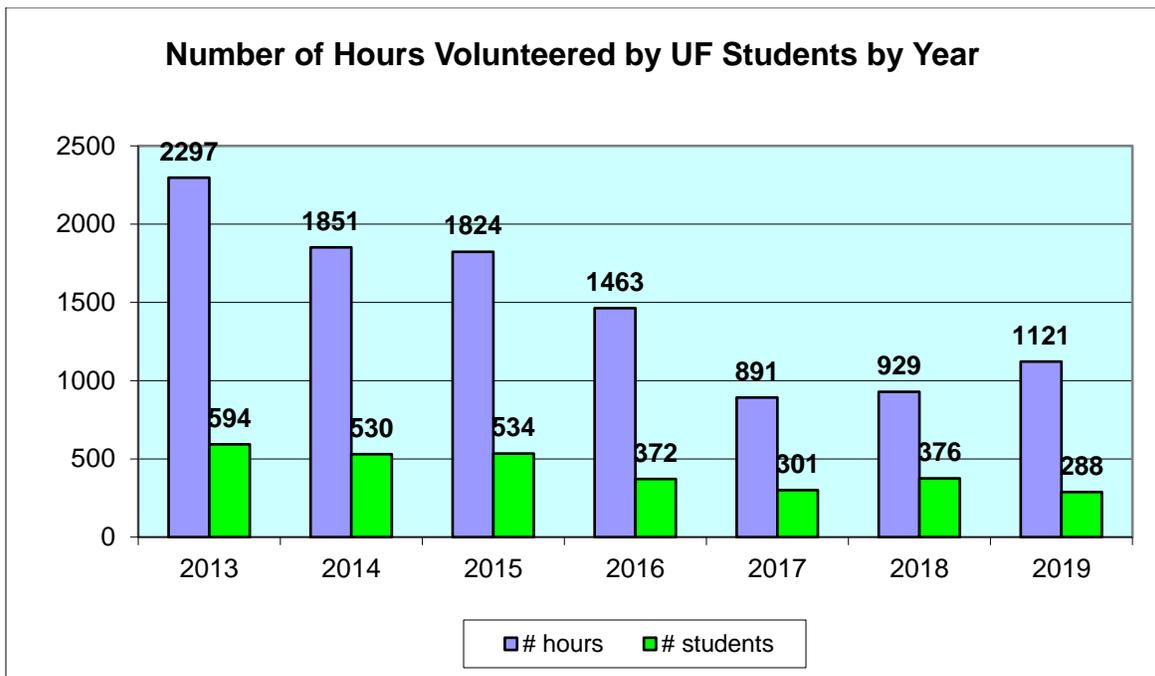
In Fall 2019, 21 sections were offered, and 452 students received grades; this is approximately 50% of the first-time freshmen. This number is 30 more students than the previous fall, but shows a decrease of 3% of the freshman class being enrolled in the course. Of those students, 60.6% were minority students compared to 49% of the whole freshman class and 38% of the non-UF freshmen. Gateway and review admit students were required to take University Foundations, so 38.9% of UF students took the course as a requirement and 61% took the course as an elective.

In SP20 peer leaders were solicited via email/listservs, fliers, and word of mouth. The Executive Director received 26 applications for peer leaders and interviewed via Teams all the students for the 14 new slots; four PLs are returning.

In FA19, 73% of students enrolled in UF indicated they were working less than 5 hours a week at a paid job, which is 3% higher than the previous year, and only 17% were working more than 11 hours, which is a decrease of 1% from the previous year. The percentage of students indicating that they spend 6 or fewer hours a week studying went from 30% to 32%; the percentage indicating they spend 13 hours decreased to 29% (-1% from previous year). Course evaluations continue to be strong. Seventy-five percent of students indicate that the course has helped to improve their study habits (-2%) while 83% stated that it has helped them understand college expectations. Ninety-two percent of students indicated they planned to return for spring semester (-1%), and 78% would recommend the course to other students (-1%).

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 1, 2019, 22 presentations were given and 28 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. This event has been cancelled for Fall 2020 due to numbers of people allowed at events due to COVID-19 restrictions.

The citizenship project asks each class to participate in some University-wide, local, state, national, or global citizenship project. For the past couple of years, sections have chosen to either do a current events project or a volunteer in the community project. This year, 8 sections chose the current events option and 13 participated in a volunteer project. Instructors were asked to have students reflect on their experiences through an email assignment, written paper, or presentation. Thirteen sections allowed individual projects; two sections had group projects, and 5 sections required a combination of individual and group projects. Of the 13 volunteer sections, 11 required service learning projects in which students reflected on their experiences. A total of 288 students volunteered 1121 hours in Fall 2019, which is an increase of 192 hours from Fall 2018 UF courses. On average, each student completed 3.89 hours, which is an increase of 1.42 hours.



Academic Advising

Academic Advising has eight advisors, including the Director; Greg Aydt, Jacqueline Collins, Juanita Cross, Kari Dailey, Don Dawson, Tania Ward, Jennifer Reed, and Shelley James (Interim Director, retired April 30). There are two office staff members, one that solely works for Academic Advising, Karen Guthridge (retired April 30) and the other is under the Academic Success Center Office and is relied on very heavily, Lynn Griesemer. Many of the duties of the previous office staff continue to fall on the Director. For the 2019-2020 academic year, there were two student workers to assist in the daily non-advising operating functions of the unit. The AAC remains the first line of communication for students, parents, and faculty to receive answers to academic questions and procedures. The Director speaks to prospective students and families to help them understand the benefits of coming to Eastern.

Academic Advising continues to be the hub of the network for those who advise students across the entire campus of Eastern Illinois University. The ASC serves as a resource for many office and departments, especially in the area of general education classes, and cultivates opportunities for expanded communication, dissemination of information, and clarification of policy and procedure changes. We assist in advising students from other departments any time the need arises because of the wide range of general knowledge we have about academic policy and the university's majors and minors. These responsibilities are in addition to our mandated unit responsibilities.

In addition to all of the normal activities that occur in Academic Advising, there have been many changes in the past year with moving to online advising due to COVID-19.

The Gateway Program had a successful year with the Academic Success Center. This program provides the student with additional services by giving weekly advising appointments, study tables, assessment testing, and progress reports to give the advisor more information to help with student success. This year was spent making adjustments to the program for the betterment of the students and the advisors.

Advisors worked to improve the study tables, student agreements, attendance policies, etc. to best help the students.

The Campus Advising Network (CAN) promotes cooperation and shares information with academic advising professionals across campus. CAN is governed by a Steering Committee which is chaired by the Director of Academic Advising and meets bi-monthly. Besides keeping the campus abreast of new information, CAN is also responsible for offering professional development opportunities throughout the academic year. The following opportunities were offered in the 2019-2020 year:

- Co-sponsor of the Advisor Coffee
- Brown Bag—Motivational Interviewing
- Brown Bag—Mental Health Awareness

Mission Statement: Academic Advising 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.

Philosophy: Academic Advising is a partnership between the advisor and student to help the student develop a solid foundation for a successful college career.

Accomplished Goals for 2019-2020:

- **Focus on Advisement**
 - Students were advised; recommendation letters were written for jobs, scholarships, and internships; students interested in advising as a career job shadowed advisors.
 - Advisor Training
 - 47 faculty and staff attended the advisor coffee on September 12
 - numerous calls were received weekly from advisors and faculty across campus requiring assistance on how to access and use the Satisfactory Progress Academic Plan (includes the GPA % completion calculator, and access to RePortal)
 - One on One & group advisor training is available upon request for any or all topics. This year Juanita, Don, and Greg met with faculty from Political Science, and Juanita continued to give help throughout the year. Everyone in the office trained Tania Ward our newest advisor, and Kari, Shelley, and Greg gave training sessions to the new advisor in Biology.
 - Freshman Advising Calendar provides a month-by-month agenda of important dates for fall and spring to help new first-year students stay informed.
 - A special orientation and registration were provided to incoming Gateway Program Students.
 - A special orientation and registration were provided to incoming summer athletes.
 - Helped Students who could not attend a scheduled orientation session. Students are given a private orientation and advised through an online orientation.
 - A special orientation and registration were provided to incoming International Students.
- **Building Campus Relationships**
 - Faculty/Department meetings were held with the following colleagues: Career Services—Bobbi Kingery; KSR—Recreation Administration; Technology—Department Meeting; Nursing—Holly Farley; ELED—Jeanne Okrasinski; and MyEIU – Justin Tierney. Meetings continue each semester with Athletics, New Student Programs, Honors, and International Programs.

- **Professional Development**
 - Community College Articulation Conference—all ASC advisors attended
 - Jennifer, Kari, and Tania, Jackie, Don, Greg, and Juanita attended the Annual Diversity Conference
 - Jennifer, Juanita, Jackie, Tania, and Kari attended the Thomas A. Bonine Suicide Prevention Conference
 - Tania, Jackie, Shelley, and Don attended the Midwest Conference at Illinois State
 - Jackie and Juanita attended the NACADA National Conference in Louisville, KY.
 - The Advisors have memberships in the following professional organizations: NACADA and ILACADA

- Continue to support departmental and university activities by participating on various committees and volunteering for university and departmental activities.
 - Everyone represented Academic Advising/Academic Success Center at the Open House Fairs. Tania Ward, Juanita, Cross, and Jennifer Reed represented the ASC on weekends.
 - Kari Dailey and Jennifer Reed volunteer at commencement ticket distribution.
 - Greg Aydt and Juanita Cross each participated in a “Future Panther Day” as a panelist.
 - All the Advisors Participated in Prowl events.
 - Greg Aydt, and Tania Ward assisted with mock interviews for CSA graduate students
 - Tania presented at Access Granted.

The following committees allowed advisors to advocate for students

- Greg Aydt, Council on Academic Affairs (CAA)
 - Jackie Collins, Council on Teacher Education (COTE)
 - Shelley James, Orientation Advisory Committee
 - Shelley James & Jennifer Reed, Campus Advising Network Committee (CAN)
 - Jennifer Reed & Don Dawson, TRIO Scholarship Committee
 - Greg Aydt & Don Dawson, Alcohol and other Drug Coalition Committee
 - Juanita Cross, Reinstatement Committee
 - Don Dawson & Kari Dailey, Financial Aid Appeals Committee
 - Shelley James, Pre-Health Advisory Committee
 - Shelley James, Seats Committee
 - Jennifer Reed, Veterans Advisory Board
 - Shelley James, Committee on Retention Efforts (CORE)
 - Shelley James, University Foundations Advisory Committee
 - Kari Dailey & Jennifer Reed, Marketing and Publicity Committee
 - Shelley James, Student Process Team
 - Tania Ward, Acts Campus Ministry Advisor
 - Tania Ward, TRIO Mentor
 - Shelley James, Freshman Connection
 - Shelley James, COVID-19 Retention Group
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- **Additional Responsibilities and Accomplishments for 2019-2020**
 - AAC maintained liaison areas changing areas to accommodate new staff
 - AAC continues the responsibility of keeping all of the Pre-Nursing majors for their duration at EIU. Responsible for Pre-Nursing Checklists.
 - Continue to use the online appointment-scheduling program – OnceHub
 - Time-Line for Students (Committee)
 - Electronic invitations were sent out for the advisor coffee and the new advisor training sessions.
 - Jennifer Reed, Tania Ward, and Kari Dailey presented in EIU 1111 classes

- The following activities supported students to attain a quality EIU education and experience:
 - Provided job shadowing experiences for students interested in academic advising
 - Jackie, Jennifer, Greg, Kari, Tania, and Shelley participated in UF's Academic Foundation Day Major/Minor Fair, and Greg Aydt organized the interactive game (Game On) for Academic Foundation Day.
 - Greg Aydt presented an academic presentation to new Debut Leaders
 - All advisors participated in a preview day of Orientation walk around campus
 - All advisors worked with the Director of Disability Services in assisting students
 - Jackie Collins, Kari Dailey, and Shelley James taught the University Foundations' class
 - All Advised Presidential Honors' students, Honors, Provisional Honors, and Deans Choice students

- Enhancing campus-wide communications
 - Updates to the Academic Advising and CAN Websites
 - Continuing working with CATS and ITS to make changes to the on-line advising sheet
 - Work with campus advisors in preparation of Summer Orientation
 - Work on Saturdays for Transfer Days

- Achieved directive to retain students
 - Kept students in the AAC until they achieved a minimum of 15 EIU credits and usually until they achieved at least a 2.0 cumulative GPA. We keep some students until they have 24-30 credits and others until they meet specific department program guidelines. Pre-nursing students are always in the Academic Success Center.
 - Assisted students that contacted an AAC advisor via phone, email or walk-in that were assigned to other departments.
 - The front office directed students via phone or walk-in back to see their advisor of record after requesting to see an advisor.
 - Sent out email reminders to students to come in for their advising appointments.
 - Sent out letters of support and assistance to students on academic warning and probation.
 - Sent out letters to students who showed academic improvement from the previous semester.
 - Continued to make improvements to programs when welcoming and advising International Students
 - Encouraged students with holds to prepare for their next semester to enable them to register as soon as they get their hold lifted.
 - 4 or more advising appointments with over 59 of our students

The next section is an extension of the goals and activities that Academic Advising performed for the 2019/2020 calendar year.

- Student Outcomes - Overall
 - There were eight (8) questions on the evaluation asking for feedback on how helpful, knowledgeable and professional the advisors were. The following five questions specifically assessed advisor performance on student outcomes. The percentages listed are the percentage of students who agreed with the question:
 - Question 5, "My advisor provided accurate and reliable information." (85.36%)
 - Question 6, "My advisor considered my personal abilities, talents, and interests when advising me about courses or programs of study." (83.68%)

- Question 7, “My advisor helped me to have a better understanding of the university policies and procedures.” (81.04%)
- Question 8, “My advisor helped me to make important decisions about my education (selecting courses, exploring majors/minors, repeating courses, etc.).” (84.25%)
- Question 9, “My advisor helped me find the answer to my questions.” (88.23%)

The advisors continue to maintain high satisfaction percentages. In these times of change that hasn't been easy. This shows the dedication of the advisors to take care of their advisees first and foremost.

The following table shows the overall responses to the above five questions:

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5) My advisor provided accurate and reliable information.	61.09	24.27	10.88	3.77	0
6) My advisor considered my personal abilities, talents, and interests when advising me about courses or programs of study.	59.83	23.85	11.72	2.93	1.67
7) My advisor helped me to have a better understanding of the university policies and procedures.	52.16	28.88	13.36	4.74	.86
8) My advisor helped me to make important decisions about my education (selecting courses, exploring majors/minors, repeating courses, etc.).	58.72	25.53	8.94	4.26	2.55
9) My advisor helped me find the answer to my questions.	60.08	28.15	7.98	3.36	.42

- Students had the opportunity to evaluate the front office.
 - Over seventy-eight percent (78.2%) felt they provided a welcoming environment.
 - Over eighty-nine percent (89.4%) felt that the office staff was helpful.
- Advisor contact time with students
 - Each of the seven advisors advised an average of 175 advisees for the academic year. This included new freshmen, transfers, continuing and returning students. It also included 25 Gateway students per advisor.
 - The Director advised and interacted with approximately 100 students. This allowed for better planning, follow-ups, meetings and other administrative responsibilities when the office manager was here.
- Advisors advised the following students for fall 2019 and spring 2020.
 - New freshmen, new transfer students, Continuing students, international students, some students came in for assistance who have a departmental advisor of record.
 - Many students came into the AAC to make their advising appointments, and the Office Staff showed them how through their advisor link using an in-house computer set up in the main office for this purpose.

- From July 2019-March 2020 Academic Advising had 4304 appointments. 3571 were scheduled and 733 were walk-ins.
- Some students met with their advisors only once or twice as they had declared their major and were prepared to move on to their departmental advisor after completing 15 credit hours. Many advisees contacted advisors through emails, phone calls or walk-in visits.
 - Students on Warning, and Probation required additional advisor time.
 - Some students received phone calls and/or emails to notify them that their schedules had to be changed and classes adjusted.
 - Advisors also emailed letters of congratulations to students that showed improvement.
- During the 2019/2020 academic year from July 2019 to March 2020 the Academic Advising Center had 1460, incoming phone calls: July (141), August (331), September (124), October (191), November (147), December (131), January (229), February (99), and March (67).
 - In May and June calls weren't counted because multiple people from different areas were answering the phones to cover for meetings or vacations. April calls weren't on this report because of working from home.
 - The online appointments continue to make a significant difference in our calls. Students can schedule, cancel, and reschedule their own appointments.
- In addition to all of the phone calls the advisors receive many emails from the students. The advisors responded either with a phone call to the student, an email requesting that the student come in as the information requested required an involved explanation or an email with the requested information.

Goals for 2020-2021

- Become adept in the new way of advising brought about by the pandemic
- Continue to focus on advisement and the Gateway Program
- Continue to foster community relationships
- Continue to build campus relationships
- Attend meetings, workshops, and conferences to continue professional development
- Continue to track our performance with actual data
- Enhance campus-wide communication

Student Disability Services

SDS established these goals for AY20:

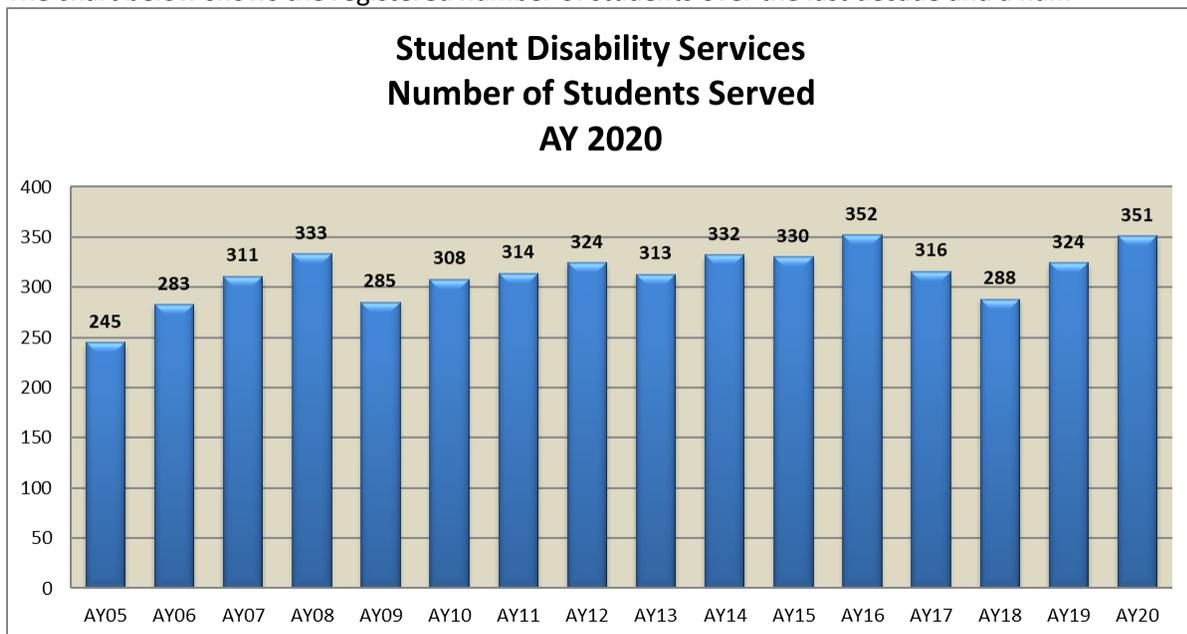
- FOCUS mentors will meet with mentees no less than 4 hrs. up to 6 hrs. weekly
- FOCUS GA will meet with Mentors weekly and report meeting minutes to Director
- FOCUS GA will monitor weekly hours of mentors
- FOCUS mentors will record GPA and 2 goals @ initial meeting with mentee (when GPA is applicable), record midterm progress toward goals, and record final GPA/goal met at final meeting.
- SDS will update website Fall 19 and maintain monthly updates/changes as needed
- Director SDS will hold Fall induction for DAP by Sept. 30th each AY.
- Director SDS will hold at minimal 2 DAP meetings per semester-Met
- Director SDS will provide a minimum of 3 trainings for Mental Health First Aid/year
- SDS will open, staff, and maintain charitable professional clothing closet to assist students in need

- Director SDS will write revised proposal for President’s Council and develop schedule/curriculum for TLA to begin AY20
- SDS will be proactive in use of newsletter (i.e. Mental Health First Aid Training, Q & A, DAP news, and website updates)
- SDS will send a “helpful hints” email to all faculty each semester

During AY20, 351 students were registered with Student Disability Services. Students registered both semesters were only counted once. SDS had contact with an additional 105 prospective students (this number does not include new students seen during New Student Programs 2019; it represents a decrease of 3 prospective students from AY19). The total number of registered students with SDS for AY20 shows an increase of 27 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 SDS during summer 2019 (18 additional students) students who registered with SDS after 10th day in fall and were here fall only (36 students), and students who registered with SDS after 10th day in spring (14 students), the actual total number of students served is 362, compared to 338 from AY19 (an increase of 24 students from last year).

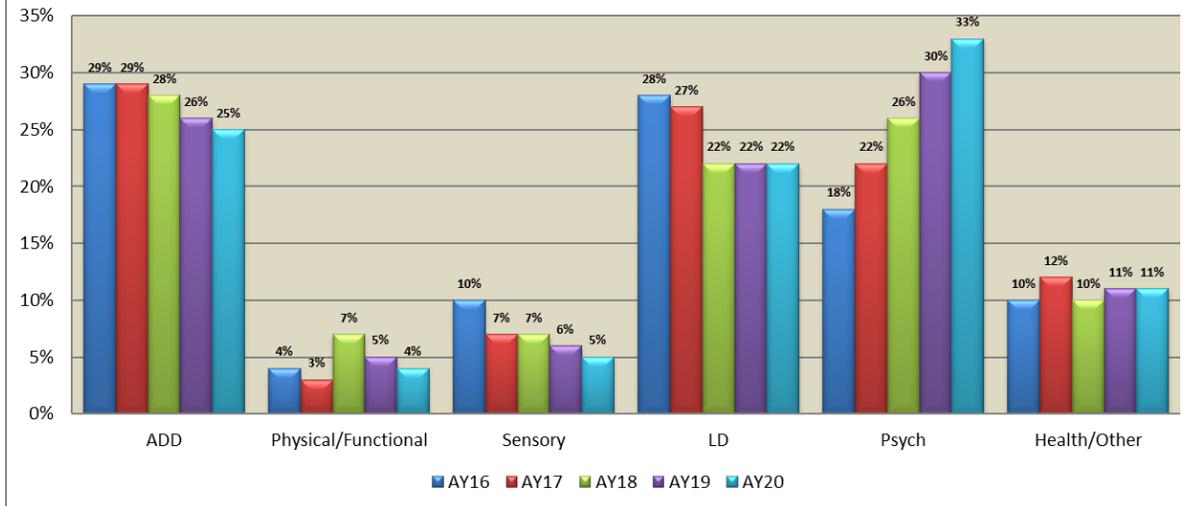
The chart below shows the registered number of students over the last decade and a half.



Over the academic year, 5 students were academically dismissed, 17 were on warning, 4 were on probation, and 45 students graduated 2020. In Fall 2019, 18% of registered students were freshmen; 18% were sophomores; 20% were juniors; 34% were seniors; and 10% were enrolled in graduate studies. In Spring 2020, 13% were freshmen; 22% sophomores; 21% juniors; 33% seniors; and 11% were pursuing graduate studies.

The following chart represents disability categories students presented to SDS. 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 graph below, we are seeing an increase in disclosure regarding psychiatric and other health issues.

Student Disability Services Disability Categories For Students Registered with SDS by Year



The following paragraphs outline how AY20 goals were met.

- The office was represented at a Meet and Greet with New Student Program Leaders for summer orientation.
- SDS 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.
- SDS 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 SDS. The Director is the acting advisor for this RSO and have established four elected members of the organization as board members.
- SDS provided additional support to STEP, a postsecondary level support program for students on the Autism Spectrum, when needed. This program is run at an additional fee through the Communication Disorders and Sciences Department.
- The Director worked directly with housing and general counsel in supporting students with Emotional Support Animals.
- Director worked with students seeking to utilize accommodations with exams such as the GRE, ACT, SAT, & TAP.
- Director attended 5 College Fairs.
- Director provided training for Mental Health First Aid.
- Director sat on committee to determine DAP scholarship recipients.
- Director joined IBHE committee and attended monthly meetings.

- Director joined IBHE subcommittee on episodic conditions and presented to IBHE the group's goals, directives, and works.
- Alt Media Specialist worked closely with the ITS Web Services to build a new data management app. The system will be finalized over the summer 2020 and functional for the fall 2020 semester.
- Continued collaborated with the Chair of the Foreign Languages Department to address students with disabilities' requests for foreign language substitutions.
- In lieu of survey, director met 1:1 with as many students as she could before COVID to discuss their experiences, concerns, and recommendations for improvement.
- The SDS Director and Office Manger attended all EIU Open Houses and Transfer Days.
- The Office Manager, along with the Alternate Media Specialist, coordinated services for a total of 5 students with significant hearing impairments in the fall and spring for a total of 37 classes. Services were necessary for synchronous online classes due to remote learning during COVID-19. 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.
 - 1 sign language interpreter was provided for 1 student in the fall and spring.
 - CART (Communication Access Real-time Translation) was provided for 3 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).
- The Director attended SST weekly.
- Alt Media Specialist, Office Manager, and Director worked with Purchasing on bid procedures for new CART VRI services. SDS Director checked references for companies. Alt Media Specialist worked with ITS on trials for bidding company for CART and VRI.
- SDS Director sat on search committee for new Director of Advising.
- SDS Director worked with FOCUS GA to develop electronic SMART goals for mentors to use with mentees to track progress.
- Alt Media Specialist attended 3 online trainings, 12 webinars, and a conference throughout the year:
 - Trainings on 3 new systems
 - Accessing Higher Ground Virtual Conference
 - ATIA Webinar Remote Working: Removing Barriers for Neurodiverse Staff.

- ATIA Webinar: Innovative Approaches to Providing AT Services During COVID-19.
- ATIA Webinar: Developing Braille Literacy and Technology Skills with Refreshable Braille Technology.
- ATIA Webinar: Captioning Livestreams and Remote Learning Sessions.
- ATIA Webinar: The Myth of Multitasking: Supporting Students to Manage Tasks with Online Learning.
- ATIA Webinar: Utilizing Free Tools to Support Remote Work and Study.
- ATIA Webinar: Tools and Strategies for Remote Learning for Students with Disabilities.
- ATIA Webinar: Technologies to Support Mental Health.
- ATIA Webinar: Supporting students and employees with dyslexia at home.
- ATIA Webinar: Supporting Remote Learning with Microsoft Learning Tools.
- GoToWebinar - ReadSpeaker Text to Speech for Literacy Support and Improved Learning Outcomes.
- Ask the Accessibility Expert Webinar.
- The Testing Accommodation Center (TAC) opened for the spring 2020 semester to assist instructors in providing testing accommodations for students. The Alternate Media Specialist trained and oversaw a 900-hour employee to monitor students and run the day-to-day duties in the lab. The center housed 10 stations (7 of those were computer stations) for testing. TAC administered 103 exams and served 40 Students until it closed due to COVID remote teaching/learning.
- Alternate Media Specialist worked closely with ITS, instructors, and students to provide accommodations using multiple technologies during remote learning due to COVID-19.
- Alternate Media Specialist worked with a UK company, Sonocent, to pilot new note-taking software called Glean for the spring 2020 semester.

Alternate Media and E-text

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 AY20, 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 1032 books. Purging and archiving the digital library of obsolete textbooks continues on a yearly basis.

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 19	44	1	5	2	3	0
Fall 19	46	22	150	23	63	64
Spring 20	44	17	124	39	69	16
Totals			279	64	135	80

Student Success

The Director of Student Success, Cindy Boyer, is the sole full-time staff member in student success. She supervises 6 GAs. Student Success has 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 following ways:

- 376 individual students received consultations (Reinstated students 36; EIU 2919 238; Referrals 82; Review Admits 20).
- 1,113 total appointments (-146 from AY19).
- Students were referred to the Counseling Center, Career Services, Disability Services, Health Services, TRIO, Financial Aid, Writing Center, Academic Advising, HERC.
- Students were referred to the ASC by: Faculty, Self, Academic Advising, Early Alert, Fraternities/Sororities, Disability Services, Gateway, Mid-term Letter, EWP, TRIO, Friends, Records, UF 1111, Counseling Center, Housing, and Student Accountability.
- Instructed graduate assistants and interns on how to provide services offered through the SSC.
- Collaborated with faculty on instructional strategies.
- Piloted supplemental instruction in MAT 1271 and SOC 1838. Two students attended 2 sessions of SI in MAT 1271. One student received a final grade of C and the other student received an A.

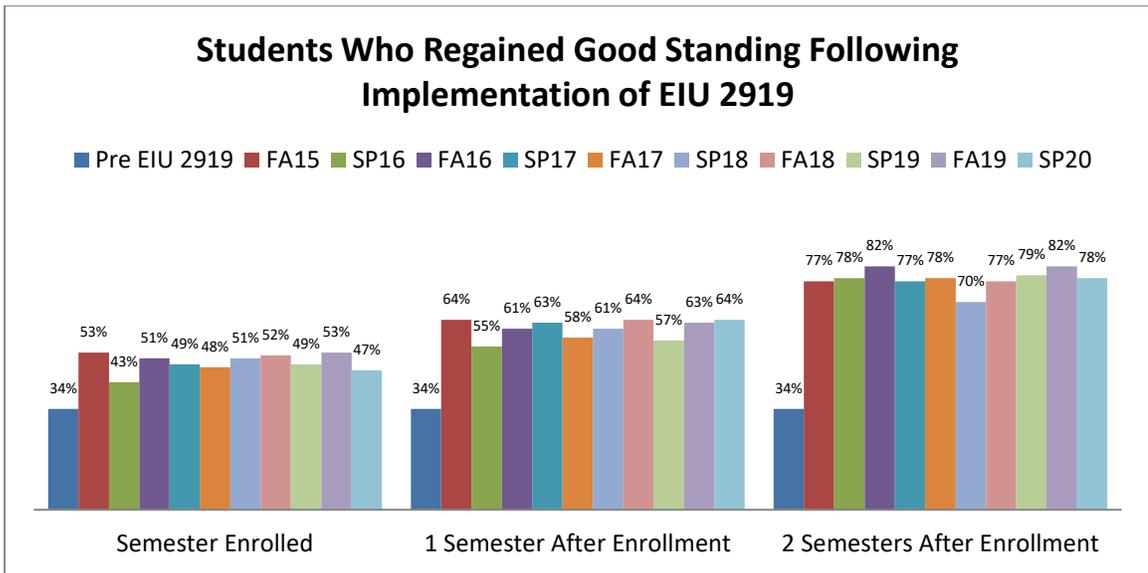
Three students attended SI sessions in SOC 1838. One student attended 2 times and received an A, two students attended one time earning a B.

- Conducted fourteenth year of Reinstated Student Program.
- Assisted CORE with the Early Alert System.
- Collaborated with the Office of the Registrar to notify and place students in EIU 2919. Seven sections were offered in FA19 and six in SP20; 327 students were identified as needing the course; 238 students enrolled (similar to AY19). 89 students did not return to the university after being placed on academic warning.
- Assisted in the improvement of the virtual component of the Academic Success Center.
- Interviewed and hired three graduate assistants for AY20.
- Conducted 26 workshops and presentations on study skills, test-taking, note-taking, goal-setting, gpa calculations, transitional issues, time management, and motivation.
- Presentations were conducted for academic classrooms, UF 1111, Athletics, PROWL, Housing, TRiO, Transfer Relations, LASSO, NSFP, Student Affairs and Sororities and Fraternities.
- The Director co-taught UF with a graduate student.
- Disseminated workshop information and services provided to all UF instructors and served as a resource and referral contact for UF instructors.
- Maintained and updated website, including departmental tutoring schedules, and Facebook page
- The Director attended RA training and Minority Affairs GA training
- The Director served on University Foundations Advisory Committee and CORE as well as CSA Days Committee and CSA Thesis of the Year Committee

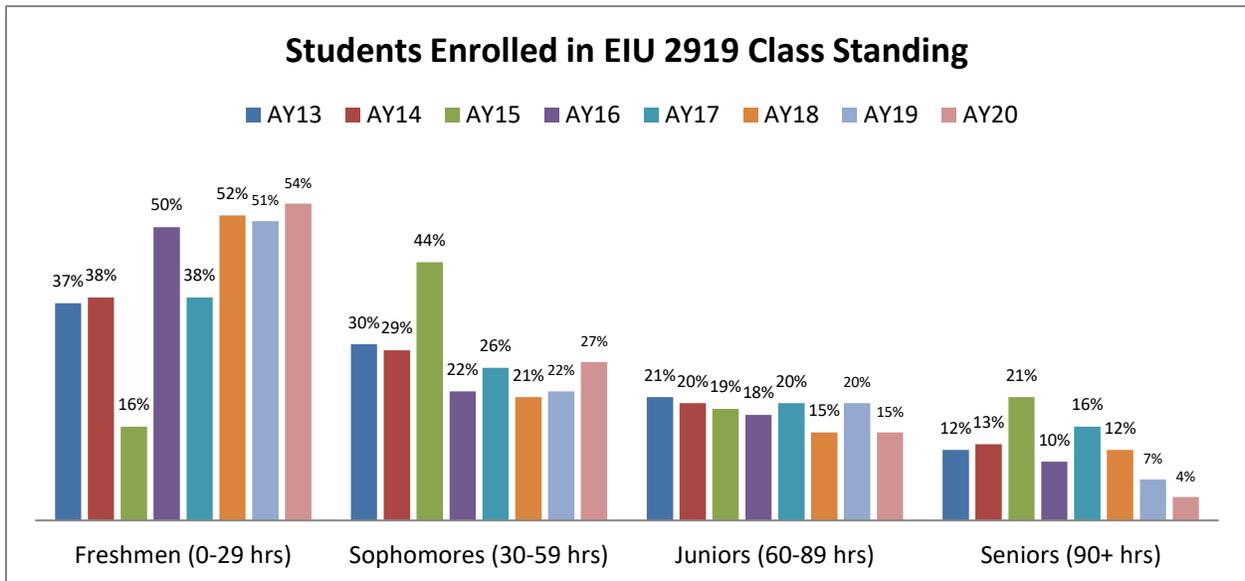
EIU 2919

The heart of the Student Success Center's programming is a mandatory one credit hour intervention course, EIU 2919: Strategies for Academic Success, for students who reach Academic Warning status (cumulative GPA below 2.00). Typically, between 200-325 students go on academic warning each year. This year (13) sections of the course were offered in AY20 with 238 students enrolled (248 students enrolled in AY19). 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.



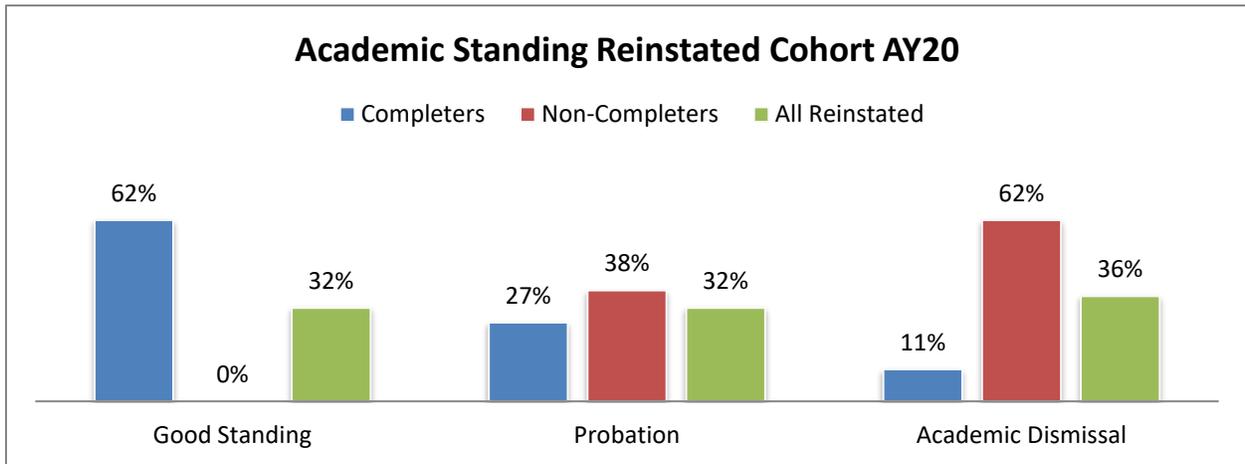
The evaluations for EIU 2919 continue to be strong. Below are the percentage of students who answered strongly agree or agree for several of the most pertinent questions:

1. My instructor demonstrates command of the subject/discipline. 92%
2. My instructor effectively organizes material for teaching/learning. 91%
3. My instructor is readily accessible outside of class. 80%
4. My instructor presents knowledge or material effectively. 92%
5. My instructor encourages and interests students in learning. 91%

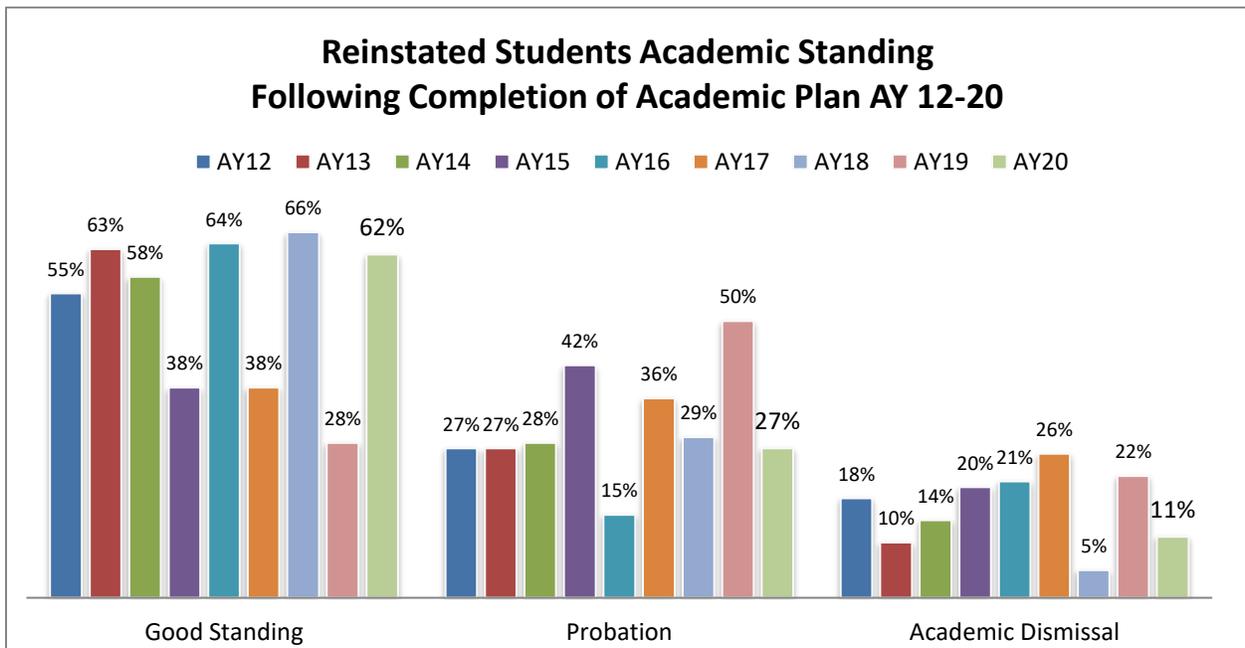
Reinstated Program

In AY20, 36 students were reinstated to the University following dismissal; of these individuals, 23 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 AY20, which was the 14th 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.

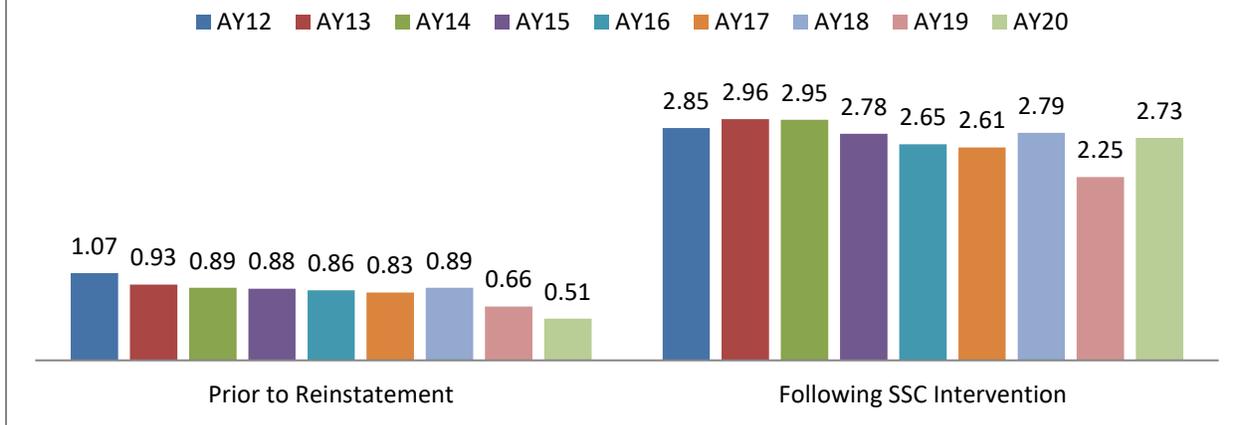


As illustrated above, students who complete the academic plan developed for them can regain good standing, but it is very unlikely that students will gain academic good standing on their own. The chart below provides the academic standing for these students over the last eight academic years; only students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

Average Term GPA Following Plan Completion Reinstated Cohort AY 12-20

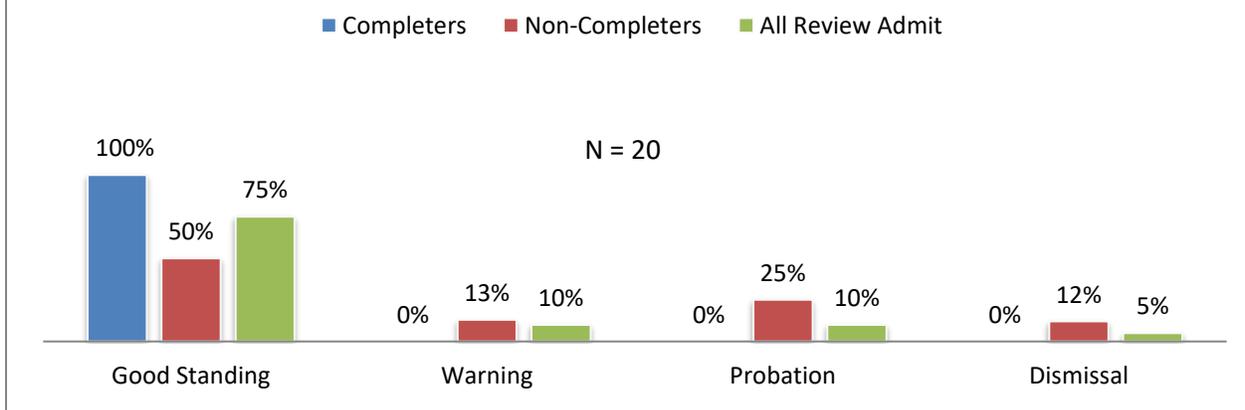


Reinstated students who complete their academic plan had a 2.73 average gpa compared to non-completers who had a .62. The average for all reinstated students was 1.82 for AY20, but clearly the difference between the plan completers and non-completers shows that reinstated students can be successful with some assistance and with the motivation to accept help.

Review Admits

The Review Admit Program is a special admission program for students who don't meet traditional admission requirements but have the potential to be successful college students at Eastern Illinois University. In FA19, 20 students were selected for the program. The the average high school gpa was 2.36. All review admit students were required to enroll in UF 1111- University Foundations and meet every two weeks with a Student Success Center (SSC) staff member during their first academic year. During these meetings students were assessed in the area of study skills, note-taking, time-management, test-taking, motivation, goal-setting, self-responsibility, and campus involvement.

Academic Standing Review Admit Cohort AY20



Testing and Evaluation

Carrie Gossett is the sole staff member in testing and evaluation. While the personnel section of this report covers the vast changes that have occurred since September 2015, it should be noted that for AY20 this office was staffed by one full-time person and a part-time person hired at the end of fall semester. Without this additional help, deadlines for finals and course evaluations would not have been met. In SP20 all finals were conducted on-line, so no scanning of tests was done this semester from spring break forward.

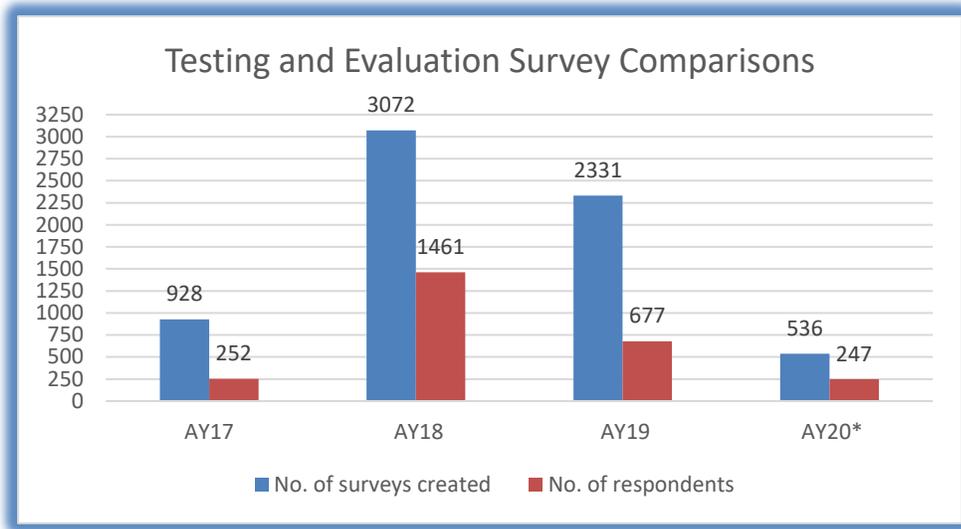
Mission: The Office of Testing & Evaluation supports the educational mission of the University by providing high quality testing, exam scoring, evaluation, and survey services for faculty, students, and staff. In addition, the Office of Testing & Evaluation provides testing services to the local community.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

OTE has established the following ongoing goals:

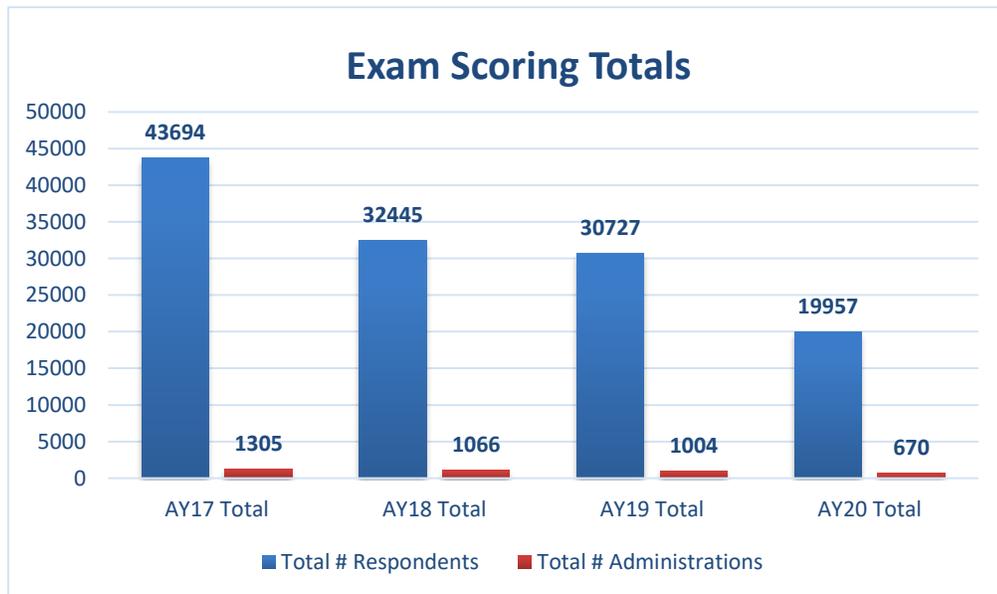
- Maintain a positive and productive environment for faculty, staff, and students
- Provide timely, accurate scanning of exams, evaluations, and surveys
- Provide testing service to the University and community
- Engage in professional development activities

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

- OTE administered promotional exams for the City of Charleston Police Department (8 officers). Six ACT residual exams were given before the stay-at-home order. Testing will resume in July, and we have been flooded with requests since national test dates were cancelled the last few months; students are seeking new scores to try for merit scholarships or entry to the University. Math Placement exams were given to 104 students (-13 from AY19). OTE also proctored 11 outside exams for students/community members (-16 from AY19).
- Gateway and GST 1000 students utilized the Nelson Denny. A total of 244 sheets were scored (+6from AY19).
- OTE created a total of 16 surveys (-9 AY19). There were 536 surveys prepared and 247 returned for processing. Surveys were created, scanned (where applicable), and results generated for Athletics, Philosophy, School of Business, Special Education, Teaching, Learning & Foundations, and the English Dept. These numbers are greatly decreased from the previous year in part due to the easy availability of on-line survey instruments like Survey Monkey and Qualtrics and in part due to the University going wholly on-line during the COVID-19 pandemic. The chart below shows the last four years of survey creation and returns.



- A total of 19,957 exam sheets were scanned, down 10,770 sheets from AY19. The chart below shows the totals over the last 4 years. Part of the decline coincides with the decline in enrollment and part can be attributed to the remote teaching model in SP20.



- OTE created and disseminated 4,849 Purdue scannable evaluations and 3,035 online Purdue evaluations. OTE prepared 7,965 scannable departmental evaluations and 10,827 departmental online evaluations. All evaluations combined showed a 53% completion rate, which shows a 8% decrease from the previous year. Scannable evaluations at 79.8% still have a much higher response rate than online evaluations at 40.6%.

Faculty Evaluation Responses by Academic Year

