1. History and Context

Context:

The Office of Student Academic Success (OSAS) bolsters student success and persistence by providing support to NIU students, faculty, and staff. The OSAS collaborates with each of the undergraduate colleges to track student progress and intervene at the earliest point of concern. OSAS administers student identification and intervention initiatives such as Mapworks, the Early Alert Referral System (EARS), the Student Success Collaborative (SSC) and follows up on faculty referrals. OSAS monitors transcript requests, student encumbrances, and missed course registration/enrollment appointments. Utilizing a case management approach, Student Success Specialists (SSSs) and a Student Success Advisor (SSA) within OSAS provide one-on-one and group academic coaching to help students learn to navigate barriers, self-advocate, and identify and engage with relevant campus resources.

History:

The Office of Student Academic Success (OSAS) was created in July 2009 as a direct result of the 2008 Great Journeys Strategic Plan to bolster student persistence and success. Initially, the OSAS was a part of the Academic Advising Center and was staffed by a Coordinator and an Office Support Associate. In November 2009 a Research Associate was added to the staff to address the need for data mining and analysis.

OSAS became a stand-alone department during the summer of 2010. The Coordinator position was replaced with a Director position and between 2010 and 2012 eight Student Success Specialists were hired to provide support to all six of the undergraduate colleges as well as to the Academic Advising Center and University Outreach.

Student Success Specialists were initially housed within each college and were dually supervised by a designee within the colleges as well as by the Director of OSAS. This resulted in several challenges including compromised communication, competing interests, initiatives and directives.

After speaking with the colleges, surveying past and current SSSs, OSAS underwent a reorganization in July of 2014. The SSSs were centralized and housed within the main OSAS office within the Academic Advising Center Building. Furthermore, each SSS was charged with supporting two colleges/areas. This allowed the SSSs to concentrate on fulfilling the mission of OSAS through focused participation in OSAS initiatives and programs while still being able to work on several carefully conceived and vetted college-specific student success and retention initiatives.

The centralization process allowed OSAS to expand existing early intervention programs and workshops as well as address mandates and unmet needs. In 2015 a new position to assist with program evaluation and assessment was created and additional graduate assistants were hired to provide initial outreach and triage to afford the SSSs more time to meet with students on a 1:1 basis and provide coordinated case management. Additionally, a hybrid position which combines the roles and functions of an academic advisor and a student success specialist was created to provide additional support to the
College of Liberal Arts & Sciences. Similar positions for additional colleges were advocated for in the Program Prioritization Narrative

OSAS Projects & Initiatives:

Mapworks

Mapworks is a first year success and early intervention program for new freshmen and transfer students. Students complete a series of surveys and their responses are combined with admissions data and institutional data to help students understand which of their skills and behaviors are likely to lead to a successful transition to NIU as well as which skills and behaviors may cause challenges.

Early Alert Referral System (E.A.R.S.)

The Early Alert & Referral System (E.A.R.S.) is a collaborative effort between faculty and OSAS to identify students who may be experiencing academic challenges. Faculty refer students to OSAS during weeks four and seven of each semester and a student success specialist intervenes to provide guidance, support, and information about campus resources.

Attendance Matters

Going to class matters! Attendance Matters is an initiative designed to help NIU students understand the importance of attending class. If a consistent pattern of missing classes is detected, staff from Housing & Dining, the University Honors Program, Military Student Services, the Disability Resource Center, Student Athlete Academic Support Services, Chance, and OSAS check on students who are missing too many classes to make sure things are going well and to share information about important campus policies, procedures, deadlines, and services.

Four Year Degree Paths

Degree paths show students the proper timing and pacing of major and general education requirements and assist students in taking ownership of their education. They can also help students prepare for meetings with their Academic Advisors. The four-year time frame reinforces the notion that the average student should be able to graduate within four years.

Student Success Collaborative Advising Tool

The Student Success Collaborative (SSC) combines technology, research, and predictive analytics to help positively inflect outcomes with at-risk and off-path students. Based on the usage of four-year degree paths and coordinating success markers, the SSC tool provides NIU academic advisors, student success specialists, and other pertinent departments with a software system that allows them to identify and prioritize students needing extra assistance in critical foundational coursework; simplify intervention by aggregating previously disparate data into a 360-view of student health; and evaluate and compare alternative major decisions.
based on predicted academic performance. Interventions are regularly assessed and document in Campaign Assessment Reports.

Edible Education Workshop Series

Formerly known as Soup and Success, Edible Education is a series of mid-day workshops held during the first six weeks of each semester. Edible Education aims to increase student retention and academic success by providing a convenient and accessible method for providing students with strategies, skills, and resources to deal with the most common student issues. Students receive a free lunch while participating in the program.

Destination Graduation Workshop Series

Destination Graduation is a series of informational workshops that are designed to offer information support to students to help prepare them for graduation and beyond. Workshops cover topics such as interviewing, networking, social media savviness, etc. and occur throughout the fall and spring semesters.

MidSemester Check Conference

Held each fall semester, MidSemester Check encourages students to take a personal inventory of challenges midway through the semester. MidSemester Check is set up as a mini-conference, and provides students with several workshop options over a series of three breakout sessions. Supported by dozens of offices and departments on campus, the MidSemester Check allows students to address several skill building sessions in one evening.

Financial Cents

Financial Cents is a group of undergraduate peer educators who work to provide the NIU and surrounding communities a better understanding of important money matters through workshops, classroom and organizational presentations, informational tables, and online resources.

Academic Coaching/Individualized Success Plans

Academic Coaching provides students with the chance to work individually with Student Success Specialists to enhance their academic skills, gain confidence, discover motivation, and improve performance. All meetings, communications, and outreach to students are reported to academic colleges on a bi-weekly basis.

Enrollment & Encumbrance Monitoring

Student Success Specialists regularly monitor student enrollment patterns. Any academically eligible-to-enroll student who does not register within one week of their scheduled enrollment period is contacted by a member of the OSAS staff. These calls typically uncover student
concerns regarding account holds, financial aid difficulties, and outstanding balances. The Student Success Specialists serve as a case manager and work with colleagues across campus to help students register for the upcoming term.

Transfer Survey

Inherited from University Outreach in 2015, the Transfer Survey is administered to all new transfer students during their first year at NIU. Students are asked questions pertaining to the transfer process as well as to their overall transition. Feedback is shared with community colleges as well as with NIU administration.

Predictive Model

The predictive model is a tool that predicts the probability that the students will end their first year in good academic standing. The model has been proven to be 77% accurate. This innovative tool has been utilized in small scale within the colleges, but the OSAS has recently started looking at the predictive model as early as during the orientation process for all new first-year students. Proactive outreach to students who fall beneath a predicted success rate of 60% now occurs before the academic year begins. The predictive model will help advisors select the most appropriate combination of courses for individual students. It will also help specialists provide academic skills development opportunities and facilitate early connections to pertinent campus resources to those who need them.

2. Mission, Goals and Objectives

Mission Statement

The Office of Student Academic Success (OSAS) supports the university's mission by empowering students to achieve academic and personal goals through a comprehensive college-wide support network. The OSAS maintains collaborative relationships across campus, supports faculty objectives, and encourages student use of educational resources, and leads student success efforts for the university.

Unit Goals and Objectives

GOAL 1: The Office of Student Academic Success will manage and coordinate university-wide student success and retention initiatives that meet the needs of a variety of stakeholders

Objective 1A: The Office of Student Academic Success will administer early identification and intervention programs that utilize student profile data, institutional data as well as observations from faculty, staff and students.

Objective 1B: The Office of Academic Success will collaborate with a variety of offices and departments on campus to share pertinent information, coordinate outreach efforts, and decrease redundancies.
Objective 1C: The Office of Student Academic Success will collaborate with colleges, advisors, and academic support units to develop and maintain common tools to assist students with academic success.

GOAL 2: The Office of Student Academic Success will track student progress and intervene when red flags arise and/or when changes in patterns are evident.

Objective 2A: The Office of Student Academic Success will monitor student actions or in-actions (which are frequently tied to enrollment) at key points throughout each semester and reach out to the student(s) to offer assistance and support.

Objective 2B: The Office of Student Academic Success will maintain a database which receives weekly uploads from MyNIU and catalogs OSAS' outreach efforts, student attendance at/participation in OSAS events and initiatives, student risk indicators, and general case notes.

GOAL 3: The Office of Student Academic Success will provide educational opportunities and resources for students to develop academic skills, self-advocacy and other soft skills, and financial literacy skills.

Objective 3A: The Office of Student Academic Success will offer a variety of workshops, events, and interventions based on student needs as indicated by Mapworks data, SSC data, and predictive model data. Student learning outcomes will be measured for each program.

Objective 3B: Student Success Specialists and Student Success Advisors will provide one-on-one academic coaching to students to devise individualized academic success plans.
3. Assessment Methods

**Explanation of Assessment Methods**

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Description</th>
<th>Explanation</th>
<th>When Data Will be Collected</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Report</td>
<td>Annually, a document summarizing OSAS’s programs and initiatives is published. It includes participation levels, assessment results, and impact observations</td>
<td>Combination of all targets below, with the addition of assessments of the SSS in-person sessions, which we are currently reporting the total numbers seen.</td>
<td>Data is collected throughout the year, report written in the fall of the following year</td>
<td>Director, Assistant Director, Educational Program Evaluation Coordinator (EPEC)</td>
</tr>
<tr>
<td>Attendance Matters</td>
<td>A report to monitor the effectiveness of the attendance matters program. The attendance matters program monitors the number of absences per course in a semester. Outreach begins once a student misses 3 or more courses. Data is provided by professors/instructors via MyNIU.</td>
<td>100% contact for all students missing 3 or more classes/course in a single semester.</td>
<td>Data is collected at the end of the semester, and a report is made in conjunction with the Director of Testing Services</td>
<td>Director, Assistant Director, Educational Program Evaluation Coordinator (EPEC)</td>
</tr>
<tr>
<td><strong>Assessment Method</strong></td>
<td><strong>Description</strong></td>
<td><strong>Explanation</strong></td>
<td><strong>When Data Will be Collected</strong></td>
<td><strong>Person Responsible</strong></td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----------------</td>
<td>-----------------</td>
<td>---------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td><strong>Early Alert Referral System</strong></td>
<td>Each semester, a report is generated to assess the effectiveness of our early alert program. The report examines the number of students who were identified in the early alert program, while also examining student related outcomes, such as course GPA, cumulative GPA, credits completed percentage, and future semester enrollment status.</td>
<td>60% of students identified receive a grade higher than a D, 80% of students identified are enrolled, and 80% (or higher) course completion percentage for each student identified.</td>
<td>Data is collected once outcome data is available from registration and records. Since next semester enrollment is part of this, data cannot be collected prior to 10-day of the following semester.</td>
<td>Director, Assistant Director, Educational Program Evaluation Coordinator (EPEC)</td>
</tr>
<tr>
<td><strong>Non-Enrolled</strong></td>
<td>Each week during our non-enrolled campaign (which occurs once open enrollment begins for the fall and spring semesters and ends at 10-day of the following semester), a report is generated showing the breakdown of students who are eligible but not enrolled by academic college, special population, encumbrance, and total amount due.</td>
<td>80% of the students not enrolled by the beginning of open enrollment are enrolled by 10-day.</td>
<td>Data is collected every week during the non-enrolled campaign once the data has been received by registration &amp; records.</td>
<td>Director, Assistant Director, Educational Program Evaluation Coordinator (EPEC)</td>
</tr>
<tr>
<td><strong>Mapworks</strong></td>
<td>Mapworks is a dynamic assessment program that uses survey data to calculate a risk indicator for first semester students.</td>
<td>90% of first year students take at least one survey.</td>
<td>Data is collected three times during an academic year (twice in the fall and once in the spring).</td>
<td>Director, Assistant Director, Educational Program Evaluation Coordinator (EPEC)</td>
</tr>
<tr>
<td><strong>Individualized Academic Success Plans</strong></td>
<td>These are informal assessment plans created by each SSS for each student that they see. It encompasses a plan to get the student from where they are now to their ideal self though a series of goals.</td>
<td>Meeting goals based on timeline prescribed by SSS</td>
<td>Ongoing, based on student need</td>
<td>Director, Assistant Director, Educational Program Evaluation Coordinator (EPEC)</td>
</tr>
<tr>
<td>Assessment Method</td>
<td>Description</td>
<td>Explanation</td>
<td>When Data Will be Collected</td>
<td>Person Responsible</td>
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<td>-------------------------</td>
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<td>--------------------------------------------------</td>
<td>---------------------------------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>Transfer Survey</td>
<td>An online survey is given to first year transfer students asking them a variety of questions about their transfer experience. Questions tap into things their community college could improve on, things NIU could improve on, and things they would have done differently in the transfer process.</td>
<td>Assessment-Level Target: 60% of transfer students take the survey.</td>
<td>In the spring semester of each academic year</td>
<td>Director, Assistant Director, Educational Program Evaluation Coordinator (EPEC)</td>
</tr>
<tr>
<td>Predictive Model</td>
<td>Logistic regression based model that assesses students based on a series of criteria that has shown to be predictive of first year academic success.</td>
<td>To reach out to all students who are identified as high risk</td>
<td>At the beginning of each semester</td>
<td>Director of Testing Services</td>
</tr>
<tr>
<td>Student Success Collaborative</td>
<td>An advising program that utilizes data from MyNIU to assist in tracking of student academic progress. Risk indicators are assigned to students based on academic data, such as GPA and course completion percentage.</td>
<td>To reach out to all students who are identified as high risk</td>
<td>Ongoing</td>
<td>Director, Assistant Director, Educational Program Evaluation Coordinator (EPEC)</td>
</tr>
<tr>
<td>Workshop Assessments</td>
<td>A report is generated to explore the success of each of our workshop programs. Data examined is used to assess the effectiveness of each of the workshop topics presents, as well as make judgement calls on what topics to present the following year.</td>
<td>Each workshop scoring an overall effectiveness of 4.0/5.0</td>
<td>Immediately following each workshop presentation</td>
<td>Director, Assistant Director, Educational Program Evaluation Coordinator (EPEC)</td>
</tr>
<tr>
<td>Assessment Method</td>
<td>Description</td>
<td>Explanation</td>
<td>When Data Will be Collected</td>
<td>Person Responsible</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------</td>
<td>--------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Campaign Assessments</td>
<td>A report is generated following the end of each student success campaign launched by OSAS. OSAS utilizes the SSC, Mapworks, and our database to identify at-risk students. The report shows our effectiveness in reaching out to the identified students, while looking to see if the goals of the campaign have been met.</td>
<td>Assessment-Level Target † 40% of students identified are able to make an advising/SSS appointment. Outcome goals are dependent on the goals of the campaign.</td>
<td>Prior to the campaign and immediately following a campaign.</td>
<td>Director, Assistant Director, Educational Program Evaluation Coordinator (EPEC)</td>
</tr>
<tr>
<td>Contact Reports</td>
<td>Our student contact notes are exported from our database and uploaded into Microsoft Access to generate a .pdf report used to summarize our interactions with students based on their academic college. These reports are sent to each college so that they may be download by the college advising director and added to the students advising file.</td>
<td>Report 100% of contacts to the students’ academic college.</td>
<td>Ongoing</td>
<td>Director, Assistant Director, Educational Program Evaluation Coordinator (EPEC)</td>
</tr>
</tbody>
</table>

*Note. † Assessment-level target is the level of performance the unit hopes to see on the assessment (e.g., 85% percent of participants demonstrate X, Y, and Z).*
### Assessment Methods-by-Outcomes Matrix

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>1. Manage and coordinate retention initiatives</th>
<th>2. Track student progress and intervene</th>
<th>3. Provide educational opportunities and resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Assessment Report</td>
<td>S, D</td>
<td>S, D</td>
<td>S, D</td>
</tr>
<tr>
<td>Attendance Matters</td>
<td>F, D</td>
<td>F, D</td>
<td>F, D</td>
</tr>
<tr>
<td>Early Alert</td>
<td>F, D</td>
<td>F, D</td>
<td>F, D</td>
</tr>
<tr>
<td>Non-Enrolled</td>
<td>F, D</td>
<td>F, D</td>
<td>F, D</td>
</tr>
<tr>
<td>Mapworks</td>
<td>F, D</td>
<td>F, D</td>
<td>F, D</td>
</tr>
<tr>
<td>Individualized Academic Success Plans</td>
<td>F, I</td>
<td>F, I</td>
<td>F, I</td>
</tr>
<tr>
<td>Transfer Survey</td>
<td>S, D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Predictive Model</td>
<td></td>
<td>F, D</td>
<td></td>
</tr>
<tr>
<td>SSC</td>
<td></td>
<td>F, D</td>
<td>F, D</td>
</tr>
<tr>
<td>Workshop Assessments</td>
<td></td>
<td>S, D</td>
<td></td>
</tr>
<tr>
<td>Campaign Assessments</td>
<td></td>
<td>S, D</td>
<td></td>
</tr>
<tr>
<td>Contact Reports</td>
<td></td>
<td>F, I</td>
<td></td>
</tr>
</tbody>
</table>

*Note. F=formative assessment, S=summative assessment, D=direct assessment, and I=indirect assessment*
Division of Academic Affairs

Office of Student Academic Success

January 2016

Dana Gautcher, Director
1. Introduction

The assessment process within the Office of Student Academic is ever-evolving. OSAS was first created in 2009, and the first formal assessment plan was created in 2011. While that assessment plan laid out goals and assessment strategies it was very elementary, and the data that OSAS produced was mostly in the form of descriptive statistics such as the number of students who attended events or the total number of students who were contacted as the result of an outreach program. Thus, the OSAS created an extra help position in 2013 to assist with program evaluation. In 2014, the position was upgraded to a permanent position in the form of the Educational Program Evaluation Coordinator (EPEC).

The EPEC has helped OSAS to better concentrate on our goals, initiatives, and intended outcomes as well as to develop sound assessment methods to measure impact. The OSAS has made great strides, but the Program Prioritization process during the fall 2015 semester revealed that there are still gaps that need to be addressed. As such, you will see that some assessment methods are very much in place and yielding helpful data whereas others are still in development.

History & Context

Please read the “history” and “context” sections in the OSAS Assessment Plan.

2. Reported Results

Goal 1. The Office of Student Academic Success will manage and coordinate university-wide student success and retention initiatives that meet the needs of a variety of stakeholders

Objective 1.1. The Office of Student Academic Success will administer early identification and intervention programs that utilize student profile data, institutional data as well as observations from faculty, staff and students.

Early Alert Referral System

Assessment-level Target: 60% of students identified receive a grade higher than a D, 80% of students identified are enrolled in the following semester, and 80% (or higher) course completion percentage for each student identified.

Assessment Method 1 Results: Currently, we assess our Early Alert program by final grade received (average and frequency), percent of credits completed (grades not an F or W), and percent retained to the following semester. The table below highlights these outcomes. Our outcomes clearly highlight the need to revamp either the early alert process or our goals for the program.
### EARLY ALERT

<table>
<thead>
<tr>
<th></th>
<th>Number of Students</th>
<th>Number of Alerts</th>
<th>Mean Term GPA</th>
<th>D/F/W Rate</th>
<th>Percent of Credits Completed</th>
<th>Percent Retained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2015</td>
<td>1092</td>
<td>1229</td>
<td>1.75</td>
<td>60.94%</td>
<td>67.88%</td>
<td>68.76%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>663</td>
<td>3111</td>
<td>1.89</td>
<td>60.80%</td>
<td>66.09%</td>
<td>73.38%</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>423</td>
<td>659</td>
<td>1.85</td>
<td>42.05%</td>
<td>64.71%</td>
<td>63.31%</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>403</td>
<td>423</td>
<td>1.56</td>
<td>67.00%</td>
<td>64.10%</td>
<td>75.17%</td>
</tr>
</tbody>
</table>

**Mapworks**

**Assessment-level Target:** 90% of first year students take at least one survey.

**Assessment Method 2 Results:** One dimension of the Mapworks assessment is to track completion rates. Currently freshmen meet our target listed above, while transfer students do not. We are also exploring other dimensions for assessment, such as percent of students we reach out to, and GPA and next semester enrollment status of these students versus students who do not take any of the surveys. Recently, we have begun to develop intervention campaigns based on Mapworks indicators. The goals of each campaign, and if we met them, will be present in future assessments.
Objective 1.2. The Office of Academic Success will collaborate with a variety of offices and departments on campus to share pertinent information, coordinate outreach efforts, and decrease redundancies.

Transfer Survey

**Assessment-level Target:** 60% of transfer students take the survey.

**Assessment Method 1 Results**

OSAS has recently assumed responsibility for these reports. There are plans to collaborate with the Director of Testing Services to revise not only the survey that collects the responses, but the reports as well. Though both are changing, they are included as Appendix A and Appendix B in this document, respectively.

Objective 1.3. The Office of Student Academic Success will collaborate with colleges, advisors, and academic support units to develop and maintain common tools to assist students with academic success.

Annual Assessment Report

**Assessment-level Target:** Combination of all targets below, with the addition of assessments of the SSS in-person sessions, which we are currently reporting the total numbers seen.

**Assessment Method 1 Results**

The 2013-2014 Annual Report is added as Appendix C. The 2014-2015 annual report is currently being completed. In the future, subsequent annual reports will be published in the fall semester following the close of the academic year.

Contact Reports

**Assessment-level Target:** Report 100% of contacts to the students’ academic college.

**Assessment Method 1 Results:** Providing contact reports to the academic colleges was originally done by exporting the data in excel, and providing the academic colleges with a generic summary. Below are two tables that highlight the types of contact we had with students since fall 2013.

<table>
<thead>
<tr>
<th>Program</th>
<th>Number of Students Served by OSAS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Spring 2015</td>
</tr>
<tr>
<td>SSS Appointments</td>
<td>209</td>
</tr>
<tr>
<td>Workshop Type</td>
<td>2015</td>
</tr>
<tr>
<td>--------------</td>
<td>------</td>
</tr>
<tr>
<td>Workshops</td>
<td>376</td>
</tr>
<tr>
<td>Total</td>
<td>585</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact Type</th>
<th>Spring 2015</th>
<th>Fall 2014</th>
<th>Spring 2014</th>
<th>Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSS Appointments</td>
<td>209</td>
<td>295</td>
<td>195</td>
<td>266</td>
</tr>
<tr>
<td>Phone Calls</td>
<td>1572</td>
<td>1815</td>
<td>598</td>
<td>338</td>
</tr>
<tr>
<td>E-mails</td>
<td>12448</td>
<td>8801</td>
<td>20600</td>
<td>12816</td>
</tr>
</tbody>
</table>

Our focus has recently shifted to tracking the referrals made from OSAS, as it is one of our primary mission goals. Below is a table that we plan to start documenting in the OSAS Annual Report that highlights one aspect of our contact with students.

<table>
<thead>
<tr>
<th>Type of Resource Center</th>
<th># Referrals Made by OSAS in 2014-2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Support (e.g. ACCESS, the Writing Center)</td>
<td>524</td>
</tr>
<tr>
<td>Financial Support (e.g., Bursar, Financial Aid)</td>
<td>1,208</td>
</tr>
<tr>
<td>College (e.g., academic advisor, instructor)</td>
<td>786</td>
</tr>
<tr>
<td>Personal Support (e.g., Counseling &amp; Consultation Center, Health Services)</td>
<td>184</td>
</tr>
</tbody>
</table>

**Synthesis of Goal 1**

Currently OSAS is monitoring a number of retention initiatives through early alert programming, transfer satisfaction, and a holistic assessment of its programs. Analysis of our Mapworks assessment shows support for an increase in student related outcomes for those who take at least one survey, versus those who do not. Our assessment of our Early Alert program shows that we have potential for improvements. We will continue to explore the processes that other university’s use to see if there are ways that our Early Alert program could have a greater impact on student success.
The ownership of the transfer survey has recently shifted to OSAS, and we will work on further refining this instrument.

Our annual report provides a holistic assessment of the major programs in our office, and will receive a format change for the 15-16 school year. The contact notes to the academic colleges has also recently changed, with its impact and/or utility on the academic colleges’ ability to reach out to students is currently unknown without further investigation.

**Goal 2.** The Office of Student Academic Success will track student progress and intervene when red flags arise and/or when changes in patterns are evident.

**Objective 2.1.** The Office of Student Academic Success will monitor student actions or in-actions (which are frequently tied to enrollment) at key points throughout each semester and reach out to the student(s) to offer assistance and support.

**Attendance Matters**

**Assessment-level Target:** 100% contact for all students missing 3 or more classes/course in a single semester.

**Assessment Method 1 Results**

The Assessment of the Attendance Matters program is coordinated by the Associate Vice President of Student Affairs in collaboration with the Director of Testing Services. Because the program is new, the only data that exists is the number of students who have missed classes. There is no data pertaining to whether or not students who were successfully contacted through Attendance Matters fared any better than their peers who were not reached. The Attendance Matters Coordinating Team is in the midst of developing assessment procedures.

**Non-enrolled & Encumbrance Monitoring**

**Assessment-level Target:** 80% of the students not enrolled by the beginning of open enrollment are enrolled by 10-day.

**Assessment Method 2 Results**

Assessment reports are listed in a separate excel file as Appendix D.

**Objective 2.2.** The Office of Student Academic Success will maintain a database which receives weekly uploads from MyNIU and catalogs OSAS’ outreach efforts, student attendance at/participation in OSAS events and initiatives, student risk indicators, and general case notes.
**Predictive Model**

**Assessment-level Target:** To reach out to all students who are identified as high risk

**Assessment Method 1 Results**

While this is not a new assessment tool available to OSAS, this semester will be the first semester that we use the predictive model for student outreach. Assessment tools are currently being devised.

**Student Success Collaborative (SSC)**

**Assessment-level Target:** To reach out to all students who are identified as high risk

**Assessment Method 1 Results**

Much like the predictive model, while this is not a new assessment tool available to OSAS, last semester was the first semester that we used the SSC for student outreach. Assessment tools and methods are currently being revised.

**Synthesis of Goal 2**

OSAS is continuing to be more strategic in how students are identified, and our assessments will reflect that in the upcoming years. We have been exploring different modes of outreach to students (i.e. face-to-face, email, phone call) to see how we can achieve the biggest impact. On February 1, 2016, we will have the census data for the Non-enrolled campaign which will help us determine if our strategic calling had any increased impact on student re-enrollment/retention.

The Attendance Matters program is reliant on faculty/instructors inputting attendance data in select 100 & 200 level courses throughout the semester. Last school year, about half of the faculty inputted this data at the end of the semester. Of the students that were identified, all were contacted. In the future, we will work the academic deans to enlist their help to urge timely reporting.

The Predictive Model and the SSC are new tools employed by OSAS. We are still exploring the best ways to fully utilize these assessment tools to achieve maximum impact.

**Goal 3.** The Office of Student Academic Success will provide educational opportunities and resources for students to develop academic skills, self-advocacy and other soft skills, and financial literacy skills.

**Objective 3.1.** The Office of Student Academic Success will offer a variety of workshops, events, and interventions based on student needs as indicated by Mapworks data, SSC data, and predictive model data. Student learning outcomes will be measured for each program.

**Workshop Assessments**
**Assessment-level Target:** Each workshop scoring an overall effectiveness of 4.0/5.0

**Assessment Method 1 Results.** Prior to this academic year, workshop assessments were not standardized, thus making it hard to generalize results from one workshop to another. These prior assessments did include individualized learning objectives, and the success of the workshop was gauged by how many of the objectives were met. For the fall 2015 semester, the workshop assessments were revamped using dimensions adopted by Morgan and Casper (2000).

<table>
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<tr>
<th>Workshop Series</th>
<th>Relevant info</th>
<th>Useful info</th>
<th>Enjoyable session</th>
<th>Presented clearly</th>
<th>Can apply info learned</th>
<th>Would recommend</th>
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<td>4.40</td>
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<tr>
<td>Mid Semester Check Workshop</td>
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<td>4.82</td>
<td>4.40</td>
<td>4.89</td>
<td>4.76</td>
<td>4.67</td>
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</tbody>
</table>

**Campaign Assessments**

**Assessment-level Target:** 40% of students identified are able to make an advising/SSS appointment. Outcome goals are dependent on the goals of the campaign.

**Assessment Method 2 Results**

See Appendix E for the Assessment reports.

**Objective 3.2.** Student Success Specialists and Student Success Advisors will provide one-on-one academic coaching to students to devise individualized academic success plans.

**Individualized Academic Success Plans**

**Assessment-level Target:** Meeting goals based on timeline prescribed by SSS
Assessment Method 1 Results

An assessment method to track the success of student progress is currently being devised, and we hope to start tracking beginning fall 2016.

Synthesis of Goal 3

OSAS is continuing to refine the way in which we provide educational opportunities and resources to our students. The workshop assessments have recently received an overhaul, making them more generalizable by standardizing the format.

The campaign assessments will be a critical tool in guiding our decision on how to best use Mapworks and the SSC in the future.

Finally, the Program Prioritization process highlighted the fact that the coaching sessions with our SSS’s are currently without an assessment tool. We are working on a satisfaction survey, as well as a way to measure increases in student related outcomes to highlight the impact that our SSS’s have on student career success.

3. Decisions, Actions, and Use of Results

Overall, the OSAS’ assessment process is a work in progress. Longstanding programs such as Mapworks, the Early Alert Referral System, and Non-Enrollment and Encumbrance Monitoring run very smoothly. The data is meticulously tracked and analyzed. A number of colleagues and offices on campus support these programs and we see solid participation by faculty, staff and students. Despite this, we are always careful to look for areas of improvement in advertising/publicity, training, participation, etc. This year we created an alternate method of training so faculty and staff could select between in-person Mapworks training and online training. Not only were we able to train more people more quickly, but we have also found the online tool to be a great refresher for even our most seasoned users.

UNIV classes required Mapworks participation this year and many FYComp English sections utilized themes from Mapworks as writing prompts. Moving forward we will look to increase student participation in the Mapworks surveys by further partnering with other departments on campus to encourage students to take the surveys and reflect upon the results.

Similarly, the early Alert Referral System has experienced a long history of faculty and college buy-in. Currently, there are other areas on campus who also have similar programs. We are working towards streamlining all of the processes so that faculty are not asked to report similar data to multiple sources on campus. The Provost’s Office has acquired Grades First which is a tool that has the capability to launch one request for student information to faculty instructors and make the responses centrally available to offices that require the data. Grades First will also allow colleges and departments to include additional courses in the Early Alert program. Grades First will be available for the 2016-2017 academic year. The potential to identify a greater number of students does require us to scrutinize our intervention outreach and devise better methods to track whether or not students take advantage of campus resources such as tutoring, the writing center, academic advising, etc.
The workshops that OSAS provides are well attended and evaluations show that students find value in the topics. Moreover, we are pleased to see that students are leaving the programs having met several of the learning outcomes. Moving forward, we plan to have our Student Success Specialists facilitate many of the topics as a means to potentially initiate individual relationships with participants who may be prime candidates for academic coaching. Individual Success Plans will be evaluated and campus referrals will be tracked.

Both the Predictive Model and the Transfer Survey will both receive additional attention this year as we institutionalize these tools and work analyze the data to better inform our student outreach. The predictive model has been utilized in pockets on campus, but we plan to reach out to new students after their initial orientation date and throughout the academic year through a series of communications that will include phone calls, emails, and direct invitations to pertinent workshops. Likewise, we will widely share the Transfer Survey results with the NIU community. Previously, aggregate data tended to be shared mainly with external constituents.

And finally, the Student Success Collaborative will be more frequently utilized by staff within the OSAS as well as across campus. Each of the Student Success Specialists will launch at least one campaign each semester to identify and intervene with students who exhibit at-risk or rising risk academic behaviors. Likewise, several of the academic colleges will also utilize the SSC to launch specific student outreach campaigns. The SSC features easy documentation and tracking capabilities which can be auto-formatted in Campaign Assessment reports. Thus, anyone who launches a campaign within the SSC can readily monitor results and impact.

4. Appendices (All Assessment Instruments/Rubrics)

The following were provided as separate attachments in the original submission email:

- Appendix A – Transfer Survey (.pdf)
- Appendix B – Transfer Report (.docx)
- Appendix C – 2013-2014 Annual Report (.docx)
- Appendix D – Enrollment Summary (.xlsx)
- Appendix E – Campaign Status Reports (.docx)