

Office of Student Academic Services 2013-2014 Assessment Report

Mission Statement:

The mission of Student Academic Services (SAS) is to help increase student retention and graduation rates by:

- building and strengthening academic support services;
- expanding academic monitoring and intervention efforts; and
- developing activities and resources to increase students' awareness of their academic options and facilitate timely major selection and declaration.

SAS staff provide a variety of services directly to students and also collaborate with other academic and administrative units to improve the University's overall academic support system. SAS staff, who work primarily with Union-campus undergraduate students, also share expertise and best practices with counterparts at other campus locations and NWGC to ensure appropriate support for all students.

Vision Statement:

SAS will exemplify Kean University's commitment to both excellence and equity by fostering the academic success of all students. Recognizing that our students have differing strengths and face varied challenges, SAS will continually review and expand the academic supports, interventions, programming, and information needed to help all students maximize their potential and achieve their goals.

SAS Major Functions and Services:

Curriculum Support

Technical Support for Advisement

Undeclared Student Services

Intervention and Retention Services

Dismissal/Appeals/Reinstatement Services

Tutoring Services

One Stop Service and Information Center

<p><i>SP Goal 1: To locate Kean University as a focal point of ongoing and transformational educational engagement for all by offering undergraduate and graduate (including doctoral) programs that are responsive to local and national needs while building upon our strengths, and utilizing best practice in the disciplines/professions</i></p> <p><i>SP Goal 1.3: Provide support mechanisms for all programs consistent with regional, professional and national measures</i></p> <p>Unit Goal 1: Expand academic support services for both special and general populations</p>					
Objective	Measurement of Assessment	Timeline	Person(s) Responsible	Data Results	Actions Taken on Data Collected
<p>1.1 Support the development of an undergraduate research and honors program <i>(SP Action 1.3.3: Develop an undergraduate research and honors program(s), and identify and develop students for such “added value” opportunities)</i></p>	<ul style="list-style-type: none"> •Establish working group to identify current UG research and honors programs at Kean; investigate national norms and models; and define a structure for a university wide program •Identify, recruit & enroll incumbent students •Identify, recruit & enroll new students 	<ul style="list-style-type: none"> •Beginning Spring 2014 •Spring 2015 •2015-2016 	Sharon Haussmann & other SAS staff TBD	Review of websites of our sister institutions showed all had Honors Programs, commonly featuring special sections/versions of required GE courses, upper level seminars, and opportunities for service/research; all Programs faculty-directed and primarily housed within VPAA Office (alternatively Humanities Dean’s Office or SGS)	Actions pending plan for faculty involvement
<p>1.2 Provide effective tutoring services determined by student needs & strengthened by faculty input</p>	<ul style="list-style-type: none"> •Usage and performance data from TutorTrac, Datatel & SPSS •Mechanism for greater collaboration with faculty & survey/feedback 	<ul style="list-style-type: none"> •Reports after each semester •Pilot 2014 	Jackie Langley	Course performance data for students using tutoring services Fall 2013 shows 88.6% of students passed tutored course, with 63.2% of those in letter-graded courses earning grades of C or better. Student usage of services and demographic data also collected and reviewed. (Detailed results available.)	No changes/actions identified
<p>1.3 Utilize One Stop Service Center as a source for proactive technical advisement & other interventions</p>	<ul style="list-style-type: none"> •Train One Stop staff in proactive technical advisement and intervention techniques •Document student problems through enhanced recordkeeping to identify and address problem areas 	<ul style="list-style-type: none"> •Spring 2014 •Beginning Spring 2014 	Sharon Haussmann Rosa Paulino		Actions pending determination on One Stop

<p><i>SP Goal 2: To attract and retain more full-time, first-time undergraduate students, transfer and graduate students</i></p> <p><i>SP Goal 2.3: Improve retention by targeting proactively our most at-risk constituencies with effective, directed monitoring and specialized support from pre-matriculation to graduation</i></p> <p>Unit Goal 2: Improve retention by acquiring and analyzing data to identify at risk populations and develop appropriate monitoring, intervention and support services</p>					
Objective	Measurement of Assessment	Timeline	Person(s) Responsible	Data Results	Actions Taken on Data Collected
<p>2.1 Develop a proactive, data-driven retention program to identify at risk students for monitoring and interventions (<i>SP Action 2.3.1: In cooperation with...Institutional Research and the Office of Assessment & Accreditation, develop/implement and utilize a retention program that assesses students attributes, identifies students at risk, and facilitates academic and administrative interventions to enhance retention</i>)</p>	<p>•Work with OCIS and Institutional Research to build a database that can be used to provide us with predictive information about our population; analyze data to find triggers for monitoring and early interventions</p>	<p>•Database development to begin January 2014; pilot to be implemented Summer 2014</p>	Jean Brown		<p>This plan was deferred due to shortage in personnel in OCIS to assist us. Also, we are exploring the possibility of being a part of an early alert retention platform available through the Campuslabs – Beacon system currently being used by Student Affairs department. This tool shows promise of providing proactive data that could assist us with predictive information. Pilot begins June 2014</p>
<p>2.2 Develop tools to identify candidates for Gateway Project Summer Immersion pilot (<i>SP Action 2.3.3: Strengthen student retention through pre-matriculation services that correlate with freshman and sophomore student success</i>)</p>	<p>•Obtain and analyze data from OCIS about our population’s strengths and weaknesses to identify candidates for GE-led Gateway Project Summer Immersion pilot that addresses remediation needs of incoming students</p>	<p>•Data acquisition/ analysis Spring 2014 in support of Summer 2014 pilot</p>	Jean Brown	<p>The Office of Intervention and Retention analyzed a dataset of 649 students’ undergraduate cumulative GPA from 07/fall to fall 2013. The goal of this analysis was to determine a correlation between the undergraduate cumulative GPA and their high school GPA. Results of this analysis result show a positive correlation between High School GPA and College GPA. Students with higher GPAs in High School tend to do better in college. Detailed results are available.</p>	<p>Gateway Project postponed. Participated in multi-office committee to develop programming/supports for incoming freshmen determined to be at-risk due to multiple developmental requirements and other profile indicators. Drafted plan for summer intervention.</p>

2.3 Develop specialized supports for transfer students	<ul style="list-style-type: none">•Establish working group to develop <i>Transfer Transition to Kean</i> program/course•Conduct needs assessment of 13/FA & 14/SP transfer students using surveys & focus groups	<ul style="list-style-type: none">•Beginning Spring 2014•Spring 2014	Sharon Haussmann Wilma Velazquez	<ul style="list-style-type: none">●Input from <i>Transfer Transition to Kean</i> working group and selected other faculty/staff●Review of initiatives for freshmen to identify support services that could be adapted for transfers	<ul style="list-style-type: none">●•Transfer Transition to Kean course (GE*3000) created & approved by GE Curriculum Committee<ul style="list-style-type: none">●Pilot of GE*3000 in development●Transfer Orientation planned for August 2014●Transfer-related workshops presented during January & June 2014 Advisement Days<ul style="list-style-type: none">●Created plan and sought funding for transfer peer mentor program
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<i>SP Goal 2: To attract and retain more full-time, first-time undergraduate students, transfer and graduate students</i>					
<i>SP Goal 2.5: Improve student retention and graduation rates by strengthening academic advisement to guide students in academic course planning and requirement completion</i>					
Goal 3: Provide services and create/maintain resources to support University-wide efforts to strengthen academic advisement					
Objective	Measurement of Assessment	Timeline	Person(s) Responsible	Data Results	Actions Taken on Data Collected
3.1 Update and maintain guidesheets, four-year graduation plans, Degree Audits and related tools <i>(SP Action 2.5.2: Ensure the ongoing accuracy, usability, access to and use of our primary tools for effective planning of timely graduation)</i>	<ul style="list-style-type: none"> •In collaboration with academic departments, review all current guidesheets and four year graduation plans for accuracy •Create repository on SAS website •Mechanism for timely posting of revised guidesheets/plans and update of DA's following approved program revisions and additions 	<ul style="list-style-type: none"> •Spring 2014 •Spring 2014 •Beginning Spring 2014 	Sharon Haussmann	<ul style="list-style-type: none"> •All major programs created or revised (effective Fall 2014) identified (by review of all approval documents forwarded from VPAA Office following VPAA receipt from Faculty Senate) 	<ul style="list-style-type: none"> •New Guidesheets posted for all major programs created or revised during AY 2013-2014 •Degree Audits created or updated for all major programs created or revised during AY 2013-2014 •Review & Update of Four-Year Plans in progress •Curriculum update mechanisms under review & electronic transmittal forms to be piloted Fall 2014 •Creation of SAS website postponed (all postings are to CAS website)
3.2 Provide technical advisement training and support to faculty and staff	<ul style="list-style-type: none"> •Create Advisor Resources page •Develop & deliver training workshops •Establish NACADA webinar series •Survey workshop participants •Needs assessment survey 	<ul style="list-style-type: none"> •Fall 2013 •Fall 2013+ •Spring 2014 •Spring 2014 •Spring 2014 	Sharon Haussmann Rosa Paulino Wilma Velazquez	<ul style="list-style-type: none"> •Input from Advisement Syllabus working group and Advisement Task Force •Advisement Day Workshop participants surveyed by CPD 	<ul style="list-style-type: none"> •Creation of Advisor Resources section of CAS website http://www.kean.edu/~cas/advisorresources.html •Technical Advisement Workshops for faculty delivered to support to Advisement Week (October 2013) •Workshops on multiple advisement topics conducted during January and June 2014 Advisement Days •One NACADA webinar as pilot (series not pursued) •Creation of Advisement Syllabus w/ input from working group and Task Force

3.3 Improve advisement and registration processes by upgrading resources available online and through KeanWISE <i>SP Action 4.4.1: Utilize innovative technology to improve advising, scheduling and registration process</i>	<ul style="list-style-type: none">•Create SAS website•Work with Registrar’s Office and OCIS on Degree Audit upgrades and customization.	<ul style="list-style-type: none">•Spring 2014•Beginning Spring 2014	Sharon Haussmann		<ul style="list-style-type: none">•Creation of SAS website postponed (using CAS website instead)•Identification of OCIS and Registrar’s Office contacts pending due to staffing changes
3.4 Develop interventions, resources and services to assist students with major selection and declaration processes and change of major issues <i>(SP Action 2.5.4: Strengthen the advisement program and process for first year students, undecided/ undeclared students, students who are changing/have changed majors, those with academic difficulty, or probation or academically dismissed)</i>	<ul style="list-style-type: none">•Analyze OCIS report on Undeclared students to identify target populations•Develop and pilot interventions•Develop major exploration resources and website section•Survey participating students	<ul style="list-style-type: none">•Fall 2013•Spring 2014•Beginning Spring 2014•Beginning Spring 2014	Sharon Haussmann Jackie Langley Rosa Paulino Wilma Velazquez	<ul style="list-style-type: none">•Analyzed OCIS report on Undeclared students: identified transfer students as target group for SAS interventions (given SGS initiatives for other populations)	<ul style="list-style-type: none">•Developed interventions for transfer students (see section under Unit Goal 2)•Provided support to SGS-led initiatives for new and Undecided/Undeclared students (e.g., Advisement Week and Choose A Major Day)