

Academic Success Center

Annual Report to the

Provost/Vice President for Academic Affairs

AY 2018-2019

Prepared Summer 2019 by Karla Sanders, Ph.D., Executive Director



In Summer 2018, the Center for Academic Success and Assessment changed its name to the Academic Success Center as a result of re-organization suggestions from the Vitalization Project. The ASC seeks to offer a one-stop shop for student success, and as such, while the individual units retain Directors, there is only one center and not several units reporting to one central center.

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 2018-2019. The Director 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, 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 AY19 and our striving for excellence in our programs and services.

Personnel, Budget, and Goals

In AY19, there were few personnel changes. A new Director of Student Disability Services, April Jackson, began in August 2018; the Assistant Director position remains unfilled. Norman Isacson, an advisor, retired at the end of April; Tania Ward was hired into this position and began in May 2018. Amy Richardson, office manager for assessment and advising, will retire at the end of July. A new office manager will be hired to begin in August 2019.

No major equipment purchases were made due to the continued tight budget. The Scantron (Remark) and course climate software were updated, however. These updates were necessitated by Banner updates at the request of ITS. CATS also updated the Early Alert System in Summer 2018 and the EWP in Spring 2019. Both system updates aid in user friendliness and in reporting.

In May 2019, several members of ASC staff and TRiO participated in an 8-hour Mental Health First Aid Training delivered by April Jackson, who was certified in March 2019. This training is designed for lay people to interact positively with people experiencing mental health issues or with psychological diagnoses and get them the help they need.

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.

The above goals are the backbone of the unit. Specific AY19 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. The Executive Director has served on several councils and committees this year, including, Honors Council, Assurance Review, Seat Planning, Enrollment Worx, Dual Credit Planning Committee, the Provost's Advisory Group, the screening committee for the general education coordinator, as well as on CASL, CORE and its subcommittees, and the University Foundations Advisory Committee.

ASC has responsibility for alerting students to their midterm grades; the actions students subsequently take may contribute to their overall academic success. Midterm grades had been emailed to students through Campaign Monitor for eight years. This year we dropped Campaign Monitor and simply used the mail merge function through Microsoft Office. This change eliminated errors that Campaign Monitor was having and saved some money. The registrar has made midterm grades available to students in PAWS as well, so these emails serve as reminders and resources for help.

In FA18, 1,238 midterm emails were sent with a total of 2,070 grades submitted; this is a decrease of 61 emails but an increase of 89 grades from FA17. In Spring 2019, 1,076 emails were sent and included 1,908 submitted grades, which shows a decrease of 21 emails and an increase of 297 grades from SP18. In FA18 43% of the grades were given to freshmen (8% increase) and 21% to sophomores (3% decrease); in SP19 32% of the midterm grades were given to freshmen, which is a 4% increase from the previous year, and 24% to sophomores, a 2% decrease. The midterm grade reports once again show a disparity in grades by ethnicity. When looking at all minority students compared to all white students, we see that 38% of the minority students received a midterm grade in SP19 compared to 16% of the white students. A similar gap is evident in FA18 with 40% of the minority students receiving a midterm grade compared to 16% of the white students. In FA18, 47% of the students receiving midterm grades were members of ethnic minorities while only 31% of the undergraduate population were ethnic minorities. In SP19, 30% of the undergraduate population were members of an ethnic minority, but they received 45% of the midterm grades. Midterm grades are shared with advisors and athletics for their students.

ASC is interested in changing the way progress reports are collected from faculty for special populations (Gateway, Review Admits) and adding students with disabilities to this list. Currently, paper copies of reports are sent to faculty by ASC but Athletics is using an on-line system. We met with colleagues from STEP, Athletics, and TRiO to discuss collaborating on collecting these data. Athletics is using Grades First, an EAB product, and members of ASC met with EAB concerning their products for progress reports and student success tracking. Unfortunately, their product is cost prohibitive at this time. In May, Shelley James and Karla Sanders participated in a discussion with Josh Norman, Nate Atkinson, and

others related to expanding MyEIU for current students. This proposed expansion would serve to solve many of the issues surrounding our current progress reporting as well as expand our advising options.

As a member of the alumni survey subcommittee of E-Worx, the executive director analyzed the data that came in from the summer and fall survey administration to one-year, five-year, and ten-year out alumni (class of 2017, 2013, and 2008). Reports were given to Enrollment Worx, CORE, the Assurance Review Committee, and the Provost’s Advisory Group. A total of 666 surveys were returned either electronically or via mail for a 17% return rate. Over 96% of all alumni had a positive attitude toward EIU.

The Assurance Review committee conducted a self-study survey in early fall and began writing that semester. The first draft was read and comments provided to the authors by Drs. Sanders and Stowell in December-January. A draft was shared with the Provost and then with members of the President’s Council mid-semester, and the penultimate draft was shared with the campus community in April. The final version was uploaded to the HLC assurance review system in late May.

The Executive Director served on the scholarship committee for Honors Council and helped interview students for the Presidential Scholarship.

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 2019 with approximately enough seats for 850 new freshmen and 350-400 new transfers. Information from SU18 senior seminars was shared with chairs to help with planning for SU19, and the Executive Director attended an administrative council meeting for CLAS to discuss seat issues. 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.

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. AY19 was the second 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 FA18 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, HIS 2010G, and SOC 1838G). In SP19 we worked with 8 area high schools (Arthur-Lovington-Atwood-Hammond, Arcola, Casey-Westfield, Monticello, Mt. Zion, Okaw Valley, Shelbyville, and Sullivan).

FA18 Downstate Dual Credit Enrollment

High School	Course	# Students Enrolled
Arthur-Lovington-Atwood-Hammond	CMN 1310G	6
	SOC 1838G	12
Altamont	CMN 1310G	11
	Arcola	CMN 1310G
Casey-Westfield	HIS 2010G	9
	SOC 1838G	12
	CMN 1310G	9
Heritage	HIS 2010G	6
	CMN 1310G	4
Kansas	CMN 1310G	10

	HIS 2010G	9
Monticello	ENG 1009G	15
Mt. Zion	CMN 1310G	12
Okaw Valley	CMN 1310G	12
Shelbyville	SOC 1838G	13
Villa Grove	CMN 1310G	14
TOTAL Seats		173 (+ 85 from FA17)

FA18 D214 Dual Credit Enrollment

High School	Course	# Students Enrolled
Buffalo Grove	CMN 1310G	53
	ENG 1001G	45
	KSS 1600	20
	MAT 1160G	42
	MAT 2443	22
Elk Grove	ENG 1001G	202
	KSS 1600	65
	MAT 1160G	45
John Hersey	CMN 1310G	21
	KSS 1600	45
	MAT 1160G	15
	MAT 2443	24
Prospect	ENG 1001G	115
	KSS 1600	78
	MAT 1160G	40
	MAT 2443	16
Rolling Meadows	ENG 1001G	53
	KSS 1600	44
	MAT 1160G	41
	MAT 2443	14
Wheeling	CMN 1310G	130
	ENG 1001G	80
	KSS 1600	37
	MAT 1160G	142
	MAT 2443	5
Total Seats		1394 (+ 980 from FA17)

SP19 Downstate Dual Credit Enrollment

High School	Course	# Students Enrolled
Arthur-Lovington-Atwood-Hammond	BIO 2002G	12
	CMN 1310G	16
	ENG 1009G	6
	HIS 2020G	4
Arcola	HIS 2020G	6
Casey-Westfield	ENG 1009G	3
Monticello	CMN 1310G	18
Okaw Valley	BIO 2002G	4
	ENG 1009G	5

Shelbyville	CMN 1310G	9
	ENG 1009G	18
Sullivan	CMN 1310G	8
TOTAL Seats		109 (-15 SP18)

SP19 D214 Dual Credit Enrollment

High School	Course	# Students Enrolled
Buffalo Grove	CMN 1310G	24
	ENG 1001G	22
	MAT 1160G	32
	MAT 1271	150
	MAT 2250G	38
	MAT 3501	22
Elk Grove	ENG 1001G	73
	ENG 1009G	184
	MAT 1160G	98
	MAT 1271	51
	MAT 2250G	42
	PLS 2503	20
John Hersey	CMN 1310G	18
	ENG 1001G	48
	MAT 1271	107
	MAT 2250G	14
Prospect	MAT 3501	21
	ENG 1001G	109
	MAT 1271	165
	MAT 2250G	33
	MAT 3501	15
Rolling Meadows	RLS 1200G	117
	CMN 1310G	104
	ENG 1001G	26
	MAT 1160G	61
	MAT 1271	119
	MAT 2250G	37
Wheeling	MAT 3501	14
	CMN 1310G	79
	ENG 1001G	129
	MAT 1160G	65
	MAT 1271	104
	PLS 2503	28
Total Seats		2,169 (+ 1,031 SP18)

The Dual Credit Coordinators met several times each semester with the downstate faculty and D214 course coordinators. 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 in D214, and downstate teachers visited a couple times each semester. All students were sent Panther cards. Downstate students received t-shirts, and we had 2 on-campus visit days for the downstate high schools. D214 also sent three buses of students

for the fall visit day. D214 will continue with the courses we have been offering and will add KSR 2135 for AY20.

Discussions were held with the Department of Foreign Languages and Lake Zurich High School about adding dual credit with their high schools in the AY20 school year. D214 is also interested in adding Spanish to dual credit for the AY20-21 school year. In AY19-20, District 207 will offer Math Endeavors for the first time through EIU, and in the following year, we will add other courses for their career pathways. Lake Zurich will add Spanish for AY20.

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 ASC takes leadership: CASL, CORE, and UFAC.

Committee on Retention Efforts (CORE)

The Executive Director chairs CORE and the Directors of Student Success and Academic Advising serve on the committee. In AY19, CORE continued several initiatives begun in prior years: not registered emails, verification lists, and the Early Alert System (EAS) among those; CORE also instituted new initiatives, such as the first generation project in conjunction with TRiO and MEI, the retention scholarship, and the email alert for faculty with new students in SP19.

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. 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 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 491 students (586 students SU18) still unregistered.

Not Registered Students by Certain Dates									
	FA16	FA17	FA18	FA19		SP16	SP17	SP18	SP19
First Email	750	614	654	929		404	602	590	498
First Email hold percentage	32.40%	28.99%	30.73%	26.37%		38.86%	5%	3%	38.96%
Second Email	1203	1147	952	918		984	1189	986	1044
Second Email hold percentage	37.41%	41.06%	38.60%	42.70%		45.53%	48.28%	44%	51%
Survey Day	823	695	687	610		545	523	453	529
Survey Day hold percentage	36.21%	40.10%	38.28%	43.61%		45.87%	49.90%	49.23%	55.77%
First Day classes	487	405	347			385	349	337	374
First Day Classes hold percentage	30.80%	38.27%	36.49%			46.23%	47.85%	54.30%	53.48%
10-day	150	343	289			290	252	212	255
10-Day hold percentage	26.27%	27.70%	26.30%			31.38%	36.51%	42.45%	45.49%

The Early Alert System continued this academic year as well; EAS is a collaboration between ASC and Housing. In Summer 2018, CATS helped to refresh and updates the EAS to make it more user-friendly

for the faculty and to build in automatic emails. Some faculty members and advisors were inundated with emails, so CATS fixed it so that faculty and advisors could add their email preferences.

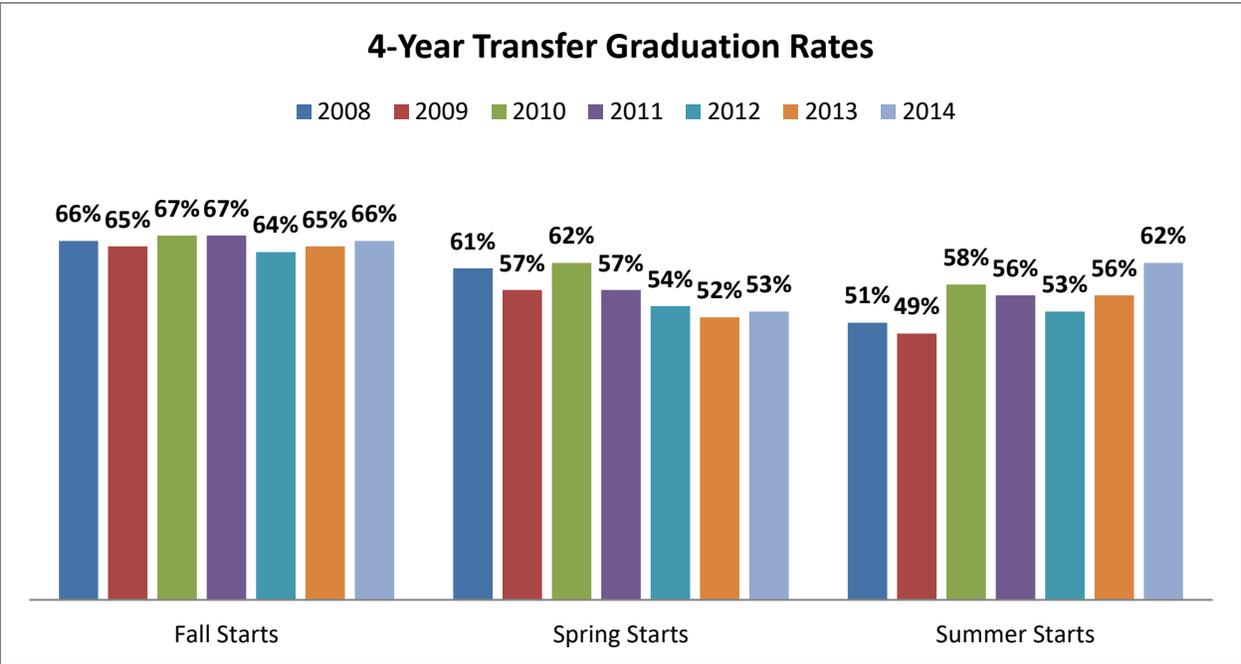
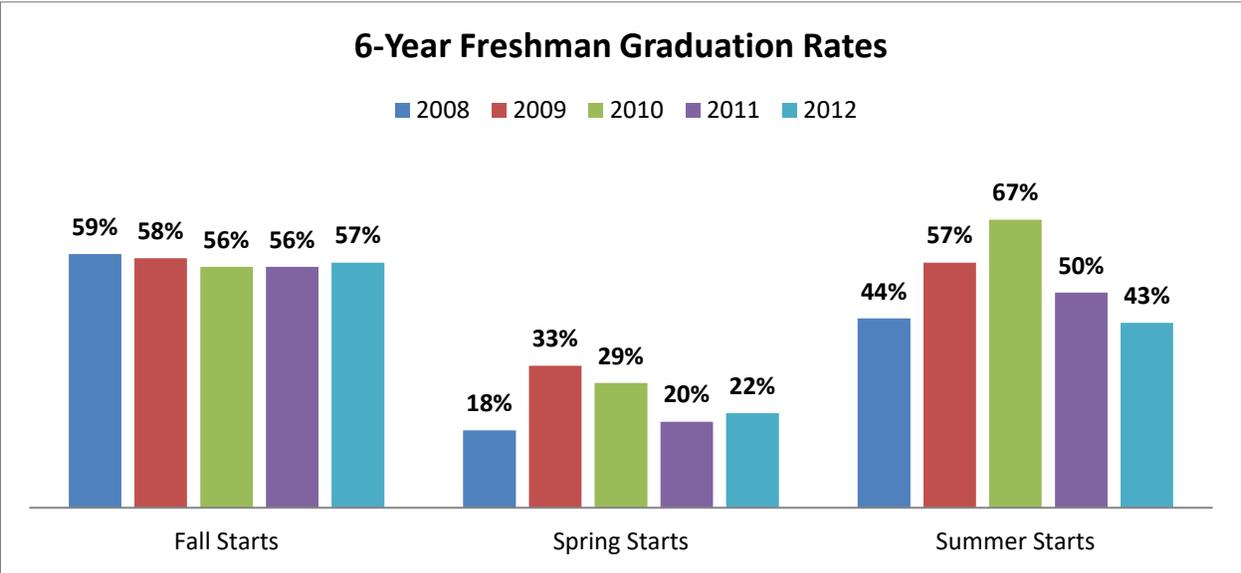
CORE produced two issues of its newsletter, *Retention Matters* in FA18 and SP19, which can be found on the web site at <http://castle.eiu.edu/~core/newsletter.php>.

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. This spring the President and the Foundation provided CORE with \$50,000 to give as grants to new freshmen who had a balance of \$1000 or more after midterm. The Provost asked that we give the funds to students in good standing who were on track to complete at least 24 hours this year. New reports were written, and students were prioritized with the help of Mandi Starwalt in Financial Aid. Students were asked to meet with a counselor in Financial Aid when they accepted the award. We will track these students to determine whether this grant helped them to continue in school.

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 FA18, 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.

In FA19, advisors will incorporate an extra meeting with their advisees who have 4 or more risk factors. Students will not know that this is an extra appointment; advisors will tailor this appointment to helping students with their transition to college and their at-risk factors.

In SP19, Josh Norman shared new data with CORE that looked at graduation and retention rates of freshmen and transfers by their start semester. The data showed that fall start students had higher retention and graduation rates than did spring and summer starts. A subcommittee of CORE worked on information to share with faculty to encourage them to reach out to new students in their classes—especially if they were new to the major. Members of CORE speculated that spring/summer start students might not get the transition/involvement support at the same levels as fall start students. The charts below show the graduation rates of our most recent cohorts by the semester they started at EIU.



CORE had a subcommittee this year specifically looking at first-generation college students. This group prepared information for a web site being developed over Summer 2019. They also disseminated door hangs and buttons in support of first-generation students and solicited more stories for the faculty/staff page started by MEI.

The Executive Director was asked to serve on Alexis Straub’s master’s thesis committee; her thesis is focused on the role of grit and resiliency in the retention and graduation of students with 5 or more risk factors. She defended her proposal in June 2019.

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. No data is available at this time.

Assessment

ASC's assessment objectives for AY19 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
- 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. Data were shared with CASL for use and dissemination.
- In SU18, 58 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.
- In April 2019, undergraduate assessment was suspended for the summer reporting cycle. As of the writing of this report, 16 of the expected graduate plans had been submitted, and four were not submitted. Nine programs did not have to submit until 2020.
- Data collected by ASC on writing, speaking, and responsible citizenship were shared with undergraduate departments in June 2018 and with CASL in FA18. CASL created executive summaries of each goal that included CLA+ data from the previous year; the report can from CLA in August 2018.

Most of ASC'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. NSSE will be given in AY20.

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
- Work with CATS to revise the EWP and create a new interface
- 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

AY19 was the 11th 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>.

Readings of completed portfolios took place in February 2019. The 10 readers read 129 portfolios, which encompassed 387 student papers; two 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>. Next year, the Executive Director will need to train more faculty readers in January.

Responsible Citizenship

AY19 was the 17th year to collect data related to this goal, and the 4th 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
- 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

The completion rate for the freshman survey is dependent on freshman students coming through Debut and staying for the entire program. The Summer 2019 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%
2018	607	729	83%

ASC 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.

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%
Summer 2018	201	327	61%
Fall 2018	378	425	88%
Spring 2019	371	499	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. ASC's AY19 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 ASC.
- 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 1,878 completed assessments were returned: 706 freshman scores (+100 AY18) and 1,172 (+94 AY18) senior scores. This represents 194 more scores than last academic year. The table below shows the breakdown by semester and course:

Term	Course	# of Submission
SU18	EIU 4###G	167
	CMN 1310G	7
FA18	EIU 4###G	484
	CMN 1310G	444
SP19	EIU 4###G	521
	CMN 1310G	255
Total		1,078 EIU /606 CMN

Eight 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 AY19 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 AY19 committee members were Bobbi Kingery, Career Services; Cindy Boyer, Academic Success Center; Jessica Ward, Student Standards; Shelley James, Academic Success Center; Jeff Duck, Teaching, Learning, & Foundations; and Crystal Brown, Student Community Service.

In Fall 2018, four ASC staff members taught the course: the Directors of the SSC and AAC, and two advisors. In FA18, 17 of the 22 sections were taught with an instructor and a peer leader, 1 was taught with one instructor, and 4 were team-taught with two instructors. In May 2019, the returning instructors came to a half day training session, and 15 new peer leaders were trained. Twenty-one sections are planned for FA19; 20 sections will have a peer leader and one will have an instructor and GA.

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 2018, 22 sections were offered, and 422 students received grades; this is approximately 53% of the first-time freshmen. This number is 84 more students than the previous fall, but shows the same percentage of the freshman class being enrolled in the course. Of those students, 63% were minority students compared to 38% of the non-UF freshmen. Gateway and review admit students were required to take University Foundations, so 42% of UF students took the course as a requirement and 58% took the course as an elective.

Students who took UF as an elective had a 73.6% retention rate for FA17 to FA18 compared to 71.43% for all freshmen and 77.5% for students who did not take UF. This latter group includes all honors students. Comparing UF students who were not in a special admit population to non-UF students shows that students who elect to take the course are higher risk than those who do not. Of the 8 risk factors, UF students were more likely to have 6 of the 8 risk factors than their non-UF peers—this is especially true for the academic risk factors and ethnicity. For example, 46% of the UF students (non-special admit students) has an academic index of 4 or 5 compared to 24% of the non-UF students, so these students are more at-risk than students who do not take the course.

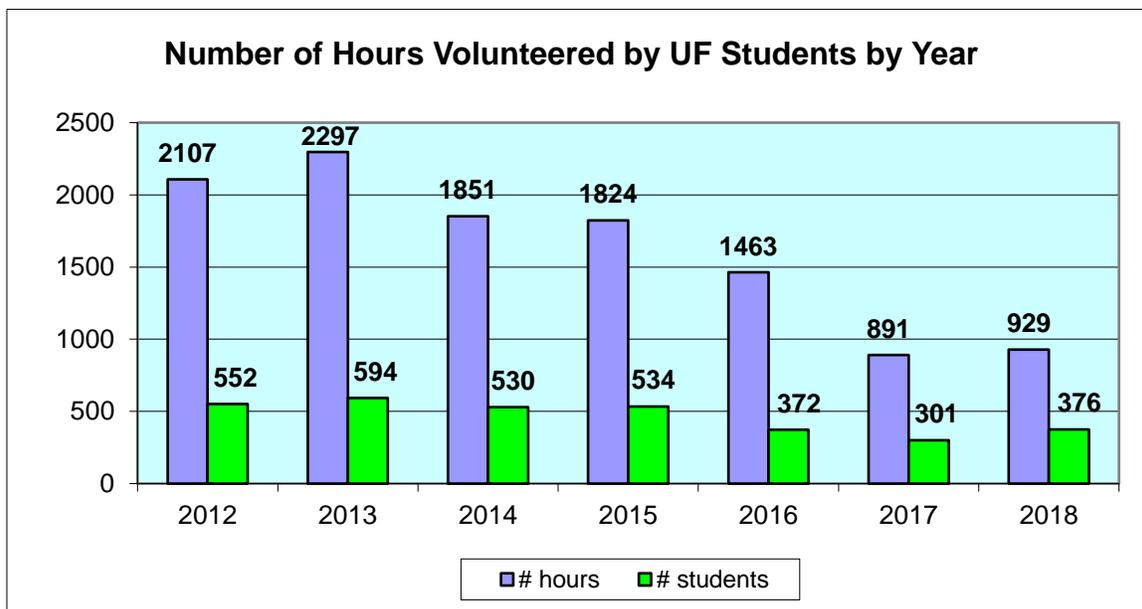
In SP19 peer leaders were solicited via email/listservs, fliers, and word of mouth. The Executive Director received 20 applications for peer leaders and interviewed all the students for the 15 new slots; five PLs are returning.

In FA18, 70% of students enrolled in UF indicated they were working less than 5 hours a week at a paid job, which is 1% lower than the previous year, and only 18% 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 28% to 30%; the percentage indicating they spend 13 hours decreased to 30% (-2% from previous year). Course evaluations continue to be strong. Seventy-seven percent of students indicate that the course has helped to improve their study habits (+5%) while 83% stated that it has helped them understand college expectations (+1%). Ninety-three percent of students indicated they planned to return for spring semester (+6%), and 79% would recommend the course to other students (+2%). While 93% indicated they planned to return, only 85% of the entire freshman class returned for spring classes.

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 2, 2018, 26 presentations were given and 27 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. Eleven sections allowed individual projects; five sections had group projects, and 4 sections required a combination of individual and group projects. Of the 22 sections, 15 required service learning projects in which students reflected on their experiences. A total of 376 students volunteered 929 hours in Fall 2018, which is an increase of 38 hours from Fall 2017 UF courses. On average, each student completed 2.47 hours, which is a decrease of .49 hours.



Academic Advising Center

Academic Advising has eight advisors, including the Director; Greg Aydt, Jacqueline Collins, Juanita Cross, Kari Dailey, Don Dawson, Norman Isacson, Jennifer Reed, and Shelley James (Interim Director). There are two office staff members, one that solely works for Academic Advising, Karen Guthridge and the other is under the Academic Success Center Office and is relied on very heavily; Amy Richardson. Many of the duties of the previous office staff continue to fall on the Director. For the 2018-2019 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. The Gateway Program and Advisors have officially become a part of Advising in the Academic Success Center. Departments were restructured across campus, and with that came name changes, major changes, and course changes. It took many meetings and additional responsibility of every advisor to learn all of the differences and be knowledgeable in each of these areas to make sure we were best serving our students.

The Gateway Program had a successful first 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. It was a year spent structuring the study tables, agreements, attendance policies, etc. so that the individual advisors can utilize their time with the students and not with the logistics.

Below is the retention rate from Fall 2018 to Spring 2019

Special Admit Populations			
Population	FA16	FA17	FA18
SAGA or RA	89.19%	75.00%	78.95%
Gateway	81.48%	70.92%	85.06%
Total	82.91%	71.60%	84.39%

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 were offered in the 2018-2019 year:

- Co-sponsor of the Advisor Coffee
- Brown Bag topic – ROTC Informational Session
- Brown Bag topic – Motivational Interviewing
- Brown Bag topic – Motivational Interviewing – Part 2

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 2018-2019:

- **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**
 - Many faculty and staff attended the advisor coffee; September 12 had 47 attendees.
 - Continue to receive numerous calls 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 Norman Isacson, Kari Dailey, and Shelley James met individually with faculty from Psychology, and Communication Disorders & Sciences, and Juanita Cross, Greg Aydt, and Don Dawson had a group meeting with the Advising Faculty of Political Science. Jackie Collins and Shelley James met with the College of Liberal Arts & Sciences (CLAS) Administrative Council.
 - **Freshman Advising Calendar-** Provides a month-by-month agenda of important dates for fall and spring to help new first-year students stay informed.
 - Special orientation and registration were provided to incoming Gateway Program Students.
 - 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.
 - Special orientation and registration were provided to incoming International Students.
- **Building Campus Relationships**
 - **Faculty/Department meetings:**
 - School of Business Advisors Fall Summit
 - Fall and Spring meetings with Lakeview College of Nursing
 - Journalism – Sally Renaud
 - Career Services – Bobbi Kingery
 - History – Bonnie Laughlin-Schultz
 - Step Program Director – Rebecca Edgington
 - Health Studies – Julie Dietz
 - Engineering Technologies – Isaac Slaven

Meetings continue each semester with Athletics, New Student Programs, Honors, and International Programs.

- **Professional Development**
 - Community College Articulation Conference
 - Ethics Training Program for University Employees
 - Jennifer, Kari, and Norm, Jackie, and Juanita attended the Annual Diversity Conference
 - Jennifer, Juanita, Jackie, and Kari attended the Thomas A. Bonine Suicide Prevention Conference
 - Norm, Greg, Jennifer, Shelley, Jackie, Juanita, and Kari attended the Indiana State University Student Success Conference
 - The Advisors have memberships in 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. Kari Dailey and Jennifer Reed represented the AAC on weekends.
 - Norm Isacson volunteered for Jumpstart 2 G.I.V.E. (Saturday)
 - Kari Dailey and Jennifer Reed volunteer at commencement ticket distribution.
 - Greg Aydt and Jennifer Reed each participated in a “Future Panther Day” as a panelist.
 - Norm Isacson, Greg Aydt, Jackie Collins, Juanita Cross, and Shelley James attended convocation.
 - All the Advisors Participated in Prowl events.
 - Greg Aydt assisted with Mock Interviews for CSA graduate students

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
 - Norman Isacson - Reinstatement Committee
 - Norman Isacson, Kari Dailey - Financial Aid Appeals Committee
 - Norman Isacson - Student Success Center Advisory 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 and Jennifer Reed – Marketing and Publicity Committee
 - Shelley James – Student Process Team
 - Shelley James – Student Success Task Force
 - Jackie Collins, Shelley James—Student Success Task Force
- **Additional Responsibilities and Accomplishments for 2018/2019**
 - 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.
 - Additional meetings with Lakeview
 - Responsible for Pre-Nursing Checklists
 - Organize fall and spring informational meetings for any students in or interested in Pre-Nursing with Lakeview
 - Continue to use the online appointment-scheduling program – ScheduleOnce(name changed to OnceHub).
 - Time-Line for Students (Committee)
 - Electronic invitations were sent out for the advisor coffee and the new advisor training sessions.
 - Jennifer Reed 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
 - Everyone participated in Academic Foundation Day Major/Minor Fair
 - Greg Aydt Organized interactive game (Game On) for Academic Foundation Day
 - Greg Aydt presented an academic presentation to new Debut Leaders

- 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**
 - Participated in the Vitalization update meetings
 - Update and improve the Academic Advising Website
 - Work with CATS and ITS to make changes to the on-line advising sheet
 - Attend various events outside of the normal work hours and work week that are sponsored by various departments
 - Update the CAN website
 - Work with campus advisors in preparation of Summer Orientation
- **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.
 - Continue 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 56% of our students

The next section is an extension of the goals and activities that Academic Advising performed for the 2018/2019 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." (85.4%)
 - Question 6, "My advisor considered my personal abilities, talents, and interests when advising me about courses or programs of study." (84.8%)
 - Question 7, "My advisor helped me to have a better understanding of the university policies and procedures." (85.1%)
 - Question 8, "My advisor helped me to make important decisions about my education (selecting courses, exploring majors/minors, repeating courses, etc.)." (82.7%)

- Question 9, “My advisor helped me find the answer to my questions.” (87.3%)

Once again, the advisors have maintained 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 is always a top priority.

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.	56.2%	29.2%	10.5%	4.1%	1.3%
6) My advisor considered my personal abilities, talents, and interests when advising me about courses or programs of study.	50.9%	33.9%	11%	4.1%	0%
7) My advisor helped me to have a better understanding of the university policies and procedures.	50.7%	34.4%	10.2%	4.2%	.5%
8) My advisor helped me to make important decisions about my education (selecting courses, exploring majors/minors, repeating courses, etc.).	55.3%	27.4%	12.6%	4.2%	.5%
9) My advisor helped me find the answer to my questions.	54.9%	32.4%	10.3%	1.9%	.5%

- Students had the opportunity to evaluate the front office.
 - Over eighty-one percent (81.4%) felt they provided a welcoming environment.
 - Over eighty-five percent (85.1%) felt that the office staff was helpful.
 Being able to keep this many students happy while carrying the extra workload is outstanding.
- Advisor contact time with students
 - Each of the seven advisors advised an average of 160-185 advisees for the academic year. This included new freshmen, transfers, continuing and returning students.
 - The Director advised and interacted with approximately 150 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 2018 and spring 2019. Some of these students met the criterion to be admitted into those majors. These numbers do not include the students that were assisted, who had a departmental advisor of record.

- 582 continuing students end of spring 2018
- 802 new freshmen from our 2018 summer program.
- 58 new transfer students (fall 2018)
- 15 freshmen from spring 2019 orientation
- 18 new transfer students (spring 2019)

- Students seen before they were sent to the departments:
 - 351 students were sent to departments after fall 2018
 - Average GPA of 3.08
 - Average credit hours of 33
 - 328 students sent to departments after spring 2019
 - Average GPA of 2.82
 - Average credit hours of 34
- 21 International students (16 fall 2018-5 spring 2019)
- The seven advisors and the director had over 4,891 in-person contacts with freshmen, transfer, continuing and returning students during the 2018/2019 academic year. This is an average of 611+ personal student contacts per advisor. The breakdown includes:
 - 4,115 students scheduled appointments from May 2018 to April 2019 (This included multiple appointments from the same students.)
 - 776 students walked in for advisement without appointments over the fall 2018 and spring 2019 months.
 - 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.
- 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. Hence, the personal contact between advisor and advisee is much higher than the average number given.
- Academic Warning /Probation numbers
 - Fall 2018- 157/21
 - Spring 2019-35/83
- Academic Dismissal numbers
 - Fall 2018 - 78
 - Spring 2019-37

These students required additional advisor time. 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 2018/2019 academic year from May 2018 to April 2019 the Academic Advising Center had **2015**, incoming phone calls: May (102), **June (155)**, **July (224)**, **August (339)**, September (96), **October (171)**, November (147), December (124), **January (280)**, February (92), March (113) and **April (172)**.
 - Some days the calls weren't counted because multiple people from different areas were answering the phones to cover for meetings or vacations.
 - 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 2019/2020

- 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

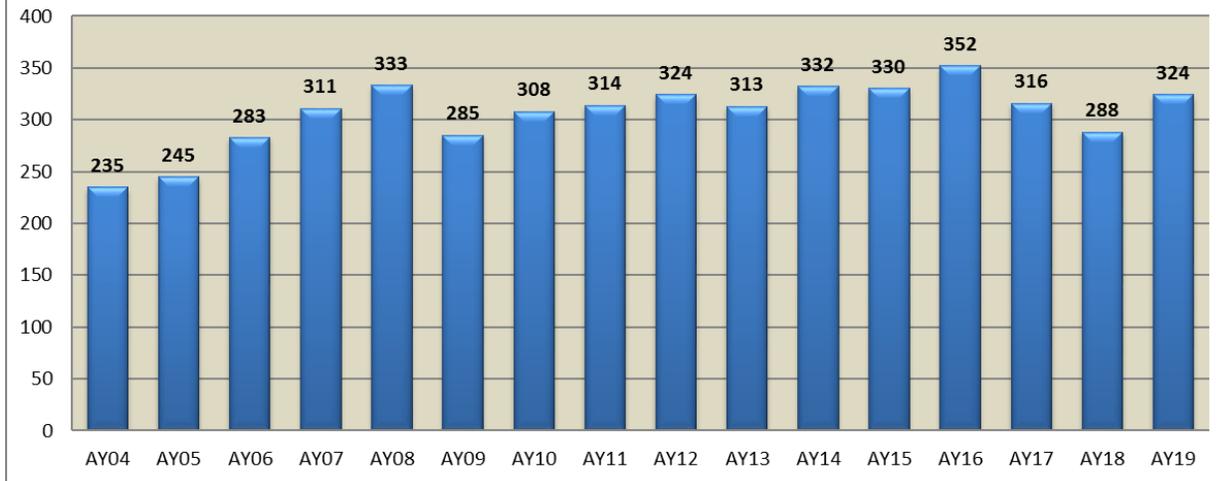
As mentioned previously, April Jackson started as the Director in August 2018, so this was a learning year for the unit. The primary goal for OSDS this academic year was to maintain services to students as April learned the job. She and her staff have established the following goals for AY20 in addition to their primary role of approving accommodations for students with disabilities:

- FOCUS mentors will meet with mentees no less than 4 hours up to 6 hours 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 at 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 Delta Alpha Pi (DAP) by Sept. 30th each AY
- Director SDS will hold at minimal 2 DAP meetings per semester
- 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 AY19, 324 students were registered with Student Disability Services. Students registered both semesters were only counted once. SDS had contact with an additional 108 prospective students (this number does not include new students seen during New Student Programs 2018; it represents a decrease of 4 prospective students from AY18). The total number of registered students with SDS for AY19 shows an increase of 36 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 2018 (26 additional students) students who registered with SDS after 10th day in fall and were here fall only (24 students), and students who registered with SDS after 10th day in spring (10 students), the actual total number of students served is 338, compared to 314 from AY18 (an increase of 24 students from last year).

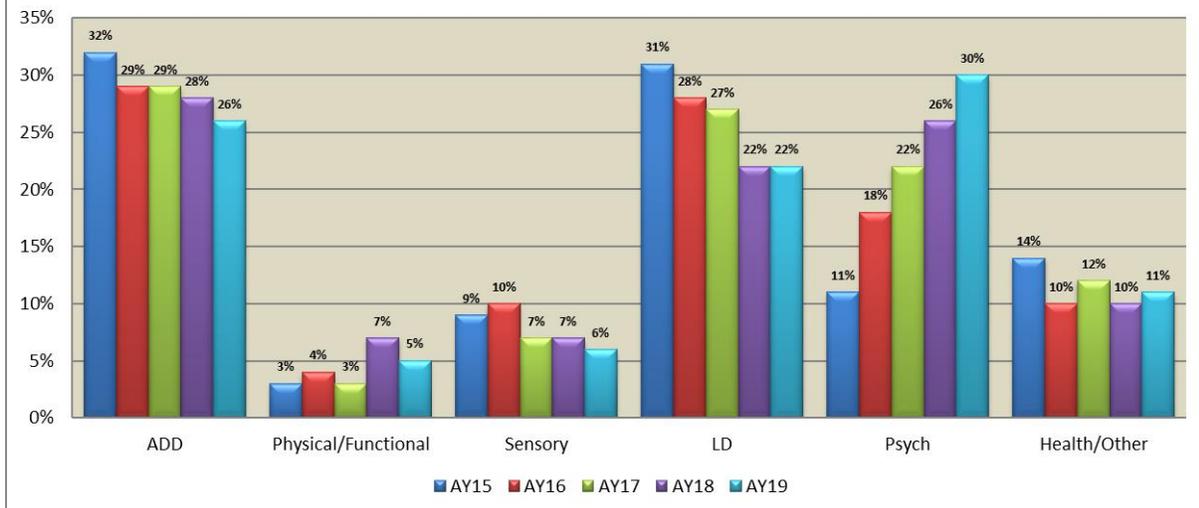
Student Disability Services Number of Students Served AY 2019



Over the academic year, 6 students were academically dismissed, 18 were on warning, 12 were on probation, and 62 students graduated 2019. In Fall 2018, 27% registered students were freshmen; 12% were sophomores; 23% were juniors; 30% were seniors; and 8% were enrolled in graduate studies. In Spring 2019, 20% were freshmen; 13% sophomores; 23% juniors; 35% seniors; and 9% 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, the percentage of students with learning disabilities has decreased the last few years, while students registering with a psychological diagnosis are on the increase with nearly a third of our students having a psychological issue.

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



The following paragraphs outline the unit's work for AY19.

- 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, which has 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.
- The Office Manager attended New Web Application/Dashboard Training.
- The Office Manager attended Local Budget Online Submission Training.
- The Office Manager attended Banner 9 Requisition and Procurement Training.
- The Office Manager participated in Human Resources Civil Service Testing Evaluation.
- The Office Manager attended the EIU Diversity Conference and Safe Zone Training.
- The Alternate Media Specialist and Office Manager attended training and became certified in Mental Health First Aid.
- Director attended 5 College Fairs.
- Director met with 11 area high schools about what EIU SDS has to offer and attended 4 IEP meetings for local high school students interested in EIU.
- Office Manager provided private campus tour for student interested in Transitional Learning Academy (TLA).
- Director became trained in Mental Health First Aid and provided training for Mental Health First Aid to colleagues from 9th St. Hall.
- Director met with Deans/Chairs from different departments to introduce SDS under new Director.
- Director met with Deans/Chairs to collaborate about TLA.
- Director sat on committee to determine Delta Alpha Pi (honors society for students with disabilities) scholarship recipients.
- Director worked with STEP to determine outline for admittance.
- Director presented at Diversity Fair.
- Continued maintenance and updating of SDS website.
- Collaborated with the Chair of the Foreign Languages Department to address students with disabilities' requests for foreign language substitutions.
- Sent out the SDS student survey through "Survey Monkey" to elicit responses.
- The SDS Director and Office Manger attended all EIU Open Houses and Transfer Days.
- Provided Deaf/Hard of Hearing Services for 3 students in FA18 and 2 students in SP19.
- 3 sign language interpreters were provided for 3 students in the fall and 1 sign language interpreter was provided for 2 students in the spring.
- The Director of Student Disability Services acted as the point person for student veterans with disabilities.
- The Director attended SST weekly.
- The Director attended Threat Assessment Training.

OSDS Survey Results

Each semester, students who have received services from SDS 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 2018 and Spring 2019—have been combined. Evaluations continue to be strong.

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
My experience with the Office of Student Disability Services has been positive.	71%	26%	1%	2%	0%
I received courteous service.	69%	29%	1%	1%	0%
My requests were addressed in a timely manner.	68%	29%	2%	0%	1%
I received useful information.	74%	24%	0%	1%	0%
I was given the opportunity to express my concerns fully.	68%	29%	2%	1%	0%

Alternate Media and E-text

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 18	43	8	10	4	5	1
Fall 18	43	29	180	46	59	75
Spring 19	44	17	102	20	33	49
Totals			292	70	97	125

FOCUS

The FOCUS program, which is in its twelfth 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 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.

Using entrance interview questions, they address 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, application, and illustration
- Reinforcing the use of designated accommodations
- Helping students determine who to go to when experiencing various difficulties when they have questions
- Providing a thorough demonstration of PAWS, D2L, library webpage, adaptive software such as Kurzweil, Inspiration, and text-to-speech programs
- Exposing students 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 students' transition from the highly supported K-12 system to increased self-advocacy skills and independence within the university setting

In AY19, there were a total of 27 participants in the FOCUS Program each semester. Nine students participated in both FA18 and SP19; 4 students participated in FA18 only (1 withdrew before grades and 1 graduated), and 14 participated in only SP19. Only one student who participated both semesters went on warning and then probation; the others are all in good standing at the end of Spring 2019 with an average cumulative gpa of 2.70. All the one semester participants were in good standing at the end of spring semester.

Student Success

The Director of 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:

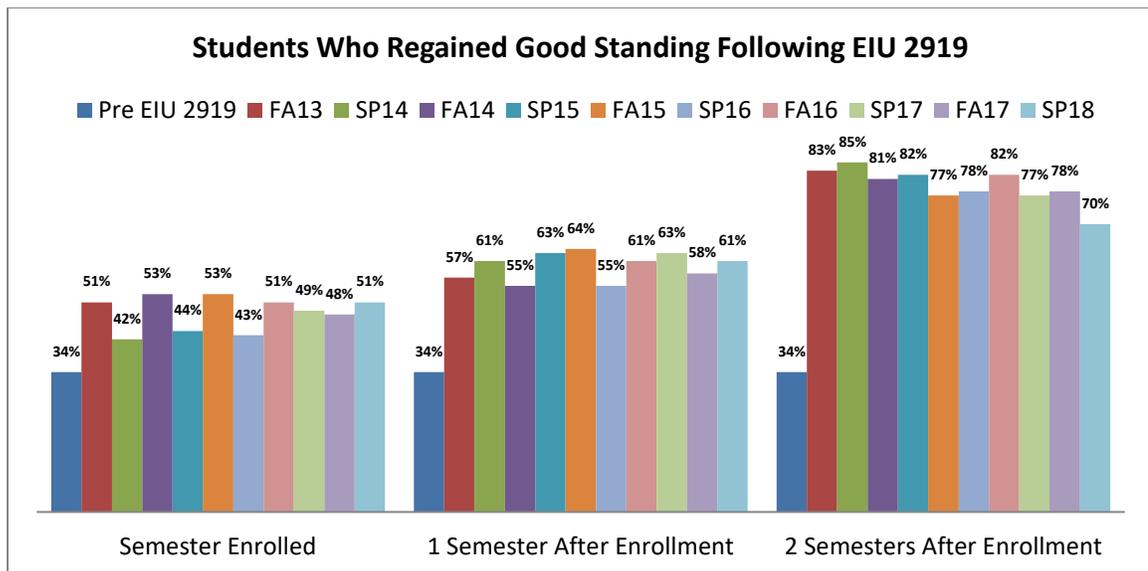
- 320 individual students received consultations (Reinstated students 52; EIU 2919 173; Referrals 78; Review Admits 17)
- 1,259 total appointments
- Students were referred to the Counseling Center, Career Services, Disability Services, Health Services, , TRIO, Financial Aid, Writing Center, Academic Advising, HERC
- Students were referred to the ASC by: Faculty, Self, Academic Advising, Early Alert, Fraternities/Sororities, Disability Services , Gateway, Mid-term Letter, EWP, VPAA , TRIO, Friend, Records, UF 1111, Counseling Center, Housing, Student Standards
- Instructed graduate assistants and interns on how to provide services offered through the SSC
- Collaborated with faculty on instructional strategies
- Conducted thirteenth 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
- Assisted in the improvement of the virtual component of the Academic Success Center
- Interviewed and hired three graduate assistants and two interns for AY19
- Conducted 21 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
- 667 students attended workshops and presentations; 96% of students rated the workshops and presentations as Good or Excellent
- The Director co-taught UF with a graduate student
- Disseminated workshop information and services provided to all UF instructors
- Served as a resource and referral contact for UF instructors
- Maintained and updated website, including departmental tutoring schedules, and Facebook page
- Enhanced podcasts of workshop topics
- The Director attended RA training and Minority Affairs GA training, presented to Debut Leaders, and acted as SI coordinator in SP19 for the SI pilot
- The Director served on University Foundations Advisory Committee, CORE, CSA Days Committee, Chaired the search committee for the Director of Disability Services, acted as a thesis member for two students, and was a member of the CSA Thesis of the Year Committee

The SI pilot took place in SP19 with 1 section of MAT 1271 and 1 section of FLS 1102. Two SI leaders were trained. Only 2 students regularly attended the 11 math sessions; one withdrew from the course, and 1 received a C. Eight students attended the Spanish SI sessions; one student went to 6 sessions and received an A; 2 students attended 4 times and received a B and a C respectively. In the fall, we will continue with SI in Math 1271 and add SOC 1838G. We wanted to add Chemistry, but were unable to find a faculty member and student SI leader.

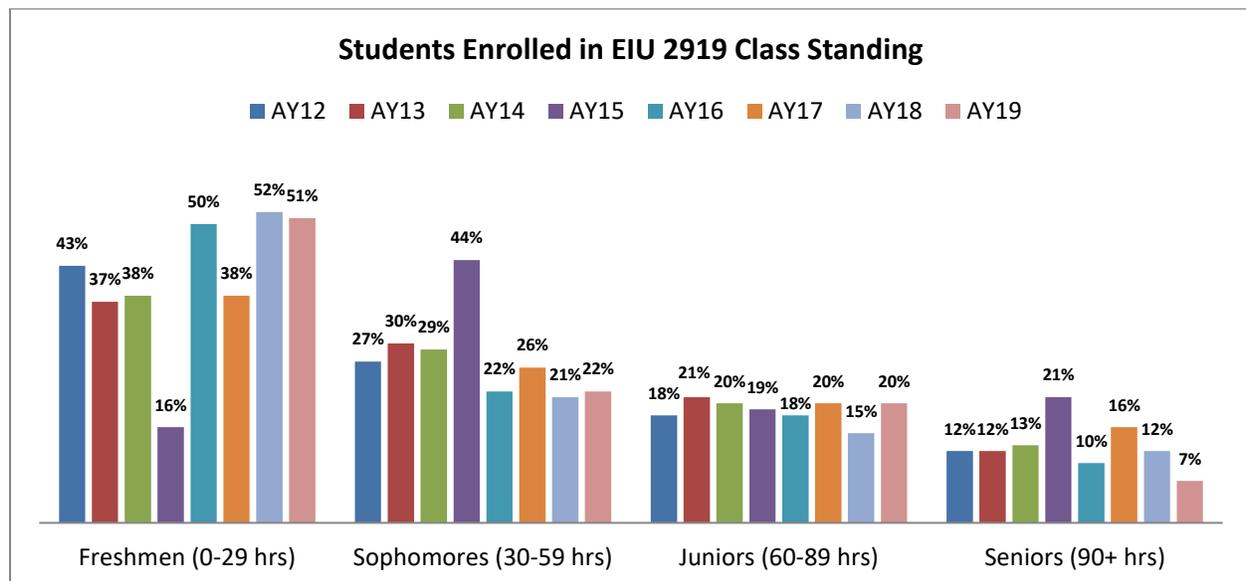
EIU 2919

In AY18, the SSC delivered 14 sections of EIU 2919 for students on warning; 7 sections were offered in the fall and 7 in the spring. A total of 248 students enrolled, which is an increase of 25% from the previous year; 94 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.



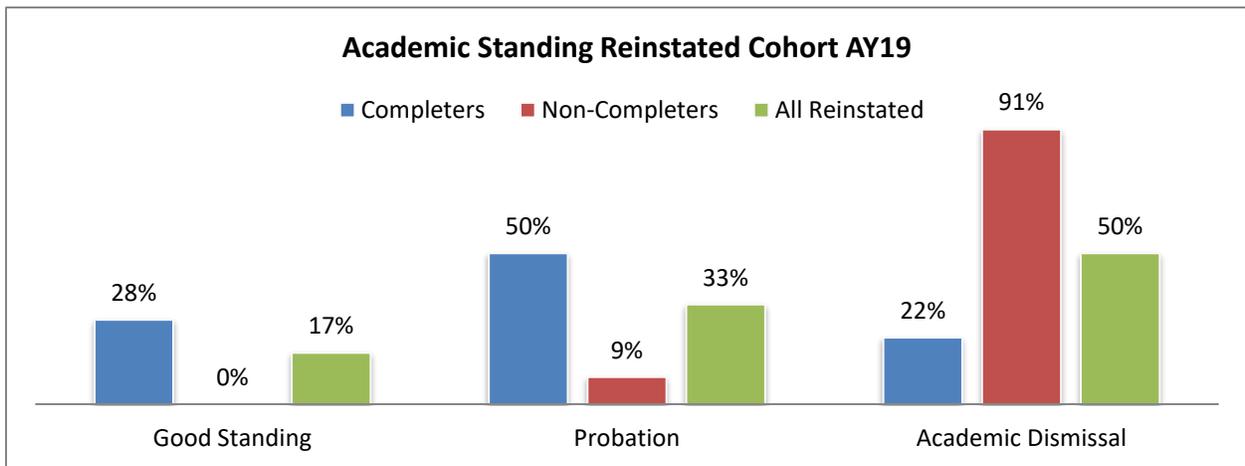
The evaluations for EIU 2919 continue to be strong. Below are the percentage of students who answered strongly agree or agree for several of the most pertinent questions:

1. My instructor demonstrates command of the subject/discipline. 94%
2. My instructor effectively organizes material for teaching/learning. 95%
3. My instructor is readily accessible outside of class. 84%
4. My instructor presents knowledge or material effectively. 94%
5. My instructor encourages and interests students in learning. 93%

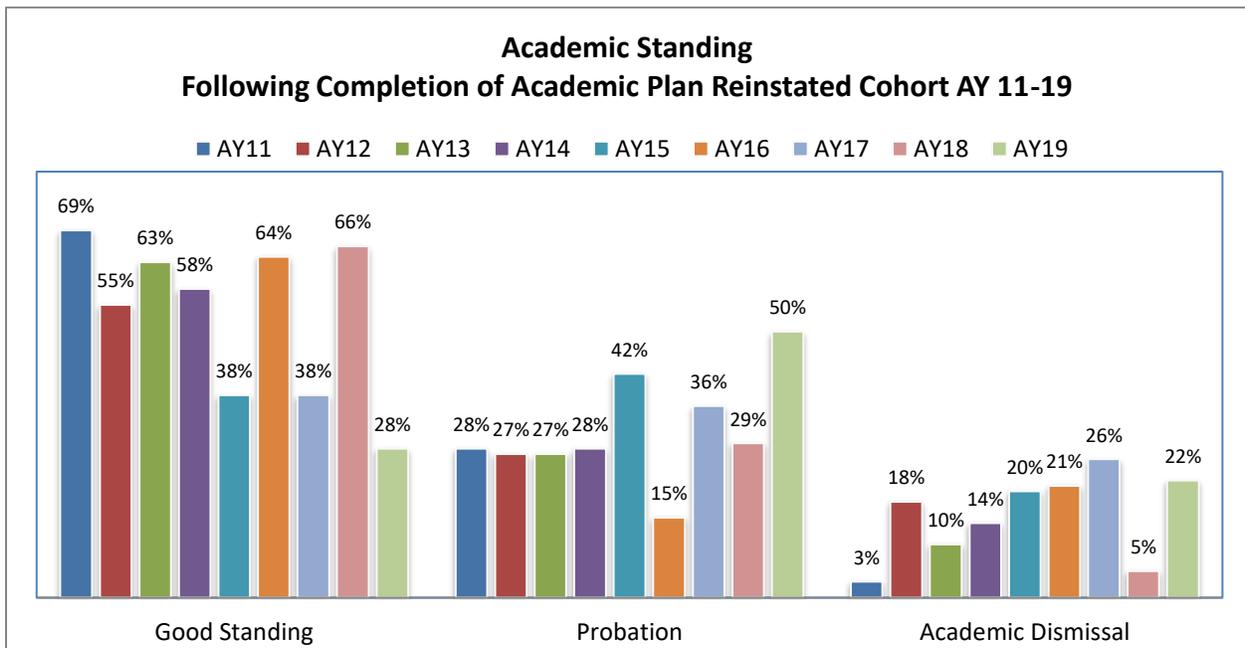
Reinstated Program

In AY18, 52 students were reinstated to the University following dismissal (8 fewer than the previous year); of these individuals, 32 students developed and completed their academic plan for a 62% completion rate, which shows a decrease of 1% from the previous year. The following chart shows the

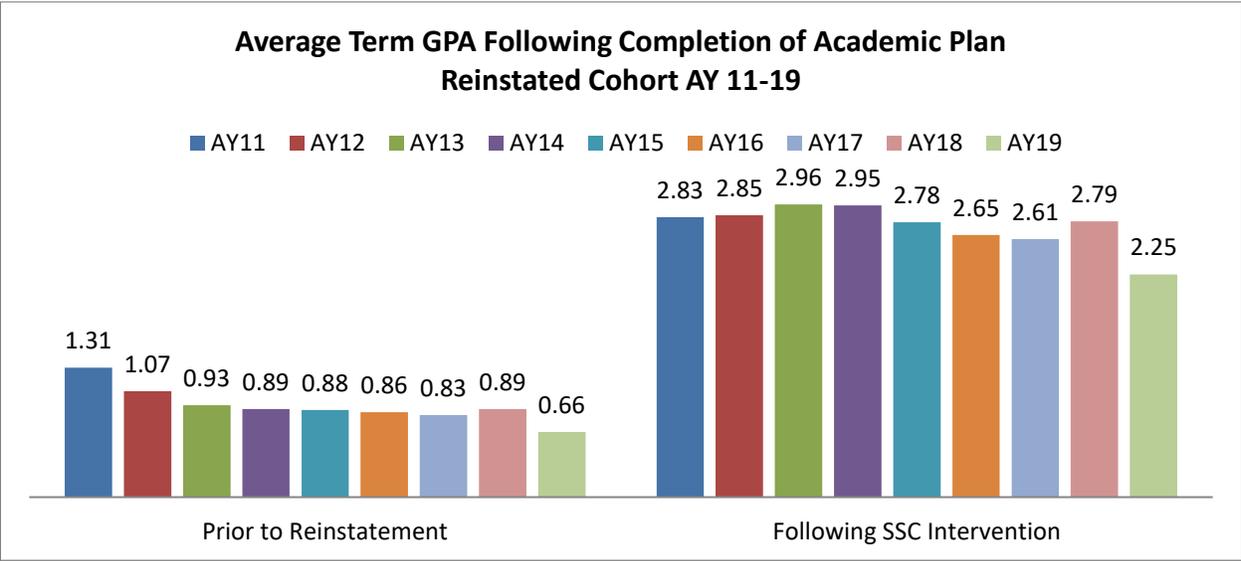
academic standing of students re-admitted to the University for AY19, which was the 13th year for the reinstated program. Many students who are reinstated to the university have extremely low GPAs upon reinstatement which makes it difficult to regain good standing in one semester. The number of students 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.



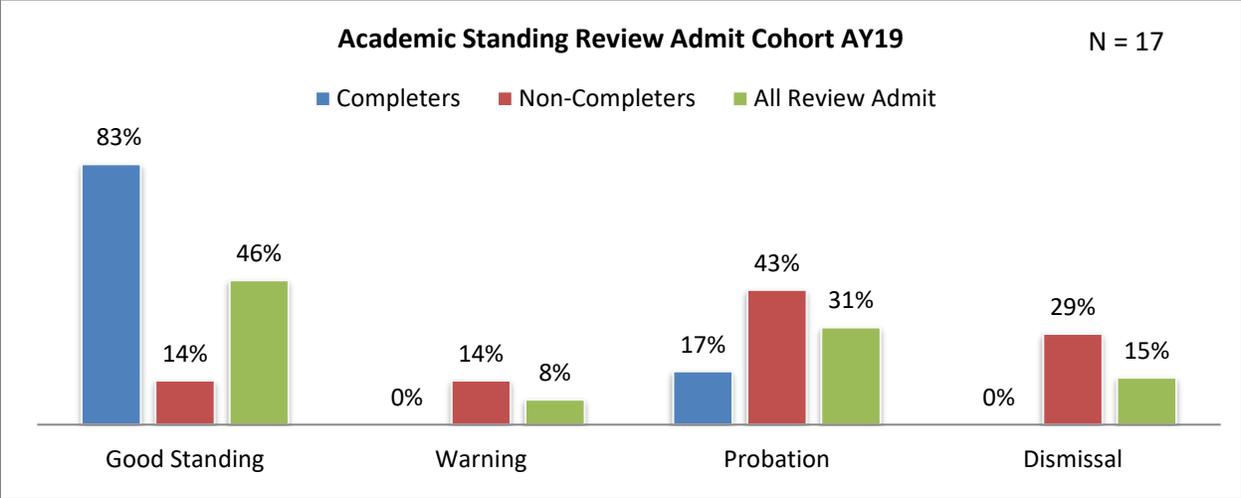
The chart that follows depicts the average gpa for students upon completion or non-completion of their academic plan following re-admission.



Reinstated students who complete their academic plan had a 2.25 average gpa compared to non-completers who had a .83. The average for all reinstated students was 1.75 for AY19, 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 FA18, 17 students were selected for the program. The average ACT score was 21.65 and 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. Thirteen students were enrolled in SP19, and 6 students completed their academic plan. The following chart shows the academic standing for this cohort of review admit students.



At the end of Spring 2019 this year's review admits who completed their academic plan had an average cumulative gpa of 2.67 while those who did not complete their plan had a 1.04 cumulative gpa; the average for all students was 1.79.

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 AY19 this office was staffed by one full-time person, a part-time person hired at the end of each semester for 2-4 weeks, part of a GA, and the Executive Director. The former Director of OTE returned for a month in FA18 and two weeks in SP19 to aid in scanning tests and evaluations. Without this additional help, deadlines for finals and course evaluations would not have been met.

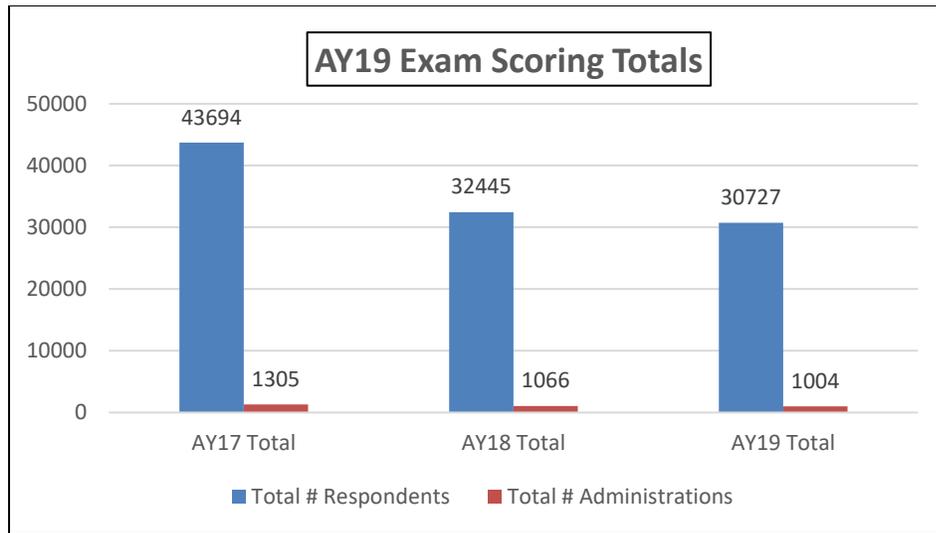
This year we suspended giving the teacher certification exams due to a lack of student demand. Student fees were not covering the cost of a proctor.

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 (8 officers). Thirteen ACT residual exams were given. Math Placement exams were given to 117 students. OTE also proctored 27 outside exams for students/community members
- Gateway and GST 1000 students utilized the Nelson Denny. A total of 238 sheets were scored (+43 from AY18).
- OTE created a total of 25 surveys (+8 AY18). There were 2,331 surveys prepared and 677 returned for processing. Surveys were created, scanned (where applicable), and results generated for various search committees, Education, English, Special Education, Athletics, Philosophy, and School of Business.
- A total of 30,727 exam sheets were scanned, down 1,718 sheets from AY18. The chart below shows the totals over the last 3 years. Part of the decline coincides with the decline in enrollment and part can be attributed to more on-line course offerings which do not use scantron forms for tests.



- OTE created and disseminated 7897 Purdue scannable evaluations and 3034 online Purdue evaluations. OTE prepared 13,204 scannable departmental evaluations and 6,682 departmental online evaluations. All evaluations combined showed a 61% completion rate, which shows a 4% decrease from the previous year. Scannable evaluations at 77.5% still have a much higher response rate than online evaluations at 42.8%.

